

## ***PA 754 Comparative Perspective on Public Service***

Wednesdays, DTC 617, 6:00—8:45pm

Instructor: Dr. Janey Qian Wang

Office: Downtown Center, suite 678

E-mail: [jqwang@sfsu.edu](mailto:jqwang@sfsu.edu)

Telephone: 415-817-4456

Office Hours: Monday and Wednesday 4:30 - 5:50pm, and by appointment

### ***Course Description***

The comparative approach is an important tool for public administrators, especially under the current global context with information revolution, which are reshaping public organizations as tools of governance in modern society. Comparing public administration in other nations can provide a deeper and richer understanding of the fundamental drivers of policy making. This course presents an analytical approach to critical dimensions of modern governance. The field of comparative perspective on public service has evolved in many directions ranging from the study of democracy, administrative efficiency, budgeting, public policy, and public service.

This course begins by introducing students to the comparative method, with a focus on public administration and democratic governance. It explores different definitions of democracy and ties those definitions to historical contexts and processes of democratization in order to provide students with a broad understanding of the concept of democratic governance. The course then drives students to examine particular country examples in order to learn more about their systems of governance, including public policies. The course then delves more deeply to critically examine each of four policies: (1) Economic Policy, (2) Welfare Policy (3) Health Policy (4) Education Policy. By situating these policies in each country context alongside global trends and developments, students explore a variety of approaches and theories used in studying the public administration and the application of these theories in a comparative context.

### ***Course Objectives***

- > Introduce students to the comparative method and teach tools of comparative inquiry.
- > Provide students with a framework for thinking critically about the relative strengths and weaknesses of various ways of addressing public concerns in democratic systems.
- > Provide students with the opportunity to engage in informed exchanges, comparing features of democratic systems and identifying the implications of differences for public service.
- > Encourage students to work collaboratively to synthesize ideas about public administration and public policy, identify points of convergence and debate, and make systematic comparisons.

## ***Student Learning Outcomes***

- > Demonstrate familiarity with the tools and methods of comparative inquiry.
- > In written and oral communications, demonstrate ability to think critically about the relative strengths and weaknesses of various ways of addressing public concerns in democratic systems.
- > Distinguish between public administration systems in different countries in a comparative perspective.
- > Analyze the succeeded models of public administration in an adaptive way that suit US.
- > Investigate related concepts such as: administrative efficiency, budgeting process, and public policy.
- > Interpret different theories and approaches for studying public administration within different environments.
- > Demonstrate competence in engaging in written and oral exchanges focused on various public policies, as well as the implications of those differences for public service.
- > Apply knowledge to deal with the different types of societal problems that affect the performance of the administrative apparatus.
- > Exhibit ability to work collaboratively to synthesize ideas about public administration and public policy, identify points of convergence and debate, and make systematic comparisons.

## ***Recommended Materials and Readings***

Dodds, Anneliese. *Comparative Public Policy*. Palgrave Macmillan

Eric E. Otenyo , ed., and Nancy S. Lind, *Comparative Public Administration: The Essential Readings*. Elsevier, 2006.

In addition, I will distribute handouts, lab exercises and other reading material to supplement the texts as we go along. The materials will be delivered through both lectures and discussions. Students are expected to read the assigned texts before class and come to class prepared to participate in the discussion.

I will be delivering this course as a “hybrid” course. We will meet as a class on various Wednesday nights as indicated on the course calendar. For the other weeks, I will be posting materials covering the week’s materials. Our in-person sessions will be organized as “workshops” designed to help you comprehend and apply the course material. In the sessions I will give a short summary of the major points from the online lectures. Then we will do some problems and/or have a discussion over an administration or policy question in class. Finally, I will take questions on the material or anything that we do in class.

## ***Homework and Case Analysis Memo***

Six individual homework assignments are assigned to enhance individual-learning and allow me to assess your comprehension of key concepts taught in class. Doing these assignments is also the best way to prepare for the exams. Do utilize the regular office hours to discuss with me any questions about your homework assignments.

## ***Participation***

This class requires a great deal of active participation, both during in-person and online sessions. There will be a series of online engagement activities throughout the semester; these activities will serve as the foundation for much of your learning and participation in the class. In addition, the ileam site features a forum for each online class session, so that students can ask clarifying or probing questions that may fall outside of the assigned engagement activities. During in-class sessions we will engage in a traditional lecture-discussion format sometimes while at other times those sessions will feature student-led discussion.

## ***Grading***

Participation and attendance are expected and mandatory, being a significant part of the grade. It is your responsibility to read the relevant sections beforehand and to be able to actively participate in classroom discussions. Doing these assignments is also the best way to prepare for the exams. The point breakdown for your performance in this course is as follows:

	<b>Points</b>	<b>Percent</b>
<b>Participation</b>	100 pts	20%
<b>Final Exam</b>	100 pts	20%
<b>Homework</b>	100x6= 600 pts	10%x6=60%
<b>Total</b>		100%

## ***Academic Dishonesty***

The university policy will be strictly upheld in this class. Any misconduct will be subject to disciplinary action as provided in Title 5, California Code of Regulations. The Student Discipline Officer, housed in the Dean of Students Office, is responsible for administering the Student Disciplinary Procedures for the California State University.

## ***Communication***

By far the easiest way to get a hold of me is through email at [iawang@sfsu.edu](mailto:iawang@sfsu.edu). I will check my email regularly and will respond as soon as I am able. 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 and if an appointment is arranged in advance.

### **CHSS Policy**

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

**Final Exam:** According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

[http://www.sfsu.edu/~acadres/final\\_exams/finalf15.htm](http://www.sfsu.edu/~acadres/final_exams/finalf15.htm)

**CHSS Withdrawal Policy: The last day to drop a class is September 4, 2015 until 11:59pm. Starting September 5 - November 20, 2015 you must submit a withdrawal petition.**

Withdrawal from a class starting September 5, 2015 will be considered for *serious and compelling* reasons only and **must have accompanying documentation.** The following reasons are not considered *serious and compelling*! Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, **documentation will be required**, along with a copy of unofficial transcripts. Submit your petition **within a reasonable timeframe (e.g., within 2 weeks of a change in work hours.)** From November 21 - December 11, 2015 you may not withdraw from a class or the University, except in the case of a **serious** documented illness or verified accident. **You are only allowed to withdrawal from a maximum of 18 units and take a class no more than 2 times at SF State.** Please refer to the following website for further information on withdrawal policies:

[http : //ch s s. sf su. edu/src](http://ch s s. sf su. edu/src)

**CR/NC Option: The last day to request CR/NC option is October 19, 2015 until 11:59pm.** The Associate Dean will not approve requests for changes if you miss this deadline.

**Late Add Policy: The period to add classes via permission numbers is August 21 – September 4, 2015. The period to add classes by Exception is September 5 - September 21, 2015.** It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting September 22, 2015, a Waiver of College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

**Check your registration through SF State Gateway:** Sign up for CR/NC, drop and add classes by the appropriate deadline online through *SF State Gateway*. **ALWAYS** check your registration after making any changes and **BEFORE** deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is**

**ALWAYS the student's responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

This can be viewed on the Registration Calendar at the following website:

<http://www.sfsu.edu/~admisrec/reg/regsched2157.html>

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to work with the instructor and contact Disability Programs and Resource Center (DPRC). They are located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at [dprc@sfsu.edu](mailto:dprc@sfsu.edu).

**Student disclosures of sexual violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

**The SAFE Place** - (415) 338-2208 [http://www.sfsu.edu/~safe pic/](http://www.sfsu.edu/~safe_pic/)

**Counseling and Psychological Services Center** - (415) 338-2208 <http://psvservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>

## ***Class Schedule***

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
Aug 26 (7:30-8:45pm) (In person)		
<b><i>Workshop #1</i></b> Sept 2 (In person)	<b>Democracy</b>	<b>HW#1Due</b>
<b><i>Workshop #2</i></b> Sept 9 (Online)	<b>Economy Policy</b>	Dodds, Chapter 3
Sept 16 (In Person)	Egypt (Guest Speaker)	<b>HW#2 Due</b>
<b><i>Workshop #3</i></b> Sept 23 (online)	<b>Sharing Economy</b>	Readings on Ilearn
Sept 30 (online)		
Oct 7 (In person)	<i>Sharing Economy in Korea (Guest Speakers)</i>	<b>HW#3 Due</b>
<b><i>Workshop #4</i></b> Oct 14 (Online)	<b>Welfare Policy</b>	Dodds, Chapter 4
Oct 21 (In person)		<b>HW#4 Due</b>
<b><i>Workshop #5</i></b> Oct 28 (Online)	<b>Health Policy</b>	Dodds, Chapter 5
Nov 4 (In Person)		<b>HW#5 Due</b>
Nov 11	<b>Veterans Day; No Classes</b>	
<b><i>Workshop #6</i></b> Nov 18 (Online)	<b>Education Policy</b>	Dodds, Chapter 6
<b>Nov 25</b>	<b>Thanksgiving</b>	

Dec 2  
(In person)

**HW#6 Due**

***Workshop #7 Putting together***

Dec 9  
(Online)

Dec 16      **Final Exam**  
(In Person)

**Note:** Schedule is subject to change, and I reserve the right to make revisions to the syllabus should we get ahead or behind schedule. I will announce such changes in class and through the course website.

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