



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

**Course Syllabus**  
**PADP 8940: International and Comparative Administration, CRN 60754**  
**Spring 2022**

**101D Baldwin Hall, UGA main campus**  
**Tuesdays, 7:00 – 9:50pm**

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 of interest. The course spans 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 of the world, are the key to understanding the similarities and differences across nations. 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 study thus involves learning more about other countries so that we can understand our own country better.

Comparative Administration was a prominent subfield of the Public Administration discipline in the early 1960s, but its influence waned. One observer referred to it as a “dying field that never dies” (Bowonwathana 2011, p. 81). This apparent decline in Comparative Administration is ironic because globalization and related problems (such as burgeoning social needs, cyber-attacks, civil unrest, terrorism, human trafficking, health pandemics, environmental degradation,

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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.

and worldwide economic recessions) are increasingly visible and menacing to the civilized world. Many of these problems are “wicked” in nature (i.e., they are elusive, chronic, insolvable, etc.), and they spill over traditional political borders making it difficult for individual countries and their governments to cope with them effectively. At the same time, a new wave of populist leaders with ultra nationalist agendas are gaining power in many countries across the world, ostensibly worsening certain problems, undermining democratic institutions, and making international cooperation more difficult. *There is thus a growing sense of urgency in the study and practice of Comparative Administration in contemporary times.* Whether we think of International and Comparative Administration as an academic field or an immensely practical undertaking, it is clearly regaining prominence as people everywhere are becoming more aware of the world around them and their governments are coping with new problems that force them to look for solutions beyond their borders and consider collective action on a broader scale.

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, theories and applications in Comparative Administration. The seminar introduces students to the governmental systems of developed and developing countries and their native 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 runs as a seminar 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. Instruction is provided in a traditional face-to-face format with weekly classes that meet on campus. The eLC course website will be utilized to share materials and coordinate activities. The website is accessible at:

<https://uga.view.usg.edu/d21/login>.

The first part of the course consists of lectures and class discussions on planned topics. During these sessions, the instructor will present material, pose questions for discussion, help guide the search for answers, and encourage critical inquiry. Various instructional media will be utilized to enhance learning. Students will lead discussions on course readings, complete homework-type assignments, and participate in small group exercises. The second part of the course is structured more like an independent study for small groups with common interests. Each group will develop a final course project due at semester’s end.

Students are expected to be proactive and engage in all course-related activities. They are encouraged to ask questions and raise important issues for discussion. Students should attend class, complete all readings on time, and contribute to group discussions and other activities. Attendance and the extent and quality of participation will influence final grades as explained below. All course deliverables will be submitted by email and late penalties will apply.

**Assignments and Grades**

Grades are based on student performance on several oral and written assignments, including an essay paper, country study, group project paper and presentation, and attendance and participation in the seminar. These components are explained below, and they will be discussed in more detail during the initial class session. Grades are based on the standard UGA grading scale for this course ranging 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 more intensive readings and a semester-length research paper aimed for publication.

### **Essay Paper**

Students will write an essay-type paper of 8-10 pages covering the first part of the course. This will be a take-home assignment. A multi-part essay question will be distributed at least one week before the paper is due. The 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, which is stored on the eLC course website. The paper will be graded based on quality of presentation and content, and will count 30 percent of the final course grade. Late penalties will apply.

### **Country Study**

Students will write a detailed country study and give an oral report to the class. 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 for comparative analysis that will be developed during the semester. The project should include readings on the country chosen and other research activities undertaken by the student. 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 but 15-18 pp. is suggested. The written standards are the same as for the essay paper (see above). Together the paper and oral report will count 30 percent of the final course grade.

### **Group Project**

Students will complete a group project in Comparative Public Policy in the second part of the course. The major steps include: 1) write a short research proposal for the instructor to review and approve, 2) select two or more countries (or political subdivisions such as provinces or large cities in different countries) that are suitable for comparative study; 3) identify and describe a policy problem that is present in both settings; 4) identify and describe a policy instrument, policy innovation, or other practice that is being utilized effectively in one setting and that might be adopted by the other(s); and 5) conduct a thoroughgoing comparative analysis to evaluate the feasibility of the policy transfer and tailor it to maximize the chance of successful implementation. Each group will submit a project paper and give an oral report near the semester's end. The suggested length of the paper is negotiable but 15-18 pp. is suggested. Otherwise, the written standards for other course deliverables 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, written research report, and oral presentation will count 30 percent of the final course grade.

### **Attendance and Participation**

Attendance and participation are required in the course 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. Attendance is a prerequisite for participation. 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. Spontaneous participation is especially valued.

Note: As a professional courtesy, please let me know by email if you will miss a class.

### **Reasonable Accommodations**

Students with disabilities that could affect their ability to participate 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. It can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by navigating to <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 through 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**

The ethical bar is set very high for aspiring public administrators and a strong work ethic is expected in this course. 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*. The UGA Student Honor Code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." The University's policy and procedures for handling cases of suspected dishonesty can be found at <https://ovpi.uga.edu>. Students should learn about these standards before submitting any written work. *All written assignments should be completed individually – not collaboratively – unless otherwise stated.*

### **Prohibition on Recording Lectures**

Students may *not* make a visual or audio recording of any aspect of this course unless they have written authorization from the UGA Disability Resource Center. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the course.
- Understand that faculty members have a copyright interest in their class lectures and that they will not infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to use the recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree not to profit financially and not to allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the semester's end.
- Understand that violating these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

### **Coronavirus Information for Students**

Information on how the Coronavirus Pandemic affects students attending spring classes is posted on the eLC course website and various UGA websites. Please heed this information throughout the semester.

### **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/generalinformation/ferpa/>. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, and prior schools), unless withholding is requested in a written letter to the registrar.

### **Preferred Name and Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun if different from the above. If so, please let me know your preference early in the semester.

### **Required Readings**

Required readings for the course are as follows:

- Jreisat, Jamil, 2011. *Globalism and Comparative Public Administration*. Boca Raton, FL: 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: 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: 978-1786436726
- Pollitt, Christopher, and Geert Bouckaert, 2017. *Public Management Reform: A Comparative Analysis*, 4<sup>th</sup> ed. London: Oxford University Press. ISBN 978-0198795181 [Free online access to the 2011 third edition is available on the UGA library website.](#)
- Rose, Richard, 2004. *Learning from Comparative Public Policy: A Practical Guide*. London and New York: Taylor & Francis, Routledge. ISBN: 978-0415317429 [Free online access is available on the UGA library website.](#)
- Other published articles and government reports that may be assigned.

Students who are interested in supplemental reading will find the following volumes useful: :

- 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. [Free online access is available on the UGA library website.](#)
- Hammerschmid, Gerhard, Steven Van de Walle, Rhys Andrews, and Phillipe Bezes, 2016. *Public Administration Reforms in Europe: The View from the Top*. Cheltenham and Camberly, UK, and Northampton, MA USA: Edward Elgar.
- 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. [Free online access is available on the UGA library website.](#)
- 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.
- Liebert, Saltanat, Stephen E. Condrey, and Dmitry Goncharov (eds.), 2013. *Public Administration in Post-Communist Countries: Former Soviet Union, Central and Eastern Europe, and Mongolia*. London, Routledge. [Free online access is available on the UGA library website.](#)
- Otenyo, Eric Edwin, and Nancy S. Lind (eds.), 2006. *Comparative Public Administration: The Essential Readings*. London: Elsevier. [Free online access is available on the UGA library website.](#)
- Peters, B. Guy, 2018. *The Politics of Bureaucracy: An Introduction to Comparative Public Administration*, 7<sup>th</sup> ed. London and New York: Routledge.
- Rathod, P. B., 2007. *Comparative Public Administration*. Jaipur, India: ABD Publishers.

The required readings listed above 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 and stored on the eLC course website.

### **Tentative Course Schedule**

Assignments are in the course schedule (attached). Please complete all readings and written assignments before the applicable class period. This schedule will serve as a guide but not a rigid constraint throughout the semester. Some topics will likely take less than the allotted time, while others may require more attention. Some minor rescheduling may also occur. Any changes to the syllabus or course schedule will be announced in advance. Students should check their UGA email inbox regularly for updates and other information pertinent to the course.