

SPEA M 575 Comparative Administration and Management Tentative Summer 2018 Syllabus

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I. Description and Objectives of the Course

Course Description:

It is widely recognized that problems of human, political and institutional development are intimately tied to problems of public administration, and management. Unless local, subnational and national governments perform their assigned tasks, and do so efficiently and effectively, little improvement can be made in reducing corruption, poverty, disease, illiteracy, crime, civil war, and other problems afflicting the developing world. This course seeks to provide an overview of different administrative reforms adopted by countries in order to improve their government performance. Specifically, the course will focus on both the adoption and implementation of administrative, institutional, political, and economic reforms, and their respective effects on a country's political, institutional, socio-economic, and governance indicators. The course also highlights the world reform-adoption patterns, actors (domestic and/or international), sources, and mechanisms involved in the adoption of such reforms. Each module's assigned readings will have a great focus on developing regions. To ensure that everyone begins the course with a common background, we will spend the first two modules/weeks discussing some basic concepts related to comparative public administration and management.

Course Objectives:

- To provide students an understanding of what comparative public management/administration entails
- To define development and discuss some of the theoretical frameworks that explain institutional, political, and societal development
- To overview the different political, institutional, and administrative reforms that governments have adopted to deal with crises and boost performance
- To discuss the effects that political, institutional, and administrative reforms have had on government performance and service delivery
- To learn about the different dimensions and indicators to assess government performance
- To identify the domestic and international actors and factors shaping policy-makers' decisions.
- To acquire skills to identify the (i) causal mechanisms of political and economic events; (ii) approaches to evaluate past and current reforms; (iii) how and why reforms and their outcomes vary across countries.

II. Teaching Philosophy:

Through my academic career, I have been motivated by several instructors. I believe that the quality of a lecture is determined not only by the content of the material but also by the instructor's enthusiasm, commitment, and capacity to convey information. For this reason, my role as an educator goes beyond providing basic knowledge to that of inspiring students to be both analytical thinkers and self-directed learners. These skills, in turn, should contribute to students' academic and personal enrichment. My task then includes knowing the facts, being able to communicate them efficiently, and providing students with "spaces" to pursue further knowledge. I implement these "spaces" through forum discussions, individual presentations, and writing assignments. The measure of my effort is students' knowledge and further interest. If students find personal interest on the foundations I create, then I will be gratified as an educator.

III. Suggested Books: You will need to either buy or rent the first two books. The other ones are optional, for I will provide the chapters that are required from each book.

Pollitt, Christopher. 2016. *Advanced Introduction to Public Management and Administration*. 1st Ed. Northampton, MA: Edward Elgar Publishing Inc.

Acemoglu, Daron and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. New York: Crown Business.

Baker, Randall. 1994. Ed. *Comparative public management: Putting U.S. public policy and implementation in context*. Intellect Books, 1994.

Kuhlmann, Sabine, and Hellmut Wollmann. 2014. *Introduction to comparative public administration: Administrative systems and reforms in Europe*. Edward Elgar Publishing.

Gourevitch, Peter Alexis. 1986. *Politics in Hard Times: Comparative Responses to International Economic Crises*. Ithaca: Cornell University Press.

Pollitt, Christopher and Geert Bouckaert. 2011. *Public Management Reform: A Comparative Analysis: New Public Management, Governance, and the Neo-Weberian State*. Christopher Pollitt and Geert Bouckaert, 3rd Ed. Oxford University Press.

Oxhorn, Philip, Joseph S. Tulchin and Andrew D. Selee. 2004. *Decentralization, Democratic Governance, and Civil Society in Comparative Perspective: Africa, Asia and Latin America*. Woodrow Wilson Center Press.

Grindle, Merilee S. *Audacious reforms: Institutional invention and democracy in Latin America*. JHU Press, 2000.

Singh, Katar. 1999. *Rural Development: principles, policies and management*. Sage.

Grindle, Merilee S. *Getting Good Government: Capacity Building in the Public Sector of Developing Countries*. Harvard University Press.

I will post on the course site all the assigned readings for each module. If a whole book is assigned, you are responsible for renting it or buying it. If you have problems getting a book, please let me know. I will find a way to help you.

IV. Grading Policy: Grading will be based on the following:

25% - Discussion summaries

15% - Forum discussion contributions

20% - Research question and annotated bibliography: research question is due by the end of the third week. Annotated bibliography is due by the end of the sixth week.

40% - Research design is due by the last week of the course

No curves in grading or extra credit points are anticipated. Below is the grading scale:

A+ 97-100; A 93-96.9; A- 89.5-92.9

B+ 87-89.4; B 83-86.9; B- 79.5-82.9

C+ 77-79.4; C 73-76.9; C- 69.5-72.9

Discussion Reports: During the semester, you are responsible for submitting three two-page, double-spaced discussion-summaries on the readings assigned for each module. The discussion-summary **is due at noon (Eastern Time Zone) on Monday** of the week in which a specific module will be discussed. For example, if public management in developing countries will be discussed on the second week of the course, you are expected to submit the discussion summary on the assigned readings for this module on Monday of the second week at noon (ET). Instead of simply summarizing the readings, I expect you to provide a general assessment of how readings are integrated. Explain how they address, explain, or exemplify the module's topic. If the readings, or some of them, disagree in terms of the factors explaining the module's topic, how do they do so? I want you to grasp the "big picture" of how readings, concepts, and themes fit together. In other words, the goal is to demonstrate your critical thinking in these assignments.

Forum discussions and contributions: Each week the forum will be dedicated to discuss the module's assigned readings. Each module covers a different topic (e.g., an administrative reform and/or a driver of government performance). The achievement of this class' learning outcomes depends on doing the assigned readings and contributing to the forum discussion. **Every student is expected to make at least one contribution to the each module's forum discussion.** To do so, when doing the readings, make sure you define key concepts and focus on key arguments. I expect you to assess the readings in terms of their applicability for explaining events/issues related to public management and administration. If a reading fails to do so, please address its limitations and ways to improve it. You are more than welcome to contact me, via email, before a module starts to make sure you have identified the key points. All the readings will be available in electronic format via course site. For the forum discussions, I suggest taking into account the following questions:

- 1) What is the author(s)' main argument?
- 2) How does the author(s) develop the argument?
- 3) What assertions (claims, arguments, and conclusions) is the author making?
- 4) What evidence is given to support the assertions (claims, arguments or conclusions)?
- 5) Where and when were the propositions (claims) tested?
- 5) Are there alternative explanations for explaining what the author is trying to explain?
- 6) What additional evidence is needed to decide what to believe?
- 7) What is the take-home message?

Research Question: By the end of the third week, you will select a research question which will be addressed in your research design. After selecting the research question and getting my approval, you are expected to submit a literature review about the topic you selected (more on this below).

Guidelines for the Research Question: Select a broad topic for your project, and for this topic develop a research question. It should be a question that can be answered with evidence that can be found through existing qualitative and/or quantitative sources. Research questions generally start with “why” or “how” or “what factors explain” a particular political outcome that can be observed objectively. For this on-line class, you have the option to propose either quantitative or qualitative research methods to answer your research question. Your methods may depend on what research question you are asking. When you submit your research question, you must also identify your main dependent variable (the outcome that you are trying to explain), as well as the key independent variables (factors/drivers/explanations/influences that are expected to explain the dependent variable/outcome you have chosen). Besides identifying the research question and dependent and independent variables, you are also expected to submit at least a paragraph (with at least five complete sentences) about how you plan to develop this research.

The grade for this assignment will be based on the appropriateness of the question, the level of detail about the dependent and independent variables, and the timeliness of submission.

Example #1: “Does economic development promote democracy?” In this question, the dependent/outcome variable is democracy and the independent/explanation/driving variable is economic development.

Example #2: Does decentralization influence governance in South America? In this question, the dependent/outcome variable is governance in South America, and the independent variable is decentralization.

Annotated bibliography: After getting my approval for the research question, you must submit one annotated bibliography on research and literature related to your potential research question. Below you will find some details on the contents of the annotated bibliography. The reviewed literature needs to be related to your research question and to the research design, which is due at the end of the semester. Feel free to consult with me, via email, the suitability of any piece of literature before you submit the annotated bibliography.

For example, a testable question might be: “Does economic development promote democracy?” The introductory paragraph might point out that the relevant literature is divided among scholars who conclude that economic development promotes democracy and those who claim the contrary -- economic development does not promote democracy. You also might point out that there are two sets of works -- those explaining democracy in terms of political culture and those explaining democracy as a function of class structure. In addition, you might divide the literature based on the methodological analysis: quantitative techniques, qualitative analysis, or case study, or a simple narrative of the event under study.

In addition to one or two introductory paragraphs, the bibliography must contain entries for at least 12 different works (articles, books, or chapters). These cannot contain items from the class syllabus. Each entry should contain the full bibliographic citation in correct format (see the *Style Manual for Political Science*) and at least five full sentences which summarize the work in substantive, theoretical, and methodological terms. Do **not** copy the abstract even if you put it in quotes! You may find it helpful to organize the works into something other than alphabetical (or chronological order). For instance, with the above topic, I might have a subheading “development promoted democracy.” Under that subheading, place the works making that argument so each follows logically from the preceding one.

Guidelines for the Annotated Bibliography:

The annotated bibliography must include four sections:

- 1) Two introductory paragraphs. These paragraphs should introduce the topic and the need/justification to address your particular research question. (2 points/10)

- 2) Thesis statement: a third paragraph should provide what you offer as a possible explanation to answer your research question. That is, in this paragraph you will present a proposition or thesis statement as well as hypotheses which would be tested if you were to conduct the full research paper. The two introductory paragraphs and the one with the thesis statement should go under the “Introduction” heading. (2 points/10)
- 3) Literature review or annotated bibliography: You must list at least 12 academic sources (books and peer-reviewed journal articles) that you will use for your literature review of the topic under study. Please follow the formatting style that I used for the readings listed in the syllabus (which will allow you to easily use APA-style parenthetical references in your paper). For each of the sources listed, write a short paragraph summarizing the key points and explaining their relevance to your research question. (6 points/10)

Although the organization may vary slightly, a general outline should look like this:

I. Introduction: expected to be submitted in this assignment

Two introductory paragraphs

The paragraph with your proposition or thesis statement and hypotheses

II. Literature review: expected to be submitted in this assignment

III. Research design: expected to be submitted in the final assignment

IV. Conclusion: this section will be submitted in your next assignment

In order to get the maximum score, your prospectus must have all four sections described above. However, having all four sections does not guarantee that your prospectus will earn the maximum grade. Each section must have the necessary information.

Guidelines for Final Submission of your Research Design

Based in part on my feedback on your annotated bibliography, you are ready to finish your research design. The final manuscript should be double-spaced, 12 font, 1-inch margin and at **least 12 pages**, excluding the bibliography. **It is due by the last week of our on-line session.** In addition to all the sections described for the annotated bibliography, the research design should include a 200-word abstract on the cover page that describes the main points of your research design. While preparing the final manuscript, you should pay attention to suggestions offered by the professor in the annotated bibliography. The final manuscript should be polished and complete.

The final manuscript will be graded based on the following criteria:

- **Substance:** Does the manuscript ask a compelling research question and lay out an appropriate research design (including independent and dependent variables) for answering the question?
- **Organization:** Is the manuscript organized in a way that the reader can easily follow the line of argument? Does it include all of the necessary sections?
- **Sources:** Does the manuscript draw on a range of relevant academic sources? Does it cite them properly?
- **Writing:** Is the manuscript well-written and free of basic spelling and grammar errors?
- **Feedback:** Did the author take into account comments offered by the professor?

Although the organization may vary slightly depending on your topic, your research paper should look like this:

- I. Introduction:** This section contains two introductory paragraphs that introduce the topic and explain why it is important to study, as well as the paragraph with your proposition of thesis. Include a four-paragraph section to present an overview of the subsequent sections of the paper.
- II. Literature review:** This section provides an overview of existing academic research about your topic. Focus on how other authors have answered your research question. It helps to divide the literature into categories based on articles/books that offer similar explanations. Besides presenting the literature, identify the gaps or the ways in which existing literature can be improved.
- III. Research design (methodology):** In this section, you should explain how you would do in order to test your proposition which is expected to answer research question. This involves, most importantly, what would be the case selection? What cases (countries) would you select? What would it be the unit of analysis? What kind of data (qualitative or quantitative) would you collect in order to test your proposition/argument? Where would you collect the data from? What years would you cover in order to test your argument? Explain how you will measure or assess both your dependent and independent variables.
- IV. Analysis and discussion of findings:** Here you will discuss the possible findings you would expect to find.
- V. Conclusion:** In this section, you will summarize the main points of your research and discuss their implications. These could include policy implications and/or suggestions for further research. You also can use this section to look toward the future for a particular case or issue that arose in your paper.
- VI. Bibliography:** This should include all sources cited in the paper, and it should be formatted consistently throughout. Note that URLs are not full references.

V. Class Policies:

Communication between faculty and students: all communications should come from Canvas's built in messaging systems. However, you can also contact me via email (cavellan@indiana.edu). In that case, the email messages must have **SPEA M575 Comparative Public Management/Administration** in the message subject line.

Classroom conduct: On-line forum discussions and communication are expected to be conducted in a polite, civil, and constructive manner. Each of us may have different opinions on the topic under discussion. Indeed, I encourage disagreement with ideas of others, including mine. However, disagreement and discussions should be constructive rather than disruptive. Civility is important in an academic community to ensure that all parties — students, staff, and faculty — are working in an environment that fosters achievement of the individual's and community's goals and objectives. Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Dean of Students Office for appropriate disposition, which may result in disciplinary action including possible suspension and/or expulsion from the university.

Sexual Harassment: As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Students with disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. For more information regarding disability services for students, see <http://www.indiana.edu/~iubdss/>. Any student requiring accommodation related to a disability must provide documentation from the Disability Service for Students office.

Academic dishonesty: I expect all students' academic conduct to conform to SPEA's and IU's Student Code of Ethics. SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iu.edu/~code/code/index.shtml>, so you will be sure to understand the terms and penalties that can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the code can result in expulsion from the university.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the *Code of Student Rights, Responsibilities, and Conduct*, a student must give credit to the work of another person when he/she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Revision of the syllabus: I will modify the course schedule or reading assignments at any time. However, I will announce that either via email or through the forums.

Copyright statement: The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, exams, in-class materials, review sheets, etc. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

University resources: IUB offers several resources to help you succeed through the University Center for Academic Excellence and the Counseling Center. Please, take advantage of their assistance. Good students become better students by using them.

Course withdrawals: Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified time frames (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

| Withdrawal Deadlines | |
|--|--|
| Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required) | Week 1 (last day) |
| Withdrawal with automatic <u>grade of W</u> (Advisor signature IS required) | Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session) |
| Withdrawal with <u>grade of W or F</u> (Advisor and instructor signatures ARE required) | Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session) |

Incompletes: A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality and the student must have completed 75% of course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines in awarding incompletes, which may be accessed at the Office of the Registrar’s website at:

http://registrar.indiana.edu/stu_grades.shtml

Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted time frame established by the instructor.

Course Outline

Readings may be modified, in which case I will let you know at least one week in advance via email or through the forums.

First Week: Module 1: Introduction to the Course and Introduction to Comparative Public Management and Administration

Required Readings:

- Pollit, Christopher. 2016. "What Kind of a Subject is Public Management/Public Administration? In *Advanced Introduction to Public Management and Administration*. 1st Ed. Christopher Pollitt, pp. 1-24 (Chapter 1). Northampton, MA: Edward Elgar Publishing Inc. Available on **Canvas**.
- Baker, Randall. 1994. "Comparative Public Management: Coming in from the Cold." In *Comparative public management: Putting US public policy and implementation in context*. Randall Baker, ed., Chapter 1 pp., 1-8. Intellect Books. **Canvas**
- Peters, B. Guy. 1994. "Theory and Methodology in the Study of Comparative Public Management." In *Comparative public management: Putting US public policy and implementation in context*. Randall Baker, ed., Chapter 6, pp., 67-92. Intellect Books. **Canvas**.

Second Week: Module 2. Understanding Public Management

- Bovaird, Tony, and Elke Löffler. 2003. "Understanding Public Management and Governance." In *Public Management and Governance*, Tony Bovaird and Elke Löffler, eds. Chapter 1, pp., 3-14. **Canvas**.
- Pollit, Christopher. 2016. *Advanced Introduction to Public Management and Administration*. 1st Ed. Christopher Pollitt, (Chapters 2, 4, 5, and 6). Northampton, MA: Edward Elgar Publishing Inc. Available on **Canvas**.
- Kuhlmann, Sabine, and Hellmut Wollmann. 2014. "Introduction" and "Theories and Analytical Approaches." In *Introduction to comparative public administration: Administrative systems and reforms in Europe*. Sabine Kuhlmann and Hellmut Wollmann, Introduction and Chapter 2, pp., 1-55. Edward Elgar Publishing. (tentative reading) **Canvas**

Third Week: Module 3. Comparative Public Management Reforms. Research Question is due

- Pollitt, Christopher and Geert Bouckaert. 2011. "Comparative Public Management Reform: An Introduction to the Key Debates." In *Public Management Reform: A Comparative Analysis: New Public Management, Governance, and the Neo-Weberian State*. Christopher Pollitt and Geert Bouckaert, 3rd Ed., (Chapters 1, 2, 4, 5, 6, and 7). Oxford University Press.

Fourth Week: Module 4. Explaining Why Nations Fail (you need to buy or rent this book)

- Acemoglu, Daron and James A. Robinson. 2012. *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. New York: Crown Business.

Fifth Week: Module 5. Administrative Reforms: Decentralization

- Oxhorn, Philip, Joseph S. Tulchin and Andrew D. Selee. 2004. *Decentralization, Democratic Governance, and Civil Society in Comparative Perspective: Africa, Asia and Latin America*. Woodrow Wilson Center Press. Introduction, Part I and Conclusions. **Canvas**

Robert Agranoff. 1994. "Comparative Intergovernmental Relations." In *Comparative public management: Putting US public policy and implementation in context*. Randall Baker, ed., Chapter 12, pp., 165-184. Intellect Books. **Canvas**

Sixth Week: Module 6. Institutional Reforms. Annotated bibliography is due.

Caiden, Gerald E. 1994. "Administrative Reform." In *Comparative public management: Putting US public policy and implementation in context*. Randall Baker, ed., Chapter 8, pp., 107-118. Intellect Books.

Grindle, Merilee S. 2000. *Audacious reforms: institutional invention and democracy in Latin America*. JHU Press. Institutional Invention and New Rules of the Game in Venezuela; Political Engineering and National-Local Politics in Bolivia; Pacting Institutional and Constitutional Change in Argentina; Democratizing Reforms: Origins and Consequences.

Seventh Week: Module 7. How to assess government performance

Boyne, George. 2003. "Sources of Public Service Improvement: A Critical Review and Research Agenda." *Journal of Public Administration Research and Theory*, 13 (3): 367–394.

Andrews, Rhys, George Boyne and Richard Walker. 2006. "Subjective and Objective Measures of Organizational performance: an empirical exploration." In [*Public Service Performance: Perspectives on Measurement and Management*](#), Cambridge University Press, 14-34.

Behn, "The Psychological Barriers to Performance Management: Or Why Isn't Everyone Jumping on the Performance-Management Bandwagon?"

Singh, S., Darwish, T. K. and Potočnik, K. 2016. Measuring Organizational Performance: A Case for Subjective Measures. *British Journal of Management*, 27: 214–224.

Eighth Week: Module 8. New Public Management

Christopher Hood. 1991. "A Public Management for All Seasons." *Public Administration*, 69: 3–19.

H. George Frederickson. 1996. "Comparing the Reinventing Government Movement with the New Public Administration, *Public Administration Review*, 56 (3): 263-270.

Hope KR. 2001. The new public management: context and practice in Africa. *International Public Management Journal* 4: 119–134.

Sarker AE. 2006. "New public management in developing countries: an analysis of success and failure with particular reference to Singapore and Bangladesh." *The International Journal of Public Sector Management* 19 (2): 180–203.

Ninth Week: Research design is due by Sunday at noon (Eastern Time)