

**Pub Ad 535**  
**Spring, 2017**  
**Office Hours: Tue 3-4pm**

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## **Comparative Public Administration Course Syllabus**

### **I. PURPOSE**

The purpose of this course is to provide students with an overview of the basic concepts used to compare public administration across national governments. All public bureaucracies have goals (even if not clearly stated) and serve citizens, clients, or recipients. Comparative public administration aims to understand the different ways in which these bureaucracies organize and operate to achieve goals and deliver services and their effectiveness in doing so. As an academic study, comparative administration contributes to social knowledge by testing ideas about and concepts for comparing government organization and operation. It may provide ways to comparatively assess the extent to which public entities are producing desirable changes and benefits.

The course focuses on the structure and functions of public bureaucracy and the organizations composing it various countries. This is the most prevalent approach and model used to compare and study public administration cross nationally. Public administration is defined as those ongoing, publically funded, and executed activities resulting from and intended to carry out governmentally adopted public policies. The course will look at public administration from a conceptual and theoretical point of view and review the different structures, functions, and mechanisms for legitimization of public administration. In addition, the course will be guided by a humanistic viewpoint that recognizes that public administration takes place in organizations that are run by human beings and affected by culture, place, history and other pertinent humanistic influences.

This course aims to do four things. First, it reviews the history and development of comparative public administration as a study and movement in public administration. Second, it presents the key concepts for thinking about administrative systems and their backgrounds and similarities and differences in the modern nation state and global economy. Third, it lays out the challenges and idiosyncrasies of national administration and development in the modern context. Fourth, it offers a chance to become acquainted with the culture, political economy, and administrative systems and problems in particular national systems. The course has the following six learning objectives:

1. Students will recognize the importance of comparison in public administration
2. Students will identify the similarities and differences of various administrative systems
3. Students will distinguish between developed and less developed administrative systems.
4. Students will apply these ideas to current national administrative system.
5. Students will explain the workings of a national administrative system

### **II. READINGS AND MATERIALS**

#### **A. Optional Course Text**

Ferrel Heady. 2001. *Public Administration: A Comparative Perspective*, 6<sup>th</sup> Ed. Taylor and Francis.

## **B. Supplementary Reading and Other Course Materials**

In addition to the recommended text for the course, there will be supplementary readings available. These will be found below as *V Supplementary Reading List*. The listed readings are referenced on *VI Course Schedule* below by the name of the first author. PDF copies of the articles will be available for students on the course's UNM Learn site. Students should review the course's UNM Learn site frequently. The instructor will post assignment instructions and grades to the UNM Learn site. In addition, class discussion questions may be posted to the UNM Learn site as well as other pertinent information or links to items.

## **III. ASSIGNMENTS AND REQUIREMENTS**

### **A. Attendance and Participation (10 points)**

Students are expected to attend and participate in scheduled class sessions as indicated by the instructor. Students begin the semester with 10 points for attendance and participation. Students may miss one scheduled session without penalty. Additional absences will result in a deduction of 2 points for each session missed unless a documented (written and submitted by an appropriate authority) medical or emergency reason is provided. Attendance counts if a student arrives in the first hour of class. In addition, at the end of the course students may be evaluated for their participation in in-class activities and have points deducted for failure to do so.

### **B. Current Events (10 points)**

Two short presentations by each student are required on a date to be assigned by the instructor. The schedule will be posted on the UNM Learn site and the presentation will be submitted to the UNM Learn site. Each will present a current event related to that session's topic in comparative administration. Instructions will be posted on the UNM Learn site. Current event assignments must be drawn from reputable, professionally-recognized print and on-line periodicals.

### **C. Country Proposal (10 points) and Country Proposal Presentation (10 points)**

Students will develop a maximum two-page (approximately 1,300 words) country proposal to study a country for their final paper. Instructions for the proposal and presentation will be posted on the UNM Learn site and the proposal and presentation will be submitted to the UNM Learn site. Students may not be a citizen of the country selected and country selections may be disapproved by the instructor. The country proposal will include reasons for selecting the country and a preliminary description of the country and its public administration. These include the cultural, political, economic, institutional, structural, organizational or other relevant facts necessary for understanding the country, its public administration, and its public service. After submitting the proposal, a short, in-class presentation of the country proposal will be made by each student. Presentations will begin shortly after submission of proposals as indicated on VI Course Schedule. A separate schedule with assigned dates for each student's presentation will be posted on the UNM Learn site. Regular, in-class discussions about student advancement of and challenges in developing the country paper will be held to provide students with timely feedback.

### **D. Country Paper (50) and Country Paper Presentation (10)**

A maximum ten-page (approximately 6,500 words) paper on the public administration of the country selected will be submitted as a final course paper. The paper will describe and explain the basic political economy of the country's public administration and public service including its size, structure, and organization. The most successful papers will center their explanation around a theme, problem, or policy consideration for example security, trade, civil service, or international relations. The paper should be considered academic research and will require citation and reference of current public

administration-related academic journals in APA style. Before submitting the country paper, a short, in-class presentation of the country paper will be made by each student. Instructor feedback aimed at improving the paper’s development will be provided at that time. Instructions for the paper and presentation will be posted on the UNM Learn site and the paper and presentation will be submitted to the UNM Learn site. Presentations will begin as indicated on VI Course Schedule. A schedule with the assigned dates for each student’s presentation will be posted to the UNM Learn site.

**ASSIGNMENT VALUES**

Assignment	Points
Attendance	10
Current Events	10
Country Proposal	10
Country Proposal Presentation	10
Country Paper Presentation	10
Country Paper	50
	100

**GRADING**

A	90
A-	85
B+	80
B	75
B-	70
C	60

**IV. ADDITIONAL NOTES: TITLE IX; NETIQUETTE; ARC; SYNCHRONOUS ON-LINE STUDENTS**

**A. Title IX**

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg. 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/ga-201404-title-ix.pdf>). 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 Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

**B. Netiquette**

In accord with the UNM Student Handbook, it is expected that students will show respect to fellow students and to the instructor when interacting in person or on-line in this course. Netiquette suggestions should be taken seriously. All course posts should demonstrate respect for others and for their views and those that do not will be taken down immediately. The UNM Learn Netiquette document can be found at <http://online.unm.edu/help/learn/students/pdf/discussion-netiquette.pdf>

**C. ADA Accommodation**

In keeping with the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, the University is committed to providing equal access to educational opportunities for qualified students with disabilities. The University provides reasonable academic adjustments to qualified students with disabilities as necessary to ensure equality of access to the courses, programs, services, and facilities of

the University. However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Further information about accommodation and contact with the University's Accessibility Resource Center (ARC) can be found by reviewing Policy 2310 at <https://policy.unm.edu/university-policies/2000/2310.html>

#### **D. Synchronous On-line Students**

Students taking the course through the Synchronous On-line modality (Distance Education through the Zoom software) 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 the internet. The available internet bandwidth must be robust enough to support both voice and video. 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 are not 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.

#### **V. SUPPLEMENTARY READING LIST**

1. Aoki, Naomi. 2015. "Let's Get Public Administration Right, But in What Sequence?: Lessons from Japan and Singapore." *Public Administration & Development* 35 (3).
2. Chan, Hon, and David Rosenbloom. 2010. "Four Challenges to Accountability in Contemporary Public Administration: Lessons from the United States and China." *Administration & Society* 42 (Supplement 1):11S-33S.
3. Durant, Robert. 2011. "Global Crises, American Public Administration, and the "New Interventionism" Revisited." *Administration & Society* 43 (3):267-300.
4. Farazmand, Ali. 1996. "Development and Comparative Public Administration: Past, Present, And Future." *Public Administration Quarterly* 20 (3).
5. Geva-May, Iris. 2002. "Comparative Studies in Public Administration and Public Policy." *Public Management Review* 4 (3):275-290.
6. Haruna, P. F., and S. Vyas-Doorgapersad. 2014. "Building Public Service Capacity for Development Management: Reflections on Professional Public Administration Education and Training in African Nations." *Journal of Public Affairs Education* 20 (4):451-454.
7. Henderson, Keith M. 2009. "Parallel universes: Canadian and U.S. public administration study." *Canadian Public Administration* 52 (2):271-290.
8. Holzer, Marc, and Jyldyz Kasymova. 2012. "Restating the Relevance of Comparative Public Administration." *Public Administration Review* 72 (1).

9. Jreisat, Jamil. 2010. "Comparative public administration and Africa." *International Review of Administrative Sciences* 76 (4):612-631.
10. Kellis, Dana S., and Bing Ran. 2013. "Modern leadership principles for public administration: time to move forward." *Journal of Public Affairs* 13 (1):130-141.
11. Lee, Mordecai. 2011. "History of US public administration in the Progressive era: Efficient government by and for whom?" *Journal of Management History* 17 (1):88-101.
12. Liu, Wei PhD, and Wenzhao PhD Li. 2013. "Public Administration in China-Evolution and Current Challenge." *Asian Journal of Political Science* 21 (1):1-20.
13. Magone, José M. 2011. "The Difficult Transformation of State and Public Administration In Portugal. Europeanization and the Persistence of Neo-Patrimonialism." *Public Administration* 89 (3):756-782.
14. Meyer-Sahling, Jan-Hinrik. 2009. "Varieties of legacies: a critical review of legacy explanations of public administration reform in East Central Europe." *International Review of Administrative Sciences* 75 (3):509-528.
15. Moloney, Kim. 2009. "Public administration and governance: a sector-level analysis of World Bank aid." *International Review of Administrative Sciences* 75 (4):609-627.
16. Perlman, B.J., and Gleason, G., "Cultural Determinism versus Administrative Logic: Asian Values and Administrative Reform in Kazakhstan and Uzbekistan." *International Journal of Public Administration* 30 (12-14):1327-1342.
17. Raadschelders, Jos C. N. 2010. "Is American Public Administration Detached from Historical Context?" *American Review of Public Administration* 40 (3):235-260.
18. Sager, Fritz, Christian Rosser, Pascal Y. Hurni, and CéLine Mavrot. 2012. "How Traditional Are the American, French And German Traditions of Public Administration? A Research Agenda." *Public Administration* 90 (1):129-143.
19. Stever, James. 2010. "A Security Preface to 21st-Century Public Administration." *Administration & Society* 42 (3):287-314.
20. Torres, LourDes, and Vicente Pina. 2004. "Reshaping Public Administration: The Spanish Experience Compared to the UK." *Public Administration* 82 (2):445-464.
21. Ugyel, L. 2014. "Explaining hybridity in public administration: An empirical case of Bhutan's civil service." *Public Administration and Development* 34 (2):109-122.
22. Van Wart, Montgomery, and N. Joseph Cayer. 1990. "Comparative Public Administration: Defunct, Dispersed, or Redefined?" *Public Administration Review*. 50 (2):238.

## VI. COURSE SCHEDULE

Session	Date	Topic	Reading (See List)	Activity
1.	1-24	Comparison and Public Administration	Text Ch.1 Van Wart & Cayer	Course Orientation Topical Introduction
2.	1-31	Bureaucracy as a Focus for Comparative Public Administration	Text Ch. 2 Geva-May	Current Event Assignments
3.	2-7	Concepts of System Transformation: Modernization, Development, and Change	Text Ch. 3 Farazmand	Reading and Current Events Country Proposal Assigned
4.	2-14	Background and History of National Administrative Systems	Text Ch. 4 Lee Raadschelders	Reading and Current Events
5.	2-21	Public Administration in the More Developed Nations and Classic Administration	Text Ch. 5 Henderson Sager	Reading and Current Events Country Proposal Due Project Presentations & Discussion
6.	2-28	Variation in Public Administration in the More Developed Nations	Text Ch. 6 Meyer-Sahling Torres	Reading and Current Events Project Presentations & Discussion
7.	3-7	Public Administration in Less Developed Nations	Text 7 Jreisat Moloney	Reading and Current Events Project Presentations & Discussion Country Paper Assigned
	3-14	<i>Spring Break</i>		
8.	3-21	Special Cases: Bureaucratic Elites and State Legitimacy	Text Ch. 8 Magone Stever	Reading and Current Events Country Paper Development
9.	3-28	Special Cases: Party Led and Mixed Systems	Text Ch. 9 Chan Gleason & Perlman	Reading and Current Events Country Paper Development
10.	4-4	Public Management in Comparative Perspective [ <i>Flex Session</i> ]	Text Ch. 10 Haruna Holzer & Kasymova	Reading and Current Events Country Paper Development
11.	4-11	Civil Service in Comparative Perspective [ <i>Flex Session</i> ]	Kellis Ugyel	Reading and Current Events Country Paper Development
12.	4-18	Country Paper Comparative Research		Country Paper Presentations
13.	4-25	Country Paper Comparative Research		Country Paper Presentations
14.	5-2	Country Paper Comparative Research		Country Paper Presentations
15.	5-9	Finals Week [ <i>No Class Meeting</i> ]		Country Paper Due