



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

**Course Syllabus
PADP 8940: International and Comparative Administration, CRN 56926
Fall 2023**

**101B Baldwin Hall, UGA main campus
Tuesdays, 3:55 – 6:45pm**

The University of Georgia
School of Public and International Affairs
Department of Public Administration and Policy
204 Baldwin Hall
Athens, GA 30602-1615

Prof. G. A. Brewer¹
272 Baldwin Hall
706 542-2982 (office)
706 583-0737 (FAX)
Email: geneabrewer@uga.edu

Course Description

International and Comparative Administration is an upper-level graduate seminar with a global focus. The course spans and aims to link several closely related fields such as International and Development Administration, Comparative Political Systems, Comparative Public Management, Comparative Public Policy, and Comparative Law. Comparative studies could easily branch into other social science disciplines and other realms of study such as maritime law, space exploration, cyberspace, and artificial intelligence/robotics. The field is thus very dynamic and expansive.

Single nation-states and their central governments, including their 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 achieve the common goal of improving governance systems and bettering 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 popularity and influence has declined over time. One observer calls it “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

¹ 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 or from non-UGA email accounts.

needs, cyber-attacks, civil unrest, terrorism, human trafficking, health pandemics, environmental degradation, and worldwide economic recessions) are increasingly menacing the civilized world. Most of these problems are “wicked” in nature (i.e., they are elusive, chronic, largely insolvable, etc.), and they spill over traditional state borders making it difficult for single countries and their leaders 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 these 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.* 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 emerging problems that force them to search 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 learn new paradigms, theories, and applications in comparative studies. The course introduces students to the governmental systems of developed and developing countries and their native political-administrative institutions and policy processes. As such, it helps students develop a keener 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 fields of interest, and to share relevant experiences and insights with the class. Doing so will enliven seminar sessions and enrich the learning environment for all.

Seminar Sessions

The course runs as a seminar for masters-level and doctoral students who are familiar with the knowledge bases of Public Administration, Public Management, and Public Policy, and who understand the basic concepts that comprise these fields. Instruction is provided in a traditional face-to-face format with interactive class sessions that enable active learning. 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 which is due at semester's end.

Students are expected to be proactive and to fully engage in all course-related activities. They are encouraged to ask questions and raise important issues for discussion. Students should attend class, complete 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 should be submitted by email. 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 individual 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 that ranges from A to F. Individual course components are weighted as follows:

<u>Component</u>	<u>Percent of Course Grade</u>
Midterm Essay Paper	30%
Country Study	20%
Group Project	30%
Other Group Assignments	10%
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.

Midterm Essay Paper

Students will write an essay consisting of 8-10 pages covering material from the first part of the course. This take-home assignment will consist of answering a set of essay questions that will be distributed approximately one week before the paper is due. Students are expected to craft a thoughtful, well-informed response to each question and to 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 (no PDFs or cloud documents). The paper should be formatted according to the American Political Science Association Style Manual, which is stored on the eLC course website. Grading criteria include the quality of presentation, content, and evidence of course learning. The paper will count 30 percent of the final course grade. Late penalties will apply.

Country Study

Students will select a country, write a detailed country study, and give an oral report on their paper. 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 study should include basic contextual information on the country chosen and it should follow a common framework for comparative analysis that will be developed in the course and used for the assignment. The paper should draw from outside readings on the country chosen. Students will give an oral report to the class and submit their paper by the due date shown in the tentative course schedule. The suggested length is 15-18 pp. but flexible. The written standards are the same as for the midterm essay paper (see above). Together, the paper and oral report will count 20 percent of the final course grade.

Group Project

In the second part of the course, students will be assigned to small groups that will develop and complete a group project in Comparative Public Policy. 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 states, provinces, or large cities in different countries) that are well-suited for a policy transfer (see the next step); 3) describe a policy problem that is present in both countries or settings; 4) describe how the one country (i.e., the donor) has developed a successful policy solution to address this problem, and how the other country (i.e., the recipient) might implement this same or similar policy to help solve their problem. This project will include a detailed description of the problem, the innovative policy, and the feasibility of the transfer. Groups should tailor the policy transfer for effective implementation in the recipient country in order to optimize the chances for success. This will involve conducting a thoroughgoing comparative analysis of both countries focusing on their political/administrative institutions and policy processes, especially 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 15-18 pp. but flexible, and the written standards for other course deliverables will apply. Grades will be assigned based upon importance of problem, feasibility of the solution, mastery of subject matter including a

competent comparative analysis, and quality of written and oral presentation. Overall, the group project will count 30 percent of the final course grade.

Other Group Work

As mentioned elsewhere, groups are an integral part of the course. Therefore, 10 percent of each student's final grade will be based upon their contributions to their group's overall performance in the course. Group work includes completing special assignments, leading in-class discussions, good citizenship as a group member, and other duties as assigned. Note: the group project described in the previous section is graded separately from this component, partly because new groups may be formed to undertake the capstone project.

Attendance and Participation

Attendance and participation are required in the course and count approximately 10 percent of the final grade. Students should attend all classes and be punctual. 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 were to seminar discussions, group work, and other class 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 in advance if you will miss a class.

Reasonable Accommodations

Students with disabilities that could affect their ability to perform well in the course should bring this to my attention 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 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 visual or audio recordings of any part of this course unless they have written authorization from the UGA Disability Resource Center. Students with recording accommodations 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 that will not be infringed upon 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 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 result in liability under copyright laws.

Coronavirus Information for Students

Information on how the Coronavirus Pandemic affects students attending in-person classes is posted on various UGA websites. Please heed this information throughout the semester. UGA manages COVID-19 the same way as other infectious diseases. We continue to follow Georgia Department of Public Health (GDPH) guidance. Self-isolation is expected for faculty, staff, and students who test positive for COVID-19. This means to (1) isolate for 5 days; (2) if you have no symptoms or your symptoms are resolving after 5 days, you can leave isolation; and (3) continue to wear a mask around others for 5 additional days. If you have been in close contact with someone who is COVID-positive but you are not sick, health authorities urge you to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19. While the University Health Center continues to stock COVID-19 vaccines, surveillance testing and Dawg Check have been suspended. Masks are not mandatory on campus.

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.

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*, 4th ed. London: Oxford University Press. ISBN 978-0198795186 **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 interested in supplemental readings on core topics will find the following volumes useful:

- Borins, Sandfort, 2014. *Innovative Governance in the 21st 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*, 6th 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. Lambricht, 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*, 7th 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.