PADM 7000: Seminar in Theory and Practice*

Semester: Spring 2021
Course Number: PADM 7000
Course Title: Seminar in Theory and Practice of Public Administration
Faculty: Alex Sekwat, Professor

Office Hours: Monday & Thursday | 11:00 am – 4:00 pm
I am available for campus meetings post-COVID-19, otherwise virtual/online or phone meetings work as well.

Class Location: Virtual | Online
Class Time: Every Wednesday | 5:30 – 8:20 pm

Course Description

This course involves analysis and survey of the seminal literature impacting upon the development of the study of public organizations in general and the study of public administration as a discipline. It traces the intellectual currents in the historical field of public administration and its more contemporary development.

Seminar Format

The format of this course is a seminar. It is conducted entirely online (with synchronous weekly Zoom meetings, asynchronous discussions, and writing assignments). This course consists of five modules and it is designed to run for fourteen weeks. Unlike, a lecture, a seminar is interactive with students participating in a dialogue and engaging in discussions. The role of the professor is primarily to oversee or guide, facilitate the seminar and to help students learn rather than lead the class discussions. The professor may provide a brief overview of key concepts, theories, and any pertinent issues relevant to the assigned readings during each class session. All students enrolled in the course share responsibility for the reporting and the discussion of the assigned reading materials. The success of this class hinges strongly on your preparation and active engagement with the readings. The quality of the seminar is diminished when students engage in discussion without adequate preparation.

Course Objectives

This course provides you with an opportunity to:

a. Understand the history, scope, and nature of the field of public administration,

b. Identify and understand the major scholars, disciplines, theories, and practices that shaped public administration,

c. Understand public administration theories and concepts from multiple perspectives,

d. Be familiar with the craft of public policy and understand public service ethics,

e. Develop the ability to think critically, synthetically, and contribute to the possible development of new theory,

f. Demonstrate knowledge of different ethical perspectives,

g. Understand the craft of writing critical essays and academic research papers, and

h. Develop the foundations for preparing for the doctoral preliminary examination and conducting dissertation research.

Learning Outcomes

By the end of the course, you should be able to:

a. Analyze the historical development of public administration and the contributions of the major scholars to the filed,

b. Critically evaluate the key theoretical approaches to the study of public administration,

c. Analyze the relationship between organizational culture and ethics,

d. Critically assess various administrative systems and modes of governance in specific policy contexts,

e. Use critical thinking to evaluate the public administration scholarly literature,

f. Perfect the craft of writing critical essays and research papers, and

g. Able to lead and facilitate group discussion.

Required Readings

Shafritz, J.M. & Albert C. Hyde, A.C. (2017). *Classics of Public Administration* (8th ed.). Cengage Learning. ISBN- 978-1-305-63903-4

Fry, B.R. & Raadschelders, J.C.N. (2014). *Mastering Public Administration: From Max Weber to Dwight Waldo*. (3rd ed.). CQ Press. ISBN-13: 978-1452240046.

Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2016). *The Public Administration Theory Primer*. (3rd ed.). Westview Press. ISBN-13: 978-0813349664 (Second Edition acceptable).

Additional required readings are available in the "Content" area of the course in eLearn. Recommended readings are listed at the end of each Module's required readings. Some of these optional readings may be useful for you preparing for the candidacy examination.

Time Management

This course requires a serious time commitment. It demands a high level of dedication, responsibility, and self-discipline. This means that you should commit at least 20 hours a week to completing the assigned weekly readings, discussion posts, writing assignments, etc.

Course Requirements, Assessment, and Grading

Students are expected to demonstrate competency in this seminar by completing and mastering the following four course requirements. The final grade will be calculated based upon your performance on each of these requirements.

1. Discussions (25%)

Each module in this course requires participation in both asynchronous and synchronous learning.

Guidelines for Asynchronous Discussions

Holding discussion asynchronously is an important tool for remote learning. It is intended to provide a continued sense of connection among students (peers) and the professor.
There are two discussion prompts per module in this course. For each prompt, you are expected to contribute at least two posts (one primary or substantive post, and one or more secondary posts or replies to your peers' threads or replies). The posts should be spread out over several days and not made in a day.

Your substantive post should be at least 500-600 words and each reply should be about 200 - 250 words. Your substance post should be complete, clear, accurate, and backed by facts from each module's readings and outside materials. Remember to cite referenced materials. Use current APA formatting style. Your secondary posts or replies (responses to your peers' posts) should be

constructive, thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information on the topic. Check your work for consistency, grammar, and spelling before posting. You will be assessed based on the number, quality, and format of your posts.

Netiquette

Everyone should follow rules of common courtesy in all the discussion forums. Here are helpful guidelines:

Be polite and stay on topic
Label your posts with a relevant subject heading.
Use capital letters sparingly.
Cite quotations, references, and sources.
Use complete sentences and standard English grammar to compose posts. Write in proper paragraphs. Review work before submitting it.

Guidelines for Synchronous/Real Time Discussions

To prepare for real time class discussions, everyone should prepare a written summary of each week's readings and be ready to engage in meaningful dialogue on the readings. The summary should be a brief factual description of the main points of the readings (each chapter/article) accompanied by the details supporting the main points. Use the key words or phrases in the readings to identify the author(s) main points or contributions. Each of summary should be about 2-3 pages in length.

Please share a copy of your written summary with peers and the professor via email ahead of time, i.e., 24 hours in advance of the class meeting (by Tuesday evening).

Lead Real Time Weekly Discussions

Depending on the class size, each week one or two students will be assigned to lead the real time or synchronous class discussions. The responsibility of the lead discussant is an important one. He or she will serve as the catalysts for dialogue in the class. The lead discussant(s) is expected to provide an overview of the assigned readings by reporting on critical issues, problems, points, and challenges germane to the assignments. The student leading the weekly discussion will assign the readings to peers and determine the order of the summary reading presentations.

To foster participation and discussions, the rest of the students should also prepare 1-2 questions ahead of each seminar. The question(s) should be broad to stimulate meaningful discussions. Know the answers for your questions!

The lead discussants will be evaluated on his/her ability to direct an engaging intellectual discussion and on the quality of their presentations. The participants will be evaluated on the quality of the presentations and the quality of discussion questions crafted.

2. Writing Assignments/Essays (25%)

Everyone is required to complete four writing assignments (essays) in this course. Writing assignments and essays provide an opportunity to deeply reflect on each module's reading assignments and to demonstrate critical thinking skills. Also, the assignments should serve as avenue for you to prepare for the final exam in this course and the doctoral preliminary exam as well. The assignments will include writing critical essays, case analyses, or answering germane or relevant questions drawn from the assigned module readings.

Responses to the writing assignments should be in essay format. Each essay should be at least 1500 words (approximately 5-6 pages). Submit the assignment in APA format, with 12-point Times New Roman or Ariel font, and 1.5 line spacing. Each submission must have a cover page, a title, and a reference section. Your essay will be graded based on your demonstrated understanding of the reading materials, evidence of critical thinking, quality of references, essay structure, coherence, and grammar.

These assignments are due in each Dropbox by the date and time indicated in the Calendar. Late submissions will not be accepted.

3. Research Paper (25%)

The research paper is a great way to hone your skills as a researcher. This assignment requires you to demonstrate a strong knowledge of your topic and strive towards contributing to original research. Your goal should be to write a paper worthy of presentation at a conference or publication in a journal. Details on the research paper will be shared in eLearn.

Format
Your paper should have a title page, abstract, introduction, literature review, analysis/discussion, conclusion, and reference list. The length of your paper should be at least 16 pages double-space (excluding the title page and reference list) and contain at least 15 scholarly references.

Technical Formatting
The paper should use the following technical format: Microsoft Word, Times New Roman, 12-point font, 1-inch margins from left to right and top to bottom, and double space each line in the paper. Furthermore, number all the pages in your paper. If direct quotes used that are the equivalent of three lines or more, single space and separate them from the main text (use quotes sparingly!).

4. Final Exam (25%)

The final exam for this class is designed to prepare you for the Ph.D. candidacy examination. It is also intended to assess your readiness in conducting a dissertation research. More details on the exam will be provided in due course.

Grading Procedures:

Letter grades for this course will be assigned based on the scale below.

Graded Items	
Description	**Points (% final grade)**
10 Discussion (Asynchronous and Synchronous) @ 10 points each	100 (25%)
4 Summary Readings Critical Essays, @ 25 points each	100 (25%)
1 Research Paper, @100 points	100 (25%)
Comprehensive Final Exam @ 100 points	100 (25%)
Total Points	**400 (100%)**

Letter grades assignment scale

Assigned Grade	
Point Range	**Assigned Grade**
90-100 %	A
80 – 89 %	B
70 – 79 %	C
60 – 69 %	D
under 60 %	F

Grading criteria for Homework, Papers, Exams, and Discussions:

The following information outlines the grading criteria for all papers (*research paper, writing assignments, discussion posts*) and the final exams:

Completeness– address all elements of papers (*research paper, writing assignments, discussion posts*) and final exam are complete.

Analysis– use concepts, theories, and methods from course readings as statements of analysis.

Organization– papers and exam are organized in a logical sequence that is easy to follow. The papers should be arranged into a functioning whole.

Coherence– the ideas, arguments, and discussion of the papers and exam should flow easily. The student should show a systematic connection; the discussion needs to show consistency and be logically connected.

Clarity-Accuracy– the ideas, arguments, and discussion of the papers and exam should show clear thinking; the student should use comprehensible, unambiguous language. The facts should be correct.

Conciseness– language used is direct, succinct, terse, and to the point, saying exactly what is meant and readily understood.

Depth of Understanding– demonstrate the knowledge required for by applying appropriate concepts and theories.

References– display appropriate multiple electronic and non-electronic sources. All sources must be acknowledged at the end of the assignment, discussion, exam, paper as "Works Cited," "References," or "Bibliography." References within the document should be cited properly and in the correct place.

Grammar-Drafting– research paper, writing assignment, discussion posts, and exams should have no errors in spelling and grammar.

Overall presentation– presentation is professionally done and free of errors. Its format, design, and appearance are polished in appearance**.**

Course Schedule Summary

Date		Topic
Week 1	January 27	**Course Introduction and Overview**
Module 1. Intellectual Development of Public Administration		
Week 2	February 3	Public Administration: Classical Approach
Week 3	February 10	Public Administration: Classical & Behavioral Approaches
Week 4	February 17	Public Administration: Administrative Approach & Practice
MODULE 2. Theoretical Perspectives in Public Administration		
Week 5	February 24	Introduction to Public Administration Theories
Week 6	March 3	Institutional Theory; Theories of Management; and Postmodern Theory
Week 7	March 10	Public Choice Perspective; Decision Theory; Theories of Governance
MODULE 3. Public Policy and Analysis		
Week 8	March 17	Policy Agenda Setting and Formulation
Week 9	March 24	Policy Implementation and Evaluation
MODULE 4. Ethics and Public Administration		
Week 10	March 31	Ethics and Accountability
Week 11	April 7	Organizational Ethics and Culture
MODULE 5. Course Wrap & Conclusion		
Week 12	April 14	Research Paper Presentation
Week 13	April 21	Study Week
Week 14	April 28	Final Exam

DETAILED COURSE SCHEDULE

Readings and Overview

Week 1: Introductions and Course Overview (January 27)

Module 1: Intellectual Development of Public Administration

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Week 1: Public Administration: Classical Approach (Feb. 03)

• Fry & Raadschelders (2014). *Introduction*, 1-21.

• Fry & Raadschelders (2014). *Frederick Taylor: The Man, the method, the movement*, 71-111.

• Fry & Raadschelders (2014). *Luther H. Gulick: The integrated executive*,112-149.

• Fry & Raadschelders (2014). *Mark Parker Follet: The group process*,112-149.

• Riper, P.P. (1997). Some anomalies in the history of U.S. public administration. *Public Administration Review*, 57(3), 217-222.

 • Meir, K.F. (2014). Proverbs and the evolution of public administration. *Public Administration Review*, 75(3), 1-11.

Week 2: Public Administration: Classical & Behavioral Approaches (Feb. 10)

• Fry & Raadschelders (2014). *Elton Mayo: The human relations approach*, 188-236

• Fry & Raadschelders (2014). *Chester Barnard: Organizations as systems of exchange*, 236-279.

• Fry & Raadschelders (2014). *Hebert Simon: A decision making perspective*, 280-338.

• Shafritz, J.M. & Hyde, A.C. (2017). *The study of public administration*, 35-67.

• Shafritz, J.M. & Hyde, A.C. (2017). *Politics and administration*, 48-50.

• Grimmelikhuijsen, S., Sebastian, J. Olsen, A.L, & Tummers, L. (2017). Behavioral public administration: combining insights from public administration and psychology. *Public Administration Review*. 77 (1), 45-54.

Week3: Public Administration: Administrative Approach & Practice (Feb. 17)

• Fry & Raadschelders (2014). *Dwight Waldo: An Eclectic view of public administration*, 280-338.

• Fry & Raadschelders (2014). *The study of public administration: origins development, and nature*, 445-475.

• Shafritz, J.M. & Hyde, A.C. (2017). *Introduction to the study of public administration*, 68-75.

• Shafritz & Hyde (2017). *Toward a new public administration*, 282-294.

• Herring, P.P. (2017). The historical evolution of public administration in the united states. Retrieved from: https://medium.com/@patrickherring/the-historical-evolution-of-public-administration-in-the-united-states-58f7e30c2eec.

• Demir, T. & Nyhan, R.D. (2008. The politics-administration dichotomy: An empirical search for correspondence between theory and practice. *Public administration review*, 68 (1), 81-96.

Recommended Readings - Module 1

• Shafritz, J.M. & Hyde, A.C. (2017). *Scientific management*, 56-77.

• Shafritz, J.M. & Hyde, A.C. (2017). *Notes on the theory of organization*, 105-134.

• Simon, H.P., Drucker, P.F.& Waldo, D. (1952). Development of Theory of Democratic Administration: Replies and Comments. A*merican Political Science Review*, 46(2): 494-503.

• Kettl, D.F. 2000. Public Administration at the Millennium: The State of the Field. *Journal of Public Administration Research and Theory*, 10(1): 7-34

• Oliver, A (2019), Towards a New Political Economy of Behavioral Public Policy, *Public Administration Review*, 80 (1), 917-924.

• Pfiffner, J.P. (2004). *Traditional Public Administration versus The New Public Management: Accountability versus Efficiency.* Institutionenbildung in Regierung und Verwaltung: Festschrift fur Klaus Konig,K., Benz, A., Siedentopf, H. & K.P. Sommermann, K.P. (eds.). Berlin, Germany: Duncker & Humbolt, 443-454.

MODULE 2. THEORETICAL PERSPECTIVE OF PUBLIC ADMINISTRATION
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Week 5. Introduction to Public Administration Theories (February 24)

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Introduction: The possibilities of theory*, 1-14.

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Theories of political control of bureaucracy*, 15-40.

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Theories of bureaucratic politics*, 40-66.

• Cunningham, R. & Weschler, L. (2002.Theory and the public administration student/practitioner. *Public Administration Review*, (1), 104-111.

• Adams, G.B. (1992). Enthralled with modernity: the historical context of knowledge and theory development in public administration. *Public Administration Review*, 52 (4), 363-373.

Week 6. Institutional Theory; Theories of Management; and Postmodern Theory (March 3)

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Public institutional theory*, 67-96.

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Theories of public management*, 97-130.

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Postmodern theory*, 131-164.

• Gaus, J.M. (1950). Trends in the theory of public administration. *Public Administration Review*, 10(3): 161-168.

• Shafritz, J.M. & Hyde, A.C. (2017). *A theory of human motivation*, 127-134.

Wachhaus, T. A. (2012). Anarchy as a Model for Network Governance. *Public administration review*, 64 (1), 33-42.

Week 7. Public Choice Perspective; Decision Theory; Theories of Governance (March 10)

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012) *Decision theory*,165-192.

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Rational choice theory and irrational behavior*, 193-218.

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Governance theory*, 219-244.

• Frederickson, G.H., Smith, K.B., Larimer, C.W., and Licari, M.J. (2012). *Conclusion: A bright future for theory?* 245-265.

• Romzek, B.S., LeRoux, K., Blackmar, J.M (2012). A Preliminary Theory of Informal Accountability among Network Organizational Actors, *Public Administration Review* 76 (3), 442-453.

Recommended Readings – Module 2

• Kettl, D. F. (2006). Managing boundaries in American administration: The collaboration imperative. *Public Administration Review*, 66(s1), 10-19

• Jones, B.D. (2003). Bounded Rationality and Political Science: Lessons from Public Administration and Public Policy. *Journal of Public Administration Research and Theory*, 13 (4), 395–412.

• Farmer, D.J. (2010). *Public Administration in Perspective: Theory and Practice Through Multiple Lenses.* (1st ed.) M.E. Sharpe.

Denhardt, R. B., & Catlaw, T. J. (2017). *Theories of public organization*. (7th ed.). Cengage.

MODULE 3. PUBLIC POLICY AND ANALYSIS

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Week 8. Policy Agenda Setting and Formulation (March 17)

• Shafritz & Hyde (2017). *Agendas, alternatives, and public policies*, 433-443.

• Romzek, Barbara. S., and Jocelyn M. Johnston (2002). "Effective Contract Implementation and Management: A Preliminary Model." *Journal of Public Administration Research and Theory*. 12(3), 423-453.

• Shafritz & Hyde (2017). *Policy analysis: a new professional role in government service*, 230-237.

• Shafritz & Hyde (2017). *The science of muddling through*, pp. 172-182.

• Arinder, M.K. (2016). Bridging the Divide between Evidence and Policy in Public Sector Decision Making: A Practitioner's Perspective. *Public Administration Review*, 76 (3), 394–398.

Week 9. Policy Implementation and Evaluation (March 24)

• O'Toole Jr, L.J., & Montjoy, R.S. (1984). Interorganizational policy implementation: A theoretical perspective. *Public Administration Review,* 491-503. (Focus on FIGURE 1)

• Matland, R. E. (1995). Synthesizing the implementation literature: The ambiguity-conflict model of policy implementation. *JPART*, 5(2), 145-174. (Focus on top-down and bottom-up definitions, 145-150).

• Shafritz & Hyde (2017). *The implementation game*, 316-331.

Brief 1: Overview of Policy Evaluation: Step by Step – Evaluating Violence and Injury Prevention Policies. Retrieved: https://www.cdc.gov/injury/pdfs/policy/Brief%201-a.pdf .

Recommended Readings – Module 3

• Shafritz, J.M. & Hyde, A.C. (2017). *Of the principles of utility,* 29-31.

• Shafritz, J.M. & Hyde, A.C. (2017). *Dilemmas in the general theory of planning*, 295-306.

• Bardach, E. (2012). *A practical guide for policy analysis*. (4th ed.). CQ Press.

• Shafritz, J.M. & Hyde, A.C. (2017). Systemati*c thinking for social action*, 307-317.

• Miller S.M. (2012). Administering Representation: The Role of Elected Administrators in Translating Citizens' Preferences into Public Policy, Journal of Public Administration Research and Theory, 23 (1), 285-297.

• Kraft, M. E., Furlong, S. R. (2018). *Public policy: Politics, analysis, and alternatives*. (6th ed.). Sage and CQ Press.

• Hill, M., & Hupe, P. (2010). *Implementing public policy*, (2nd ed.). Sage.

MODULE 5. COURSE WRAP & CONCLUSION
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Discussions 5.1 & 5.2. (Weeks 12 & 13)

Week 12. Research Papers Presentation (April 14)

Week 13. Study Week (April 21)

Week 14. Fina1 Exam (April 28)

Selected Public Administration Journals

Administration and Society

American Review of Public Administration

Journal of Public Administration Research and Theory: J-PART.

Journal of Policy Analysis and Management

Journal of Public Affairs Education

International Review of Administrative Sciences

Policy Sciences

Policy Studies Journal

Public Administration

Public Budgeting and Finance

Public Performance and Management Review

Public Personnel Management

Public Policy and Administration

Publius: The Journal of Federalism

Public Works Management and Policy

Public Administration Review

Review of Policy Research

Review of Public Personnel Administration

State and Local Government Review

*Syllabus changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.