

Tennessee State University
College of Public Service and Urban Affairs
Department of Public Administration

PADM 7000 Seminar in Theory and Practice of Public Administration

Section 80

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Office hours: Monday/Thursday 12:00 – 5:00

Office: AWC, Suite F 405

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Catalog description: This seminar involves analysis and survey of the seminal literature which studies public organizations in general and the study of Public Administration as a discipline. Required for Ph.D.
Prerequisite : PADM 6210 Seminar in Public Administration or its equivalent.

Course Purpose/Rationale

This course introduces the advanced graduate student to the conceptual foundations and epistemological views of the theory and practice of administration of the public sector. While public administration has been described variously as an enterprise, a science, craft and a profession, this seminar will consider many perspectives in an effort to pin down the nature of this field of study.

A major focus of this seminar is to ask the “grand” questions such as:

What is public administration as an academic field? What are its assumptions, value premises, its subject matter, its choice of problem focus, its boundaries? What is its status relative to other social sciences?

What methods does it – or should it – use? How can students frame public administration’s subject matter, problems, trends, directions?

How do writers envisage the place of PA in society? From a macroperspective, does the public administration place a greater role in authoring creative change or does it serve to regulate and balance social forces? Does the public administration channel, manage or introduce conflict or does it foster order and interpret, even articulate or promote, consensus? Why do we need government in modern society? how does American government work? Under what conditions does it fail?

What *should* public administration professionals do? And, what should this academic field contribute in guiding PA practices?

While this course cannot answer or address all of these complex questions thoroughly, it can be expected to provide essential conceptual, theoretical and analytical tools. With these, students can frame these questions more precisely, make sense of the terrain, and hopefully and most importantly, begin to form their own perspectives on the nature of public administration as a subject of inquiry and as a field of practice.

Instructional Methodology PADM 7000 is primarily a lecture and discussion seminar with some student-directed activities. The course will be web assisted with eLearn shells used to support class materials and facilitate communications.

Seminar students are expected to be prepared and informed participants in class discussion. Good participation demonstrates a student's depth of understanding, mastery and ability to evaluate and analyze the material.

- *Content mastery:* Students must demonstrate an understanding of facts, concepts and theories presented in readings and lectures. This ability is the basis for all higher level skills and must be demonstrated by classroom contributions and/or response to questions.
- *Communication skills:* These include active listening and understanding, responding appropriately, asking questions in a clear manner, using proper vocabulary, building on the ideas of others. Strive to avoid rambling discussion, loose association or argumentativeness.
- *Valuing:* students should be able to identify the value, worth or importance inherent in the material. In either accepting or rejecting a position, these values should be made explicit.

Regarding attendance, several ground rules may be helpful. The seminar format cannot be effective without quality participation. Regular attendance is essential in this regard. Attendance will be taken during each class. While one absence with justification is tolerable, after two absences the student will be encouraged to withdraw from the course.

Course Audience

This course is intended for Ph.D. in public administration students only. Experience shows that students lacking the precursor, PADM 6210 or its equivalent, operate at a disadvantage because preparatory coursework outlines the field. We will not attempt to cover the field in the same manner. Instead, we will emphasize the historical and epistemological origins of the field, examine schema and other approaches to categorize different perspectives and concentrate on locating assumptions behind the research and literature in the field.

Learning Competencies

As a result of successfully completing this course, students will have to be able to:

- Explain the epistemological foundations of public administration including the historical evolution of American public administration and growth of American bureaucracy in particular;
- Discuss the tensions between democracy and "bureaucracy" and how they are frequently reconciled;

- Define, describe and compare prevailing paradigms influencing contemporary public administration;
- Trace the development of the field including schools of thought and attendant major concepts and issues as well as how these schools contribute to and are shaped by larger perspectives (e.g. paradigms);
- Articulate an overview of public administration from the vantage point of major sub-fields (public budgeting, personnel, organization theory, etc.);
- Examine the journal and book literature which shape the academic field currently and be able to capture where the field is today.

Evaluation Procedures and Course Requirements

Throughout the course students may demonstrate their command of a competency at various levels ranging from excellent (mastery) to poor (deficient) performance. Five projects or activities will generate grades acquired throughout the term. Final grades will be calculated using these percentages:

I. Reading assignment reviews and class discussion (10%)

In a seminar students must participate extensively in class discussion. To encourage quality discussion, each student must volunteer to pose questions to the class concerning one of the articles assigned from Shafritz, Hyde and Parkes's *Classics of Public Administration* as well as other book chapters later in the course. This assignment should not involve summary of the article but can highlight a few important ideas of the author's. It *must* however consist of asking one to three questions to the class which, if answered will have served to direct discussion of the author's ideas. An example can be provided by the questioner or requested of the class but please avoid outlining the article for the class.

Discussion leaders should design questions for students to tackle through email and notifying the instructor at least three class days prior to the reading assignment deadline. These questions can then be posted on the eLearn Discussion link reserved for the class.

Questions should aim at highlighting major themes, comparing one author's perspective with another, and delving into implications of a particular reading. The objective of this activity is to direct discussion by posing questions which:

- Elucidate the assigned material for that class period;
- Relate that day's reading assignment to larger themes in PA;
- Compare and/or critique the reading;
- Synthesize/integrate various readings. Try to draw the connections between authors or readings under consideration. For example, one could take themes or ideas from the reading assignment and combine them to produce a new perspective. Or, take provocative quotations from readings to stimulate discussion.
- Apply main points or lessons to the real world of practice;
- Raise points of contradiction or unanswered questions..

- Attempt to get the class to “connect the dots.”

Please refrain from summarizing or, worse, attempting to outline the assigned reading for the class. Bear in mind that summaries and outlines are the responsibility of discussants, not discussion leaders. We want to recall the important points of the reading, not what the author said on a particular page. It should be obvious that the latter approach will not help you recall information for preliminary examinations or other future applications .

II. “Great Book” Reviews (20%)

Appendix I Supplementary Books lists several dozen classics in the field of public administration. Asterisked titles may be chosen by individuals to review in class. These may be awarded on a first come, first served basis. The purpose of this review is to familiarize the class with some of the classic works they should review later in their studies. The reviewer is to accomplish four tasks:

- List major points, themes or arguments used (do NOT outline or summarize the book!)
- Discussion of why this book qualifies as a classic. What does it accomplish that is special or distinctive in the field of PA? Think “big picture” here. (For example, inquire who cites it. How many books mention it?)
- Major criticisms of the book including the student’s and others’ appraisals

A **one page handout** should be distributed to students which summarizes the above points. The handout should be limited to one page single spaced, font size no smaller than 10. More than one page is not acceptable: boil it down. Its purpose is to capture the above points for classmates to recall the book. The handout is due the class meeting of oral presentation.

Reviews will be presented throughout the semester beginning the date of the fourth class until the end of November. **Oral presentations** will be limited to ten minutes including questions from classmates. Handouts are due at time of presentation.

III. **Designing a Conceptual Map (20%)** Students will divide into pairs or triads to complete this project. You have several subjects to choose from. Guidelines for designing a Conceptual Map follow in Appendix III. Topics available on a first come, first served basis are:

- **Publicness:** what does the term “public” mean? How does it compare with the private sector and market concepts? What attendant values are involved? How has the concept of publicness changed over time?

- **Civil Service and the Public Administration Professions:** This map will explore the history of civil service as a concept and as a classification system as well as personnel issues facing those in government work at all levels federal, state and local in the U.S. Some comparison with similar countries' experience with personnel matters should be investigated. Finally, some American states have abandoned the civil service concept; this trend as well as others detailing government careers, hiring and progression prospects should be accounted for by cited literature as well.
- **Democracy and Public Administration:** what is the values base for public administration? What do public administrators need to understand about the founding and history of the U.S. republic? What influence do democratic values and our republican tradition have on the conduct of American public administration?

What related models derive from this foundation (e.g. the participatory model)? What authors, articles, books represent the "must reads" in this topical area?

- **Public Management Reform** concerns the nature of governmental and policy reform in public administration. How does the idea of reform shape the nature of PA as a field; does it *define* it? What major reform efforts should we know and what are the lessons? This topic should also include federal government reorganization efforts from the twentieth century on.

What related models derive from this foundation (e.g. New Public Administration)? What authors, articles, books represent the "must reads" in this topical area?

- **Current and Emerging Paradigms of Public Administration** lays out the central overarching models or "paradigms" of the field which encompass its various perspectives. Because the required readings for the course explore a variety of these, this project should distill many approaches into five or fewer major ones.

Due to the special nature of this topic, some attention should be devoted to how the selected paradigms "play out" in terms of the literature. Testability in terms of whether these choices generate research or writing in PA will be a central feature of this map. Judging from the literature, which paradigms appear to be more popular? Which less popular and possibly more inchoate or emergent?

This project is due on Monday, November 16th or before 11:59 PM in the eLearn drop box. The November 16th class meeting will partly be dedicated to presentation of these maps. Students are expected to learn from each other's maps through discussion and evaluation.

The grade for this project will be the same for all dyad/triad members contributing to each map.

IV. Quizzes (20%)

Students should be able to receive regular feedback concerning the quality and level of learning the material. In place of a midterm exam, frequent unannounced quizzes will test students' learning, understanding and preparation of material in advance of a particular class. You will not be tested on

previously covered material except in the final examination. In this way students are encouraged to read assignments focusing on key points and internalizing what they read, otherwise known as “learning how to learn.”

While as many as seven quizzes may be given, only the top five grades on quizzes will count towards the 20%.

V. Final examination (30%)

The final examination will consist of short answer and essay questions and will be comprehensive. **The final written examination will be held in class December 7th.**

Grading Rubric

The following schema offers general guidelines as to instructor’s expectations and standards regarding evaluation of written and oral work in this class.

EVALUATION SYSTEM FOR PADM 7000			
CRITERION	RUBRIC: Inferior	RUBRIC: Solid	RUBRIC: Outstanding
Understanding	Seems to understand class texts and requirements but does not express this understanding clearly and explicitly. Does not use concepts from the text or class to analyze the paper/project elements	Has a very solid grasp of the concepts used in class. Discusses the ideas clearly and explicitly in paper. Rarely misunderstands the materials or expresses it poorly.	Has a subtle and sophisticated understanding of conceptual and theoretical material. Uses several concepts from PA to analyze the paper/project elements. Can see beyond what was taught and form own ideas.
Using Concepts	Examples or analogies are not quite right, or are naïve	Uses appropriate examples and/or analogies. Makes	Examples and analogies are not only interesting but

	(or uses only the examples provided by text or professor)	appropriate comparisons and contrasts between various concepts used in class. Can apply theory and ideas to practical experience.	suggest additional possibilities. Discussion of them is clear and appropriately detailed. Makes insightful contrasts between various concepts. Applies theory and ideas creatively and derives learnings from them.
	Comparisons and contrasts between various concepts are naïve or unclear or wrong	Demonstrates knowledge required for the paper/project.	
	Does not apply theory to practical experience appropriately		
Critical Thinking and Reasoning	Mostly reiterates what was discussed in text or in class. Makes inappropriate inferences. Accepts what others say or write uncritically	Occasionally offers critical commentary in paper/project. Can identify underlying theory or values in what is read, Arguments are logical and clear.	Offers penetrating criticism of material, appropriately praising or criticizing and explaining <i>why</i> . Arguments are sophisticated and clear.
Writing	Paper or project has several spelling or grammar errors, no evidence of revision; unclear	Paper or project has few spelling or grammar errors, shows evidence of revision; reasonably clear	Presentation has no errors in spelling, grammar, shows evidence of revision; very clear and graceful

Grading interpretation:

A = 4.0

A- = 3.75

B+ = 3.5

B = 3.0

B- 2.75

C+ = 2.5

C = 2.0

C- = 1.75

D= 1.0

F= 0

Attendance Policy:

Occasional lateness will be tolerated: I would prefer that you attend class late than not at all. Although two absences per semester are considered tolerable, more without good excuse is not.

Classroom Civility:

Arriving late without good reason, leaving early, distracting others in class (whispering, beepers, cell phones, etc.) is unprofessional, discourteous and self-centered. It would not be tolerated in any professional, well-run work place. Such conduct disturbs others who attend class to learn.

Beepers and cell phones SHOULD NOT be brought into the classroom. If you must carry them, turn off ringers.

You are expected to follow all University rules regarding tobacco, firearms, language and behavior, and in all other matters. TSU's Code of Conduct includes discipline for acts of personal misconduct such as lewd, indecent or obscene conduct, damage to University property or others' property or threats of indecent or inappropriate acts. Please consult the TSU Code of Conduct and Disciplinary Offenses section in the *TSU Student Handbook* for more complete information.

Please consult the CPSUA homepage online for additional information concerning conduct, advisement, admissions, graduation and the program as a whole.

Academic Integrity

Tennessee State University expects all students to conduct themselves with honesty and integrity. This means that you will not cheat and you will not help others in doing so. Whenever you submit as your own work that which originates from another, whether the other is a published source, a friend, or a

paper archive, you commit a serious violation of academic integrity known as plagiarism (Wilde, 2008, p. 4).

The Department reserves the right to discipline students for cheating, plagiarism, fabrication, violation of University rules and otherwise contributing to academic misconduct. As the instructor, I will attach severe penalties to any cheating or plagiarism I discover: this includes assigning a grade of "F" for the course and placing a letter in your student file about the incident. You can be accused of plagiarism after you have completed a course, so you should **never** pass your papers on for others to use. Remember: a student who provides answers or a paper for another to use is just as guilty of cheating as the user. Consequently, if I discover that your paper, or another similar to it, has been submitted by another student in another class, you can be found guilty of plagiarism.

Acts of plagiarism warrant special mention. Students are especially warned against (www.tnstate.edu/11p/promoting academic integrity. htm, p. 2):

- 1) Copying the work of others on tests or assignments;
- 2) Copying without quotation marks and appropriate documentation from original sources;
- 3) Paraphrasing factors or ideas of an author without appropriate citation.

For information on proper form as well as what not to do, one good place to begin is: www.georgetown.edu/honor/plagiarism.html This homepage contains a dazzling array of rationales for why plagiarism is not only dishonest, unprofessional and in some cases, prosecutable . Please pay special to the section on "Examples of Plagiarism" Avoid these! The *TSU Undergraduate Catalogue* section on "Academic Misconduct." **As the *TSU Student Handbook*** makes clear (see p. 16), penalties for plagiarism and other academic dishonesty range from a zero on the assignment to failure in the class.

Special Circumstances

If the professor arrives 15 minutes late for a class, the class can be considered officially cancelled. Students should return next class prepared with the material and assignments due for the cancelled class as well as additional material scheduled for the next class on the syllabus.

In the event of inclement weather such as tornadoes, snow days, etc. faculty and staff will attempt to contact students concerning class cancellation. If we do not contact you and you learn of threatening weather, please use your judgment. Even instructors of public administration will agree that you should always err on the side of personal safety! Having said that, we would like to alert you to emergency closings. This is one reason why keeping your contact information up to date with the instructor and the department is important. Please notify the instructor if your phones, addresses or other contact information changes during your program.

The readings, lectures, and class discussion may be supplemented by use of videos and guest speakers that do not appear on the schedule.

Finally, the instructor reserves the right to change the syllabus with proper notification to students.

DISABILITY ACCOMMODATION STATEMENT

TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or www.tnstate.edu/disabilityservices . You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor **as soon as you receive it**. Accommodations will only be provided **AFTER** the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

SEXUAL MISCONDUCT, DOMESTIC/DATING VIOLENCE, STALKING

TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are “responsible employees”, meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU’s Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU’s SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: www.tnstate.edu/equity.

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-

879-1999 or www.sacenter.org or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or www.tncoalition.org .

HARASSMENT & DISCRIMINATION

Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, www.tnstate.edu/equity.

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Required and Recommended Reading

The following texts have been ordered through the Avon Williams bookstore. Required texts are listed alphabetically as opposed to the order in which we will cover them.

Frederickson, H. George and Kevin B. Smith. *The Public Administration Theory Primer*. **[Fred & Smith]**

Hood, Christopher. *The Art of the State: Culture, Rhetoric, and Public Management*.

Peters, B. Guy. *The Future of Governing*, second edition. **[Peters I]**

_____. *The Politics of Bureaucracy*, sixth edition, 2010. **[Peters II]**

Raadschelders, Jos C.N. *Government: A Public Administration Perspective*, 2004. *Recommended. Selections provided on line.*

Shafritz, Jay, Albert Hyde and Sandra Parkes. *Classics of Public Administration*, sixth or most recent edition. *Recommended.*

Course Schedule

Please note: the instructor reserves the right to alter this syllabus and schedule to address changed conditions. Students will be notified of any proposed changes in advance.

In reviewing the course schedule be aware that the eLearn course site dedicated to this course will be used heavily during the semester. If you have yet to master eLearn, know that we will rely on it for course materials, discussion questions and communications. Several articles will be presented on line. If schedule changes are needed for any reason, this may be reflected on eLearn. You should also regularly check the email address you provide the instructor for any last-minute changes or communications in general.

Meeting Date	Topic	Reading Assignment
August 24	<p>Introduction</p> <p>Using the <i>Classics of Public Administration</i> as a history of the field. Follow Chronological Contents</p> <p>Great Names in Public Administration: From Taylor to Waldo</p>	<p><i>Shafritz, Hyde and Parke, Classics of Public Administration (all)</i></p> <p><i>Fry and Raadschelders, Mastering Public Administration (all)</i></p>
September 7	NO CLASS (Labor Day)	
September 14	Public Administration and Governing	<p>Peters II, chs. 1-3</p> <p>Leaders_____</p> <hr/> <hr/>
September 21	<p>Theory in Public Administration</p> <p>Administration and Public Management</p> <p>Cultural Theory and Public Management</p>	<p>F & S, ch. 1</p> <p>Peters II, ch. 4</p> <p>Hood, ch. 1</p> <p>Leaders_____</p> <hr/> <hr/>

<p>September 28</p>	<p>Calamity, Disaster, Chaos and Inertia In Public Management</p> <p>Hierarchy, individualist and egalitarian perspectives</p> <p>Book Reviews:</p>	<p>Hood, ch. 2;</p> <p>Hood, chs. 4-6</p> <p><i>Leaders</i> _____</p> <hr/> <hr/>
<p>October 5</p>	<p>The Nightwatch and Welfare States Through History</p> <p>Governance and the Participatory Model</p> <p>Book reviews:</p>	<p>Raadschelders, chs. 7-8 (on line)</p> <p>Peters I, ch. 3</p> <p><i>Leaders</i> _____</p> <hr/> <hr/>
<p>October 12</p>	<p>Theories of Political Control of Bureaucracy</p> <p>Book reviews:</p>	<p>F & S, ch. 2</p> <p>Raadschelders, ch. 6 (on line)</p> <p>Hood, ch. 3</p> <p><i>Leaders</i> _____</p> <hr/> <hr/>
<p>October 19</p>	<p>Theories of Bureaucratic Politics</p> <p>Politics of Bureaucracy: the Actors</p> <p>Bureaucracy and Political Institutions</p> <p>Book reviews:</p>	<p>F & S, ch. 3</p> <p>Peters II ch. 5</p> <p>Peters II ch. 6</p> <p><i>Leaders</i> _____</p> <hr/> <hr/>
<p>October 26</p>	<p>The Functioning of Government</p> <p>The Politics of the Budgetary Process</p> <p>The Politics of Accountability</p> <p>Book reviews:</p>	<p>Raadschelders, Ch. 11 (on line)</p> <p>Peters II ch. 7</p> <p>Peters II ch. 8</p> <p><i>Leaders</i> _____</p>

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November 2	<p>The Market Approach</p> <p>Decision and Rational Choice Theories</p> <p>Administrative reform and New Public Management</p> <p>Book reviews:</p>	<p>Peters I, ch. 2</p> <p>Fred & Smith, chs. 7-8</p> <p>Leaders_____</p> <hr/> <hr/> <p>Peters II, chs. 9-10</p> <p>Leaders_____</p> <hr/> <hr/>
November 9	<p>Public Management: the state of the “art”</p> <p>Flexible Government, Deregulated Government</p> <p>Or: doing government the “fatalist” way</p> <p>Book reviews:</p>	<p>F & S, ch. 5;</p> <p>Peters I, chs. 4, 5</p> <p>Hood, ch. 7</p> <p>Leaders_____</p> <hr/> <hr/>
November 16	<p>Governance Theories</p> <p>Example: March and Olsen on Democratic Governance</p> <p>Public Institutional Theories</p> <p><i>Conceptual Maps introduced in class</i></p> <p>Conceptual Map due November 16th in the eLearn dropbox.</p> <p>Book reviews:</p>	<p>F & S, ch. 9</p> <p>F & S, ch. 4</p> <p>Leaders_____</p> <hr/> <hr/>
November 23	FALL BREAK (no class)	

*Cox, Taylor. *Cultural Diversity in Organizations: Theory, Research and Practice*.

*Denhardt, Robert. *Public Administration: An Action Orientation*.

*Dobel, J. Patrick. *Public Integrity*.

Farmer, David John. *The Language of Public Administration*.

Ferlie, Ewan, Laurence E. Lynn Jr. and Christopher Pollitt. *The Oxford Handbook of Public Management*. N.Y.: Oxford, 2007.

Frederickson, George. *The Spirit of Public Administration*.

*Goodsell, Charles T. *The Case for Bureaucracy: A Public Administration Polemic*. 4th edition or later.

Guy, Mary E., Meredith A. Newman and Sharon H. Mastracci. *Emotional Labor: Putting the SERVICE in Public Service*.

*Harmon, Michael. Responsibility as Paradox.

*Hill, Larry B. (Editor). *The State of Public Bureaucracy*.

*Hood, Christopher and Michael Jackson. *Administrative Argument*.

Hummel, Ralph. *The Bureaucratic Experience*.

*Johnson, Roberta Ann. *Whistle-Blowing: When It Works – and Why*.

*Kaufman, Herbert. *Are Government Organizations Immortal?*

_____. *The Administrative Behavior of Federal Bureau Chiefs*.

*_____. *The Forest Ranger: A Study in Administrative Behavior*.

Keehley, Patricia, et al. *Benchmarking for Best Practices in the Public Sector*.

*Kiel, L. Douglas. *Managing Chaos and Complexity in Government: A New Paradigm for Managing Change, Innovation, and Organizational Renewal*.

Kerwin, Cornelius M. *Rule Making*.

*King, Cheryl Simrell and Camila Stivers (editors). *Government Is Us: Public Administration in an Anti-Government Era*.

_____ and Lisa A. Zanetti. *Transformational Public Service: Portraits of Theory in Practice*.

Kuhn, Thomas. *The Structure of Scientific Revolutions*.

*Lee, Yong S. with David H. Rosenbloom. *A Reasonable Public servant: Constitutional Foundations of Administrative Conduct in the United States.*

*Lewis, Carol W. *The Ethics Challenge in Public Service.*

*Light, Paul C. *The Tides of Reform: Making Government Work 1945 – 1995.*

_____. *Government's Greatest Achievements.*

*Lowi, Theodore. *The End of Liberalism.*

Manley, John F. and Kenneth M. Dolbeare (editors). *The Case Against the Constitution: From the Antifederalists to the Present.*

March, James G. and Johan P. Olsen. *Democratic Governance.* Free Press, 1995.

*Marini, Frank (editor). *Towards a Minnowbrook Perspective.*

*Ostrom, Vincent. *The Intellectual Crisis in American Public Administration. Second edition or later.*

Peters, B. Guy. *American Public Policy: Promise and Performance.*

Price, Don K. *America's Unwritten Constitution: Science, Religion, and Political Responsibility.*

Raadschelders, Jos. *Handbook of Administrative History.*

Rehfuss, John. *Public Administration as Political Process.*

*Ripley, Randall B. and Grace A. Franklin. *Congress, the Bureaucracy, and Public Policy.*

*Rivlin, Alice M. *Systematic Thinking for Social Action.*

*Rohr, John. *To Run a Constitution: The Legitimacy of the Administrative State.*

*Skowroneck, Stephen. *Building a New American State.*

*Stillman, Richard J. *Preface to Public Administration: A Search for Themes and Direction.*

Terry, Larry. *Leadership of Public Bureaucracies.*

*Van Wart, Montgomery. *Changing Public Sector Values.*

*Waldo, Dwight. *The Administrative State.*

_____. *The Study of Public Administration.*

*Wildavsky, A. *The Politics of the Budgetary Process*.

Wilson, James Q. *Bureaucracy*.

Appendix II: A Sampling of Journals in Public Administration and Public Policy

Public Administration Review (PAR)

Administration and Society

American Review of Public Administration

Journal of Public Administration Research and Theory (J-PART)

Public Administration Quarterly

Public Productivity and Management Review (PPMR)

International Journal of Public Administration

Journal of Policy analysis and Management (JPAM)

Canadian Public Administration

State and Local Government Review (SLGR)

Public Integrity

Public Personnel Management

Please note: for a more comprehensive listing of sub-field journals, please consult
<http://www.acs.brockport.edu/~gsaxton/PA%20Journals.htm>