Bureaucracy and Development
(PADP7200, Spring 2026)

Instructor: Ning He
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Class meeting times: Thursday, 7:00-9:50 PM
Class location: Baldwin Hall 301
Office hours: Thursday 3:00-5:00 PM (by appointment)

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Description

This course examines the role of bureaucracy in development. Bureaucracy is a core component of modern state capacity. It plays a consequential role in policy implementation, the provision of public services, and shaping market environment that supports economic growth. This course investigates various features of contemporary bureaucracies, focusing on how selection, incentives, and oversight shape bureaucratic behavior, policy implementation, and development outcomes. It builds on the foundational framework of bureaucracy in public administration scholarship, placing the relationship between politics and public administration at the center of the inquiry. The readings connect development outcomes–including economic growth, the quality of public service provision, corruption, and government responsiveness–with the characteristics of state bureaucracies. Emphasis is placed on recent literature in public administration, political science, and economics. This course takes a comparative perspective, covering cases across diverse regional and institutional contexts.

Requirements and Grading

Requirements

Participation (30 points) Students are required to attend all class sessions and actively engage with discussions. Participation is graded for the following 10 sessions: Weeks 2-8,

10-12. Each session is worth 3 points. Students who are absent for a session will receive 0 point. Students who are present without contributing to the discussion will receive 1 point. There is no accommodation for absence unless the student provides documentation for a university-approved medical excuse or family emergency.

Weekly response memos (40 points) Students are required to submit 8 response memos, each offering analytical responses to a set of questions related to the weekly readings. Each memo is worth 5 points. Students can submit up to 2 additional memos for up to 10 bonus points. Memos must be typed in 12-point font with 1.5-line spacing and one-inch margins, and should not exceed two pages. The memos are due 24 hours before class (Wednesday 7:00 PM). Late submission will not be graded. Questions for the memos will be posted one week prior to each deadline. Students are expected to develop their analytical responses independently. The use of generative AI tools should be limited and must not replace original thinking. Submissions that rely heavily on AI-generated content will not be accepted and may result in a significant grade penalty.

Presentation (10 points) Each student will receive a presentation assignment. They will do an oral presentation with slides for 15-20 minutes to deliver a summarized and critical review of the required readings assigned for a certain week. Guidelines for the presentation will be posted separately on eLC.

Policy report (20 points) Students are required to submit a policy report by the final week of class. The topic of the policy report should be related to the theme of this course. The report must be typed in 12-point font with 1.5-line spacing and one-inch margins, with an expected length at 10-15 pages (excluding references). The report is due on April 30. Students are required to submit a proposal within two pages outlining the topic of their choice by February 26. Students will do an oral presentation of the report in the final weeks. Grading rules for the policy report will be posted separately on eLC.

Grade Scale

Students will receive a final score out of 100, calculated by summing the points earned from all graded components described above. Decimal points in the final score will be rounded up to the nearest whole number. Final course grades will be assigned based on the following scale:

Final Score	Letter Grade
93–100	A
90–92	A−
87–89	B+
83–86	B
80–82	B−
77–79	C+
73–76	C
70–72	C−
60–69	D
0–59	F

Course Materials

The primary course materials are the weekly readings. Students are expected to read them before the class of each week. While it is not necessary to read every paragraph in detail, you should aim to understand the main arguments and how the authors develop and support them. Relying solely on AI-generated summaries is discouraged, as it may prevent you from engaging meaningfully with the material.

Course Schedule

Week	Date	Topic
1	Jan 15	Introduction
2	Jan 22	Bureaucracy and economic growth
3	Jan 29	Bureaucracy and growth failure
4	Feb 5	Bureaucracy and service delivery
5	Feb 12	Bureaucracy and innovation
6	Feb 19	Political oversight of bureaucracy
7	Feb 26	Incentives in bureaucracy (I)
8	Mar 5	Incentives in bureaucracy (II)
9	Mar 12	Spring break (no class)
10	Mar 19	Patronage and corruption
11	Mar 26	Embeddedness and representation
12	Apr 2	Performance management
13	Apr 9	Final project presentation
14	Apr 16	Final project presentation
15	Apr 23	Conference travel (no class)

Course Policies

Classroom Policies

I am committed to fostering an inclusive, respectful, and accessible learning environment for all students. If you require special accommodations due to disability, I will work with you and the Disability Resource Center (DRC) to ensure the necessary support is provided. For more information, please visit the DRC website: https://drc.uga.edu.

Students are expected to observe the following classroom policies:

- To support a focused learning environment, any activities that may disrupt the lecture are not permitted during class.

- Laptops and other digital devices are permitted in the classroom, but should only be used for class-related activities. Please ensure that all devices are silenced to avoid disruptions.

- Video or audio recording of lectures is not permitted without consent of the instructor.

Communication and Office Hours

I respond to emails sent between Monday and Thursday within 24 hours. Emails sent after Thursday will be answered by the following Monday.

Office hours are by appointment only. To schedule a 20-minute meeting, please send me an email at least 24 hours before the meeting.

Academic Integrity

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy and the Student Honor Code. A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at honesty.uga.edu. The Student Honor Code provides that "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation.

Mental Health and Wellness 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. 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

- Student Care and Outreach: sco.uga.edu

- University Health Center: healthcenter.uga.edu

- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273

- Health Promotion/ Fontaine Center: healthpromotion.uga.edu

- Accessibility and Testing: accessibility.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.