



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

**Course Syllabus  
PADP 8940: International and Comparative Administration, CRN 46685  
Fall Semester 2020**

**Online Sessions  
Tuesday afternoons/evenings, 3:55 – 6:45pm**

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

*International and Comparative Administration* is an upper-level graduate seminar with a global scope. The course is situated within 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) have become increasingly visible and even menacing to the civilized world. Many of

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<sup>1</sup> Office hours are by appointment and online for now. Please feel free to contact me by telephone or email whenever necessary. Email usually works best. Always send emails from your standard UGA email account – not through the eLC course website.

these problems are “wicked” in nature (i.e., elusive, chronic, insolvable, etc.) and spill over traditional political borders, making it difficult for individual countries and their 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 beyond their borders for solutions and think about collective action on a broader scale. At the same time, a new wave of populist leaders with ultra nationalist agendas are being elected in many countries across the world, which seems to be worsening certain problems, undermining democratic institutions, and making international cooperation more difficult. *There is thus a growing sense of urgency for the study and practice of Comparative Administration in contemporary times.*

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.
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.

For MPA students, the following core competencies will be imparted in the course:

- Competency 1: To lead and manage in public governance
- Competency 2: To participate in the public policy process
- Competency 3: To analyze, synthesize, think critically, solve problems and make decisions
- Competency 4: To articulate and apply a public service perspective
- Competency 5: Communicating with a diverse workforce and citizenry

Students are encouraged to apply the theories and concepts learned in this course to their own individual fields of 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 for all.

### **Seminar Sessions**

The course will be online with live class sessions on Zoom. These sessions will be recorded and archived on the UGA eLearning Commons (eLC) course website. All students will need a desktop computer or portable electronic device such as a laptop or smart tablet and a reliable internet connection to join Zoom sessions and participate in course activities. All course deliverables will be submitted online. The eLC course website and Zoom application are accessible at: <https://uga.view.usg.edu/d2l/login>.

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 who understand the basic concepts introduced in 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. Online attendance and the extent and quality of participation will influence final grades as explained below.

### **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. Grades are based on the standard UGA grading scale for this course and range from A to F. 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 a thoughtful, well-informed response to the question and write a high quality essay that is stylistically and grammatically correct. The paper 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 paper should be formatted according to the American Political Science Association Style Manual (revised 2018 edition), which is widely available on the internet. The paper 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 sound 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 adhere to a common framework that will be developed during the semester for the comparative analysis. The project should include readings on the country chosen 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 short 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 adopted by 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 and count approximately 10 percent of the final grade. Students should attend class and be punctual; they should avoid late arrivals and early departures which can be disruptive to the class. Students who miss several 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 are to seminar discussions, group work, and other activities. This component includes leading classroom discussions when assigned, completing several short homework-type assignments during the semester, and responding to ad hoc requests.

### **Reasonable Accommodations**

Students with disabilities that could affect their ability to participate and perform well in the course should see me early in the semester. I am receptive to these situations and will make any reasonable accommodations. If you plan to request accommodations, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <https://drc.uga.edu>.

### **Mental Health and Wellness Resources**

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress, anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

### **Academic Honesty**

UGA Student Honor Code: *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."* A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty can be found at <https://ovpi.uga.edu>.

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. All academic work must meet the standards contained in A Culture of Honesty. Students should learn about these standards before submitting any written work. All written assignments should be completed individually – not collaboratively – unless otherwise stated.

### **FERPA Notice**

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at <https://reg.uga.edu/general-information/ferpa/>. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.)

## **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. ISBN: 978-1439854587 **Free online access is available on the UGA library website.**
- Chandler, J. A. (ed.), 2014. *Comparative Public Administration*, 2d ed. London and New York: Taylor & Francis, Routledge. ISBN-13: 978-0415569286 **Free online access is available on the UGA library website.**
- Kuhlmann, Sabine, and Hellmut Wollmann, 2019. *Introduction to Comparative Public Administration*, 2d ed. Cheltenham and Camberly, UK, and Northampton, MA USA: Edward Elgar. ISBN: 9781786436726
- Rose, Richard, 2004. *Learning from Comparative Public Policy: A Practical Guide*. London and New York: Taylor & Francis, Routledge. ISBN-13: 978-0415317429 **Free online access is available on the UGA library website.**
- Other published articles and government reports that may be assigned.

Some carefully selected optional and supplemental readings come from the following sources, some of which are stored in digital format on the UGA eLC course website:

- 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, 2018. *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*, 7<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.

### **UGA Coronavirus Information for Students**

This seminar will be conducted online but students may occasionally be on campus and in Baldwin Hall on other business. Some important Coronavirus information for those visits is provided below:

**Face Coverings:** Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

**DawgCheck:** Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

**What do I do if I have symptoms?** Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

**What do I do if I am notified that I have been exposed?** Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

**How do I get a test?** Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

**What do I do if I test positive?** Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend

classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

### **Baldwin Hall Reminders**

Everyone has a critical role to play as we work together to protect the health and safety of every member of the Bulldog Nation.

**Academic calendar and schedule.** Classes begin on August 20 and in-person instruction will conclude at Thanksgiving Break. All remaining instruction, and final exams, will be delivered online following Thanksgiving. The University will remain open after Thanksgiving Break and will continue to provide regular campus operations and student life services until the end of Fall Semester.

**Face coverings.** Like other buildings on campus, in Baldwin Hall, face coverings in public spaces, including classrooms, are **mandatory** for all. Wearing a face covering is in addition to and not a substitute for also maintaining six feet social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area.

**Keeping a safe distance.** In all public spaces in Baldwin Hall (including stairwells, halls, offices, bathrooms, classrooms, and labs), please maintain six feet between you and others. The seating capacity in your classroom has been modified to allow for social distancing. Please sit in designated, marked seats. In all public spaces, including classrooms, you should not remove signage or re-arrange furniture, even if it appears that furniture is not being used. To help maintain distance, please keep to the right, where possible. If you enter/exit through the front doors of Baldwin, please follow the signs (and traffic) directing you through a specific set of doors.

**Don't congregate.** If you want to spend some time chatting with someone, please take it outside or online. We are also requesting that you enter and exit Baldwin without delay, staying outside of the building as long as practicable before your class begins and then leaving once your class is finished.

**Keeping it clean.** Cleaning and disinfecting of public spaces are important to reduce the risk of exposure to COVID-19. Classrooms are only being cleaned once-per-day. There are sanitation wipes/buckets and stands in proximity to your classroom. *Prior to heading in to class*, you should take a wipe from the station and wipe down all high-touch surfaces associated with your seat. You should help further slow the spread of the virus by frequently washing your hands. Bathrooms will be cleaned frequently during the day. On occasions that bathrooms are closed for cleaning, you may need to use those on other floors or in other buildings. Please be conscious of the density of traffic in bathrooms and practice social distancing.

**Staying in touch.** Office hours and academic advising should be done by appointment. To ensure safe distancing, faculty and staff are more likely to meet with you online or by phone.

**Your health.** You have been provided with a digital thermometer and are required to self-monitor for signs or symptoms of COVID-19. By coming to campus, you are acknowledging that

you have checked, and do not have, symptoms of COVID-19. UGA is using a notification application to remind you daily to check for symptoms prior to coming to campus and self-report in the event you display COVID-19 symptoms. If you report symptoms, the University follows a confidential process for securely notifying health officials who can begin contact tracing and provide appropriate support services. If you have an underlying medical condition or, for any reason, believe that you are at a high risk of developing a serious case of COVID-19, you may request an accommodation through the Disability Resource Center (DRC) at [drc@uga.edu](mailto:drc@uga.edu) or 706-542-8719. More information can be found at: [https://drc.uga.edu/content\\_page/student-accommodation-guidelines](https://drc.uga.edu/content_page/student-accommodation-guidelines)

**Check your UGA email** regularly so you don't miss important information, and also check the University [COVID-19 website](#) for updates and resources. This web site includes links from student affairs with helpful, up-to-date messages for students and parents.

### **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 to meet course objectives. In addition, some minor rescheduling may occur. Any change in the syllabus or course schedule will be announced in advance by the instructor. Students should check their UGA email inbox regularly for updates and other information pertinent to the course.