

PADM 535 Comparative Public Administration

Fall, 2021

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University of New Mexico,

Class Time: Monday 4-6:30 p.m.

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Course Description:

This is a survey course that introduces students to the broad field of comparative public administration. One critique of this field of inquiry is that broad generalization is very problematic due to the unique nature of policy making and implementing institutions in different contexts, e.g., city, state, tribe, country, and region. As such, in this class we will look at comparative public administration through three broad contexts: administration in the developed world, tribal governance in the U.S. and other countries, and administration in the developing world. Another critique of the field is that a strict emphasis on public administration and bureaucratic institutions obscures the crucial issue of the relationships between bureaucracies and other political institutions. As such, we will evaluate governance capacity within the context of the links or networks between bureaucratic institutions, legislative bodies, executive authorities, court systems, the private market, and civil society institutions. The course will draw from many subfields of public administration, including public management, comparative policy analysis, tribal governance, policy making and implementation networks, nonprofit studies, and will be particularly useful for students interested in such issues as administrative reform, international development, and governance.

Course Objectives:

- 1) To examine actors, instruments, and implementation of transnational administration
- 3) To identify nexus of government and nongovernment actors, including businesses, domestic and global civil society in policy making and implementation
- 4) To examine what occurs when “states and nonstate actors fail or succeed” in their responses to systematic shocks, e.g. the current pandemic, hacking and ransom attacks.
- 5) To examine global policy frames, processes and institutions in the context of cross-boundary collaboration and competition
- 6) To facilitate team-learning and vibrant class discussion

Required Textbook:

Journals that publish comparative public administration research include:

Administration and Society
American Journal of Public Administration
Governance
Journal of Comparative Policy Analysis
Journal of Policy Analysis and Management
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management and Leadership
Public Administration Review
Public Management Review
Perspectives on Public Management and Governance
Voluntas: International Journal of Voluntary and Nonprofit Organizations.

Online Resources for Basic Background Information on Countries:

- CIA World Factbook, <https://www.cia.gov/library/publications/the-world-factbook/>
- Corruption Perceptions Index, <http://www.transparency.org>
- Economic Freedom Index, <http://www.heritage.org>
- The Economist Intelligence Unit, <http://www.eiu.com/Default.aspx>
- Human Development Index, <http://hdr.undp.org>
- Hoover Institute, <https://www.hoover.org/research?tab=3>
- Library of Congress Country Studies, <http://countrystudies.us/>
- World Development Indicators, <http://data.worldbank.org>
- World Bank
- YaleGlobal, <http://yaleglobal.yale.edu/>

Grading

4 Reading reflection and response (2 reflections and 2 responses, 5% each)	20%
Discussion lead (2-or 3-person team co-lead)	10%
Comparative Response to Systemic Shock analysis paper	30%
Comparative Response to Systemic Shock Presentation(team)	20%
1 article extract	10%
Class participation*	<u>10%</u>
	100%

I will assign grades for points earned during the class according to the following scale:

A+ 97 and above A 93-96 A- 90-92
B+ 87-89, B 83-86, B- 80-82
C+ 77-79, C 73-76, C- 70-72
D+ 67-69, D 63-66, D- 60-62
F 59 points and below

Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and the focused discussion. Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions. A grade of "A" on class participation may be earned by attending all class sessions in their entirety and consistently contributing to class discussions and activities in a way that demonstrates thoughtful consideration of the readings. Participation grades will be negatively affected by missing more than one class session, being disengaged during class, returning late from breaks, coming to class late or without having prepared course readings (read and considered). Please notify the instructor of medical or family emergencies in a timely fashion so that absences will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

Academic Integrity. Academic integrity encompasses the core values and basic principles of honesty and responsibility that govern our practices as scholars, researchers, and creative artists in the university. Unfortunately, incidents of academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism is the act, intentional or unintentional, of using other people's words or ideas as your own. This trend in part results from the ready availability of papers and resources on the Internet. The university, college, department, and I expect you to write your own papers and to provide full and accurate citations for any specific ideas or language—words, phrases, sentences—that you take from outside sources, including the Internet. Refer to the [UNM Pathfinder](#) and the [UNM Catalog](#) for the university's policy on Academic Dishonesty. Following the guidelines of UNM policy, any act of academic dishonesty in this class will be reported to the department and to the Dean of Student's office and may result receiving an F on the assignment, dismissal from class with a final grade of F, and even suspension or expulsion from the university, depending upon the severity of the violation.

Academic Dishonesty and Plagiarism Policy. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Familiarize yourself with UNM's [Student Code of Conduct](#) and [UNM's policies](#) on academic dishonesty.

Plagiarism. Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. This includes but is not limited to turning in all or part of an essay written by someone other than yourself (a friend, an Internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source. The University of New Mexico considers plagiarism a serious form of academic dishonesty. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or ideas. If you are unsure of something and are worried you may be plagiarizing, come see me, or go to CAPS. Plagiarism in this course results in one or more of the

following consequences: failure of the assignment, failure of the course, and/or disciplinary action by the University. Cite sources carefully, completely, and meticulously; when in doubt, cite. Consult [UNM's Plagiarism Guidelines](#), the Pathfinder for UNM's [Student Code of Conduct](#) and the Dean of Student's [Academic Integrity/Honesty](#) for more information.

Forms of plagiarism include, but are not limited to, the following:

- Use of direct quotations without the use of quotation marks and referencing of the source of the quotation.
- Incorrect paraphrasing information without proper citation of the source.
- Failure to provide adequate citations for material used.
- The purchase of a scholarly paper or any other academic product from the Internet or any other commercial sources and submitting it as your own work.
- Downloading work from the Internet and submitting it without citation.
- Directly copying and pasting from any source, electronic or written, into any academic assignment without explicit citation of the original source.
- Submission of a work product from a previous course for credit in a current course without direct permission of the instructor.

You are required to submit all your writing assignments through UNM Learn. On UNM Learn SafeAssign compares submitted writing assignments against a database of submitted papers and internet resources and issues an "Originality Report" identifying overlap between the submitted work and other works. This allows the instructor and/or the student to check for potential plagiarism and can create opportunities for students to learn how to properly cite sources or how to paraphrase more appropriately.

When a paper is processed an "Originality Report" is created. A percentage will be generated showing how much of the submitted work overlaps with work in the existing database. You will see the percentage score after your submission. *SafeAssign does not distinguish between uncited and properly cited sources however.* Blackboard gives these rough guidelines:

- *Scores below 25 percent:* These papers may include some quotes or common phrases. There is low probability of plagiarism
- *Scores between 25 and 40 percent:* These papers include extensive quotation or paraphrased material. They may include plagiarism but the Originality Report should be checked to see if sources were properly cited.
- *Scores over 40 percent:* A high probability that text in these papers was copied or paraphrased from other sources. Again the text may be properly cited but a very high score, even if properly cited, may indicate a lack of original work or analysis by the student.

You can also create a free account at (<http://ithenticate.unm.edu/>) to precheck your papers before your online submission at Learn.

Decorum Guidelines for Distance (Zoom) Students

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance. Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

UNM Administrative Mandate on Required Vaccinations

All students, staff, and instructors are required by [UNM Administrative Mandate on Required Vaccinations](#) to be fully vaccinated for COVID-19 as soon as possible, but no later than September 30, 2021, and must provide proof of vaccination or of a UNM validated limited exemption or exemption no later than September 30, 2021 to the [UNM vaccination verification site](#). Students seeking medical exemption from the vaccination policy must submit a request to the [UNM verification site](#) for review by the UNM [Accessibility Resource Center](#). Students seeking religious exemption from the vaccination policy must submit a request for reasonable accommodation to the [UNM verification site](#) for review by the [Compliance, Ethics, and Equal Opportunity Office](#). For further information on the requirement and on limited exemptions and exemptions, see the [UNM Administrative Mandate on Required Vaccinations](#).

UNM Requirement on Masking in Indoor Spaces

All students, staff, and instructors are required to wear face masks in indoor classes, labs, studios and meetings on UNM campuses, see [masking requirement](#). Qualified music students must follow appropriate specific mask policies issued by the Chair of the Department of Music and the Dean of the College of Fine Arts. Vaccinated and unvaccinated instructors teaching in classrooms must wear a mask when entering and leaving the classroom and when moving around the room. Students who do not wear a mask indoors on UNM campuses can expect to be asked to leave the classroom and to be dropped from a class if failure to wear a mask occurs more than once in that class. Students and employees who do not wear a mask in classrooms and other indoor public spaces on UNM campuses are subject to disciplinary actions. UNM will periodically evaluate and update the mask policy relative to public health conditions.

Communication on change in modality: The President and Provost of UNM may direct that classes move to remote delivery at any time to preserve the health and safety of the students, instructor and community. Please check your unmc email regularly for updates about our class and please check <https://bringbackthepack.unm.edu> regularly for general UNM updates about COVID-19 and the health of our community.

Accommodations: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact [Accessibility Resource Center](#) at 277-3506 or arcsrvs@unm.edu for additional information.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact [Accessibility Resource Center](#) at arcsrvs@unm.edu or by phone 277-3506.

Title IX:

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees"). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the [Office of Compliance, Ethics, and Equal Opportunity](#). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

Land Acknowledgement:

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Support in Receiving Help: Students who ask for help are successful students. I encourage students to be familiar with services and policies that can help them navigate UNM successfully. Many services exist to help you succeed academically, such as [peer tutoring](#) at CAPS and <http://mentalhealth.unm.edu>. There are plenty of ways to find your place and your pack at UNM: see the "student guide" tab on my.unm, students.unm.edu, or ask me for information about the right resource center or person to contact.

Doing the Right Thing: UNM has policies to preserve and protect you and the academic community available in the [Student Pathfinder](#) as well as in the Faculty Handbook. These include policies on student grievances [D175](#) (undergraduates) and [D176](#) (graduate and professional students), academic dishonesty ([D100](#)), and respectful campus ([CO9](#)). Please ask for help in understanding and avoiding plagiarism (passing the work or words of others off as your own work or words) or other forms academic dishonesty. Doing something dishonest in a class or on an assignment can lead to serious academic consequences. Come talk with me about your concerns or needs for academic flexibility or talk with support staff at one of our [student resource centers](#) before you do something that may endanger your career.

2 Reading Reflection Postings (due midnight Sunday of the learning week)

This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. For many, this course will mark entry to the comparative public administration world. Your mind will want to wander while you are preparing for class meetings. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by 1-2 of the assigned readings for the **weeks a reflection is assigned** (see weekly assignments in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only requires you to address 2-3 readings. **DO NOT USE** newspaper articles as your seed reading, only use Academic Journal articles. **Reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for public, nonprofit, managers and/or policymakers and cross-boundary or global governance.** Post your reflection to the corresponding UNM Learn discussion string by midnight the day before the

class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met.

2 Reading Reflection Posting Responses (Due midnight Friday of the learning week)

You are required to further online discussion by commenting upon your colleague's postings for two weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference) .

Team Discussion Lead

These discussion leadership opportunities are designed to let you take the initiative and bring in outside academic readings (at least 2, peer reviewed, see the list of journals that publish comparative public administration research or from high-quality practice/industry sources, such as Wall Street Journal, Economist,) to enrich the class learning. Most of the readings assigned for this class are published in peer-reviewed journals. Ideally, the discussion leaders should find articles that are directly connected or relevant to the assigned readings for the week. The co-leaders (2 or 3 students can jointly lead a discussion) need to provide a brief summary of the 2 outside readings (1-2 slides), highlight the connections with the assigned readings (1-2 slides), and raises three or four questions for the class to discuss (1 slide). **Powerpoint presentation is required. The co-leaders should email the instructor their readings and two questions two days before the actual class to get the instructor approval. I will distribute a guideline for the PowerPoint presentation later.**

1 Article Extract (Due Nov 8th)

Please turn in two documents: one empirical article extracts and the corresponding quantitative (statistical analysis , hypotheses testing, using survey, experimental, existing datasets to test relationships between independent variables and dependent variables in comparative public policy, public administration or civil society) research article or qualitative (interview, focus group, or archival data analysis, answering questions about how from the participants' perspective regarding important issues/policies in comparative public administration). **Meta-analysis and theoretical articles may count, but you will need instructor permission before proceeding.** The article needs to be from a peer-reviewed public administration (for a list of PA journals, see https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=soc_publicpolicyad_ministration) or nonprofit management journals (Nonprofit and Voluntary Sector Quarterly, Nonprofit Management and Leadership, or Voluntas, which publishes research on international nonprofits or journals (published within 10 years) . **Please email me the article (in PDF) for approval before proceeding to work on the extract.** The format of your extract can follow the sample extract or table format (at the end of this syllabus). You may use the table or type it up in a Word document, as in the posted article extracts.

The Comparative Response to Systemic Shock and Governance Analysis (Due midnight Dec 6th)

The purpose of the analysis is to critically and systematically analyze two responding actors' responses to systemic crises or shocks, e.g., the 2021 Covid-19 pandemic, natural disasters, hacking and ransom attacks. The requirements for this analysis are as follows:

- Pages 1-2 Subsection title: **Response Actors Background**

Responding actors could be public, nonprofit, and business entities, inter-organizational partnerships, and networks. Describe their goals/purposes, sizes, age, governance structures, and policy domains. Why are the two responding actors comparable? If the shocks are not the same, why are they comparable?

- Page 3-4

Subsection Title: **The Network Response**

Succinctly present actors' responses to a systemic shock/crisis, possibly including cross-policy, cross-function, and cross-sector collaboration. Cite at least 3 quality sources to support your summary of responses

- Page 4-6 Subsection title: **Policy Analysis and Learning/Change**

Subsection Title: **Governance Successes and Failures**

Analyze the successes and failures of responses of government and nongovernment actors. To what extent the 2021 responses reflect policy/governance learning from the 2020 or earlier responses, including policy adjustment, reversal, and change? Please specify the indicators of successes and failures, and cite at least 3 quality sources to support your assessment.

Subsection Title: **Policy Options Not Taken and Why.**

What other policy options were debated but ended up not adopted? Why they were not taken up by the actors? Cite at least 3 quality sources to support your discussion of policy options.

Subsection Title: **Lessons Learned.**

What are the lessons we can learn from the failures and successes of the country's responses or region? How likely are they become part of the policy agenda of peer actors in the same or foreign countries? any weaknesses, limitations, or risks?

You are required to use APA citation and reference, for examples and guideline of APA in-text citations, see <https://guides.libraries.psu.edu/apaquickguide/intext>.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Tentative Schedule, Topics and Assignments.

Aug 23th (Week 1)
Course Introduction

Aug 30th (Week 2)
Public Management and Global Governance

Readings on Learn.
Reading reflections and response due.

Sep 6th Labor Day No class.

Sep 13th (Week 3) Tribal Governance in the U.S.
Readings on Learn.
Discussion leaders needed
Reading reflections and response due.

Sep 20th (Week 4) Tribal Governance in Other Countries.
Readings on Learn.
Discussion leaders needed
Reading reflections and response due.

Sep 27th (Week 5): Actors in transnational administration
Readings on Learn.
Discussion leaders needed
Reading reflection due

Oct 4th (Week 6): Comparing Policy Networks: Transnational Advocacy Coalitions

Discussion leaders needed
Reading reflections due

Oct 11th Networks and Global Governance
Discussion leaders needed
Reading reflections due.

Oct 18th (Week 8): Managing collaboration and competition in global governance.

Discussion leaders needed
Reading reflections due.

Oct 25th (Week 9): Administration in Asian context: China, Taiwan, Japan, Singapore, India.

Discussion leaders needed
Reading reflections due

Nov 1st (Week 10): Administration in developing world: Latin America

Nov 8th (Week 11) Transnational dark networks: terrorist, smuggling networks.

Article Extract Due.

Discussion leaders needed

Reading reflections due

Nov 15th (Week 12). Multi-level resilience to systematic shocks: pandemic, global warming.

Discussion leaders needed

Reading reflections due

Nov 22th Library research, no class.

Nov 29th Comparative Response to Systemic Shocks Presentations

Dec 6th Comparative Response to Systemic Shocks Presentations

Dec 10th Comparative Response to Systemic Shocks Analysis Paper due midnight on
Learn