

PADM 535: Comparative Public Administration Spring 2015

Instructor: Shane Day

Time: Mondays, 7:00pm – 9:30pm

Location: SSCO 3030

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Office Hours: Wednesdays, 2:00pm – 5:00pm

Course Description and Goals:

This is a survey course that introduces students to the very broad field of comparative public administration. The course should be seen as a sort of hybrid of the subfields of comparative politics and public administration. The *comparative* component emphasizes issues of research methodology and the question of whether and how generalizable inferences can be made from a comparative study of bureaucratic institutions. One critique of this field of inquiry is that broad generalization is very problematic due to the unique nature of bureaucratic institutions in different contexts – one practical result of this critique is that scholars tend to differentiate between several sub-classes of bureaucratic contexts. As such, in this class we will look at comparative public administration through three broad contexts: administration in the developed world, administration in authoritarian/Communist systems, and administration in the developing world. Another critique of the field is that a strict emphasis on *public administration* and bureaucratic institutions obscures such issues as the relationship between bureaucracies and other political institutions, and as a result, side-steps the issue of government performance. As such, we will take a broad perspective on the issue of *governance* and take pains to evaluate administrative capacity within the context of the links 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 finance, public management, intergovernmental relations, etc., and will be particularly useful for students interested in such issues as administrative reform, international development, federalism, comparative research methodology, etc. Finally, the primary goals of this course are:

- 1) To review comparative research methodologies and their application to issues of comparative public administration
- 2) To introduce several country-specific administrative contexts
- 3) To differentiate between broad types of public administrative systems, and to justify each type's analytical distinctiveness
- 4) To examine what occurs when "states fail"
- 5) To identify broad patterns of administrative reform
- 6) To facilitate team-learning and vibrant class discussion
- 7) To provide an opportunity for students to produce a research design for a paper that could evolve into a conference paper or publishable manuscript, and to get ample feedback on research design and other issues

Required Materials:

The following textbooks are required for the course:

- 1) Heady, Ferrel. 2001. *Public Administration: A Comparative Perspective*. (6th Ed.) New York: Marcel Dekker, Inc.
- 2) Chandler, J.A. 2014. *Comparative Public Administration*, 1st Ed. New York: Routledge.

Additional readings will be available online as PDF files on UNM Learn. Students should regularly consult UNM Learn throughout the semester. The syllabus, course announcements, and other course materials will all be posted on UNM Learn.

Communication:

The easiest way to contact me is via email at shaneday@unm.edu. I will check my email regularly and will respond as soon as I am able (*nota bene*: my availability over the weekend will often be limited). I will also be maintaining regular office hours, and am happy to meet with you in my office outside of established hours if I am available – arranging an appointment beforehand is helpful but not essential. I will also be frequently using Blackboard for posting course announcements – again, be sure to check it regularly.

Course Requirements and Grading:

Participation & Reading Memos:

This course is being run, for the most part, as a seminar, meaning that we will emphasize group discussion and interaction, rather than lecture. This will require you to actively participate and to be prepared by having read in advance all of the readings for a particular week. All students are expected to complete **three** reading memos during the course of the semester. These memos will be used to identify key themes from the reading and to help guide class discussion. You are encouraged to review the syllabus and to identify the units of most interest to you. Memos may only be written for weeks 4-8 and 11-16. Each reading response paper should include the following:

- 1) A summary statement that synthesizes all of the readings for that week – this should be about a page long, single-spaced.
- 2) Three to five discussion questions inspired by the readings to help generate class discussion. Questions will be graded for quality and relevance to the course content for the respective week.
- 3) Any points of clarification relevant to the readings that you would like to have addressed in class.

Because one of the primary purposes of these assignments is to help guide in-class discussion, they will be graded for both quality of content and in-class participation. All memos must be e-mailed as Microsoft Word attachments to the instructor, and are due **by 5 pm on the Friday preceding the week for which you are writing a memo.**

Paper:

There will be one paper assignment during the semester, expected to be 15-20 pages in length. In this paper, students will provide an overview of a bureaucratic system of a country of their choice (your respective native country is ineligible), and examine specific public management reform efforts that have been attempted by that country. These papers will be posted to UNM Learn to serve as reference material for other students in the class. More information about the

paper assignment will be handed out in class at a later date.

Exams:

There will be two exams that will require you to synthesize and analytically reflect upon the course readings, discussions, and lectures. Questions on the exams will be in an essay format.

Key Dates:

Each Friday (Weeks 4-8 & 11-16):	Reading Memos Due by 5pm
January 19 th :	Martin Luther King Day (no class)
March 2 nd :	Exam 1
March 9 th – 13 th :	Spring Break (no class)
April 27 th :	Paper on Bureaucratic Reforms Due
May 4 th :	Exam 2

Grading:

The weighting of the course elements for the semester grade is as follows:

Reading Memos and Participation	30% (10% each)
Exam 1	20%
Paper	30%
Exam 2	20%

Course Schedule and Outline:

The following is a *tentative* schedule of weekly topics. While the schedule and ordering of subject matter is unlikely to change, I reserve the right to make revisions to the syllabus and to make adjustments to the reading assignments. I will announce such changes in class and through UNM Learn.

Week One (1/12): Course Introduction

Readings:

Week Two (1/19): Martin Luther King Day (No Classes)

Week Three (1/26): Comparative Methodology/Refresher on Comparative Politics

Readings:

Heady, Chapter 1

Landman, Excerpts from Chapters 1-5

Siaroff, Chapters 1, 3, 6, & 7

Week Four (2/2): Bureaucracy, Public Management, and Governance

Readings:

Heady, Chapters 2-4

Chandler, Chapter 1

Week Five (2/9): Relationships between National and Local Political Units

Readings:

Anderson, pages 1-67

Braun, "The Territorial Division of Power in Comparative Public Policy Research: An Assessment"

Watts, Chapters 1, 4, 5, 7, and 8

Week Six (2/16): Overview of Bureaucratic Systems in the Developed World

Readings:

Heady, Chapters 5-6

Additional readings TBA

Week Seven (2/23): Cases: United Kingdom, Ireland, and Sweden

Readings:

Chandler, Chapters 2, 5, and 7

Week Eight (3/2): Cases: France, Germany, Italy, and Japan

Readings:

Chandler, Chapters 3, 4, 6, and 10

Week Nine (3/9): Spring Break (No Classes)

Week Ten (3/16): Overview of Administration in Lesser Developed Countries

*****Exam 1**

Readings:

Heady, Chapter 7

Week Eleven (3/23): Administration in Authoritarian Systems

Readings:

Heady, Chapters 8-9

Additional readings TBA

Week Twelve (3/30): Case Studies: Russia and China

Readings:

Herd, "Russia: Systemic Transformation or Federal Collapse?"

Mitin, "From Rebellion to Submission: The Evolution of Russian Federalism under Putin"

Tsao and Worthley, "Chinese Public Administration: Change with Continuity during Political and Economic Development"

Von Beyme, "Federalism in Russia"

Excerpts from Chandler, 2nd Ed.

Week Thirteen (4/6): Governance & Administration in the Developing World

Readings:

Hyden, et al., Chapters 1, 2, 3, and 6

Turner and Hulme, Chapters 2, 4, and 9

Excerpts from Herbst, "States and Power in Africa"

Excerpts from Hyden, "African Politics in Comparative Perspective"

Jreisat, "Comparative Public Administration and Africa"

Week Fourteen (4/13): State Failure

Readings:

Bates, "State Failure", *Annual Review of Political Science*

Excerpts from Bates, "When Things Fell Apart: State Failure in Late-Century Africa"

Excerpts from Milliken, "State Failure, Collapse, and Reconstruction"
Rotberg, "When States Fail: Causes and Consequences", Chapters 1, 7, and 14

Week Fifteen (4/20): Administrative Reforms in the Developed World

Readings:

Heady, Chapter 10/ Additional readings TBA

Week Sixteen (4/27): Administrative Reforms in the Developing World

Readings:

Hyden, et al., Chapter 9

Turner and Hulme, Chapters 5 and 7

*****Paper Due in class**

Finals Week (5/4): Final Exam, 7:30pm – 9:30pm

Academic Integrity:

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder. It is also the prerogative of the instructor to assign failing grades, either to a particular assignment or for the final course grade, to students who violate academic conduct standards.

Students with Disabilities:

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

Library and Tutorial Services:

UNM-Main campus provides many library services and some tutorial services for both on-campus and distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.