

Tennessee State University
Department of Public Administration
PADM 7310: Seminar in Public Organization Theory (ONLINE)
Spring 2022

Instructor: Dr. Federickia Washington

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

that works better for the student.

****This class will meet every Tuesday from 5:00 PM – 7:50 PM Central Time in Zoom**

Course Description and Objectives

This course focuses on public organization research and theory. The goal of this seminar is to provide students with a critical review of theoretical developments and recent trends in organization theory and an analysis of the relevance of those developments for public sector managers. Students will analyze problems, ethical dilemmas, and topics associated with understanding issues associated with public organizations.

Organizational theory is one of the most exciting areas of social science research because it deals with a range of issues, including how organizations are born and formed, how they grow, the extent to which they not only survive, but thrive, and the conditions and variation among the organizational and environmental characteristics that result in some institutions failing. The study of organizations, and organizational theory in general, is more than just addressing questions of structure and function; it is also the organization's fit within the external environment, considerations around legitimacy, accessing and managing resources, using power, and addressing internal operational issues which include managing people, groups and teams, and networks – areas that require us to also examine some issues from an organizational behavior perspective.

Seminar Format

This is a seminar class and you must always have your camera on during class time. A seminar involves extensive student participation, with the professor overseeing and/or guiding the class rather than leading it.

The success of this class depends strongly on your active engagement with these readings. I will be looking for quality rather than quantity of contributions and will be seeking out participation throughout the semester. It goes without saying that you will have to be well prepared for each class. A cursory reading will not suffice—you will need to actively engage the readings.

Guidelines for Communications

While this course is entirely online, it is still a PROFESSIONAL and ACADEMIC space. We will treat each other in a professional manner and with respect! The best way to communicate with me is via email or during office hours.

Emails should always include a subject line and the proper greeting addressed to Dr. Washington. Communication should happen within the TSU eLearn system. Be careful in wording emails and remember to ALWAYS be professional! The same standards of professionalism and respect should also be applied to class discussions.

Reading Material

Required

- Denhardt, R.B., and Thomas J. Catlaw. (2015). Theories of Public Organization (7th ed.). Belmont, CA: Wadsworth
- Shafritz, J., Ott, J.S., and Jang, Y.S (Eds.). (2016). Classics of Organization Theory (8th ed.). Boston, MA: Wadsworth

*In addition to the textbooks, weekly reading assignments will be augmented by journal articles and other readings- noted as [RR].

Course Requirements

Weekly Analysis, Class Presentations, Student discussant, a Midterm, and a Literature Review and Research Design will be used to facilitate mastery of the course content. All assignments will test demonstrated knowledge, integration, and evaluation of the course material.

Assignments and Weights (450 total points)

- | | |
|---------------------------------------|------------|
| • Student Discussant | 50 points |
| • Class Presentations | 50 points |
| • Weekly Analysis | 100 points |
| • Midterm | 100 points |
| • Literature Review & Research Design | 150 points |

Calculating Course Grade

Letter grades are based on the following scale:

405<	= A
360 - 404	=B
315 - 359	=C
270 - 314	=D
< 270	=F

Failure to complete an assignment on time without prior approval of the instructor will result in a zero on the assignment. You are strongly encouraged to communicate with the instructor well in advance of due dates. **Informing the instructor after the due date is not acceptable.**

Student Discussant (50 points total)

**Detailed instructions will be provided

Each week, we will have 2 student discussants. The presentation will take the form of a relaxed scholarly discussion (as opposed to a PowerPoint presentation). Assignments will be made the first day of class. Discussants **MUST** meet with me during my office hours the week prior to their assigned topics.

If a student is unable to attend the evening when he/she/they presents, it will be the student's responsibility to switch with another student. Failure to present without locating a replacement will result in the student earning zero points for the assignment. You also have the choice to switch readings/topics, but the switch must be approved by the instructor.

Your job as the discussant is to open the seminar with a 30-45-minute session opener talk and then use that to moderate our discussion of the themes that emerge from considering each assigned reading's core argument, key concepts, themes, and implications. The discussant should prepare 2-3 questions/discussion topics for the class. If you are not the discussant, you should actively engage and participate because you could be called on during the class. I would encourage each of you to have at least one question prepared so that everyone can get the most out of the course.

Class Presentations (50 points total)

** Detailed instructions will be provided

Each student will make a 12-15-minute (time strictly enforced) presentation on their research question and research design. See the tentative outline for dates. Grading rubrics and detailed instructions will be provided during class. The presentations will mimic those at academic conferences, so there will be time for questions and discussions at the end of each presentation. Students will need to upload their PowerPoint presentations to drobox.

Weekly Analysis (10 analysis, 10 pts each, 100 points total)

**Detailed instructions will be provided

Students are expected to complete all readings prior to class. A 250-300-word, typewritten analysis will be uploaded at the end of each class. The analysis should show a critical reflection of the contribution of the content rather than a summary of what the author(s) have said. Be specific with your discussion of key points and contributions. Focus on what the author did try to do and elaborate on how the piece added to your knowledge base. How did the reading change the way we might consider an issue? What are the key takeaways from the reading and how does the reading change the way we view public organizations?

Midterm (100 points total)

****Specific instructions will be given on exam day- March 1st, 2022**

Exam questions will address the assigned reading materials and discussions. The exam will be proctored during the specified class time. Students must take the exam when it is given to the class; makeup exams will be scheduled **ONLY** for extraordinary circumstances. No one is excused from the exam without notifying the instructor prior to the scheduled exam. **If you miss the exam, I will assume that you have chosen to receive a “0” as your grade.**

Literature Review & Research Design Outline (150 points total)

****Detailed instructions will be provided**

Students will select a topic from the public organization theory syllabus, write a solid research question on an organization theory topic, and prepare a literature review relevant to the question. In addition, a separate, 1-2-page research design outline based on what you learn in the literature review, that could help provide useful further research should be prepared. The literature review should seek to provide answers to what we already know with regard to the research question that you have asked. After reading your literature review the class should be able to understand the importance of the research question and what is known or still is to be learned in relation to it. This assignment is to help familiarize you with the theories and research used in organization theory.

The 1-2-page research design should be set up to demonstrate future steps that would contribute to the body of knowledge discussed in the literature review. The research design outline should be justified with clear explanations using acceptable social science methods.

The length of the literature review should be 12-15 double-spaced pages. Use APA style guide for citations. A separate cover page and reference page are required. The research design should be attached at the very end (behind the reference pages). Students will need to get their research questions approved. You will need to make a case stating the importance of the research question. In addition to the readings from the course, 10 additional sources are required. The sources should include academic journal articles published between 2016 and 2021.

The final literature review and research design is due May 3rd by 8:00 PM!!

Written Assignment Format

All discussions and writing assignments should be in 12-point font Times New Roman. The assignments should have a 1-inch margin, be double spaced and in MS word format when submitted to Turnitin. All citations and references should be in APA format- sixth edition or higher.

Late Submissions

Late assignments WILL NOT be accepted without prior approval from the Professor. Prior approval means that the necessary communication has occurred, and both the student and professor are aware of acceptance of the assignment and late penalties. The Professor reserves the right to not accept late submissions, which is why all deadlines are announced far in advance.

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. The schedule and assignments may be revised as the course progresses and new material becomes available. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by email communication and posting on the course announcements.

Classroom Conduct

Tennessee State University expects all students to act honestly and with personal integrity. Cheating and plagiarism will not be tolerated. For further information on the University's standards of ethical conduct, please read the Undergraduate Catalogue section entitled "Academic Misconduct," the Student Handbook sections entitled "Statement of Values" and "Academic Integrity." Additionally, students are expected to familiarize themselves with the attached document entitled "Promoting Academic Integrity."

Support Services for Distance Learners

You can access information on distance learning support services at the TSU @a Distance link: <http://www.tnstate.edu/atadistance/>

Net Etiquette

The same code of conduct for traditional the classroom setting applies to online classes. Online classes also have their own "code of conduct" which consists of the traditional classroom code PLUS what is called "netiquette" - a practical code of behavior for working virtually on the Internet. You should follow

these in addition to normal rules of behavior for a classroom setting. Being polite and respectful to others is absolutely required for a productive and supportive online environment. Remember, you are dealing with real people in your virtual classroom. In a positive online environment, you will feel valued by your instructor, valued by your classmates and your own work will have greater value as well. 1. Adhere to the same standards of behavior online that you follow in real life and in a real classroom. 2. Know where you are in cyberspace and understand that many people will view what you type. 3. Make yourself look good on-line by expressing yourself clearly and respecting the views of others. 4. Share expert knowledge rather than "keeping it to yourself." And share this knowledge with respect rather than using it to put others down. 5. Be sure to spend time reviewing your messages before posting to be sure that they are clearly written. 6. Use proper and respectful language and refrain from any off-color jokes, insults, or threats. 7. Challenge ideas rather than the students who offer the ideas. When you challenge an idea, do so respectfully and with the goal of increasing everyone's knowledge. For further information on net etiquette, please follow this link:

[https://www.education.com/reference/article/netiquette-rules-behavior-internet /](https://www.education.com/reference/article/netiquette-rules-behavior-internet/)

Academic Integrity

Written work must be original and academic dishonesty will not be tolerated. Students should conform to copyright laws as subscribed to by the university. This means that copyright protected materials and software may not be copied or redistributed without permission, including the work of other students. Students are strongly advised to visit the following website and familiarize themselves with the content

and resources relating to academic integrity and plagiarism, which is available on this website (<http://www.plagiarism.org/>). Acts of plagiarism warrant special mention. Students are especially warned against: 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.

When in Doubt, CITE!

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. For information on proper form as well as what not to do, one good place to begin is Georgetown University (www.georgetown.edu/honor/plagiarism.html).

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.

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.

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 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 TSU’s Office of Equity & Inclusion (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 and 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.

Tentative Course Outline

Week 1 (Jan 24): Welcome to Seminar in Organization Theory

- Course Overview and Expectations
- The marriage between theory and practice
- There Is Nothing More Practical than a Good Theory

Week 2 (Jan 31): The Intellectual and Political Heritage

- Denhardt, R. 2015. Ch. 1: Learning About Public Organizations, pp. 1-21, Ch. 3: The Political Heritage: From Wilson to Waldo, 45-75, Ch. 8 The Practitioner as Theorist
- Rosenbloom, D. 1983. Public Administrative Theory and the Separation of Powers. *Public Administration Review* 43(3): 219-227.
- Classics- #2 Smith, #3 McCallum, #5 Fayol

Week 3 (Feb 7): Organization Structure

- Denhardt, R. 2015. Ch. 4: The Rational Model of Organization
- DeHart-Davis, L. (2009). Green tape: A theory of effective organizational rules. *Journal of Public Administration Research and Theory*, 19(2), 361-384.
- Schmid, H., & Almog-Bar, M. (2020). Predictors of Success and Failure in Cross-sectoral Partnerships in Nonprofit Human Services: Reflections and Challenges. *Journal of Health and Human Services Administration*, 43(3), 268-287.
- Classics- #11 Selznick #16 Blau & Scott #17 Walker & Lorsch

Week 4 (Feb 14): Nonprofit Organizations

- Weisinger, J. Y., Borges-Méndez, R., & Milofsky, C. (2016). Diversity in the nonprofit and voluntary sector. *Nonprofit and Voluntary Sector Quarterly*, 45(1_suppl), 3S-27S.
- Reckhow, S., Downey, D., & Sapotichne, J. (2020). Governing without government: Nonprofit governance in Detroit and Flint. *Urban Affairs Review*, 56(5), 1472-1502.
- Cornforth, C., Hayes, J. P., & Vangen, S. (2015). Nonprofit–public collaborations: Understanding governance dynamics. *Nonprofit and Voluntary Sector Quarterly*, 44(4), 775-795.
- Almog-Bar, M., & Schmid, H. (2018). Cross-sector partnerships in human services: Insights and organizational dilemmas. *Nonprofit and Voluntary Sector Quarterly*, 47(4_suppl), 119S-138S.
- Emerson, K., Nabatchi, T., & Balogh, S. (2012). An integrative framework for collaborative governance. *Journal of public administration research and theory*, 22(1), 1-29.
- #21 Ostrom #33 Baker #38 Billis

Week 5 (Feb 21): Theories of Organizational Culture, Change and Environments

- Simon, H. A. (1965). Administrative decision making. *Public Administration Review*, 31-37.
- Ulibarri, N., Emerson, K., Imperial, M. T., Jager, N. W., Newig, J., & Weber, E. (2020). How does collaborative governance evolve? Insights from a medium-n case comparison. *Policy and Society*, 39(4), 617-637.

- Classics- #26 Schein #27 Hofstede, Hofstede & Minkov, #29 Katz & Kahn, #30 Thompson, #31 Meyer & Rowan, #32 Pfeffer & Salancik #34 Acker

Week 6 (Feb 28): Midterm Exam

- Midterm- March 1st-

Week 7 (Mar 7): Spring Break

- Happy Spring Break!

Week 8 (Mar 14): Leadership and Management in Public Organizations

- Behn, R. D. (1998). What right do public managers have to lead?. *Public Administration Review*, 209-224.
- Borins, S. (2000). Loose cannons and rule breakers, or enterprising leaders? Some evidence about innovative public managers. *Public administration review*, 60(6), 498-507.
- Wright, B. E., & Pandey, S. K. (2010). Transformational leadership in the public sector: Does structure matter?. *Journal of public administration research and theory*, 20(1), 75-89.
- English, A. E., & Dicke, L. A. (2020). Megachurch involvement at the local level: Examining conditions for church action in economic development. *Nonprofit Management and Leadership*, 30(3), 399-421.
- Silvia, C. (2011). Collaborative governance concepts for successful network leadership. *State and local government review*, 43(1), 66-71.
- Smith, A. E. (2015). On the edge of a glass cliff: Women in leadership in public organizations. *Public Administration Quarterly*, 484-517.

Week 9 (Mar 21): The Human Side of Organizations

- Durant, R. F., Kramer, R., Perry, J. L., Mesch, D., & Paarlberg, L. (2006). Motivating employees in a new governance era: The performance paradigm revisited. *Public administration review*, 66(4), 505-514.
- DeHart-Davis, L., Marlowe, J., & Pandey, S. K. (2006). Gender dimensions of public service motivation. *Public administration review*, 66(6), 873-887.
- Sabharwal, M. (2014). Is diversity management sufficient? Organizational inclusion to further performance. *Public Personnel Management*, 43(2), 197-217.
- D'Agostino, M. J. (2017). Changing the narrative: The difference women make in public administration. *Administration & Society*, 49(1), 9-19.
- Houston, D. J., & Cartwright, K. E. (2007). Spirituality and public service. *Public Administration Review*, 67(1), 88-102.
- Classics- #14 McGregor #15 Janis

Week 10 (Mar 28): Policy, Power, the NPM and NPA

- Denhardt, R. 2015. Organizational Humanism and the New Public Administration (Ch. 5)
- Denhardt, R. 2015 The Policy Emphasis and the New Public Management (Ch. 6)

- Durant, R. F., & Ali, S. B. (2013). Repositioning American public administration? Citizen estrangement, administrative reform, and the disarticulated state. *Public Administration Review*, 73(2), 278-289.
- Pegnato, J. A. (1997). Is a citizen a customer?. *Public Productivity & Management Review*, 397-404.
- Classics- #22 French and Raven, #23 March, #24 Kanter #25 Mintzberg

Week 11 (Apr 4): Public Administration and the New Public Service

- Denhardt, R. (2015) Beyond the Rational Model (Ch. 7)
- Ventriss, C., & Candler, G. G. (2005). Alberto Guerreiro Ramos, 20 years later: a new science still unrealized in an era of public cynicism and theoretical ambivalence. *Public Administration Review*, 65(3), 347-359.
- Jos, P. H., & Tompkins, M. E. (2009). Keeping it public: Defending public service values in a customer service age. *Public Administration Review*, 69(6), 1077-1086.
- Yang, K. (2005). Public administrators' trust in citizens: A missing link in citizen involvement efforts. *Public administration review*, 65(3), 273-285.
- Gazley, B., & Nicholson-Crotty, J. (2018). What Drives Good Governance? A Structural Equation Model of Nonprofit Board Performance. *Nonprofit and Voluntary Sector Quarterly*, 47(2), 262-285.
- Classics-#35 Rice and Mathews

Week 12 (Apr 11): Accountability and Transparency

- Schatteman, A. (2013). Nonprofit accountability: To whom and for what? An introduction to the special issue. *International Review of Public Administration*, 18(3), 1-6.
- Saxton, G. D., & Guo, C. (2011). Accountability online: Understanding the web-based accountability practices of nonprofit organizations. *Nonprofit and voluntary sector quarterly*, 40(2), 270-295.
- Tacon, R., Walters, G., & Cornforth, C. (2017). Accountability in nonprofit governance: A process-based study. *Nonprofit and Voluntary Sector Quarterly*, 46(4), 685-704.
- Coule, T. M. (2015). Nonprofit governance and accountability: Broadening the theoretical perspective. *Nonprofit and Voluntary Sector Quarterly*, 44(1), 75-97.
- Classics- #36 Carroll and Buchholtz

Week 13 (Apr 18): Student Presentations

Week 14 (Apr 25): Student Presentations

Week 15 (May 2): Final Exams Week

- **Final Papers Due MAY 3rd by 8:00 PM!!!**