



PA 7306

Foundations of Public Affairs, Fall 2016

Class time: Mondays 7:00pm-9:45pm, **Location:** [CB3 1.304](#)

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Office Hours: by appointment

Course Description

The purpose of this course is to initiate doctoral students in the process of developing an intellectual identity grounded in the field of public administration, and to provide a venue for students to begin making linkages between their own research interests and the intellectual and practical issues of the field. The course will emphasize extensive reading and discussion of some of the most important and influential literature in public administration, with an emphasis on those writers and those ideas that have clearly affected the trajectory of the field. The course constitutes an important step towards preparing students for their qualifying examination and, further, towards setting a frame for their dissertation topics. To this end, the Foundations course is designed to provide students with a broad and theoretically- and historically-rooted understanding of the intellectual controversies, paradigmatic research traditions, and contemporary debates in the field of public administration.

Objectives of the Course

- To introduce students to an intellectual history of the field of public administration in the United States.
- To provide a broad discussion of some of the key intellectual questions, controversies, and challenges in contemporary academic public administration research.
- To provide students with an initial socialization experience into doctoral education and study and to help students enter a supportive and intellectually vibrant community of scholars in public administration.
- To cultivate in doctoral students a capacity for critical analysis, the ability to understand and synthesize complex ideas, and, on the basis of that analysis and synthesis, locate opportunities for future research and scholarly contribution.

Perspective of the Course

It is critical to appreciate that this course is standard for doctoral programs across the social sciences. It is typical for students entering a Ph.D. program to be required to take a course that introduces them to (1) the issues of knowledge development in the field and (2) the intellectual history of the field. Traditionally, such courses were titled “scope and methods” courses and, in philosophical terms, treated the questions of epistemology and ontology as these problems have come to bear in the course of the history of the field. This course, therefore, should be viewed as an important initial socialization experience into the intellectual ethos of the field of public administration as well as the enterprise of advanced graduate education. Students should appreciate that the Ph.D. degree is not an “MPA-Plus.” Its foundation and purpose as research degree differ fundamentally from the professionally-oriented MPA.

This course is organized around (1) the idea that the development of the knowledge necessarily occurs within paradigmatic frameworks and (2) that the social and political environments surrounding the arena within which knowledge is generated fundamentally condition both its formulation and legitimation as knowledge. That is, 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 fields of study become afflicted with deep theoretical or philosophical issues that have their source in the social contradictions and tensions being played out at the socio-political level. The progress of a field can be seen as depending critically upon becoming aware of these issues and what their relationship to social and political history. The more such disciplinary self-consciousness can be created, the greater will be the possibility that the field can overcome its socially-induced prejudices and thus become able to serve as both a positive, enhancing force in the life of American society and a tool for improving our understanding of the social world.

The 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 field’s decades-long search for an intellectual identity or 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.

The course is designed to provide you with an initial way of organizing the literature of the field and locating public administration within the larger universe of social science. Like any organizing tool, you will find that these heuristics both enable and constrain thinking about the field and its enterprise. The 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, as doctoral students in public administration, you are expected to have 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

Course Requirements and Expectations

Abstracts & Questions (25%)

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 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 it wants to make. For your “Abstract and Questions” assignments, you are asked to read thoroughly the assigned texts marked below with an “*” and do two things: (1) Write a 350-word maximum abstract of the book. This abstract will distill the core argument of the book. What is essential in this book? What core contribution does it appear to make to public administration? Please note that, alas, I will count words, if necessary. (2) Write a 500 word maximum critique of the text. “Critique” does not necessarily mean that you need to point out the “bad” parts of the text. Rather it should be considered more broadly as a thoughtful, close evaluation and review of a text. While you can and should point out flaws, limitations, absences, etc. in the work, you can also comment on something you found to be especially powerful, illuminating, or compelling about the work and explain why. There are 10 texts with asterisks; select 8 to write abstracts for. Please use the “Abstract Template” available on *eLearning* under “Course Documents” as guide for your Abstracts. “Abstracts & Questions” are due no later than 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 (late even by one minute) will not be accepted. Beware the capriciousness of the socio-technical infrastructure.

Paradigms and Intellectual Identity Essay (20%)

In this assignment you are asked to write an essay in which you explore the following topics: (1) the paradigm (functionalism, interpretivism, radical structuralism, radical humanism, structuralism, poststructuralism) that you feel is most compatible with to your sense of yourself at this point in your life. Describe its central point of view. (2) What does the choice of this paradigm indicate about what you are interested in emphasizing in your future intellectual work? (3) What kinds of things does this choice of paradigm tend to exclude you from exploring? (4) What image of the future 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, resignation, anger,

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

depression, contemplativeness, etc.). This paper should be 9-10 double-spaced pages with one-inch margins. Please use 12-point Times New Roman font. It is due in class on September 26.

Book Review (20%)

Like abstracts, book reviews are essential resources for 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 at an early stage in scholarly journals, and one of the goals of this assignment is for you to produce a book review worthy of 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 particular area of interest and write a professional, scholarly review of it. Please select a text (a) that you have not yet read; (b) as best as you can, discern through your own investigation, has not been reviewed already; and (c) has been published within the last three years. Remember, as one helpful resource puts it, reviews are commentaries on rather than summaries of texts. While you want to identify the content of the book, more importantly you want to clearly identify the argument that the author makes and how s/he goes about substantiating it. I have identified several good online resources that will be helpful in crafting your review from Indiana University http://www.indiana.edu/~wts/pamphlets/book_reviews.shtml; the University of Toronto <http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review>; Temple University <http://astro.temple.edu/~rimmerma/256revs.html>.

One of the best ways to see how to do a book review is to look at published ones. So I recommend that you take a look at reviews published in our field’s major journals (e.g. Public Administration Review, American Review of Public Administration, Journal of Policy Analysis and Management, Journal of Public Administration Research & Theory).

One other thought—if you are indeed interested in working to have your review published, I would recommend contacting the book review editor at a journal and seeing what books s/he current has received and would like to have reviewed.

Second, you will need to research existing academic journals and develop a list of journals that would make suitable outlets for your book review (please do this even if you are planning to submit your review to a specific journal). Please append to your completed review a list of 2-3 journals and provide a brief explanation of why you think the listed journal would be appropriate (based on its topical focus, methodological or theoretical orientation, etc.).

Third, you will read and provide feedback on two of your colleagues’ reviews. Please make arrangements among yourselves to secure two readers of your review and to act as a reader of two reviews. No one should review more than two papers. Keep in mind that you and your peers will need time to read and compose their feedback and you will need time to reflect and incorporate their suggestions. I will provide you with some general guidance on giving helpful feedback later in the semester.

Please inform me of the text you have selected no later than October 10. This final paper/review should be roughly 2000-2500 words; it should be double-spaced pages with one-inch margins. Please use 12-point Times New Roman font. It is due in class on November 14. When you hand

in your assignment please make sure that you give to me: (1) your review; (2) your journal list; (3) copies of the feedback that you received from your peer reviewers; and (4) copies of feedback that you prepared for your peers. While your grade will be based on my evaluation of your review, the other three elements are required to pass the assignment.

“Mock” Comprehensive Exam (20%)

In addition to testing your understanding and knowledge of the foundations of public administration, this examination is designed to approximate roughly conditions under which you will sit for your Qualifying Examination in spring. Though this is a “take home” examination, you are expected to adhere strictly to the guidelines below. As you will see, these guidelines require from you the highest level of academic integrity. Failure to uphold this standard will result in prosecution to the fullest extent permissible under University policy. I will make the question available to you roughly two-thirds of the way through the semester.

You will have 2 hours and 30 minutes to write and edit this examination. This is a closed book examination. No texts, class notes, or handouts may be used in writing this exam. While you may prepare outlines and answers to the question in advance, you may not use these during the examination period. On completion of the exam, please send it to me as an email attachment no later than Monday, December 12 at noon. Late exams will not be accepted except under documented emergency circumstances.

In successfully responding to the question, you will need to develop a clear and comprehensive answer, being careful to respond to 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 broadly and deeply from this semester’s 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, grammatically correct sentences.

Participation (15%)

As doctoral students 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 considered 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, come to class having read and thought about the material. The Abstract assignment is designed to assist in this. Finally, it goes without saying that physical presence in class is a prerequisite for effective participation and that you are expected to bring the assigned text(s) with you to class for each meeting. Also, please arrive to class on time.

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, arranging for recording the session so that it can be listened to later, etc. Any absences should be discussed with me *prior to class*. Note that since, ultimately, the work you do here will help to prepare you for your comprehensive examination, it behooves you to attend class or make every effort to make up the work with the assistance of your classmates. Students who miss 2 class sessions will be penalized one letter grade on their final grade for the course, in addition to whatever considerations are made in assessing their final participation grade, unless compelling personal, professional, or medical reasons should suggest an alternative course of action. Arrival more than 30 minutes late to class counts as an absence.

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 specific 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. 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 do not hesitate to 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* method. Whichever style you choose, you will need to use it consistently throughout your paper. Please note that the “APA” style is the most common in social science writing and standard in public administration and policy.

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

Usage of personal electronics has become increasingly intrusive and distracting both to me and students and challenges our ability to create a focused and attentive learning environment. Moreover, recent research in education and cognitive science suggests that individual performance and effective note taking actually may decline when students use laptops and other devices in class (see Yamamota, 2008, *Journal of Legal Education* for an overview).

Given this and the small, discussion-driven nature of this doctoral seminar, the use of cellphones, and other types of portable electronic devices **is not** permitted during class sessions. Please turn them off and put them away when you enter class and check them during breaks, if you need to. If you believe that you have a compelling professional, personal, or medical reason as to why you must have access to these devices in class, please discuss this with me.

Laptops usage is discouraged. However *if you feel you must use a laptop, permissible use is restricted to note-taking and review of downloaded class readings*. Do not use your laptop for web surfing, emailing, fact checking during discussions, instant messaging, chat room chatting, game playing, etc. If you have a question about permissible use, ask me.

Communications/Email

I am always happy to arrange a meeting outside of office hours or talk with you on the phone. In general, though, email is the most direct and easiest way to get in touch with me. I will strive 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 and/or data 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. You should also turn to your peers: Help each other!

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

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) All assignments should be double-spaced, 12-point, standard font (e.g., Times New Roman, Arial, Calibri, etc.). This makes it easier for me to read and provide comments.
- (2) Please do not hand in assignments in plastic report sleeves or otherwise bind them. These sound like a good idea individually but, in bulk, they are a pain to carry. A simple staple will suffice.
- (3) ALL assignments should be properly sourced and referenced and 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. Learn this style. I will mark your work down if there are persistent errors and inconsistencies in your use of your formatting and citation style.

Course Grading Scheme

Using the University's plus/minus system, grades for this course will be calculated 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

Course Requirements and Expectations

Assignment	Due Date	Percentage of Final Grade
Abstracts and Questions (8 @ ~3%)	Reading discussion day	25%
Paradigms and Intellectual Identity	Sep 26	20%
Book Review	Nov 14	20%
Mock Screening Exam	Dec 12	20%
Participation	Ongoing	15%
Total		100%

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 and Assignments. Please also note that sometimes readings for a given week may spill over onto the next page, so make sure you turn to the page to see all the assignments.

Continuous Improvement

While I work to create an informative, well-structured syllabus and course, improvements 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 ever interested in your suggestions on new readings, assignments, and other ideas about how to improve your learning experience and the delivery of the course.

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, such as www.amazon.com. Yes, we will be reading all of them:

1. Burrell, Gibson and Gareth Morgan. *Sociological Paradigms and Organizational Analysis: Elements of the Sociology of Corporate Life* (Ashgate/Arena, 1979)
2. Denhardt, Robert B. *In the Shadow of Organization* (Kansas University Press, 1981)
3. Follett, Mary Parker, *The New State: Group Organization, the Solution to Popular Government* (Penn State University Press, 1920/1998)
4. Waldo, Dwight C. *The Administrative State: A Study of the Political Theory of American Public Administration* (Transaction Publishers, 1948/2007)
5. Goodnow, Frank J. *Politics & Administration* (Transaction Publishers, 1900/2003)
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. Lynn, Jr., Laurence E. *Public Management: Old & New* (Routledge, 2006)
12. Denhardt, Robert B. and Thomas J. Catlaw. *Theories of Public Organization* (7th ed., Wadsworth, 2015)

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
Aug 22	Introduction	Introduction to the course, each other, and the PA research community	
Aug 29	The Research Context in Public Administration	<ol style="list-style-type: none"> 1. McCurdy & Cleary, “Why Can’t We Resolve the Research Issue in Public Administration?” (1984) [eL] 2. White, “On the Growth of Knowledge in Public Administration” (1986) [eL] 3. Box, “An Examination of the Debate over Research in Public Administration” (1991) [eL] 4. Hummel, “Stories Managers Tell: Why They are Valid as Science” (1991) [eL] 5. Evans & Lowery, “Prescriptive Thinking: Normative Claims as Scholarship” (2006) [eL] 6. Adams & J. White, “Dissertation Research in Public Administration and Cognate Fields: An Assessment of Methods and Quality” (1994) [eL] 7. White, Adams, Forester, “Knowledge and Theory Development in Public Administration: The Role of Doctoral Education and Research” (1996) [eL] 8. Raadschedlers & Douglas, “The Doctoral Graduate in Public Administration: Master or Apprentice?” (2003) [eL] 9. Kirlin, “The Big Questions for Public Administration in Democracy” (1996) [eL] 10. Denhardt, “The Big Questions in Public Administration Education” (2001) [eL] 11. McSwite, “The University as Hollywood: a ‘High Concept’ for Century 21” (1997) [eL] 	Essay on research and doctoral study in Public Administration

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
Sep 5	Labor Day The Emergence of Public Administration: Historical Context	No formal class 1. Burrell & Morgan, chapters 1, 2, 3 (1979) [eL] 2. Rutgers, “Beyond Woodrow Wilson: The Study of Public Administration in Historical Perspective” (1997) [eL]	
		Part I: Intellectual Foundations of Public Administration Research	
Sep 12	Intellectual Identity and Paradigmatic Difference (I)	1. Burrell & Morgan, <i>Sociological Paradigms and Organizational Analysis</i> , chapters 1, 2, 3, 4, 6, 8, 10 (1979) 2. Denhardt & Catlaw, chapters 1-2 (2015)	
Sep 19	Intellectual Identity and Paradigmatic Difference (II)	1. Lane, “Introduction” from Introduction to Structuralism (1970) [eL] 2. Sarup, “Introduction” from Introductory Guide to Post-Structuralism & Postmodernism (1988) [eL] 3. Rosenau, “Epistemology and Methodology: Postmodern Alternatives” from Postmodernism & the Social Sciences (1992) [eL] 4. Stout, “Competing ontologies: A primer for public administration” (2012) [eL] 5. Haverland & Yanow, “A hitchhiker’s guide to the public administration research universe: Surviving conversations on methodologies and methods” (2012) [eL] 6. Yanow, “Ways of knowing: Passionate humility and reflective practice in research and management” (2009) [eL]	Work on the Paradigm essay!

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
		<p>Additional readings:</p> <ol style="list-style-type: none"> 7. Caws, "Introduction to Structuralism" from <i>Structuralism: A Philosophy for the Human Sciences</i> (2000) [eL] 8. Howarth, "Saussure, Structuralism, and Symbolic Systems" from <i>Discourse</i> (2000) [eL] 9. Sturrock, "Social Sciences" from <i>Structuralism</i> (1986) [eL] 	
Sep 26	The "Legitimacy Problem": Knowledge, Responsibility, & the Role of the Administrator	<ol style="list-style-type: none"> 1. Finer, "Administrative Responsibility in Democratic Government" (1941) [eL] 2. Jos, "Administrative Responsibility Revisited" (1990) [eL] 3. Harmon, <i>Responsibility as Paradox: A Critique of Rational Discourse on Government</i> (1995) (chapters to be assigned) [eL] 4. McSwite, <i>Legitimacy in Public Administration</i>, chapter 1-3 (1997) 	Paradigms and Intellectual Identity Essay
		Part II: The Intellectual History of American Public Administration	
Oct 3	The "Orthodox/Classical" Approach	<ol style="list-style-type: none"> 1. *Frank Goodnow, <i>Politics & Administration</i> (1900) 2. Wilson, "The Study of Administration" (1887) [eL] 3. Gulick, "Notes on the Science of Administration" (1937) [eL] 4. McSwite, <i>Legitimacy in Public Administration</i>, chapters 4-5 (1997) 	Abstract and Questions

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
Oct 10	Radical Humanist Alternatives to the “Classical” Approach	<ol style="list-style-type: none"> *Mary Parker Follett, <i>The New State: Group Organization, the Solution to Popular Government</i> (1920/1998) Denhardt & Catlaw, chapter 3 (2015) 	Abstract and Questions
Oct 17	PA as Political Theory: The Traditionalists	<ol style="list-style-type: none"> *Dwight Waldo, <i>The Administrative State</i> (1948) McSwite, Legitimacy in Public Administration, chapters 4-5 (1997) 	Abstract and Questions Selection of Text for Book Review
Oct 24	Positivism, Modernism and the Generic Management Movement	<ol style="list-style-type: none"> *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.) Simon, “Proverbs of Administration” (1946) [eL] McSwite, Legitimacy in Public Administration, chapter 5 (1997) Denhardt and Catlaw, chapter 4 (2015) 	Abstract and Questions
Oct 31	“PA in a Time of Turbulence”: Organizational Humanism, Social Equity, & Policy Emphasis	<ol style="list-style-type: none"> *Vincent Ostrom, <i>The Intellectual Crisis in American Public Administration</i> (1973/1989, 2nd Edition) Frederickson, “Towards a New Public Administration” (1971) [eL] Denhardt & Catlaw, chapter 5 (2015) 	Abstract and Questions
Nov 7	Critical Theory & Interpretivism	<ol style="list-style-type: none"> *Robert Denhardt, <i>In the Shadow of Organization</i> (1981) 	Abstract and Questions

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
		<ol style="list-style-type: none"> McSwite, <i>Legitimacy in Public Administration</i>, chapter 6 (1997) Denhardt & Catlaw, chapters 6-8 (2015) 	
Nov 14	The Refounding Movement: The Blackburg Manifesto and The Legal Turn	<ol style="list-style-type: none"> *John Rohr, <i>To Run A Constitution: Legitimacy and the Administrative State</i> (1986) Wamsley et al., “Public Administration and the Governance Process: Shifting the Political Dialogue” (a.k.a. “The Blackburg Manifesto”) (1990) [eL] McSwite, <i>Legitimacy in Public Administration</i>, chapter 6 (1997) 	Abstract and Questions Book Review
Nov 21	Fall Break Gender in Public Administration	<p>No formal class – submissions via <i>eLearning</i></p> <ol style="list-style-type: none"> *Camilla Stivers, <i>Bureau Men, Settlement Women</i> (2000) 	Abstract and Questions
Nov 28	Contemporary Currents (I): New Public Management	<ol style="list-style-type: none"> *Camilla Stivers, <i>Bureau Men, Settlement Women</i> (2000) *Lawrence Lynn, <i>Public Management Old & New</i> (2007) [The book is longer than it looks!] Hood, “A Public Management for All Seasons?” (1991) [eL] Ansell and Gash, “Collaborative governance in Theory and Practice” (2008) [eL] 	Abstract and Questions

Schedule of Course Readings and Assignments

Date	Topic	Required Reading	Assignment Due
Dec 5	Contemporary Currents (II): Networks, Governance, Governmentalities, and the Field's Persistent Silences	<ol style="list-style-type: none"> 1. *Jos Raadschelders, Public administration: the interdisciplinary study of government (2012) 2. Catlaw & Sandberg, "Dangerous government" (2014) [<i>eL</i>] <p>Additional reading</p> <ol style="list-style-type: none"> 3. Howe, "Administrative law and governmentality: Politics and discretion in a changing state of sovereignty" (2002) [<i>eL</i>] 	Abstract and Questions
Dec 12	"Mock" exam	No class – submission via <i>eLearning</i>	Exam Due at noon

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

<i>Academy of Management Journal</i>	<i>Organization Science</i>
<i>Academy of Management Review</i>	<i>Perspectives on Politics</i>
<i>Administration & Society</i>	<i>Philosophy & Public Affairs</i>
<i>Administrative Science Quarterly</i>	<i>Policy & Politics</i>
<i>Administrative Theory & Praxis</i>	<i>Public Administration</i>
<i>American Economic Review</i>	<i>Public Administration (UK)</i>
<i>American Journal of Evaluation</i>	<i>Public Administration & Development</i>
<i>American Journal of Political Science</i>	<i>Public Administration Review</i>
<i>American Journal of Sociology</i>	<i>Public Budgeting & Finance</i>
<i>American Political Science Review</i>	<i>Public Budgeting and Financial Management</i>
<i>American Review of Public Administration</i>	<i>Public Finance Review</i>
<i>American Sociological Review</i>	<i>Public Personnel Management</i>
<i>Australian Journal of Public Administration</i>	<i>Public Performance and Management Review</i>
<i>Critical Policy Studies</i>	<i>Public Works, Policy, and Management</i>
<i>Critical Social Policy</i>	<i>Publius: Journal of Federalism</i>
<i>Demography</i>	<i>Qualitative Inquiry</i>
<i>Econometrica</i>	<i>Race & Class</i>
<i>Evaluation Review</i>	<i>Research Evaluation</i>
<i>Governance</i>	<i>Review of Policy Research (formerly Policy Studies Journal)</i>
<i>Government Finance Review</i>	<i>Review of Public Personnel Administration</i>
<i>Housing Policy Debate</i>	<i>Science & Society</i>
<i>Human Relations</i>	<i>Science and Public Policy</i>
<i>Information Systems Management</i>	<i>Social Research</i>
<i>International Public Management Journal</i>	<i>Social Science Journal</i>
<i>International Review of Administrative Sciences</i>	<i>Social Science Quarterly</i>
<i>International Review of Public Administration</i>	<i>Sociological Theory</i>
<i>Journal of Artificial Societies and Social Simulation</i>	<i>State and Local Government Review</i>
<i>Journal of Contingencies and Crisis Management</i>	<i>Third World Quarterly</i>
<i>Journal of Democracy</i>	<i>Urban Affairs Review</i>
<i>Journal of Development Studies</i>	<i>Urban Studies</i>
<i>Journal of Education Administration</i>	<i>Voluntas: International Journal of Voluntary and Nonprofit Organization</i>
<i>Journal of Education Policy</i>	
<i>Journal of Labor Economics</i>	
<i>Journal of Management</i>	
<i>Journal of Policy Analysis & Management</i>	
<i>Journal of Poverty</i>	
<i>Journal of Public Administration Research and Theory</i>	
<i>Journal of Public Economics</i>	
<i>Journal of Social Policy</i>	
<i>Journal of the American Planning Society</i>	
<i>Journal of Urban Affairs</i>	
<i>Local Government Finance</i>	
<i>Municipal Finance Journal</i>	
<i>National Civic Review</i>	
<i>National Tax Journal</i>	
<i>Nonprofit & Voluntary Sector Quarterly</i>	
<i>Organization</i>	