TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

GOVT 518
COMPARATIVE PUBLIC MANAGEMENT
(15 Points)

Trimester 1 / 2015

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Professor Evan Berman**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 2 March – Monday 8 June 2015

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your

fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 13 March 2015**.

2. The standard last date for withdrawal from this course is **Friday 15 May 2015**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

Class Times: Wednesdays, 5.40pm – 7.30pm

Class Dates: Starting 4 March (first class) to 1 April 2015
                      Mid-trimester break (no classes) on 8 and 15 April 2015
                      Resuming 22 April to 3 June (final class) 2015

Class Location: Room RWW 501, Level 5, Railway West Wing, Pipitea Campus
                      The timetable is available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

NOTE: This course is delivered in a weekly format over the whole trimester.

You are required to attend <u>ALL</u> the weekly sessions.

Course Delivery

This lecture- and discussion-based weekly course in comparative public administration includes presentations (in English) from professors at several overseas universities such as Fudan University (see Course Content). This broader access to expertise through VUW partner universities provides increased in-depth, context-rich perspectives on key topics, relevant to course learning objectives, and increased material for discussion. Simply put, comparative public administration should include perspectives by experts within countries relevant to our course, and our 'international co-teaching' arrangement allows us to bring these experts and their perspectives to you in a live manner, using internet-based video technology in the classroom. Correspondingly, several of our lectures will also be video-linked to overseas students, and students in New Zealand and overseas locations will have opportunities to ask questions. (Rarely, we may ourselves be on duty abroad and use video-based teaching, as well.)

Note: The delivery of lectures by external faculty is subject to technology and foreign events. Internet-based technology is subject to and video quality limitations, and some amount of accommodation of these challenges is expected. All readings are subject to change. Changes will be announced in class or by Blackboard, at least two weeks prior.

Group Work

Collective learning is encouraged but all assessment will be conducted individually.

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before class (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course. Students are expected to prepare for class, participate in class, and reflect on their learning after each lecture.

Prescription

This course examines comparative public management and public policy, with emphasis on contemporary developments in Asia-Pacific and beyond. Its purpose is to (i) understand how challenges of public management and policy are addressed in other countries; (2) provide theoretical approaches to assist in the comparative study of public management and public policy; and (3) facilitate application of comparative/international experiences to specific settings and contexts.

Course Learning Objectives

This course is about how governments develop their public management systems to serve public purposes, including better policy – principally in the Asia-Pacific region. It aims to help students examine and appreciate public management experiences in comparative perspective, providing a framework for comparison, examples of effective management and policies that address key contemporary issues, and practice with formulating a policy or management reform.

At the end of this course, you should be competent to:

1. Identify key concepts underpinning comparative and international public management and governance;
2. Analyse problems in specific contexts by applying key concepts of comparative/ international public management and governance;
3. Design a policy or management reform for a non-New Zealand setting.

Course Content

In the few first few weeks, we will lay out basic concepts and frameworks, thereby furthering orientation towards course learning objectives and getting a good start on course assessments. Thereafter, we explore these concepts through application to different contemporary and key topics.

- *It is very important that you engage in discussion with the lecturers and your colleagues – in fact, many of the sessions will consist of open discussion and debate. All members of the class are encouraged to participate.*
- *Be aware that internet video quality and connections can vary.*
- *Events can interfere with schedules, leading to changes to the sessions indicated below.*
- *EB = Evan Berman; GH = Graham Hassall*

Week	Date	Session
01	4 March	Introduction to the study of comparative public management – GH
02	11 March	Method in comparative public management & policy; Evolution of the public sector – GH
03	18 March	Models of reform, policy impacts, and NPM in New Zealand – GH
04	25 March	1. Decentralization and local government – EB 2. Decentralization in China – Prof. Yijia Jing (Fudan University)
05	1 April	1. Ethics and ethics management.– EB 2. Anti-corruption reform in China – Prof. Ting Gong (City University of Hong Kong)
06	22 April	1. The Singapore story and innovation – EB 2. Technological innovation – Prof. Li Tang (Shanghai University of Finance & Economics)
07	29 April	1. Comparative political economy – EB 2. China's economic miracle – Prof. Yijia Jing (Fudan University)
08	6 May	1. Rural development: Anti-poverty programmes – EB 2. Discussion of progress re. your comparative case study
09	13 May	1. Regionalism in Asia – EB 2. Regionalism in Southeast Asia – Ponlapat (National Institute of Development Administration, Thailand)
10	20 May	Public management & policy in the Pacific Islands: I – Papua New Guinea – GH
11	27 May	Public management & policy in the Pacific Islands: II – Pacific Regionalism – GH
12	3 June	Future issues for public managers – EB

Detailed Outline and Weekly Readings

Note: Required readings are below, with further suggested readings following the detailed outline. Additional (or substitute) readings may be suggested as the course progresses, and these changes will be notified via Blackboard.

Required readings indicated below with an asterisk (*) are available from the Victoria University of Wellington library databases or e-book collections. As a VUW student, you have complete and free access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course convenor or a VUW librarian if you require help to access material, or if you run into any other problems.

If the library does not have database or e-book access to required readings (those with no asterisk in this course outline), a URL will be provided, the readings will be available on Blackboard, or you

will be advised to buy the readings. In some cases, you may need to go to the library to consult books, or to check them out.

Week 1 (4 March): Introduction to the Study of Comparative Public Management

This session reviews the course outline, expectations, and assessment requirements. It will investigate benefits of comparative administration and learning from other countries, and also raise some methodological questions: What should we be comparing and why? What is the value of case studies? How are the meaning and scope of "public" and "public sector" to be defined? In what ways does the scope of the "public sector" differ between countries? What principles and practices concerning organisational structure apply to the overall organisation and governance of the public sector? Where is direct political control appropriate and where should principles of separation be applied?

Required Reading:
> * Pollitt, C. (2011). Not odious but onerous: Comparative public administration. *Public Administration, 89*(1), 114-127.

Week 2 (11 March): Method in Comparative Public Management & Policy; Evolution of the Public Sector

This key session provides a basic framework for making comparisons between systems of public management in diverse settings. When we look at other systems, what should we be looking for? The framework is based on analysing the interfaces of administrative systems concerning policy inputs, resources and recruitment, and policy implementation. Different influences on public management systems involve institutions, constitutions, rules, authority and resources, history and culture, and incentives and behaviour, for instance, inevitably result in different approaches to objectives, performance management, financial management and accountability. We also look at some obstacles to effective policy implementation by the public bureaucracy, and explore notions of good governance.

Required Reading:
> * Subramaniam, V. (2000). Comparative public administration: From failed universal theory to raw empiricism: A frank analysis and guidelines towards a realistic perspective. *International Review of Administrative Sciences, 66*(4), 557-572.
> Ugwuanyi, B. I., & Chukwuemeka, E. E. O. (2013). The obstacles to effective policy implementation by the public bureaucracy in developing nations: The case of Nigeria. *Singaporean Journal of Business Economics and Management Studies 1*(8):34-43.
> www.singaporeanjbem.com/pdfs/SG_VOL_1_(8)/5.pdf

Week 3 (18 March): Models of Reform, Policy Impacts & NPM in New Zealand

Building on the general perspective in week 2, we continue to develop our framework by discussing the concept of administration reforms, relevance to policy, and models of reform. What are some models of reform? How have reform agendas played out in different counties? What issues do they raise? What are the main factors driving reform processes in the public sector? As an example of major reform, we will examine "New Public Management" and some of its impacts in New Zealand. It will consider originating concepts, achievements, misgivings, experiences with policy transfer, and post-NPM, UN agencies, and otherwise show *application* of the frameworks discussed in Week 2.

Required Reading:

Pollitt, C., & Bouckaert, G. (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* (pp. 1-30). Oxford & New York: Oxford University Press. http://site.ebrary.com.helicon.vuw.ac.nz/lib/vuw/detail.action?docID=1050969 2

Boston, J. (2011). Basic NPM ideas and their development. In T. Christensen & P. Lægreid (Eds.). *The Ashgate research companion to new public management* (pp. 17-32). Farnham: Ashgate. www.vuw.eblib.com.helicon.vuw.ac.nz/patron/FullRecord.aspx?p=615611

Week 4 (25 March): Decentralization and Local Government

We now turn to applying our framework. As a major example of administrative reform, decentralization is now a cornerstone of development policy in many East and Southeast Asian countries. National development increasingly requires stronger and active regional development and local communities. As a case study, this class examines decentralization and development of local government in China, and the drivers behind that.

Required Reading:

Fritzen, S. A., & Lim, P. W. (2006). Problems and prospects of decentralization in developing countries. *Encyclopedia of Public Administration and Public Policy*, 1-9. [Blackboard]

* Cai, H., & Treisman, D. (2006). Did government decentralization cause China's economic miracle? *World Politics*, *58*(4), 505-535. doi:10.1353/wp.2007.0005.

* Montinola, G., Qian, Y., & Weingast, B. (1995). Federalism, Chinese style: The political basis for economic success in China. *World Politics*, *48*(1), 50-81.

* Guess, G. M. (2005). Comparative decentralization lessons from Pakistan, Indonesia, and the Philippines. *Public Administration Review*, *65*(2), 217-230.

Week 5 (1 April): Accountability and Ethics Management

The effectiveness of administrative systems is affected by systems of accountability and ethics management – one aspect of our comparative framework. This lecture explores variations across some countries, while exploring outcomes. Inadequate accountability and ethics are associated with corruption, higher transaction costs, lower international investment, lower quality public services and problems in justice. We explore modern concepts of ethics and ethics management in the public sector, including leading practices in Asia-Pacific. We also examine a framework for analysing national integrity systems, and considers the evidence for New Zealand's stellar ranking by Transparency International.

Required Reading:

Quah, J. (2010). *Combating corruption in the Asia-Pacific countries: What do we know and what needs to be done?* Available at: http://unpan1.un.org/intradoc/groups/public/documents/eropa/unpan040849.pd f

* Ko, K., & Weng, C. (2012). Structural changes in Chinese corruption. *The China Quarterly*, *211*, 718-740. doi:10.1017/S0305741012000793

Week 6 (22 April): Public Management and Innovation: The Singapore Story and Technological Innovation in China

Countries also vary by how well their administrative systems foster innovative and new policies. We now examine innovativeness in two ways – of public management, and of government fostering innovation in the economy society. First, we examine Singapore public management strategies that not only encourage innovation in the Singapore public policy, but which also break ground in public management itself. Second, we examine the role of government in fostering technological innovation. As a case study application, we examine the role of the Chinese government fostering technology advancement as its economy moves towards greater value added.

Required Reading:

Siong B. and G. Chen. (2007). Framework for dynamic governance. In: *Dynamic governance: Embedding culture, capabilities and change in Singapore* (pp. 1-48). New York: World Scientific.
www.untag-smd.ac.id/files/Perpustakaan_Digital_2/PUBLIC%20ADMINISTRATION%20Dynamic%20governance%20%20embedding%20culture,%20capabilities%20and%20change%20in%20Singapore.pdf

* Liu, F.-C., Simon, D. F., Sun, Y.-T., & Cao, C. (2011). China's innovation policies: Evolution, institutional structure, and trajectory. *Research Policy*, *40*(7), 917-931.

Week 7 (29 April): Comparative Political Economy

Building on the previous week, governments have many tools for fostering economic development. Going beyond general tools of economic policy, we examine the rise of East Asian economy and industries and the role of government coordination over a sustained period. This provides valuable insights and lessons for different development models and policies that are examined. We examine economic experiences of East Asia and beyond, and provide discussion of the "Chinese Miracle" and the role of government policy in that.

Required Reading:

Huang, X. (2009). The state and the economy. In *Politics in Pacific Asia* (pp. 104-123). London: Palgrave. [Blackboard]

* Yang, H., & Zhao, D. (2015). Performance legitimacy, state autonomy and China's economic miracle. *Journal of Contemporary China*, *24*(91), 64-82. doi:10.1080/10670564.2014.918403

Week 8 (6 May): Rural Development: Anti-Poverty Programmes

Whereas the previous weeks have focused on industrial sectors, we balance matters this week with a focus on rural development and their populations; these are key issues to development administration. This week starts with an overview of core themes in rural development, with special emphasis on causes of rural poverty, cooperative efforts to increase development (and the role of public management and policy), and providing health care in rural populations. We examine some leading practices and examine how, following our model, institutions affect the design and delivery of successful anti-poverty programs.

Required Reading:
* Grindle, M. S. (2004). Good enough governance: poverty reduction and reform in developing countries. *Governance*, *17*(4), 525-548.
* Chen, S., & Ravallion, M. (2007). Absolute poverty measures for the developing world, 1981–2004. *Proceedings of the National Academy of Sciences*, *104*(43), 16757-16762.
Van der Ploeg, J. D. (2012). Poverty alleviation and smallholder agriculture: The rural poverty report 2011. *Development and Change*, *43*(1), 439-448. Report available at: www.ifad.org/rpr2011/report/e/rpr2011.pdf

Week 9 (13 May): Regionalism in Asia: ASEAN Economic Integration, Institutional Effectiveness, and Economic Performance

Comparative administration has long noted the role of cooperation across countries. Many problems in Asia increasingly require or involve coordination among countries, notably in the realm of economic development and security. This class looks at regional organizations in Asia-Pacific region, their contributions and successes, as well as limitations. It examines the activities of ASEAN, considers regionalization and coordination models for dealing with various issues. This class also looks at the role of public management in the operation of regional organizations.

Required Reading:
* Lane. J. E. (2008). Regionalism in the Asia-Pacific area. *Asia Pacific Journal of Public Administration, 30*(1), 1-13.

Week 10 (20 May): Public Management in the Pacific Islands I: Papua New Guinea

The small island states of the Pacific region have the same challenges of public management as larger states, but face particular challenges in meeting performance expectations. Firstly, they generally lack the resources that larger states possess. Secondly, they operate in unique cultural environments, in which political and bureaucratic relationships are configured by familial relations as much as by formal rules. What are the prospects, in such contexts, for effective public sector reform?

Required Reading:
Duncan, R., & Hassall, G. (2011). How pervasive is clientelist politics in the Pacific? In R. Duncan (Ed.). *The political economy of economic reform in the Pacific*. (pp. 265-276). Manila: Asian Development Bank. www.adb.org/sites/default/files/publication/28919/political-economy-economic-reform-pac.pdf

Week 11 (27 May): Public Management in the Pacific Islands II: Pacific Regionalism

Pacific Islands' Countries (PICs) are also known as Small Island Developing States (SIDS). Their relatively small economies suggest that regional approaches to government might provide more cost effective services to Pacific societies. In 2005 a "Pacific Plan" was established to promote regional cooperation leading to appropriate forms of "deeper integration. This session looks at the approach to regionalism in the Pacific Islands, and its progress to date.

Required reading:
> Graham, K. (2008). Models of regional governance: is there a choice for the Pacific? *Models of regional governance for Pacific Island States: The future architecture of Pacific Regionalism* (pp. 19-38). Christchurch: University of Canterbury Press. [Blackboard]

Week 12 (3 June): Future Issues for Public Managers

What should be future reform priorities in New Zealand and other countries? A concluding discussion. Students will be asked to present some suggestions based on their Research Essay (Assignment #2).

Required reading:
> Schultz, D. (2011). The crisis of public administration theory in a postglobal world. In D. C. Menzel & H. L. White (Eds.). *The state of public administration: Issues, challenges, and opportunities* (pp. 453-464). Armonk, NY: M.E. Sharpe. [Blackboard]

General Readings and On-line references

The course will also draw on the following publications for lecture content, as well as those mentioned earlier. Students may find these through the VUW Library or online (Google). Where unavailable, please use Interlibrary loan or contact us.

Berman, E. M. (Ed.). (2001). *Public administration in Southeast Asia: Thailand, Philippines, Malaysia, Hong Kong, and Macao*. Boca Raton, FL: CRC Press.

Berman, E. M., Moon, M. J., & Choi, H. (Eds.). (2010). *Public administration in East Asia: mainland China, Japan, South Korea, and Taiwan* Boca Raton, FL: CRC Press.

Christensen, T., & Lægreid, P. (2011). *The Ashgate Research Companion to New Public Management*: Ashgate. (electronic copy available at www.vuw.eblib.com.helicon.vuw.ac.nz/patron/FullRecord.aspx?p=615611)

Ferlie, E., L. E. Lynn, et al., Eds. (2005). The Oxford Handbook of Public Management. Oxford, Oxford University Press.

Hodges, R. (Ed.). (2005). *Governance and the Public Sector*. Cheltenham & Northampton: Edward Elgar Publishing Ltd.

Kooiman, J., & Eliassen, K. A. (Eds.). (1987). *Managing Public Organizations: Lessons from Contemporary European Experience*. London · Beverly Hills · Newbury Park · New Delhi: Sage. (available on Blackboard)

Menzel, D. C., & White, H. L. (Eds.). (2011). *The State of Public Administration: Issues, Challenges, and Opportunities*: M.E. Sharpe. (partially available on Google Books)

Osborne, S. P. (Ed.). (2010). *The new public governance? Emerging perspectives on the theory and practice of public governance*. London & New York: Routledge. (available as e-book in library.

General surveys in the field of comparative public management include:

Barzley, M. (2001). *Public administration: A comparative perspective*. New York: Marcel Dekker

Bovaird, T. and E. Löffler, Eds. (2003). Public management and governance. London, New York, Routledge.

Ferlie, E., L. E. Lynn, et al., Eds. (2005). The Oxford Handbook of Public Management. Oxford, Oxford University Press.

Farazmand, A. (2001). *Handbook of comparative and development public administration*. New York: Marcel Dekker.

Hughes, O. E. (2003). Public Management and Administration, Palgrave Macmillan International Institute of Administrative Sciences (Ed.). (1997). *New Challenges for Public Administration in the 21st Century: Efficient Civil Service and Decentralized Public Administration* (Vol. 4): International Institute of Administrative Sciences

Otenyo, E. E., & Lind, N. S. (Eds.). (2006). *Comparative public administration: the essential readings*. Amsterdam: Oxford: Elsevier JAI.

Peter, B. G., & Pierre, J. (Eds.). (2003). *Handbook of public administration*. London: Sage.

Pierre, J. and B. G. Peters, Eds. (2003). Handbook of Public Administration, Sage Publications.

See also the publications of Prof Haque:
http://profile.nus.edu.sg/fass/polhaque/stf_polhaque.htm#P

Thematic readings

Introduction to the study of public sector management

Bowman, J. S., & West, J. P. (2011). The Profession of Public Administration: Promises, Problems, and Prospects In D. C. Menzel & H. L. White (Eds.), The State of Public Administration: Issues, Challenges, and Opportunities. Armonk, N.Y.: M.E. Sharpe.

International Conference on Public Administration – www.icpa-uestc.cn/en/home/default.php

Jreisat, J. E. (2005). Comparative Public Administration is Back in, Prudently. *Public Administration Review, 65*(2), 231-242.

Koppell, J. G. S. (2010). Administration without Borders. *Public Administration Review, 70* (December), 546-555.

Sager, F., & Rosser, C. (2009). Weber, Wilson, and Hegel: Theories of Modern Bureaucracy. *Public Administration Review, 69*(6), 1136-1147.

Method in Comparative public management & policy

Asian Development Bank. (2010). *State Performance and Capacity in the Pacific*. Manila: Asian Development Bank.

Chittoo, H. B. (2011). Public Administration in "Small and Island Developing States": A Debate about Implications of Smallness. *Global Journal of Management and Business Research, 11*(9), 23-34.

Jreisat, J. E. (2012). Globalism and comparative public administration. Boca Raton: CRC Press

Verhoest, K. (2011). The Relevance of Culture for NPM. In T. Christensen & P. Lægreid (Eds.), *The Ashgate Research Companion to New Public Management*. Farnham: Ashgate.

Wilson, D. (2011). Comparative Analysis in Public Management. *Public Management Review, 13*(2), 293-308.

Makinde, T. (2005). Problems of Policy Implementation in Developing Nations: The Nigerian Experience. Journal of Social Science 11(1):63-69

USAID. (2007): Policy Reform Lessons Learned: A Review Of Economic Growth Related Policy Reform Activities In Developing Countries. Washington, DC: Author.

Models of reform, policy impacts NPM in New Zealand

Barcham, M. (2005). New Public Management and the Alternative Service Delivery Decision Framework: Matching Structure to Context.

Bertucci, G. (Ed.). (2006). *Innovations in Governance and Public Administration: Replicating what works*: United Nations, Department of Economic and Social Affairs.

Boston, J., J. Martin, J. Pallot, and P. Walsh. *Public Management: The New Zealand Model*, Oxford University Press, UK, 1996.

Cheung, A. B. L. (2011). NPM in Asian Countries. In T. Christensen & P. Lægreid (Eds.), *The Ashgate Research Companion to New Public Management*. Farnham: Ashgate.

Laking, R., & Norman, R. (2007). Imitation and inspiration in public sector reform: lessons from Commonwealth experiences. *International Review of Administrative Sciences, 73*(4), 517-530.

Lawton, A., & Six, F. (2011). New Public Management: Lessons from Abroad. In D. C. Menzel & H. L. White (Eds.), *The State of Public Administration: Issues, Challenges, and Opportunities*. Armonk, N.Y.: M.E. Sharpe.

St Hill, C. A. P. (1970). TOWARDS THE REFORM OF THE PUBLIC SERVICES: Some Problems of Transitional Bureaucracies in Commonwealth Caribbean States. *Social and Economic Studies, 19*(1), 135-145.

Decentralization and Local Government

P. Nooi. (2011). Decentralization and Local Governance in Malaysia. In E. Berman (ed). *Public Administration in Southeast Asia*. (New York: Taylor & Francis), chapter 8, pp. 155-170. (Note: this shows continued central control impeding decentralization)

Chen, D-Y. and Y-C. Lue. (2010). Intergovernmental Relations in Taiwan. In: E. Berman, J. Moon and H. Choi (eds). *Public Administration in East Asia*. (New York: Taylor & Francis), chapter 25, pp. 533-562.

Andrews, C. W., & de Vries, M. S. (2007). High expectations, varying outcomes: decentralization and participation in Brazil, Japan, Russia and Sweden. International Review of Administrative Sciences, 73(3), 424-451.

Olum, Y. (2014). Decentralisation in developing countries: preconditions for successful implementation. *Commonwealth Journal of Local Governance*, 15 (June): 23-38

Hope Sr, K. R. (2009). Capacity development for good governance in developing countries: some lessons from the field. Intl Journal of Public Administration, 32(8), 728-740.

Hossain, M. A. (2005). Administrative decentralization: a framework for discussion and its practices in Bangladesh. Department of Public Administration, University of Rajshahi, Rajshahi, Bangladesh.

Regmi, K., Naidoo, J., Greer, A., & Pilkington, P. (2010). Understanding the effect of decentralisation on health services: The Nepalese experience. Journal of health organization and management, 24(4), 361-382.

Aslam, G., & Yilmaz, S. (2011). Impact of Decentralization Reforms in Pakistan on Service Delivery—An Empirical Study. Public Administration and Development, 31(3), 159-171.

Yu, J. and Gao, X. (2013), Redefining Decentralization: Devolution of Administrative Authority to County Governments in Zhejiang Province. Australian Journal of Public Administration, 72: 239–250.

Accountability and Ethics Management

Gregory, R., D. Zirker, F. Scrimgeour. (2012). A Kiwi Halo? Defining and Assessing Corruption in a "Non-Corrupt" System. *Asia Pacific Journal of Public Administration 34*(1): 1-29.

Lee, S-Y. and K. Jing (2010). Public Service Ethics and Anticorruption in South Korea. In: E. Berman, J. Moon and H. Choi (eds). Public Administration in East Asia. (New York: Taylor & Francis), chapter 19, pp. 402-425.

Northouse, P. (2004). Leadership Ethics. In: J. West and E. Berman (eds). *The Ethics Edge*. (Washington, DC: International City/County Management Association): pp. 46-54.

Quah. J. (2009). Combatting Corruption. In: *Public Administration Singapore Style*, chapter 9, pp. 171-198.

Schiavo-Campo, S. and H. McFerson. (2008). The Rule of Law: Assuring Integrity and Preventing Corruption. In: *Public Management in Global Perspective*. (New York: ME Sharpe), chapter 14.

Transparency International. (2013). *2013 New Zealand National Integrity System Assessment*. (Wellington, New Zealand: Author).

Svenson, J. (2005). Eight Questions about Corruption. Journal of Economic Perspectives 19(3):19-42 (from Prof. Gong)

Public Management and Innovation

Siong B. and G. Chen. (2007), *Dynamic Governance: Embedding Culture, Capabilities and Change in Singapore*. (New York: World Scientific), chapter 3 (Context for Development), chapter 7 (People Development: Recruiting, Renewing and Retaining Leaders), and Chapter 8 (Process Innovation: Creating Agile Structures and Systems).

N. Saxena. (2011). *Virtuous Cycles: The Singapore Public Service and National Development.* (New York: United Nations Development Programme).

E. Berman and C.-G. Kim. (2010). Creativity Management in Public Organizations: Jump-Starting Innovation (in Seoul). *Public Performance & Management Review 33*(4):619-652.

Kroll, H., Conle, M., & Schuller, M. (2010). Innovation policy in China. In R. Frietsch & M. Schuller (Eds.), Competing for Global Innovation Leadership: Innovation Systems and Policies in the USA, Europe and Asia. Karlsruhe, Germany: Fraunhofer-Verl.

Comparative Political Economy

Asian Development Bank. (2013). *Managing Reforms for Development: Political Economy of Reforms and Policy-Based Lending Case Studies*. (Manila: Author). http://www10.iadb.org/intal/intalcdi/pe/2013/11631.pdf Lincoln, E. (2007).

The Japanese Government and the Economy. *Education about Asia 12*(3):31-38.

Masina, P. (2012). Vietnam between Developmental State and Neoliberalism. In: C. Kyung-Sup, B. Fine and L. Weiss. *Developmental Politics in Transition: The Neoliberal Era and Beyond*, chapter 9, pp. 188-210 (Vic Lib e-book).

Pederson, J. (2008). The State and Economic Development in Developing Countries. In*: Globalization, Development and The State: The Performance of India and Brazil since 1990*. (London: Palgrave), chapter 2, pp. 26-33

Stiglitz, J. and S. Yusuf. (2001). *Rethinking the East Asian Miracle*. (Washington, DC: World Bank and Oxford University Press.) https://openknowledge.worldbank.org/handle/10986/13969

Wang, V. (1995). Developing the Information Industry in Taiwan: Entrepreneurial State, Guerrilla Capitalists, and Accommodative Technologists *Pacific Affairs 68*(4):551-576.

Anti-Poverty Programs: Rural Development

Bardhan, P., & Mookherjee, D. (2005). Decentralizing antipoverty program delivery in developing countries. *Journal of public economics*, *89*(4), 675-704.

Peters, D. H., Garg, A., Bloom, G., Walker, D. G., Brieger, W. R., & Hafizur Rahman, M. (2008). Poverty and access to health care in developing countries. *Annals of the New York Academy of Sciences*, *1136*(1), 161-171.

Zhao, W., & Ritchie, J. B. (2007). Tourism and poverty alleviation: An integrative research framework. Current Issues in Tourism, 10(2-3), 119-143.

Gao, Q., & Zhai, F. (2012). Anti-Poverty Family Policies in China: A Critical Evaluation. *Asian Social Work and Policy Review, 6*(2), 122-135.

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Jun, J. S. (2000). Transcending the limits of comparative administration: a new internationalism in the making. *Administrative Theory & Praxis, 22*(2), 273-286.

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VUW Library
- Research Archive
- Restricted Archive - http://restrictedarchive.vuw.ac.nz/
- Library online resources - http://library.victoria.ac.nz/library/resources/online.html
- recommended resources in Public Policy: http://library.victoria.ac.nz/library/resources/guides/publicpolicy.html#guidesection.1391
- United Nations and Official Publications Collection – http://library.victoria.ac.nz/library/collections/unop.html
- eBooks - http://library.victoria.ac.nz/library/resources/guides/ebooks.html#guidesection.1446

Development Agencies
- *Asian Development Bank (ADB)*:
  - main site - www.adb.org/
  - Public sector management and governance - www.adb.org/Governance/
- *World Bank*:
  - main site - www.worldbank.org/
  - document depository - http://www-wds.worldbank.org/
  - public sector governance - www.worldbank.org/publicsector/
- *United Nations Development Programme (UNDP)*:
  - main site - www.undp.org/
  - Human Development Reports - http://hdr.undp.org/
- *UK Department for International Development (DfID)*:
  - main site - www.dfid.gov.uk/
  - Governance and Social Development Resource Centre - www.gsdrc.org/
- *Organisation for Economic Cooperation and Development (Development Assistance Committee) (OECD (DAC))*:
  - main site - www.oecd.org/dac
  - statistics - www.oecd.org/dac/stats

Round-ups of development news
- Atlas of Global Development - www.un.org/en/development/desa/policy/index.shtml
- Free Scholarly Resources – www.iss.nl/library/information_resources/free_scholarly_resources/
- "Global Development Briefing": email newsletter published by The Development Executive Group: subscribe at www.developmentex.com/development_intelligence/news_and_analysis/briefing/index.jsp
- GOVT MONITOR – Public Sector News and Information - www.thegovmonitor.com/
- New Zealand Aid and Development Dialogues - http://nzadds.org.nz/
- http://elibrary.worldbank.org/
- www.eastasiaforum.org/

Other Organizations
- American political science association – www.apsanet.org/
- American Society for Public Administration - www.aspanet.org/public/
- Center for Digital Government - www.centerdigitalgov.com/index.php
- Centre for Global Development - www.cgdev.org/
- European commission – http://ec.europa.eu/europeaid/what/development-policies/index_en.htm
- European Institute of Public Administration – http://seminars.eipa.eu/en/activities09/show/&tid=3668

- Chinese Public Administration Society – http://wn.com/Chinese_Public_Administration_Society
- Development Policy Centre - http://devpolicy.anu.edu.au/
- European Institute of Public Administration - www.eipa.nl/
- Global Public Administration Resource – www.linkedin.com/groups/Global-Public-Administration-Resource-3818311
- Institute for Public Management, Vienna - www.wu.ac.at/pubmgt
- Institute of Governance and Policy Studies, VUW - http://ips.ac.nz/
- Institute of Public Administration, Ireland - www.ipa.ie/
- Institute of Public Administration, NZ - www.ipanz.org.nz/MainMenu
- Institute of Public Administration Australia - www.ipaa.org.au/
- Institute for Public Administration Canada - www.ipac.ca/
- Institute of Public Management, UK - www.ipsm.org.uk/
- International Institute of Administrative Sciences – www.iias-iisa.org/e/Pages/default.aspx
- International Political Science Association – www.ipsa.org/events/congress/madrid2012/session/6360/panel/accepted
- Korea Institute of Public Administration - www.kipa.re.kr/language/main.jsp
- Network of Institutes and Schools of Public Administration in Central and Eastern Europe – www.nispa.sk/
- Organization for Economic Co-operation and Development - www.oecd.org
- Public Administration Network Theory - www.patheory.org/
- Royal Institute of Public Administration - www.ripainternational.co.uk/Home
- United Nations Development Program - www.undp.org
- United Nations Research Institutes of Social Development - www.unrisd.org/unrisd/website/document.nsf/(httpPublications)/054F433B5A04840980256B670065D6E1?OpenDocument
- United Nations Public Administration Network - www.unpan.org/
- The World Bank – http://elibrary.worldbank.org/?cid=GS_EXTOP_eLib_6&gclid=CI7A4J7ch6wCFdAEQAodtiObAw

Journals
- Asian Journal of Political Science
- Cambridge journal of economics
- Comparative political studies - http://cps.sagepub.com/content/28/1/117.short
- Development and change
- Development Policy Review – http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291467-7679/issues
- Governance - http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-0491
- International Review of Comparative Public Policy – www.emeraldinsight.com/products/books/series.htm?id=1051-4694
- Journal of Administration & Governance - http://joaag.com/Home_Page.php
- Journal of Comparative Policy Analysis – www.tandf.co.uk/journals/titles/13876988.asp
- JSTOR - www.jstor.org
- Pacific Economic Bulletin - http://peb.anu.edu.au/issues/search_issues.php
- Public Administration
- The Journal of the Institute of Economic Development

- Third world quarterly
- Wiley Online Library –
  http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0491.2004.00246.x/abstract
- World development

Materials and Equipment

To participate in this course, you have to be able to:

1. Write and submit essays electronically and be able to read my feedback and assessment also in electronic form;
2. Send and receive messages and attachments by email;
3. Access the course website on Blackboard, the University's Web-based educational software, and be able to use its basic functions.

Assessment

This course has three pieces of assessment, two of which are due on the same date, for your workload convenience (due to where the Easter break falls this year). You may choose to submit any assignment before the due date. Assignments will be discussed in class in advance.

Item	Length	Date Due	Value	CLOs
Comparative Method Essay	1,200 words	Monday 20 April 2015	20%	1
Reform Design Essay	2,000 words	Monday 20 April 2015	20%	1, 3
Case Study	3,000 words	Monday 8 June 2015	50%	1, 2, 3
Class participation	n/a	On-going	10%	1, 2, 3

Assignment #1: Comparative Method Essay

Length: 1,200 words. Value: 20%. Due Date: Monday 20 April 2015

Write a 1,200 word essay on the following: This course concerns comparative public management and policy. What do you understand by the term "comparative" in the context of studies of public management and/or public policy? What is worth comparing, and how should it be done? Furthermore, what benefits can be gained from comparison? And what pitfalls are to be avoided? Illustrate your essay with one example of comparative public management or comparative public policy. (This assignment draws on course content from weeks 1, 2 and 3, but may go beyond that.) You will be graded based on your ability to:

- Define and discuss the term comparative public administration
- Identify what is worth comparing and why? Give an example
- Identify the benefits and pitfalls, and relate to an example of your choice.

Note: the selection and treatment of example will be unique to each student.

Assignment #2: Reform Design Essay

Length: 2,000 words. Value: 20%. Due Date: Monday 20 April 2015

It is a common for public managers and policy analysts to write issues briefs, which succinctly provide:

- (i)   a definition/lay out an issue;
- (ii)   its origins/background and any contested or alternative viewpoints;
- (iii)   alternative responses/policies/reforms that are to be considered;
- (iv)   evaluation criteria of efforts and outcomes, and
- (v)   factors related to implementing the proposed policy/reform over a multi-year period, including support and opposition from actors both inside and outside the agency (incl. users, donors, etc).

In this assignment, you have been given an opportunity to present a hypothetical reform program for an also hypothetical agency or department through an issue brief. You should (a) select an administrative or policy reform (e.g., as discussed in the course so far, or related do your case study (see Assignment #3), (b) prepare an short issue brief, and (c) and include ample and multiple treatment of good governance in your consideration of the above. Your administrative or policy reform should be important (non-trivial) and include a few specific targets of reform by the hypothetical agency. You will be graded based on your ability to:

- Select a relevant topic
- Follow the above outline structure exactly (i) – (v)
- Show ample concern with good governance (incl. factors affecting good governance)
- Crisp and tight writing (in style that busy & thoughtful policymakers appreciate!)

As you only have 2,000 words, we ***strongly suggest*** you (i) first write this out in some detail (perhaps 3-4,000 words?), and then (ii) reduce this by focusing on key substance, efficient writing and presentation, while maintaining a comprehensive perspective (e.g., not dropping obviously major points). While you may use bullets, your issue brief must show professional and good writing skills, too, and be presented in a professional manner. This assignment draws on course content from weeks 3 and 4, but may go beyond that.

Assignment #3: Case Study

Length: 3,000 words. Value: 50%. Due date: Monday 8 June 2015

In this assignment you will choose a reform or effort, and show your ability (i) to gather evidence of this reform or effort in at least ***three different countries*** (via library, internet etc.) and to suitably analyse and interpret these reports, and (ii) critically apply content and insights from the course lectures in (especially weeks 4 through 12) as affecting the success (and avoiding failure) of your selected reform. You should discuss the reform or effort in reference to a broad geographic area (e.g., Pacific Islands, or selected countries in Southeast Asia), *not* just one country (as you did in Assignment 2). Please use the following general outline:

1. Define and briefly elaborate on the reform or effort you will be studying, showing how it is relevant or used in your geographic study area. (200-300 words?)
2. Discuss in detail from several (5-10?) reports the state of the reform or effort in your geographic study area, including assessment of its performance and outcomes. You should structure this

section around 3-4 different goals of the reform. (If needed, you may note (divergent?) findings from other regions, too. Cite these reports at the end in APA style; see note below). (800-1,200 words?).

3. Discuss how the following factors affect reform efforts, or are even targeted by reforms. Cite any evidence about these factors as relevant to your reform or study area (1,200-1,500 words?). This draws from the course and should demonstrate your mastery and use of this material:

    (i)   accountability and ethics/integrity
    (ii)   political economy and/or political leadership
    (iii)   administrative capacity (public operations, change management)
    (iv)   decentralization and devolution (incl. intergovernmental relations)
    (v)   regional coordination and integration
    (vi)   donor relations

Notes: Possible reforms should not be too broad (e.g., decentralization in general), but narrow enough to allow for interesting and meaningful comparison (e.g., administrative decentralization in rural settings). Some possible topics include:

    (i)   Information and Communication Technologies (ICTs) and e-government programs in specific sectors;
    (ii)   Privatization of state owned enterprises or education;
    (iii)   Public integrity/anti-corruption reforms (targeting, say, political officials);
    (iv)   Citizen-government relations or access to public information;
    (v)   Public finance or strategies for financing one or more public services;
    (vi)   Regional coordination as related to an area (e.g., security, health economy);
    (vii)   An area-specific policy (e.g., air pollution, green policies, economic liberalization, etc.);
    (viii) Public leadership, politics-administration relations, accountability;
    (ix)   The reform used in your assignment #2, or;
    (x)   Any other reform discussed in this class. (e.g., performance-based management, agencification, a reform within HRM, etc).

Be sure to include examples and evidence of your reform.

*Citations should be complete, consistent in style. Citations do **not** count towards the word limit for this assignment.*

You may not conduct interviews for this research; use only material in the public domain.

You will be graded based on the above outline, content and writing expectations

Class participation (10%)

Students are required to attend all lectures and participate by asking questions. You will be (i) assigned weeks in which you are to ask questions to the lecturer, at the end of his/her presentation. Your job is to stimulate and ensure a lively, relevant and appropriate discussion, including participation by other students! You are also asked (ii) to present in small group setting some ideas for improvement based on your Case Study Assignment in the last week, Week 12. Participation and attendance are important. Roll call may be conducted to determine attendance.

Submitting Assignments

Please submit your assignments **via BLACKBOARD only** – printed or emailed copies of assignments are NOT accepted. I will upload your feedback as an electronic document, with comments and an assessment. To read all my comments, you need to use "Track Changes" in Microsoft Word.

Students should keep a copy of all submitted work.

Assessment Feedback

You will be provided with a template of a 'marking sheet' which demonstrates the technical qualities required of an academic essay (i.e. high-quality analysis). This will be filled in by the marker. Treat this feedback as part of your learning process. And remember – especially if your assignment has failings – you're always given the opportunity to discuss the report and the grade with the marker (again, it's a good part of the learning).

Note on Quality Assurance

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

However, if ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

Pass/Fail	Grade	Normal range	Indicative characterisation
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
	C-	50% - 54%	Adequate evidence of learning
Fail	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
Pass	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

Access to Blackboard

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a 'fact' that is well-known in the context (such as "Wellington is the capital of New Zealand") or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people's intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University. Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine www.turnitin.com . Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website www.victoria.ac.nz/home/study/plagiarism.aspx . If in doubt, seek the advice of your course coordinator. **Plagiarism is simply not worth the risk.**

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/about/governance/dvc-academic/publications).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:
- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:
- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:
- It is expected that students will attend <u>all</u> contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:
- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:
- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Communication of Additional Information

Information will be communicated via Blackboard. It is essential, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward

Student Feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to General Information

For general information about course-related matters, go to www.victoria.ac.nz/vbs/studenthelp/general-course-information

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