

PADM 7220

Administration Management, Fall 2020

Tennessee State University, College of Public Service and Urban Affairs

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

Course Information

Unlike undergraduate courses, graduate school focuses on building critical thinking skills needed to analyze complex public policy issues. Doctoral students need to focus on the theoretical underpinnings of the discipline and learn to apply theory to real world dilemmas. In this class, we will focus three distinct areas: the history of administration; changes in administrative paradigms over time, and; trends affecting the future of Public Administration.

This class will operate as a seminar. As such, we are all peers and I expect you to come to class prepared to critically assess readings. I also expect high level research grounded in appropriate literature. Each student will be responsible for “running” at least one seminar. That is, you will be responsible for leading a critical discussion of the works assigned for that week.

In general, we will move from our historical roots to major trends impacting how government administers programs. Pay attention to how organizational mandates and expectations have shifted over time to reflect broader social and economic trends. Similarly, pay attention to how definitions of the “public good” change and impact our expectations for public outputs.

We will meet via Zoom weekly. I’m confident that the technology will meet our needs. Again, society has reacted to new realities and molded expectations! I will run the first 3 seminars as we plow through some historical readings. After that, you will be responsible for directing class. Remember, there are no “right” answers. Utilize your critical thinking skills to assess the materials. You can augment assigned readings with additional research that you think contributes to our knowledge. know how to assess the validity of research in their field and how to produce scholarly work.

Students are expected to actively engage the material and make insightful comments and analyses to add value to the class. As always, seminars will remain civil and respectful of all opinions.

Learning Outcomes

This is a core class in the PhD curriculum. Upon completion of this class, students will develop and hone the following core competencies:

- Understand major paradigms and paradigmatic shifts in Administrative Management
- Apply theoretical concepts to real world Administrative dilemmas
- Lead doctoral level seminar class sessions

Policies

Students are expected to participate in all seminars, turn in assignments on time and communicate with the instructor in advance of absences or problems with assignments. In addition, students are expected to conduct original research; academic dishonesty and/or plagiarism *will not be tolerated*. All assignments will be reviewed through *Turn-it-in* software. Students are expected to read and understand policies on academic dishonesty (see week 1 readings).

All assignments are due by midnight on the due date via Dropbox. Late assignments will be docked **10 points** per day.

Students are expected to regularly check Elearn for important class announcements, supplemental readings/articles, and discussion. Students can also use the discussion board to ask questions about assignments, concepts and course material.

Students with disabilities are encouraged to meet individually with the instructor to discuss special accommodations that may be needed for successful participation in this course.

Required Texts

Catlin, Karen (2019). Better Allies: **Everyday Actions to Create Inclusive, Engaging Workplaces**. Better Allies Press. ISBN: 978-1-7327233-0-6.

Davis, Gerald F. (2009). **Managed by the Markets: How Finance Re-shaped America**. Oxford University Press. ISBN: 978-0-19-969192-0.

Levin, Yuval (2020). **A Time to Build: From Family and Community to Congress and the Campus, How Recommitting to Our Institutions Can Revive the American Dream**. Basic Books. ISBN: 978-1-5416-9927-4.

Roberts, Alasdair (2019). **Strategies for Governing: Reinventing Public Administration for a Dangerous Century**. Cornell University Press. ISBN: 9781501747113.

Rothstein, Richard (2017). **The Color of Law: A Forgotten History of How Our Government Segregated America**. Liveright Publishing Corporation. ISBN: 978-1-63149-453-6.

Weber, Max (2003 edition). **The Protestant Ethic and the Spirit of Capitalism**. Dover Publications, Inc.

Assignments

Students will be assessed on six critical analyses of each book used in the class. In addition, students will be graded on each seminar they lead in terms of analysis, overall command of the material. It is critical that students stay up-to-date on readings. This course consists of the following assignments:

HISTORY

First Critical Assessment: Weber's Protestant Ethic and the Spirit of Capitalism. This assignment is similar to a book review, but it requires you to go deeper. First, spend time summarizing the main points of the author. After that, focus on the following questions:

- How do the observations fit with the time that it was written? Remember, Weber was a strong proponent of bureaucracy and rationalism.
- Can you think of how the materials relate to modern organizations and/or contributes to conceptions of administrative management?
- Does the book continue to hold relevance and explanatory value for organizations or other public policy?

You are expected to augment your paper with a minimum of 5 additional citations. They can be supportive, critical, or part of a robust critique of the work. Remember, some of the older works will not conform to modern conventions in terms of inclusion, diversity, etc.

Second Critical Assessment: The Color of Law

This critical assessment will focus on government administration and the consequences of past norms. As you write this assignment, think about how previously existing socio-political norms affected policy and contributed to modern dilemmas. You need to summarize the main points of the article and then focus on the following questions:

- How did federal agencies promoted inequality and why?
- How can modern organizations combat the historical legacy of previous administrative paradigms
- What potential parallels are there for modern organizations when it comes to other large societal issues (eg., climate change)
- What can modern administrators learn from the past to create better opportunity structures for future generations?

Third Critical Assessment: Managed by The Markets

In this assignment, briefly summarize the main points of the author and assess the accuracy of his conclusions.

- How do larger economic trends impact government administration?
- What are the parameters faced by administrators based on dominant or shifting paradigms
- How does economic logic dominate or affect conceptions of the public good?

MOVING FORWARD

Fourth Critical Assessment: Strategies for Governing

In this assignment, briefly summarize the main points of the author and assess the accuracy of his conclusions.

- Do we need to reinvent Public Administration? Make sure you explain your answer in depth!
- What role, if any, does neoliberalism play in dictating norms and roles in PA?
- Which of the strategies outlined in the book are the most and least compelling? Why?

- How would you augment the strategies explored in the book? How does Public Administration need to evolve to meet the challenges of the day?

Critical Assessment 5: A Time to Build

In this assignment, briefly summarize the main points of the author and assess the accuracy of his conclusion.

- How realistic are the author's assessments? Be specific about what he gets right and why. The same for what he overlooks or gets wrong
- How can institutions, especially public sector agencies, contribute to rebuilding a common culture?
- What are the larger systemic forces that drive existing crises and how might public administrators reclaim trust and legitimacy?

Critical Assessment 6: Better Allies

In this assignment, briefly summarize the main points of the author and assess the accuracy of her conclusions.

- Building upon the readings throughout the class, how has PA been or failed to be a "better ally" to groups outside the dominant culture?
- Are the policies and prescriptions outlined in the book up to the challenge of creating more diverse and inclusive public organizations? Explain in depth!
- Demographic trends show that the US will be a "majority minority" society by 2050. What are the primary challenges facing public organizations moving into the future? What are the lessons from the past?

Assessments & Due Dates

Grades are determined by the quality of your performance on individual assignments. You are expected to turn in ALL assignments. Late submissions will only be accepted with prior approval by the instructor. Students are expected to inform the instructor of problems in advance of submission dates/times. Plagiarism will not be tolerated and will result in severe penalties.

<u>Assignment</u>	<u>Total Points</u>	<u>Due Date</u>
<i>Critical Assessment 1</i>	50	<i>Sept. 7</i>
<i>Critical Assessment 2</i>	50	<i>Sept. 28</i>
<i>Critical Assessment 3</i>	50	<i>Oct. 12</i>
Critical Assessment 4	50	<i>Oct. 26</i>
Critical Assessment 5	50	<i>Nov. 9</i>
Critical Assessment 6	50	<i>Nov. 23</i>
Seminar Leadership (2)	100	
TOTAL	400	

*All assignments are due in the Dropbox no later than midnight on the due date. Italicized are individual assignments.

Grade Scale

- A** (90-100%) 315 - 350 points
- B** (80-89.99%) 280 - 314 points
- C** (70-79.99%) 245 - 379 points
- D** (60-69.99%) 210 – 244 points
- F** Less than 210 points

Academic Integrity

Students are expected to submit original work. When in doubt, CITE it properly. The following link provides detailed examples of how to properly cite the work of others and it also provides valuable information on the subtleties of academic honesty versus dishonesty.

<http://writing.wisc.edu/Handbook/QuotingSources.html>

Students are also expected to “mature” as social science writers by synthesizing the work of others. Many students simply stitch together a variety of “quotes” to avoid plagiarism; however, this practice is not acceptable in graduate level course work.

In addition, students are expected to use “peer reviewed” research in literature reviews. Newspapers, blogs, editorials and magazines are not acceptable sources for scholarly research.

Disabilities

It is the policy of Tennessee State University (“TSU” or “University”) to provide equal access to education and employment to all, regardless of disability. TSU fully complies with all laws, orders, regulations and policies promulgated for promoting and ensuring equal opportunity for persons who may have a disability, including the Americans with Disabilities Act and the Rehabilitation Act of 1973.

Under TSU Procedure No. 6.6.1, it is the expressed policy of the University that discrimination or harassment based upon a disability is prohibited. If an applicant for employment, employee, student, or applicant for admission believes s/he has been discriminated against or harassed because they have a disability, they should contact the Office of Equity and Inclusion (OEI) at 615-963-7435 or visit our office in the McWherter Administration Building, Suite 260.

TSU’s Disability Policies can be accessed [here](#).

Harassment

The Office of Equity and Inclusion ensures that the University complies with federal and state equal opportunity and affirmative action laws and regulations. OEI is also responsible for ensuring faculty, staff and students comply with TSU Policies regarding harassment and discrimination.

TSU’s Harassment Policies can be accessed [here](#).

Weekly Content

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