PAD 661  
Comparative and International Public Management  
Spring 2016

Instructor: Professor Jeffrey D. Straussman  
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Office: 318 Milne Hall  
Office Hours: Wednesday, 3:30-5:30 and by appointment  
Class Hours: Wednesdays, 5:45-8:45  
Location: Husted 208

Course Description

Do public administrators do the same things all over the world? Are public servants in Singapore, Canada and Brazil motivated by the same incentives? Is organizational performance measured differently in Kenya compared to Cambodia? Does the idea of “global governance” make sense?

These rhetorical questions give a flavor of the conceptual and practical issues that are the subject of public management and its reform around the world. The purpose of this course is not to make you a virtual globetrotter or a superficial expert on several vastly different administrative systems. Rather, students will gain a deeper appreciation of the concepts and tools of public administration in countries with different cultures, histories and political regimes. The course will also include analysis of collaborations between non-governmental organizations, the private sector and the public sector, especially in the area of policy implementation. In addition, we will also give attention to international organizations and their interaction with governments and international non-governmental organizations on specific global policy challenges. The objective of the course is to broaden and deepen your managerial repertoire. This is achieved through the comparative method; therefore, readings will cover a variety of national and international environments, organizations and policy areas. In addition, most class sessions will include a case analysis that will require active participation by students. The case method, how it works and the students' responsibilities, will be described in detail during the first class session.
Course objectives

1) Provide students with an appreciation of the theory and practice of public management in settings beyond the shores of the United States.
2) Appreciate the role of international non-governmental organizations and bilateral organizations in the shaping of governance and civil society around the world.
3) Learn about the complex cross-sector arrangements in the design and implementation of public programs and policies.

Assessment

1) Participation in class discussions (15%). You will be assessed in terms of your contribution to case and required readings discussions. Please read them before coming to class and be prepared to be an active participant in these discussions. If you are not in class, by definition, you cannot participate.

2) Assignment one (25%) You are a senior "governance specialist" in the United States Agency for International Development (USAID). In light of the reforms that have been taking place in Myanmar, USAID is reviewing its aid programs in the country. In particular, it is now developing a five year plan to initiate a series of programs aimed at improving governance in Myanmar. Your task is to prepare a five page memorandum to the Director of USAID recommending a course of action. How should USAID assist Myanmar to improve its governance processes?

In addition to the five page memo you will be required to brief the class as if they are the senior staff to the director. Your briefing should be 5-10 minutes in length.

3) Assignment two (15%) INGOs: What are they and what do they do? See the description under III, A.

4) Assignment three (15%) Lessons learned from the international non-governmental organization, Doctors without Borders: Ebola in West Africa (15%) See the description under III, B.

5) Final examination (30%). The final examination will be comprehensive and include questions that cover one or more subjects from the beginning of the course. The final examination will be a take-home examination and you will have two days to complete it.
Class format

Classes are designed to be interactive. I will often use a PowerPoint presentation to present concepts and outline readings. This will be usually be followed by a case analysis and/or an in-class exercise. Cases are drawn from several case banks. Your responsibility is to read and prepare the case carefully and come to class prepared to actively participate in case discussion and analysis. One class session will be devoted to an in-class simulation. A few rules for the classroom:

- Attendance is required. Three unexcused absences will result in a failing grade. Excused absences include sickness or family emergencies. Work and internship conflicts are not legitimate excuses.
- Cell phones must be turned off at the beginning of the class.
- Computers may be used to take notes and other activities related to the class session. They are not to be used for checking your email, Facebook, etc. during the class.
- During class discussion courtesy, respect and professionalism are expected.

Required Readings

Readings include journal articles, unpublished papers, government documents, and cases. All of the readings are on Blackboard with the exception of cases marked HBS that must be purchased from Harvard University Press.

About the instructor

Jeffrey D. Straussman is Professor of Public Administration and Policy, Rockefeller College of Public Affairs and Policy. Previously he was Professor and Vice Dean (Executive Education) at the Lee Kuan Yew School of Public Policy, National University of Singapore from 2011 to 2013. He was Dean, Rockefeller College of Public Affairs and Policy, University at Albany, State University of New York from 2006 to 2011. He was previously a member of the faculty of the Maxwell School of Citizenship and Public Affairs, Syracuse University. He was Associate Dean and Chair of the Department of Public Administration from 2000 to 2006. His areas of expertise include public management and leadership, public expenditure management and administrative reform in developing and transitional countries. In 1992 he was a Fulbright Scholar at the Budapest University of Economic Sciences (now called Corvinus University) where he taught public management and policy analysis and assisted Hungarian faculty in the development of a public affairs department. He has lectured and consulted internationally on subjects including managing for performance, leadership, public budgeting, and public affairs education. His work has taken him to Macedonia, Montenegro, Serbia, Israel, Venezuela, Italy, Czech Republic, China, Bulgaria, Brazil, Portugal, Russia, Jordan, Lebanon, Zimbabwe, Kazakhstan, Thailand, Malaysia, India, and Vietnam.

Straussman received his B.A. in political science from Hofstra University, a M.A. in political science from Hunter College, and his Ph.D. in political science from the Graduate Center, City University of New York. He is a Fellow of the National Academy of Public Administration.

Introduction to the course

1/20

I. Looking at the big picture: the value and limitations of comparison

A. Comparing Nations: A Governance Perspective 1/27

(1) What is governance?


(2) Measurement challenges


Note: We will examine trends in governance for selected countries in class by using the World Bank Governance Indicators database. Please bring a laptop to class if possible.

In-class exercise: We will look at other indicators databases to explore different dimensions of governance.

(3) What does “good” governance mean?


In-class exercise: Using the web, do a quick search about the country of Zimbabwe, focusing on the current political situation in the country. After approximately 20 minutes of reading, how would you characterize its governance and state capacity?

Case:

Managing the Sin in Singapore’s Casinos

**B. Capacity Development**

(1) What is capacity development?


(2) What works and what doesn’t


C. The dangers of “one size fits all” and its first cousin “best practices”  


**In-class exercise:** Choose a “standard” public administration practice from either human relations (HR) or financial management such as the merit principle or modified accrual accounting. (These are examples. You can choose something else.) Next, select a developing country you know something about. Can the practice be implemented in the country without much difficulty?

**Case:**

Grassroots Assistance in Rural China

D. Reforming government in a globalized context  


Case:

The Aung Sans of Myanmar

E. Assignment #1:

You are a senior “governance specialist” in the United States Agency for International Development. In light of the reforms that have been taking place in Myanmar, USAID is reviewing its aid programs in the country. In particular, it is now developing a five year plan to initiate a series of programs aimed at improving governance in Myanmar. Your task is to prepare a five page memorandum to the Director of USAID recommending a course of action. How should USAID assist Myanmar to improve its governance processes?

Note: To do this assignment you will have to do research about the current situation in Myanmar and its prospects for governance reforms. You should review journal articles, newspapers, research reports from think tanks, reports from the Asian Development Bank and the World Bank, and governance blogs. Be sure to reference all sources in your memo and list them at the end of the memo. The memo should be doubled spaced using Times New Roman. Additional instructions will be provided in class.

II. SELECTED CHALLENGES OF MANAGING IN A DEVELOPMENT CONTEXT

A. Negotiation and Collaboration

Mele, V. and Cappellaro, (2013). Getting (International) agencies to work together. (unpublished paper)

Simulation:

Education in Adlabad

(Role play in-class exercise. Note: This role play will take up the entire class session.)
B. Political and Organizational Constraints on Service Provision and Implementation

Brinkerhoff, D. and Wetterberg, A. (2014). *From supply to comply: Gauging the effects of social accountability on services, governance, and empowerment.*


Case:

The Overcrowded Clinic (Electronic Hallway case)

C. Obtaining Compliance from Program Targets


Case:

Rethinking the Delivery of Welfare Programmes in Singapore

D. Alternative organizational forms

[In this part of the course we look at different ways to organize and deliver government services.]

Case:

Extending Healthcare to the Informal Sector in Laos

Debate: Should water be privatized?

In-class exercise: Read the PWC Africa Government and Public Services Insight Journal before class. You are a public sector specialist with PWC. Your task is to do a five minute oral briefing on the topic, “Transforming Government and Governance in Africa: Making Them Nimble.”

E. Corruption


In-class exercise: Review the website, I Paid A Bribe which is located in India. Does this seem like an effective way to fight corruption?

Case:

Ethical Dilemma of a Revenue Officer (LKYSPP case)

III. Non-Governmental Organizations in Global Policy and Management

A. What are NGOs and what do they do?


Case:

Akshaya Patra: Feeding India’s Schoolchildren

Assignment #2:

You will be assigned an INGO. Next week, come prepared to answer the following about the INGO:

1) What does it do?
2) How does it do it?
3) Where does it operate?
4) How big is it?
5) Identify one current policy, management or strategic issue that it seems to be wrestling with.

Put this information in a brief memo to me in a maximum of three pages. Be prepared to describe your INGO to the class.

B. INGOS and Humanitarian Intervention and Relief 4/20


Case:

Collaboration Amid Crisis: A Dilemma for Non-Profit Organizations During Natural Disasters

C. Accountability and Performance 4/20


Case:

Mercy Corps
Assignment #3:

You are a senior staff person in Doctors Without Borders. Prepare a three page memorandum for the chief executive officer and her staff that describes some of the problems that the organization encountered during the most recent Ebola outbreak in West Africa.

IV. International (Multilateral) Organizations and Global Policy Challenges

A. International Organizations and their Missions: What do they do?


http://www.unfoundation.org/what-we-do/issues/united-nations/un-agencies-funds-and.html

Summing Up: Understanding the Multiple Dynamics of Displaced Persons on the Thai-Myanmar Border

Sally Thompson, Community-based camp management

TBC, Programme Report January-June 2013

Resettlement of Displaced Persons on the Thai-Myanmar Border (skim)

Case:

Stateless Refugees from Myanmar, Thailand

In-class exercise: What should the new democratically elected government in Myanmar do about resolving the long-standing refugee situation in Thailand? What steps should it take to convince the displaced persons in Thailand—mainly ethnic minorities—that it is now safe to return to Myanmar?