



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

**Course Syllabus**  
**PADP 8940: International and Comparative Administration, CRN 56926**  
**Fall 2024**

**302 Baldwin Hall, UGA main campus**  
**Wednesdays, 7:10 – 9:55pm**

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 focus on international institutions and comparison of state administrative systems. 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 delve into other social science disciplines or realms of study such as international trade and security, maritime law, space exploration, cyberspace, and artificial intelligence/robotics. The field is thus very dynamic and sprawling.

Single nation-states and their central governments, political subdivisions, and administrative institutions have long been the primary focus of Public Administration scholarship and practice. These governmental institutions, their related policy processes, and contextual factors peculiar to specific countries and 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 governance and better the human condition. Comparative study thus involves learning more about the world around us so that we can better understand our own country.

Comparative Administration was a prominent subfield of Public Administration 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 is ironic because

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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 or from non-UGA email accounts.

globalization and related problems are increasingly menacing in the civilized world (such as burgeoning social needs, cyber-attacks, civil unrest, terrorism, human trafficking, health pandemics, environmental degradation, and worldwide economic recessions). Many of these problems are called “wicked” because they are elusive, chronic, and insolvable; and they spill over traditional state borders making it difficult for the leaders of single countries 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, often undermining democratic institutions and making international cooperation more difficult. *There is thus a growing sense of urgency in the study and practice of International and Comparative Administration in our time.* Whether we think of it as an academic field or an immensely practical undertaking, it has clearly regained prominence as people everywhere are becoming more aware of the world around them and their governments are coping with a set of problems that forces them to look 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 rooted in comparative studies. The course introduces students to the governmental systems of developed and developing countries and their respective 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 and international cooperation.

### **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 the public interest

Competency 2: To participate in, and contribute to, the public policy process

Competency 3: To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment

Competency 4: To articulate, apply, and advance a public service perspective

Competency 5: To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large

Students are encouraged to apply the theories and concepts learned in this course to their own fields of interest, and to share any 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 and doctoral level 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 seminar 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 classroom discussions on planned topics. In a typical seminar session, the instructor will introduce new material, pose questions for discussion, and encourage critical inquiry. Then, the student work group designated to lead our discussion of assigned readings for that week will take over. Lastly, the instructor will provide concluding remarks and close the session.

Various instructional media will be utilized to enhance learning. As mentioned above, 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 new groups formed with common interests. Each of these groups 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 Profile, Abstract, and Original Study	20%
Group Project	30%
Group Work	10%
Attendance and Participation	<u>10%</u>
	100%

Note: PhD students will have substantially 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 examination’ 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 (APSA) Style Manual, which is stored on the eLC course website. Grading criteria include the quality of presentation, content, and evidence of learning from the course. The paper will count 30 percent of the final course grade. Late penalties will apply.

### **Country Profile, Country Study Abstract, and Original Country Study**

This assignment consists of three phases. In phase one, students will select a country, conduct research, and write a brief profile summarizing the country’s features and context (suggested length 3pp.). In phase two, students will select a different country, read a detailed country study written by an academic researcher, and prepare a brief abstract (required length 1pp.). In phase three, students will select a different country, conduct research, and write an original country study covering the country’s context and political-administrative system (suggested length 15pp.).

The first step in all phases is to choose a country of interest and develop a research plan, which must be approved by the instructor before any substantial work begins. All papers should include basic contextual information on the countries chosen and they should follow a common framework for comparative analysis that will be developed in the course and used for the assignment. The papers should draw from outside sources on the countries chosen. Students should submit each paper by the respective due date shown on the tentative course schedule. The written standards are the same as for the midterm essay paper (see above). Together, these deliverables will count 20 percent of the final course grade. Note: the group work described in the next section is graded separately from this component, partly because new groups will be formed to undertake the capstone project.

### **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 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 ‘donor country’ has developed a successful policy solution to address this problem, and how the ‘receiving country’ other country might adopt and implement this same or a similar policy to help solve their problem. This project will include a detailed descriptions 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, optimizing the chances for success. This will necessitate a thoroughgoing comparative analysis of both countries focusing on their political/administrative institutions and policy processes, especially the implementation process. 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 the problem’s importance, feasibility of the solution, mastery of subject matter including a competent comparative analysis of b countries, and quality of written and oral presentation. Overall, the group project will count 30 percent of the final course grade.

### **Other Group Work**

As already mentioned, group work is 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, practicing 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 will 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 are 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 send me an email in advance if you will miss a class, arrive late or leave early, or submit a late course deliverable.

### **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>.

### **UGA Well-being Resources**

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit [sco.uga.edu](http://sco.uga.edu). Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: [well-being.uga.edu](http://well-being.uga.edu)
- Student Care and Outreach: [sco.uga.edu](http://sco.uga.edu)
- University Health Center: [healthcenter.uga.edu](http://healthcenter.uga.edu)
- Counseling and Psychiatric Services: [caps.uga.edu](http://caps.uga.edu) or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: [healthpromotion.uga.edu](http://healthpromotion.uga.edu)
- Disability Resource Center and Testing Services: [drc.uga.edu](http://drc.uga.edu)

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

### **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.

UGA policy is that artificial intelligence (AI) may not be used for coursework unless explicitly authorized by the instructor beforehand. In this course, AI tools such as ChatGPT may not be used for writing course deliverables. All written composition should reflect the student's own work. In addition, *all written assignments should be completed individually – not collaboratively – unless otherwise stated.*

### **Prohibition on Recording Lectures**

Students are not allowed to make visual or audio recordings of any aspect of this course unless they have written authorization from the UGA Disability Resource Center, which includes

specific terms and conditions. Violation of this policy may result in discipline under the Student Code of Conduct and liability under copyright laws.

### **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*, 4<sup>th</sup> ed. London: Oxford University Press. ISBN 978-0198795186 **Free online access to the 2011 third edition is available on the UGA library website.**
- Raadschelders, Jos C. N., and Eran Vigoda-Gadot, 2015. *Global Dimensions of Public Administration and Governance: A Comparative Voyage*. San Francisco: Jossey-Bass. **Free online access 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.

The required readings listed above are available in different formats from the UGA library and bookstore, directly from the publishers, or through other online sources. Limited copies may be available for temporary use from the departmental and main libraries, and from the instructor. Any additional required readings will be distributed by the instructor or stored on the eLC course website. Students interested in supplemental readings may 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 Phillippe 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.

### **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.