New Course Request

Supreme Court of Liberal Arts & Sciences

1. School/Division: College of Liberal Arts & Sciences
2. Academic Subject Code: POLS
3. Course Number: 521
4. Instructor: Chen/Karakatsanis/Candler
5. Course Title: Comparative public management and affairs
6. First time this course is to be offered (Semester/Year): Spring 2009
7. Credit Hours: Fixed at 3 or Variable from ________ to ________
8. Is this course to be graded S-F (only)? Yes ___ No X
9. Is variable title approval being requested? Yes ___ No X
10. Course description (not to exceed 50 words) for Bulletin publication: Encourage a better understanding of the world, and an outward-looking approach to innovation, through analysis of organizations and policy processes in a range of countries around the world.
11. Lecture Contact Hours: Fixed at 3 or Variable from ________ to ________
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from ________ to ________
13. Estimated enrollment: 20 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: every other year
15. Justification for new course: Replaces V575 in the MPA program. Changes due to IUSB SPEA restructuring.
16. Are the necessary reading materials currently available in the appropriate library? Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Linda Chen
Department Chairman/Division Director
Date 11/23/08

Approved by:

[Signature]
Dean Assoc Dean CAS
Date 2/13/08

Dean of Graduate School (when required)
Date

Chancellor/Vice-President
Date

University Enrollment Services
Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
MASTER OF PUBLIC AFFAIRS PROGRAM
COURSE SYLLABUS
Pols Y521

Comparative public management and affairs
Sample Syllabus

<table>
<thead>
<tr>
<th>Instructor</th>
<th>George Candler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day/time</td>
<td>Directed readings, periodic meetings</td>
</tr>
<tr>
<td>Location</td>
<td>various</td>
</tr>
<tr>
<td>Office</td>
<td>Weikamp 2229</td>
</tr>
<tr>
<td>Office hours</td>
<td>Monday afternoon, Wednesday morning, all day Tuesday</td>
</tr>
<tr>
<td>Office phone</td>
<td>574-520-4136</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:gcandler@iusb.edu">gcandler@iusb.edu</a></td>
</tr>
</tbody>
</table>

Course Objective:

The catalog description of this course is:

Encourage a better understanding of the world, and an outward-looking approach to innovation, through analysis of organizations and policy processes in a range of countries around the world.

The course will take more of a national than a bureaucratic approach, i.e. look at national administrative systems more than specific bureaucracies. We will look at 4-6 countries, a week or two for each, with a week including a good background reading for the country (probably from The Economist) to give some context, and then one or two that looks at administration and especially administrative reform in the country. Some of the usual George suspects (Brazil, Australia, Canada) will feature heavily.

We'll spend two weeks on international organizations, and perhaps two weeks on international NGOs.

Assignments:

Short papers:

There will be a short (300 word minimum) paper for each of the contexts around which this course is structured. These can be (indeed are meant to be) incorporated into the semester paper.

Semester paper:

In this class we have discussed administration, and administrative reform, in a number of different contexts. Discuss what the United States can learn from these different experiences. The essay will include the following components:
• an introduction;
• a summary of administration and administrative reform in each of the contexts discussed in this class, with each of these sections especially highlighting lessons for America, in the section below;
• an integrated discussion of lessons learned. By this I don't just mean discuss lessons from each of the sections above in turn, repeating the importance of (for instance) new public management type reforms in Australia and Brazil. You'd discuss NPM reforms once, integrating the lessons from each of these.
• Pithy conclusion that changes the way the world thinks about comparative public management.

Definition: contexts -- Australia, Brazil, Canada, Tonga, international organizations, international NGOs, etc.

The paper will be a minimum of 7500 words, and follow the usual assessment criteria for a Candler class (see http://mypage.iusb.edu/~gcandler/V502/assignments.htm for an example).

Required texts:

To contain further student expenditure, we will also make use of (free) electronic materials available on line, through three media. First, EBSCO Host Research Databases, available on the Schurz Library system. To see if you can access these, try to click on the following. For off-campus access to this, you may need to reconfigure your browser:

Second, there is a lot of useful stuff available just through normal web links. Try, for instance, this link to American Society for Public Administration.

Class Policies:

Obligations - You can expect me to be prepared, to explain the course material clearly, and to work to ensure that this course proceeds as smoothly and coherently as possible. In addition to generous office hours and ready email access, I will make myself available to help you outside of class or office hour times if necessary. For your part, pay attention to course requirements, learn, and as former colleague James Hayes-Bohanon puts it, remember that this is not 13th grade.

Late assignments/make-up exams - Late assignments and missed exams will incur a significant penalty, except in extraordinary, documented circumstances and if I am contacted prior to the due date. If similar extraordinary, documented circumstances lead you to request an incomplete, I've historically been liberal with these, but IUSB has been discouraging this, so see campus policy regarding incompletes. It will be your obligation to submit unfinished coursework.

Course communications - students have an obligation to activate and monitor their IUSB email account. This account will be used for out-of-class communication. It is your obligation to get assignments to me, and to keep copies of all assignments submitted in the event that they don't get to me.
Disability - In accordance with IUSB policy ensuring people with disabilities "an equal opportunity to participate in, contribute to, and benefit from all university programs, services, and activities," students should inform the instructor of any such needs, and have them verified through the Office of Disabled Student Services.

Plagiarism and cheating - Each student is responsible for taking and satisfactorily passing the IUSB School of Education's online plagiarism tutorial, as well as being familiar with this section of the College's Academic Misconduct policy of the Code of Student Rights, Responsibilities, and Conduct. Procedures described in this document will be followed in dealing with any cases of academic dishonesty. I do make an effort to catch students who cheat, and have been successful in this in the past. Students caught plagiarizing coursework have generally been awarded a grade of F for the class.

Contexts/ Readings:

Introduction

29 Aug -- Exceptionalism v. universalism

Is comparative analysis relevant? On the one hand some argue that America is an exceptional nation, simply too different ('the exception') either to learn from others, or (implicitly) for others to learn from us. Lipset and Wilson put this case. On the other hand, I argue that at bottom all countries seek similar goals, so universalism rules.


Isolated regions

5 Sep -- Tonga, a limiting extreme

Too often when we look at the world we focus on the major powers. But what of small states: do they matter? In terms of integration in the global economy, does an isolated region of the US like Appalachia have more in common with Tonga, or with Boston?


Canada
Loathe though they may be to admit it, Canada is the single country in the world most like America. Does Canadian nationalism get at times irrationally anti-American? What does the survival of a vibrant French culture in Quebec tell us about cultural globalization? Is there any reason America should not adopt a Canadian-style health system? What else might America learn from Canada?

_Economist_ backgronder (multipart, 3 December 2005):

- "Peace, order and rocky government." [EBSCO link](#).
- "Alienating the West." [EBSCO link](#).
- "A dream that does not fade." [EBSCO link](#).
- "Living with number one." [EBSCO link](#).
- "A funny sort of government." [EBSCO link](#).
- "The perils of cool." [EBSCO link](#).
- "Coming out." _The Economist_, 14 Oct 2006. [EBSCO link](#).

12 Sep -- Canada's administrative culture


19 Sep -- Canada and Quebec

- "A dream that does not fade." [EBSCO link](#) (you've already read this, above).

26 Sep -- Canada and health care

- "Still waiting." _Economist_, 17 July 2006. [EBSCO link](#).
- V578, lecture 1, especially Table 3. [Online link](#).

_Australia_

If Canada is the single country most like America, Australia may be the second most similar. What does the experience of 'new public management' reforms in Australia, Canada and New Zealand have to teach America?
3 Oct -- Australian administrative culture

- "A secular saint, for some." The Economist, 13 July 2006. EBSCO link.
- Economist backgrounder (multipart, 5 May 2005):
  o "Has he got the ticker?" EBSCO link.
  o "The limits to growth." EBSCO link.
  o "Beyond lucky." EBSCO link.
  o "Infinite variety." EBSCO link.
  o "The reluctant deputy sheriff." EBSCO link.
  o "God under Howard." EBSCO link.
  o "Australians old and new." EBSCO link.
  o "Drizabone." EBSCO link.

10 Oct -- New public management reforms


Brazil

17 Oct -- Economist backgrounder (Multi-part, 20 Feb 2003):

- "Make or break." EBSCO link.
- "Paradise lost." EBSCO link.
- "Fixing the finances." EBSCO link.
- "Jobs that grow on trees." EBSCO link.
- "Start at the beginning." EBSCO link.
- "Getting away with murder." EBSCO link.
- "A time to talk, and a time to do." EBSCO link.
- "What sort of President?" EBSCO link.
- "Love Lula if you're poor; worry if you're not." Economist 30 Sep 2006. EBSCO link.

24 Oct -- Brazil and social equity


31 Oct and 7 Nov -- Brazil's administrative culture, and reforms


*International organizations*

14 and 21 Nov -- the United Nations

- United Nations website (browse). [Online link]
- Annan, Kofi (2001). Nobel lecture, 10 December. [Online link]

28 Nov -- semester paper due.