

Program in Public and Nonprofit Management
School of Economic, Political and Policy Sciences
The University of Texas Dallas

PA 7306 - Foundations of Public Affairs, Fall 2025

Class time: Tuesday, 7:00pm-9:45pm (Central Daylight Time)

Location: JO 4.112

Instructor: Eugenia Gorina, Associate Professor of Public Management and Policy

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Office hours: Wednesday 11 am – 12 pm and by appointment (Teams and in-person)

Course Description

This course initiates doctoral students in the process of developing an intellectual identity grounded in the field of public administration. It also provides a setting for making linkages between students' research interests and the intellectual and practical issues of the field. The course emphasizes extensive reading and discussion of some of the most influential literature in public administration, with a focus on the authors and ideas that have affected the trajectory of the field. To this end, the course offers a broad and historically rooted understanding of the intellectual controversies, paradigmatic research traditions, and contemporary debates in the field of public administration. The readings are essential in preparing students for the qualifying examination.

Course Objectives

- Introduce students to an intellectual history of public administration and provide a broad discussion of questions, controversies, and challenges in contemporary public administration research and practice.
- Cultivate students' capacity for critical analysis, ability to synthesize complex ideas, and - based on this analysis and synthesis - locate opportunities for future research and scholarly contribution.
- Provide students with an initial socialization experience into doctoral education and help them enter a diverse community of public administration scholars.

Perspective of the Course

A course like PA 7306 is standard for doctoral programs in social sciences. It is typical for a student entering a Ph.D. program to take a course that introduces them to the intellectual history of the field and issues of knowledge development. Traditionally, such courses were titled "scope and

methods” and treated questions of epistemology and ontology as these issues came to bear through the history of a field. PA 7306 should be viewed as a fundamental initiation experience into both the intellectual ethos of public administration and advanced graduate education. Students should appreciate that the Ph.D. degree is not an “MPA-Plus.” Its foundation and purpose as a research degree differ from the professionally-oriented MPA.

This course is organized around the idea that the development of knowledge occurs within paradigmatic traditions. The social and political environments within which knowledge is generated fundamentally condition its formulation and legitimation. Intellectual labor is dynamically and reflexively engaged in struggles with ideas, positions, and actors both within and outside the academic field. The history of a field of study like public administration, therefore, can be understood as a movement of succeeding paradigms that reflect changing socio-political conditions and confrontations that emerge as history unfolds. A probably inevitable result of this process is that the field of study becomes afflicted with deep theoretical or philosophical issues that have their source in the social contradictions and tensions that are being played out at the socio-political level. From this perspective, the progress of a field of study can be seen as depending critically upon its adepts becoming aware of these issues and their relation to social and political history. The more such disciplinary self-consciousness can be developed, the greater will be the possibility that the field can overcome its socially-induced prejudices and be able to serve as a positive, enhancing force in the life of society and a tool for improving our understanding of the social world.

A primary organizing concept for this course is “legitimacy.” To a large degree, the entire intellectual and institutional development of public administration can be interpreted as an ongoing multidimensional contest for legitimacy and use of various techniques of legitimation—institutional, professional, methodological, epistemological, political, etc. These struggles are evidenced clearly, for example, in the field’s decades-long search for an intellectual identity and research paradigm. While these struggles are sometimes viewed by students, scholars, and practitioners with consternation, they may be also be viewed (as I view them) as providing a front-row seat for some of the most important, contentious, and exciting intellectual and practical questions of our time.

Another major theme underlying many discussions of the course is the notion of socially constructed “difference” that permeates institutions, professional communities, social groups, individual assumptions, and other public and private spaces in our society. By relying on postmodern thinkers, we will explore how “difference” is constructed and reproduced. We will discuss to what extent “difference” enables and constrains possibilities for justice, freedom and democratic governance and how the construction of “difference” is reshaped over time.

The course will provide a student with an initial way of organizing the literature and locating public administration within the larger universe of social sciences. Like any organizing tool, course heuristics are likely to both enable and constrain thinking about the field and its enterprise. Students are encouraged to engage in a reflective practice of finding linkages among readings and advance their knowledge through proposed optional readings. Required course readings *are limited and selective* and should be viewed as a *general introduction* to the contemporary terrain of the field and *not* as a comprehensive mapping of its complexity and diversity. Finally, doctoral students in public administration are expected to have a working knowledge of the general context of American public administration such as the federalist structure of American government and the US Constitution, American political culture, the nature of bureaucracy, and an understanding of the policy process.¹

¹ Note: Significant portions of this syllabus were developed by Thomas Catlaw, Cynthia McSwain, Orion White,

Course Requirements and Expectations

Abstracts & Questions (20%)

We are accustomed to reading either for information or for entertainment. Scholarly reading, however, makes different demands on us. Scholarly work advances a complex structured argument. To be sure, data and facts will be marshaled in service of that argument, but ultimately to engage in a scholarly text is to engage in a conversation with its argument—not solely to mine it for information or settle for a preliminary “aesthetic” judgment of it. It is difficult to engage a text in conversation, if we do not, first, make a conscious effort to let the text speak on its own terms; in other words, to let it clearly identify the argument that it wants to make. For your “Abstract and Questions” assignments, you are asked to read the assigned texts marked with an “*” below and do two things:

- (1) Write a one-page abstract that will distill the core argument of the book and the core contribution it appears to make to public administration. The abstract must not exceed 350 words.
- (2) Formulate two discussion questions on the reading. The discussion questions should focus on the arguments made in the book and should stimulate in-class discussion of the book’s content. Your questions should also help us critique the book. “Critique” does not necessarily mean that we will point out the “bad” parts of the text. Rather we will consider critique broadly as a close and thoughtful evaluation and review of a text. While you can and should point out flaws, limitations, and omissions in the work, you can also ask questions and comment on something you found to be especially powerful, illuminating, or compelling about the work.

Out of all texts with asterisks, you will need to select eight to write “Abstracts & Questions” for. Please read an example of an abstract under Course Documents on *eLearning* before working on your first abstract. “Abstracts & Questions” are due on *eLearning* by 10 am on the day of class. This obviously means that you cannot leave your reading until the day of class, so plan accordingly. Late assignments will not be accepted. Beware the capriciousness of the socio-technical infrastructure.

Paradigms and Intellectual Identity Essay (15%)

In this assignment you are asked to write an essay in which you explore a research paradigm (functionalism, interpretivism, radical structuralism, radical humanism, structuralism, poststructuralism/postmodernism, meta-modernism) that you feel is most compatible with to your sense of yourself at this point in your life. You are expected to ground your reflection in the course readings and go beyond them to gain a more thorough understanding of the use of an intellectual tradition of your choice in the field of public administration. The essay certainly requires you to describe its central point of view and demonstrate that you have engaged with the paradigm broadly and deeply.

Next, you should incorporate into your essay your reflections on the following questions. What does the choice of this paradigm indicate about what you are interested in emphasizing in your future intellectual work? What kinds of concepts and phenomena does this choice of paradigm tend to exclude you from exploring? What image of the future and what image of social science research do you see this paradigm implying? In responding, consider (but you do not need to write about this unless you wish) how you see the idea of progress from within it, how you see current social conditions from within in, how you see socio-political processes and dialogues from within it, and how you see possibilities for social action from within it. What are the feelings you associate with the choice of this paradigm (e.g. joy, harmony, balance, relief, resignation, anger, depression,

and Robert Denhardt.

contemplativeness, etc.). This paper should be 4-6 double-spaced pages with one-inch margins. Please use a 12-point font.

Literature Review (15%)

In this assignment, you will select a topic in one of the proposed areas of public administration (collaborative governance, co-production, accountability, transparency, public participation, public trust, new public management, digital government, diversity, performance management, administrative burden, robust governance, meta-governance, etc.), formulate a **research question** in your chosen area, and write a literature review to answer your research question. To complete the assignment, you will **review 15-25 articles** on your selected topic. You will be expected to review both seminal and novel research in the field, examine the articles critically, and synthesize them to respond to your research question. Your literature review should not exceed four pages. Literature reviews make part of every academic article and are indispensable in academic work.

Book Review (15%)

Like abstracts, book reviews are of value to us all in this age of endlessly proliferating text. We cannot expect to read everything we “should.” Book reviews also provide good opportunities for doctoral students to publish in scholarly journals at an early stage. One of the goals of this assignment is for you to produce a book review for submission to a journal for publication. There are three parts to this assignment. Be sure to read the instructions carefully. First, for this assignment you will need to survey recently published books in your area of interest. Please select a text by an academic author working in the field of public administration, political science, or policy that makes a theoretical argument, that has been published within the past three years and has not been reviewed.

Reviews are commentaries rather than summaries of texts. While you want to present the content of the book, you also want to identify the key argument that the author makes and how they go about substantiating it. Here are several good online resources that will be helpful in crafting your review <https://wts.indiana.edu/writing-guides/writing-book-reviews.html> from Indiana University; <http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review> from the University of Toronto <https://www.hamilton.edu/academics/centers/writing/writing-resources/book-review> from Hamilton University.

One of the best ways to see how to do a book review is to look at published ones. I highly recommend that you look at reviews published in major PA journals (e.g. Public Administration Review, American Review of Public Administration, Journal of Public Administration Research & Theory, Public Administration, etc.). If you are interested in having your review published, contact the book review editor at a journal and see what books they have currently received and would like to have reviewed.

Second, list 2-3 journals that would make suitable outlets for your book review. Note the list of journals you can consider at the end of the syllabus. Provide a brief explanation of why you think the listed journal would be appropriate (based on its topical focus, methodological or theoretical orientation, etc.).

The review should be roughly 2000-2500 words, double-spaced, with one-inch margins, written in a 12-point font. Please inform me of your selected text by the end of September to get it approved and start reading.

“Mock” Qualifying Exam (15%)

In addition to testing your understanding and knowledge of the foundations of public administration, this examination is designed to approximate the conditions under which you will sit for your Qualifying Examination in Spring. It is an in-class, closed-books, closed-notes examination that will occur in class on December 9. You will be asked to bring to class your laptop and will have 2 hours and 30 minutes to write and edit your examination. No internet resources, texts, class notes, or handouts may be used in writing this exam. You should plan, however, to bring and use a one-sided A4-sized sheet of paper with notes. Within 2 hours and 40 minutes of downloading the exam question on your computer, you will need to upload your response on eLearning. Late exams will not be accepted except under documented emergency circumstances.

To successfully respond to the question, you will need to develop a clear and comprehensive answer and address each part of the question. Do not simply describe or rehearse the authors’ viewpoints. Rather analyze and synthesize these arguments, setting them in conversation and dialogue with one another and drawing from the texts, lectures, and discussions. Your answers will be evaluated according to how well you evidence a thoughtful and analytical engagement with the material and express yourself in clear and grammatically correct sentences.

Class Participation and Topic Master (20%)

As a doctoral student, you are substantively responsible for much of your own learning. Indeed, a primary educational objective of doctoral study is to learn how to conduct independent research and to arrive at thorough and informed assessments of questions, problems, and conclusions independent of professorial authority. Active and ongoing classroom participation is, therefore, essential for your learning and the learning of your peers. So, please come to class having read and thought about the material. The Abstracts & Questions assignment is designed to assist you in this. Finally, your presence in class is a prerequisite for effective participation. You are expected to bring the assigned text(s) with you to class and arrive to class on time.

On the first day of class, you will sign up for leading the discussion of a particular course book. Your task as a discussion leader is to facilitate the seminar-style conversation about an assigned text for about 75 minutes. You are expected to prepare discussion questions and any other activities of your choice to engage your classmates in the conversation about the readings. As a discussion leader, you are not expected to summarize the text in class.

Grades for this course will be assigned as follows:

A+ = 97+; **A** = 96-93; **A-** = 92-90; **B+** = 89-87; **B** = 86-84; **B-** = 83-80; **C+** = 79-77
C = 76-70; **D** = 69-60; **E** = 59 and under

Assignment	Due Date	Final Grade
Participation and Discussion Leadership	Ongoing	20%
Abstracts and Questions (8 out of 10)	Ongoing	20%
Paradigms and Intellectual Identity Essay	Friday, Sep 19	15%
Literature Review	Friday, October 17	15%
Book Review	Fri, Nov 14	15%
Mock Qualifying Exam	Tuesday, Dec 9	15%
<i>Total</i>		100%

Course Policies

Absenteeism

If it is necessary for you to miss a class session, the work required must be “made up” by consulting with other students and their notes. Note that since the work you do here will help you prepare for your qualifying examination, it behooves you to attend class or make every effort to make up the work with the assistance of your classmates.

Late Work

It is expected that deadlines for assignments and presentations will be met. I recognize that professional and personal commitments sometimes make it difficult to complete classroom assignments in a timely manner. If you anticipate difficulty in completing an assignment on time, please inform me *in advance of the due date*, and we will explore making alternative arrangements together. Coursework submitted past the specified due date without prior approval will be penalized one letter grade. For example, an assignment which would have earned an “A” if it had been submitted on time, will receive a “B” provided the assignment is submitted *prior to the start of the class the following week*. Assignments two weeks late will receive a failing mark.

Plagiarism and Academic Dishonesty

No form of academic dishonesty will be tolerated in PA 7306. Work submitted in furtherance of the requirements of this course is subject to the University’s academic integrity policy. Please go to <http://go.utdallas.edu/syllabus-policies> to learn more about the University’s policies and procedures that apply to students who engage in academic dishonesty. If you have any questions on what constitutes academic dishonesty, please ask me.

An important dimension of academic integrity is proper referencing and citation. To this end, you have a choice of using either the formatting and citation style of the *American Psychological Association* (“APA”) or the *Chicago Manual of Style*. Whichever style you choose, use it consistently throughout your paper. Please note that the “APA” style is common in social sciences and standard for public administration.

Disability-related Accommodations

The University’s Office of Student AccessAbility and I will work to make every effort to accommodate any student with a disability. For more information on the services of the AccessAbility Office, please see www.utdallas.edu/studentaccess.

Gender-Fair Language

Language substantively structures our thought and action. Biases in language can (and do) naturalize inequities. Imprecise language also signifies un-interrogated values and sloppy thinking. For all these reasons, the use of gender-fair language is expected in this course. For example, do not use words

like “mankind” or “men” when referring to people in general; alternate between “she” and “he” instead of always using “he” or construct sentences in the plural instead of the singular so you can use “they” or “them” and avoid the problem altogether.”²

Laptops, Cellphones, & Portable Electronic Devices

The use of laptops is restricted to note-taking and review of class readings. Please do not use your laptop for web surfing, emailing, instant messaging, chat rooms, game playing, etc. in class. Usage of personal electronics may challenge our ability to create a focused and attentive learning environment. Given the small discussion-driven nature of this doctoral seminar, the use of cellphones, and other types of portable electronic devices **is not** recommended during class sessions. Please turn them off when you enter class.

Communications/Email

I am always happy to arrange a meeting with you in MS Teams. In general, though, email is the easiest way to get hold of me. I will do my best to respond to your emails within 24 hours of receiving them. Please do not expect responses to emails over the weekend. As such, structure your time and work accordingly. Please use this syllabus as your first resource for class-related questions.

Writing Guidelines

Writing counts *a lot*. Part of what you must hone during your doctoral training is your writing ability and, in particular, your ability to build and articulate a structured argument that mobilizes whatever theories are relevant to your project. For better or worse, no matter how compelling your argument or research may be, readers will construe sloppy writing as sloppy thinking and lack of seriousness. **So, read, edit, and proofread your writing carefully—no matter how “minor” the assignment. I will mark your work down significantly if you do not.** If English is not your native language, the university has resources that can help.

General Formatting Guidelines for Written Work

Students often ask me how they should prepare their work when they hand it in. So, here are a few format instructions for your work:

- (1) Assignments should be double-spaced, have one-inch margins and should use a 12-point standard font (e.g. Times New Roman). This makes it easier for me to read and provide comments.
- (3) Assignments should be properly sourced and should contain a reference list.
- (4) I recommend that you use the *Publication Manual of the American Psychological Association* (APA) or the *Chicago Manual of Style* as the style guide for this course. I will have to mark your

² This policy originally was written by Dr. Torin Monahan.

work down if there are persistent errors and inconsistencies in your use of your formatting and citation style.

Course Materials

Most individual book chapters and articles will be available for retrieval on the course's *eLearning* site. It is recommended that you read the texts in the order they are listed in the Schedule of Course Readings.

Continuous Improvement

While I work to create an informative and well-structured course, some changes in content and presentation can always be made. As such, I welcome your ongoing feedback on the usability of the syllabus, intelligibility of class discussions, and other course materials. I am also interested in your suggestions on new readings, assignments, and other ideas on how we could improve your learning experience and course delivery.

Please do not wait until the end of the semester to make suggestions. While we may not be able to make major changes, we *can* make meaningful adjustments and corrections that address your concerns (I've done this many times in the past). So, if something's on your mind, let's talk about it and see if we can address it.

Course Materials

The following texts are available for purchase through any online book seller. Yes, we will be reading all of them:

1. Denhardt, Robert B. *In the Shadow of Organization*. (Kansas University Press, 1981)
2. Follett, Mary Parker, *The New State: Group Organization, the Solution to Popular Government*. (Penn State University Press, 1920/1998)
3. Goodnow, Frank J. *Politics & Administration*. (Transaction Publishers, 1900/2003).
4. Kettl, Donald. *The Transformation of Governance: Public Administration for Twenty-First Century America*. (John Hopkins University Press, 2002)
5. Lynn, Jr., Lawrence E. *Public Management: Old & New*. (Routledge, 2006)
6. McSwite, O.C. *Legitimacy in Public Administration: A Discourse Analysis*. (Sage, 1997)
7. Ostrom, Vincent. *The Intellectual Crisis in American Public Administration*. (2nd ed., University of Alabama Press, 1973/1989)
8. Rohr, John. *To Run a Constitution: Legitimacy in the Administrative State*. (Kansas University Press, 1986).
9. Simon, Herbert. *Administrative Behavior*. (4th ed., Free Press, 1945/1997)
10. Stivers, Camilla. *Bureau Men, Settlement Women: Constructing Public Administration in the Progressive Era*. (Kansas University Press, 2000)
11. Waldo, Dwight C. *The Administrative State: A Study of the Political Theory of American Public Administration*. (Transaction Publishers, 1948/2007)

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
Week 1 Aug 26	Introduction	Introduction to the course and each other	
		Part I: Intellectual Foundations of Public Administration Research	
Week 2 Sept 2	The Research Context in Public Administration The Emergence of Public Administration: Intellectual Identity and Paradigmatic Difference (I)	<ol style="list-style-type: none"> 1. Kirlin, “The Big Questions for Public Administration in Democracy” (1996) 2. McCurdy & Cleary, “Why Can’t We Resolve the Research Issue in Public Administration?” (1984) 3. White, “On the Growth of Knowledge in Public Administration” (1986) 4. Hummel, “Stories Managers Tell: Why They are Valid as Science” (1991) 5. Evans & Lowery, “Prescriptive Thinking: Normative Claims as Scholarship” (2006) 6. Burrell & Morgan, chapters 1, 2, 3 (1979) 	
Week 3 Sep 9	Intellectual Identity and Paradigmatic Difference (II)	<ol style="list-style-type: none"> 1. Burrell & Morgan, chapters 1, 2, 3 (1979) – continued 2. Lane, “Introduction” from Introduction to Structuralism (1970) 3. Howarth, “Saussure, Structuralism, and Symbolic Systems” from Discourse (2000) 4. Sarup, “Introduction” from Introductory Guide to Post-Structuralism & Postmodernism (1988) 5. Rosenau, “Epistemology and Methodology: Postmodern Alternatives” from Postmodernism & the Social Sciences (1992) – pay attention to deconstruction, read more online if needed 	Work on the Paradigms and Intellectual Identity Essay.

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
		6. Chomsky – Foucault debate Power vs Justice (1971) 7. Gortz - Metamodern Values Explained 8. On your own: familiarize yourself with postmodern thought (e.g. Derrida, Lacan, Foucault) and its critique by Habermas, Zizek and other thinkers. Research metamodernism. 9. Beaton et al. The Yoke of Objectivity in Public Administration (and Beyond) (2024)	
		Part II: The Intellectual History of American Public Administration	
Week 4 Sep 16	The “Legitimacy Problem”: Knowledge, Responsibility, & the Role of the Administrator	1. Friedrich, “The Nature of Administrative Responsibility” (1940) 2. Finer, “Administrative Responsibility in Democratic Government” (1941) 3. Stewart, “Professionalism vs. Democracy: Friedrich vs. Finer Revisited” (1985) 4. Jos, “Administrative Responsibility Revisited” (1990) 5. Dahlstrom and Lapuente “Comparative Bureaucratic Politics” (2022) 6. Bozeman et al. The Deformation of Democracy in the United States: When Does Bureaucratic “neutral competence” rise to complicity? (2024)	Paradigms and Intellectual Identity Essay due on September 19
Week 5 Sep 23	The “Orthodox/ Classical” Approach	1. *Frank Goodnow , <i>Politics & Administration</i> (1900) 2. Wilson, “The Study of Administration.” (1887)	Abstract and Questions

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
		<ol style="list-style-type: none"> 3. Rutgers, "Beyond Woodrow Wilson: The Study of Public Administration in Historical Perspective" (1997) 4. Kettl, <i>Managing Boundaries in American Administration: The Collaboration Imperative</i>. (2006) 	
Week 7 Sept 30	Radical Humanist Alternatives to the "Classical" Approach	<ol style="list-style-type: none"> 1. *Mary Parker Follett, <i>The New State: Group Organization, the Solution to Popular Government</i> (1920/1998) 2. Ansell & Gash, "Collaborative Governance in Theory and Practice." (2007) 	<p>Abstract and Questions</p> <p>Select Book for Review</p>
Week 8 Oct 7	PA as Political Theory: The Traditionalists	<ol style="list-style-type: none"> 1. *Dwight Waldo, <i>The Administrative State</i> (1948) 2. McSwite, <i>Legitimacy in Public Administration</i>, chapters 1-3 (1997) 	Abstract and Questions
Week 9 Oct 14	Positivism, Modernism and the Generic Management Movement	<ol style="list-style-type: none"> 1. *Herbert Simon, <i>Administrative Behavior</i> (1947/1997, 4th Edition) (In addition to the text itself, you are encouraged to read end-of-the-chapter commentaries written by Simon years after the original publication of the book.) 2. Harmon "The Simon/Waldo Debate: A Review and Update" (1989) [eL] 	<p>Abstract and Questions</p> <p>Literature Review due on October 17</p>
Week 10 Oct 21	PA in a Time of Turbulence: Organizational Humanism, Social Equity, & Policy Emphasis	<ol style="list-style-type: none"> 1. *Vincent Ostrom, <i>The Intellectual Crisis in American Public Administration</i> (1973/1989, 2nd Edition) 2. McSwite, <i>Legitimacy in Public Administration</i>, chapters 4-7 (1997) 3. Elinor Ostrom, "Governing the Commons" (select chapters) 	<p>Abstract and Questions</p> <p>Book Review due on November 14</p>

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
		4. Carlisle and Gruby, "Polycentric Systems of Governance: A Theoretical Model for the Commons" (2019)	
Week 11 Oct 28	Critical Theory & Interpretivism, Gender in Public Administration	1. *Robert Denhardt , <i>In the Shadow of Organization</i> (1981) 2. *Camilla Stivers , <i>Bureau Men, Settlement Women</i> (2000)	Abstract and Questions
Week 12 Nov 4	The Refounding Movement: The Blacksburg Manifesto and The Legal Turn	1. *John Rohr , <i>To Run a Constitution: Legitimacy and the Administrative State</i> (1986) 2. Wamsley et al., "Public Administration and the Governance Process: Shifting the Political Dialogue" (a.k.a. "The Blacksburg Manifesto") (1990)	Abstract and Questions Book Review due on November 14
		Part III: Contemporary Currents in Public Administration Theory	
Week 13 Nov 11	Contemporary Currents (I): New Public Management	1. Hood, "A Public Management for All Seasons?" (1991) 2. *Lawrence Lynn , <i>Public Management Old & New</i> (2007) [The book is longer than it looks!] 3. Pamela Herd and Donald Moynihan, <i>Administrative Burden</i> (2018) (excerpts)	Abstract and Questions
Week 14 Nov 18	Contemporary Currents (II): Networks, Governance, Meta Governance	1. *Kettl, Donald . <i>The Transformation of Governance</i> . (2002) 2. Provan and Kenis. Modes of Network Governance: Structure, Management, Effectiveness. (2007)	Abstract and Questions

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
		3. Gjaltema, J., Biesbroek, R., & Termeer, K. From government to governance...to meta-governance: A systematic literature review. (2020) 4. Peters B.G., Pierre J., Sorenven E., and J. Torfing. Bringing Political Science Back into Public Administration Research. (2022)	
Week 15 Nov 25	Fall Break	No Class	
Week 16 Dec 2	Contemporary Currents (III): Governmentalities, and the Field's Persistent Silences	1. TBD. 2. Ansell, C., Sørensen, E., & Torfing, J. Public administration and politics meet turbulence: The search for robust governance responses. (2022)	
Week 16 Dec 9		In-class final exam	

A Listing of Some Journals Relevant to Public and Nonprofit Administration & Policy

Academy of Management Journal
Academy of Management Review
Administration & Society
Administrative Science Quarterly
Administrative Theory & Praxis
American Economic Review
American Journal of Evaluation
American Journal of Political Science
American Journal of Sociology
American Political Science Review
American Review of Public Administration
American Sociological Review
Australian Journal of Public Administration
Critical Policy Studies
Critical Social Policy
Demography
Econometrica
Evaluation Review
Governance
Government Finance Review
Housing Policy Debate
Human Relations
Information Systems Management
International Public Management Journal
International Review of Administrative Sciences
International Review of Public Administration
Journal of Artificial Societies and Social Simulation
Journal of Behavioral Public Administration
Journal of Contingencies and Crisis Management
Journal of Democracy
Journal of Development Studies
Journal of Education Administration
Journal of Education Policy
Journal of Labor Economics
Journal of Management
Journal of Policy Analysis & Management
Journal of Poverty
Journal of Public Administration Research and Theory
Journal of Public Economics
Journal of Social Policy
Journal of the American Planning Society

Journal of Urban Affairs
Local Government Finance
Municipal Finance Journal
National Civic Review
National Tax Journal
Nonprofit & Voluntary Sector Quarterly
Organization
Organization Science
Perspectives on Politics
Perspectives on Public Management and Governance
Philosophy & Public Affairs
Policy & Politics
Public Administration
Public Administration (UK)
Public Administration & Development
Public Administration Review
Public Administration Quarterly
Public Budgeting & Finance
Public Budgeting and Financial Management
Public Finance Journal
Public Finance Review
Public Personnel Management
Public Performance and Management Review
Public Works, Policy, and Management
Publius: Journal of Federalism
Qualitative Inquiry
Race & Class
Research Evaluation
Review of Policy Research (formerly Policy Studies Journal)
Review of Public Personnel Administration
Science & Society
Science and Public Policy
Social Research
Social Science Journal
Social Science Quarterly
Sociological Theory
State and Local Government Review
Third World Quarterly
Urban Affairs Review
Urban Studies
Voluntas: International Journal of Voluntary and Nonprofit Organization