



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

**Course Syllabus
PADP 8940: International and Comparative Administration, CRN 65615
Fall 2026**

**302 Baldwin Hall, UGA main campus
Wednesdays, 7:00–9:55pm**

The University of Georgia
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Course Description

International and Comparative Administration is a graduate seminar that focuses on both international institutions and country-level administrative systems and policy processes. The course links several closely related fields such as International and Development Administration, Comparative Political Systems, Comparative Public Management, Comparative Public Policy, and Comparative Law. Comparative studies naturally delve into other social science disciplines and realms of study such as international trade and security, maritime law, space exploration, and cyberspace frontiers. The subject matter 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 public 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 countries and their role in the greater world order.

Comparative Administration emerged as a prominent subfield of Public Administration in the early 1960s, but its influence has declined over time. As one observer notes, it is “a dying field that never dies” (Bowornwathana 2011, 81). This apparent decline is paradoxical. Contemporary governance challenges—such as expanding social needs, cyber threats, civil unrest, terrorism,

¹ Office hours are by appointment. 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.

human trafficking, pandemics, environmental degradation, and global economic instability—are increasingly transnational in scope. These “wicked problems” are persistent, complex, and resistant to definitive solutions; they cross national boundaries and strain the capacity of individual states to respond effectively.

At the same time, the rise of populist leaders with nationalist agendas in many countries has, in some cases, weakened democratic institutions, reduced participation in international agreements, and constrained cross-national cooperation. Together, these developments underscore the renewed importance of International and Comparative Administration. Whether approached as an academic field or a practical endeavor, it has regained relevance as governments and citizens alike confront problems that demand broader, more coordinated responses that transcend national borders.

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. Understanding the nature and challenges of globalization for governments everywhere.
2. Acquiring an informed understanding of the history and content of the subfield of Comparative Administration, and its relationship to the subfields of International and Development Administration, Comparative Political Systems, Comparative Public Management, Comparative Public Policy, and Comparative Law.
3. Understanding theoretical, conceptual and practical issues involved in comparative investigation and analysis.
4. Examining regularities and detecting patterns in administrative structures and policy practices across broad range of diverse countries.
5. Identifying practices that promote greater efficiency and effectiveness, and that suppress corruption and aggression.
6. Articulating the basic ideas of sustainable development and good governance.
7. Better understanding the challenges and opportunities of public management in national and international contexts.
8. Gaining hands-on experience in conducting country studies and analyzing policy innovations using suitable frameworks and methods of analysis.

For MPA students, the following core competencies are 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 they may have 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 graduate students who have a basic knowledge of Public Administration, Public Management, and Public Policy. Instruction is provided in a traditional classroom setting with live 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 will consist of lectures and classroom discussions on planned topics. In a typical session, the instructor will introduce material, pose questions for discussion, and encourage critical inquiry. Then, a designated student work group will lead a discussion of assigned readings for that week. Lastly, the instructor will reveal connecting themes, provide concluding remarks, and close the session. The second part of the course is structured more like an independent study in which work groups with common interests will develop specialized policy transfer projects. These final course projects are due at semester's end.

Various instructional media will be utilized in seminar sessions to enhance learning. As mentioned above, students will lead discussions on course readings, complete homework-type assignments, and participate in small group exercises. Students are expected to attend class, be proactive, and fully engage in all course-related activities. Students should 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 will be submitted by email.

Standards for written assignments

Students should strive to write papers that are high quality, cosmetically pleasing, and easy for readers to understand. These papers should be type-written in Times New Roman 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 (no PDFs or links to cloud documents). The final paper should be submitted to the instructor by email. Format each paper, including in-text citations and references, according to the American Political Science Association Style Manual which is stored on the eLC course website. Grading will be based on adherence to instructions, quality of presentation, accuracy of content, and evidence of course learning. Late penalties will apply on all course deliverables submitted late.²

² The late penalty for each partial or whole day late is one grade-notch on the standard grading scale of A, A- B+, B, B-, etc.

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%
Original Country Study Paper (3 parts)	20%
Final Group Project	30%
Attendance and Participation	<u>20%</u>
	100%

Note: Doctoral students may have substantially different deliverables, including more intensive readings and a semester-length research paper aimed for publication. The instructor will tailor these assignments for each student based upon their individual interests and needs.

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 will count 30 percent of the final course grade.

Original Country Study Paper (a 3-part assignment)

This is a three-part assignment in which the student will choose a country of interest and submit three separate deliverables on that country during the course of the semester, as follows:

1. Students will write a brief country profile summarizing the country’s context and key features (suggested length 2-3pp.).
2. Students will prepare a one-page abstract of a detailed country study written by an academic researcher or public official (required length 1pp).
3. Students will write an original country study paper covering the context and political-administrative system of the country (suggested length 15-18pp.).

The final paper – an original country study – should follow the common framework for comparative analysis shared with students. The paper should draw from and cite a variety of sources. Students should submit each of the three above-named deliverables by the respective due dates shown on the tentative course schedule. Together, the three deliverables will count 20 percent of the final course grade.

Final Group Project

Students will form final project groups during the final few weeks of the semester. These groups will prepare a group project. The major steps include: 1) write a short proposal for the instructor to review and approve, 2) select two or more countries that are similar enough to enable a policy transfer (see the next step); 3) describe a policy problem that is present in both countries or

settings and describe how one country is successfully addressing the problem and how the other could benefit from implementing a similar policy. This process is called a 'policy transfer'.

The major steps include: 1) Provide a detailed description of the problem and the policy that will be transferred between countries; 2) conduct a comparative analysis of each country to ensure their political/administrative institutions and policy processes are compatible enough to enable the policy transfer; 3) assess the feasibility of the transfer and strive for a good, clean fit; 4) if necessary, tailor the policy for effective implementation in the recipient country, optimizing its chances for success; and 5) prepare and submit a final group project paper and give an oral report at semester's end.

The suggested length of the paper is 15-18 pp. The written standards for other course deliverables will apply. Grades will be assigned based upon the problem's importance, the likely impact and feasibility of the solution, mastery of subject matter including a competent comparative analyses of both countries, and quality of written and oral presentation. Overall, this final group project will count 30 percent of the final course grade.

Attendance and Participation

Attendance and participation are required in the course and count approximately 20 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 more than one class, or who frequently arrive late or leave early, should expect to receive a lowered grade in the course. Attendance is also 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.

As already mentioned, group work is an integral part of the course. Therefore, part of the attendance and participation grade is based upon student 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.

Reasonable Accommodations

Students with disabilities that could affect their ability to 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 navigating to <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. 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
- Disability Resource Center and Testing Services: 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 review these standards before submitting any written work.

In addition, all written assignments in this course should be completed individually – not collaboratively – unless otherwise stated by the instructor.

Use of Artificial Intelligence (AI)

In accordance with UGA policy, the use of artificial intelligence (AI) tools in this course is restricted. All graded work must reflect the student’s own analysis, writing, and intellectual effort.

AI tools (e.g., ChatGPT, Microsoft Copilot, or similar systems) may be used only for limited preparatory purposes, such as:

- generating initial ideas or research questions
- identifying general topics or potential sources to consult

AI tools may not be used at any stage of producing submitted work, including:

- drafting, revising, or editing written assignments
- paraphrasing or summarizing sources
- generating arguments, outlines, or structured responses to assignment prompts

Students are expected to rely on their own skills in reading, analysis, and writing. Any use of AI beyond the limited preparatory purposes described above will be treated as a violation of the University's Academic Honesty Policy. If you are uncertain whether a particular use of AI is permissible, you should consult the instructor in advance.

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 will include 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 <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 by writing a letter to the registrar.

Required Readings (in whole or part)

- 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.**
- 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 for easy access.

Tentative course schedule

Weekly assignments are shown on the tentative course schedule which, along with a group roster, will be distributed once the semester is underway. Students should 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 may 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 when possible. Students should check their UGA email inbox daily for updates and other information pertinent to the course.