

Public Administration Program
University of Hawai'i at Manoa

INTERNATIONAL PERSPECTIVES ON PUBLIC ADMINISTRATION
PUBA 640
FALL 2011

Instructor: Taehyon Choi, Ph.D.

Time: Wednesdays 6:00 - 8:30 pm

Place: Saunders 637

Contact Information: taehyon@hawaii.edu, 808-956-7748

Office Hours: By appointment

Course Purpose

This course is designed to develop an understanding of political, economic, and cultural forces that comprise the context for public management and policy. This course focuses on the context of public administration in developing and developed countries, on public sector organizations, on the reform, as well as on the effect of globalization on public administration. It also introduces a research design for comparative study.

Course Objectives

By the end of the semester, students will be able to develop their own framework to understand different public administration systems and the ways that we can use to cope with challenges of globalization. Specifically, students will be able to:

- Understand why we compare countries,
- Obtain knowledge about how to compare nation states and their public administration,
- Obtain knowledge about comparative methods,
- Understand the role of government and international collaboration in developing countries,
- Understand the current global changes in public sectors,
- Understand the influence of globalization on public administration and society, and
- Develop own research design for a comparative study.

Readings

- Textbooks
 - Ferrel Heady. 2001. *Public Administration: A Comparative Perspective*. 6th ed. Boca Raton, FL: Taylor & Francis.
 - Joseph S. Nye & John D. Donahue eds. 2000. *Governance in a Globalizing World*. Washington, D.C. : Brookings Institution Press.
- Weekly readings will be ready for download.

Course Requirements

- Midterm research proposal draft (20%)
- Final presentation (20%)
- Final research proposal (30%)
- Two class presentations (7% x 2)
- Attendance and participation (16%)

<Research proposal>

Your assignment in this course is to develop a research proposal on a cross-national comparison of two different systems, institutions, or policies. In the proposal, you should demonstrate your knowledge obtained from the course materials, describe your research design, and specify your theoretical perspective. It is expected that you fully use materials from the course readings as well as from additional literature review. You have to develop a few hypotheses in your proposal. They should be creative, interesting, and rigorous. Empirical data collection strategies should be specified. However, actual empirical data that would support your hypotheses are not needed in the proposal, but they are welcomed.

- Proposal outline (due September 14): Provide a summary of your plan (maximum 400 words). Describe what you choose to study and why you think it is important/interesting. Then, develop and describe a prospective research design. This is not graded, but the topic must be approved by the instructor.
- Midterm proposal draft (due October 19): Provide a draft of research proposal (double spaced, 12 Times New Roman, 1 inch margins, maximum 6 pages), which is also a draft of the final proposal. All contents required for the final proposal should appear in this draft: *introduction, research questions, theoretical background, research design, hypotheses, data collection strategies, expected contribution*, and data, if available. Prepare hard copies for your classmates. They will read your proposal, watch your presentation, and give you a feedback.
- Final proposal (due December 10): Provide a full-length research proposal (maximum 15 pages excluding references, tables, and figures, double spaced, 12 Times New Roman, 1 inch margins).

<Final presentation>

Students will present their final research proposal at the end of the semester. Students must prepare a 25-minute presentation about their research topic, describing their research questions, research design, hypotheses, data collection strategies, and expected results/contributions. Questions and discussion will follow the presentation.

<Two class presentations>

Students will select two countries, other than the US, and give two 15-minute presentations about the countries' history, culture, and public administration and policy. Questions and discussion will follow the presentations. One presentation will be conducted every week. Students must submit the names of the countries they select by Aug 31.

<Attendance and participation>

Regular attendance in the class is an important part of learning. Each week, participants will be expected to attend class on time. Students are expected to read the articles/chapters each week and actively participate in discussions. Each week, a couple of students will summarize a chapter/article in TEN topic sentences and develop 2-3 discussion questions.

Up to two missed classes with reason may be excused by letting the instructor be informed in advance. A third missed class will negatively affect the final grade in the course. A fourth missed class will result in a failing grade or, at my discretion, an Incomplete.

Course Schedules

Week 1 (Aug 24): Introduction

- Heady, ch. 1

Week 2 (Aug 31): Bureaucracy

- Peters, B. Guy. 2008. *The politics of bureaucracy: An introduction to comparative public administration*. London, UK: Taylor and Francis Publishers. Ch. 5.
- Heady, ch. 2

Week 3 (Sep 7): Comparative methods

- Kenneth Hoover & Todd Donovan. 2008. "The elements of science," in *The elements of social scientific thinking*, 9th ed. Boston, MA: Thomson & Wadsworth. Ch. 2.
- Adam Przeworski & Henry Teune. "Research designs," in *The logic of comparative social inquiry*. New York: Wiley-Interscience. Chapter 2.
- Theda Skocpol & Margaret Somers. 1980. "The uses of comparative history in macrosocial inquiry," *Comparative Studies in Society and History* 22(2): 174-97.

Week 4 (Sep 14): Political culture

- Peters, B. Guy. 2008. *The politics of bureaucracy: An introduction to comparative public administration*. London, UK: Taylor and Francis Publishers. Ch. 2.
- Hofstede, "Dimensions of national cultures"
<http://www.geerthofstede.nl/culture/dimensions-of-national-cultures.aspx>
- Applbaum, Arthur Isak. 2002. "Culture, Identity, and Legitimacy", chapter 14 in Joseph S. Nye and John D. Donahue eds., *Governance in a Globalizing World*, Brookings Institution Press, Washington D.C., 319-329.
- Hood, Christopher. 1998. "Public management: Seven propositions," in *The art of the state: Culture, rhetoric, and public management*. Oxford, UK: Clarendon Press. Ch. 1.
- **Essay outline due**

Week 5 (Sep 21): Development and development administration now

- Heady, ch. 3
- Stiglitz, Joseph E. 2002. "Freedom to choose?" chapter 3 in Joseph E. Stiglitz, *Globalization and Its Discontents*, New York: W.W. Norton & Company.
- Castells, Manuel. 2005. "Space of Flows, Space of Places: Materials for a Theory of Urbanism in the Information Age," in Bishwapiya Sanyal ed., *Comparative Planning Cultures*. Pp. 45-63.

Week 6 (Sep 28): State theory and institutionalism

- Patrick Dunleavy & Brendan O’Leary. 1987. “Summing up the state debate,” in *Theories of the state: The politics of liberal democracy*. London: Macmillan Education. Ch. 7.
- Robert R. Alford & Roger Friedland. 1985. “Introduction: State and society in theoretical perspective,” and “Theoretical perspectives as modes of inquiry” Introduction and Chapter 1 in Robert R. Alford & Roger Friedland, *Powers of theory: Capitalism, the state, and democracy*. New York: Cambridge University Press.
- Peter A. Hall & Rosemary C. R. Taylor. 1996. “Political science and the three new institutionalisms,” *Political Studies* 64: 936-57.

Week 7 (Oct 5): Developed countries

- Heady, ch. 5, 6

Week 8 (Oct 12): Developing countries

- Heady, ch. 7, 8, 9

Week 9 (Oct 19): mid-term presentation

- **Midterm proposal draft due**

Week 10 (Oct 26): Administrative reform

- Robertson, P. J., & Choi, T. 2010. Ecological Governance: Organizing Principles for an Emerging Era. *Public Administration Review*, 70: s89-s99.
- Weber, E. P., & Khademian, A. M. 2008. Wicked problems, knowledge challenges, and collaborative capacity builders in network settings. *Public Administration Review*, 68(2): 334-349.
- Ansell, C., & Gash, A. 2008. Collaborative governance in theory and practice. *Journal of Public Administration Research and Theory*, 18(4): 543-571.

Week 11 (Nov 2): Globalization and public administration

- Haque, Shamsul. 2007. “Revisiting the New Public Management,” *Public Administration Review* 67(1): 179-182.
- Keohane, Robert O. and Nye, Joseph S. 2002. “Introduction”, chapter 1 in Joseph S. Nye and John D. Donahue eds., *Governance in a Globalizing World*, Brookings Institution Press, Washington D.C., 1-41.
- Robertson, Robbie. 2004. “The Historical Context and Significance of Globalization”, in *Development and Change*, 35(3): 557-565.

Week 12 (Nov 9): Global organizations and institutions

- Coglianesi, Cary. 2002. “Globalization and the design of international institutions,” Chapter 13 in Joseph S. Nye and John D. Donahue eds., *Governance in a Globalizing World*, Brookings Institution Press, Washington D.C., 297-318.
- L. David Brown et al. 2002. “Globalization, NGOs, and multisectoral relations,” chapter 12 in Joseph S. Nye and John D. Donahue eds., *Governance in a Globalizing World*, Brookings Institution Press, Washington D.C., 271-296.

- Ramsamy, Edward. 2006. “Theorizing the World Bank and development”, chapter 1 in Edward Ramsamy, *The World Bank and Urban Development*, Routledge, New York, NY and London, UK, 5-35.
- Stiglitz, Joseph E. 2002. “The Promise of Global Institutions” chapter 1 in Joseph E. Stiglitz, *Globalization and Its Discontents*, New York: W.W. Norton & Company.

Week 13 (Nov 16): Issues in globalization and conclusion

- Amartya Sen. 1999. *Development as freedom*. New York: Anchor Books. Introduction, chapter 1.
- Clark, William C. 2002. “Environmental Globalization”, chapter 4 in Joseph S. Nye and John D. Donahue eds., *Governance in a Globalizing World*, Brookings Institution Press, Washington D.C., 86-108.
- Doyle, Michael W. 2004. “The Challenge of Worldwide Migration” in *Journal of International Affairs*, Spring 2004, Vol. 57, No.2, 1-5.

Week 14 (Nov 23): Thanksgiving. No class.

Week 15 (Nov 30): Presentation 1

Week 16 (Dec 7): Presentation 2

Final research proposal due (Dec 10)

Kokua Program for students with disabilities

Students with disabilities who need academic access services can get information from <http://www.hawaii.edu/kokua/services.htm> . Contact the instructor, the PUBA staff (Stacie Higgins, 808-956-8260, pubadmin@hawaii.edu), or the Kokua program staff (808-956-7511, kokua@hawaii.edu).

Academic Integrity

The University as an instrument of learning is predicated on the existence of an environment of integrity. Any academically dishonest act intentionally violates the community of trust upon which the pursuit of truth is based. The following sections serve to illustrate some specific acts of academic dishonesty. The list of examples, however, is meant to be neither exclusive nor exhaustive.

PLAGIARISM

Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the works or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

Direct Quotation: Any use of a direct quotation must be acknowledged by appropriate citation and by either quotation marks or appropriate indentation and spacing.

Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgment must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

We suggest the author-date citation system as used in many public administration academic journals. This system is highlighted in the document provided titled "Notes on Author-Date Citation Style for the Public Administration Program Core Year University of Hawai'i (Mānoa)" by Professor Chris Grandy.

OTHER TYPES OF ACADEMIC DISHONESTY

- Submitting a paper written by or obtained from another.
- Using a paper or essay in more than one class without the teacher's express permission.
- Changing academic records outside of normal procedures and/or petitions.
- Using another person to complete homework assignments or take-home examinations without the knowledge and consent of the teacher.

SOURCES

1. *USC Faculty Handbook*. Los Angeles: University of Southern California, 1984. pp. 51-52.
2. *MLA Handbook for Writers of Research Papers, Theses and Dissertations*. New York: Modern Language Association, 1977.