UNIVERSITY OF NORTH TEXAS
College of Health & Public Service

DEPARTMENT OF PUBLIC ADMINISTRATION
CHILTON HALL, DENTON TEXAS

PADM 6010
Seminar in Public Administration

Course Outline
Fall 2017

Class Meeting: Wednesday 9:00 – 11:50am Chilton Hall 317

Instructor: Abraham David Benavides, Ph.D.
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Office: Chilton Hall 204F
Office Hours: Tuesday 3:50 – 6:00 pm
Or by appointment
A. Course Description
This course provides an introduction to the philosophy of science and evaluation of exemplary theoretical and empirical research in public administration. Attention is given to the evolution of public administration theory and practice in relation to historical trends and conditions, including related changes in social, political, and management theory. In this course, we will also explore the emergent trends and conditions relevant to the future development of public administration theory and practice.

B. Course Objectives
The overall goal of this course is to introduce advanced graduate students to the historical intellectual debate about the nature and scope of American public administration, public management, and public policy.

i. To acquaint advanced graduate students with the historical development of the interdisciplinary arena of theory and practice that constitutes modern public administration.

ii. To enable students to see how historical trends and conditions have affected social, political, and management theories and how these, in turn, have influenced the evolution of public administration theory and practices.

iii. To acquaint students with the relevant public administration literature and the major contributors and their intellectual relationships, a basis for conjecture about current and future changes needed in public administration theory and practice.

iv. To enable students to develop the ability to think critically and learn the craft of writing academic papers.

C. Reading Materials


Many of the books cited and other materials for this course are available in the library. Most of the articles can be found in UNT electronic resources http://www.library.unt.edu/ It is always a good idea to have a quick look at other articles found in the electronic resources. This is often a good way of finding materials that might be relevant to your dissertation and/or other assignments. Students are encouraged to read further than the list of references given in this reading list. Sources of further information can be identified by looking at the bibliographies/references at the end of articles or books.
D. Course Requirements and Grading
The class session will be interactive and delivery will comprise of individual presentations and group discussions. Taught as a seminar, each student takes responsibility for leading class discussions on selected historical topics and writings. In general, the instructor will introduce the pertinent subject matter and tie together the various readings on a topic, but the student (you) will be expected to actively participate in the discussion. This expectation is premised on the belief that you learn better by participating and regulating your own thoughts. Also, your active participation makes the class interesting and beneficial to everyone as we learn from each other, thus, it is important that you complete the required readings by the date assigned and comprehend the materials in the readings.

The primary purpose of the course is to enable students to read the original literature extensively, to discuss its historical context, and to develop a basis for sound conjecture about current and future needs in the theory of the field. Evaluation of students’ mastery of the course content will be done through leadership of classroom discussions on designated topics, weekly response to discussion topics (via email), a journal article, and two sets of essay questions (to be distributed in class).

Preparing for Discussion Question and Facilitating Seminar Discussion
For each class a student or set of students will be assigned to facilitate discussions on the assigned readings. The facilitator’s first task is to prepare a minimum of 5 questions that must be sent to me by e-mail no later than 5PM on the Monday before class. I prefer to see them in an email message rather than an attachment. I will either approve them or ask you to modify them. Once they are adequately prepared, you will send them to your classmates via email so that they will have a day to ponder them. Your seminar questions should be designed to provoke discussion. Questions that ask classmates to recite an author’s definitions or to list the component parts of some list the author provides are inappropriate, as are questions that permit dichotomous answers. Instead, you should attempt to pose questions that engage different approaches when examining administration and management. Asking questions is part of the academic and scientific process that we are engaged in.

Your second task is to facilitate the discussion on the assigned readings for a particular date. The purpose of facilitating the discussion is not to completely summarize the content of the readings but to illicit comments from colleagues through the questions that you ask. Each seminar will indicate how ideas in that particular reading relate to others in the same week. Facilitators who fail to follow these guidelines will be redirected by the instructor. In other words, I will be there to help.

Weekly Response (Reflection)
Each student will also share a one or two page comment (reflection) highlighting the major arguments of the readings. You will e-mail your reflection to me and the group in advance (by Tuesday afternoon: no later than 2PM). Since the class will focus on discussion about the readings, it is imperative that you read the articles and come to class prepared to talk. You will not progress in your ability to improve in the graded aspects of this course, in preparation for the comprehensive exam, and especially in a professional doctoral career, if you do not participate in the discussion. The seminar will raise critical issues and questions regarding the readings for class discussion. For instance:

- What is the main idea of the reading?
- What questions were asked by the author(s)?
- Were the major concepts operationalized, induced quantitatively or qualitatively, generated from armchair theorizing, or derived in some other way?
• If research was involved, how were the research questions tested or answered?
• What were the strengths and weakness of this work?
• What are the major implications from this work?
• What else needs to be done in this area in the future?

Research Project
A major part of the work of an academic is to write – our currency is publications. In the course Social Science Inquiry PADM 6035 you will be required to write a literature review that examines the intellectual development of an important issue or field of specialization within public administration. The focus will be limited and a structure will be provided for you to guide you in the process. By your second year you will be expected to do this on your own. In this course, you will be exposed to various research projects and your assignment will be specific to the project selected. The primary requirement will vary depending on your assignment in consultation with the professor. For instance, one student might write a literature review, another participate in survey research, still another might be assigned to analyze data. It is possible that a student might be asked to finish a current paper or start a new one. The professor will work closely with students giving them guidance on exactly what needs to be done. The finished project will be the equivalent of a research paper or manuscript. The main purpose here is to involve the student in actual current research and expose them to projects that will eventually be published. Students that make significant contributions to a joint research project will have their names included as second authors.

On September 13 you will receive your official assignment. The professor will communicate with you via email prior to this date about your areas of interest. Periodic meetings throughout the semester will be scheduled to follow-up on projects. Some students might have more discussions depending on the work assignment.

The first draft is due November 08. Please print 2 hard-copies of your first draft: one for me and the other copy for a student discussant. The discussant is responsible to make suggestions and critically analyze “ideas” presented, but should not focus their discussion exclusively on critical commentary. That is, when giving comments on the 1st draft, emphasize how it can be improved. Discussant’s comments are due November 15. Please print 2 hard-copies, one for the author and the other for me. The discussant might see his/her role in the following way:

a. Advance the main ideas or provide new ideas or reference material, question assumptions, critically analyze and provide detailed individual feedback.
b. Advance the student understanding – highlight the key ideas and pose challenging questions.

Both of these roles can and should be accomplished with careful planning on the discussant’s part. The following are some guidelines:

a. Read more than once and develop your comments. Focus your comments on issues that other students or potential readers might also be facing, rather than idiosyncratic problems of the manuscript.
b. Provide the author with a typed set of critically constructive notes (or the paper with marked comments) that will help him/her to finalize the manuscript. Your verbal comments should highlight only major issues.
You will present the research in class for 10-12 minutes on **December 6**. The work should be of publishable quality. The whole class will have a chance to make constructive comments after the presentation.

**Midterm and Final Essay Assignments**

At two points in the semester I will assign a brief set of essay questions of the type that might appear in the comprehensive exam. The Mid-Term will be distributed on **October 18**. I will provide the questions and instructions approximately one week in advance of each due date. These questions will afford you some limited selection. Your answers should be doubled spaced, using standard 1 inch margins and 12 point font in a proportional font such as Times Roman. Note that you are limited to write a total of ten (10) pages excluding the reference page—I will not read your answer beyond the 10th page. Please do not tinker with font size and margins. All questions will be equally weighted; they will be graded on the quality of the arguments, the organization of the essay, adequate use of existing literature, grammar, and spelling.

**Book Review**

Each student will select a book to review from the list at the end of the syllabus or a book approved in advance by the professor. Because there is so much material to cover in a course such as this it is very rare that students are given the opportunity to go back and read the original sources. This assignment seeks to fill that void. Book reviews must be no less than 10 pages and copies of the review must be furnished to all class participants. On **December 13**, each student will take some time in class and review the book with the other students.

**Grading**

The grade for the course will be determined as follows:

- Weekly Reflections: 10%
- Research Project: 20%
- Midterm Exam: 20%
- Take-home Final essay assignments: 20%
- Presentations and Participation: 10%
- Book Review and Discussion: 10%
- Discussant (Written and Verbal Comments): 10%

**Grades Breakdown**

- A = 100–90%
- B = 89–80%
- C = 79–70%
- D = 69–60%
- F = 59% below

**E. Course Policies**

a. I prefer not to grant incomplete grades (Grade “I”) in this class.

b. All take-home essay assignments must be turned in on time (no later than 5 PM on the Friday of the week the assignment is due). Points will be deducted for all exceptions. Students are responsible for ensuring that the assignment has been submitted directly to the instructor.

c. No work will be accepted after **5:00pm on Friday, December 15, 2017**.

**F. UNIVERSITY OF NORTH TEXAS - DEPARTMENT OF PUBLIC ADMINISTRATION POLICY ON CHEATING AND PLAGIARISM**

Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration departmental office.
DEFINITIONS

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism "as the use of unauthorized books, notes, or otherwise securing help in a test; copying other's tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty."

PENALTIES

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating of plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Program[s] Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

APPEALS

Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

Clarification of university policy can be found at the website for the Center for Student Rights and Responsibilities [http://www.unt.edu/csrr/](http://www.unt.edu/csrr/).

POLICY ON DISABILITY ACCOMMODATION

The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters (4th class day of summer sessions).

Acceptable Student Behavior:

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu) adopted 1977, revised 1993
Course Topics and Reading Assignments

August 30   Introduction

- Collect updated contact information
- Distribution of syllabus
- Course Overview & Expectations
- Brief lecture on the field – Dr. Benavides

September 06   Public Administration and Professionalism

Facilitator: Julie Winkler


Guy Mary E. and Marilyn Rubin (2015) Chapter 11, Seventy-Five Years of Professionalism


White, Leonard D. (1926) Introduction to the study of Public Administration [Read Shafritz et al #7]


September 13   Intellectual Foundation of Public Administration

Official research projects assigned today

Facilitator: Britt-Janet Kuenanz

Wilson, Woodrow (1887) The Study of Administration [Shafritz et al #1]

Goodnow, Frank (1900) Politics and Administration: A Study in Government [Shafritz et al #2]

Addams, Jane (1904) Problems of Municipal Administration Read [Shafritz et al #3]

Taylor, Frederick (1912) Scientific Management [Shafritz et al #4]

Weber, Max (1922) Bureaucracy [Shafritz et al #6]

September 20  Classical/Orthodox Period

Facilitator: Saud Alotaibi

Gulick, Luther (1937) Notes on the Theory of Organization [Shafritz et al #9]

Louis Brownlow, Charles Merriam, and Luther Gulick (1937) Report of the President’s Committee on Administrative Management [Shafritz et al #10]

Merton, Robert (1940) “Bureaucratic Structure and Personality” [Shafritz et al #12]

Appleby, Paul (1945) “Government is Different” [Excerpt from Big Democracy, Alfred A. Knopf Inc., as provided by Shafritz et al #15]

Selznick, Philip (1949) “The Cooptative Mechanism” [Excerpt from TVA and the Grass Roots, The Regents of the University of California, as provided by Shafritz et al #18]


September 27  Administrative History

Facilitators: Bernard Boadu

Guy Mary E. and Marilyn Rubin (2015) Chapter 2, Donald F. Kettl, From Intergovernmental to Intersectoral


October 04  Rebuttals to the Politics-Administration Dichotomy and the Principles

**Facilitators: Duchess Humphrey and Linwyse Stanislaus**


Simon, Herbert (1946) The Proverbs of Administration [Shafritz et al #16]

Waldo’s (1948) The Administrative State [Shafritz et al #17]


Fry, Brian R. and Jos C. N. Raadschelders (2014) Chapter 9, Dwight Waldo: An Eclectic View of Public Administration


**The Waldo-Simon Debate**


October 11  Administration and Governance

**Facilitators: Lim Hyunwoo**


Guy Mary E. and Marilyn Rubin (2015) Chapter 7, Kathryn E. Newcomer, From Outputs to Outcomes


**October 18**  Midterm Examination

**October 25**  Human Relations Approach in Administration

**Facilitators: Jihoon Jeong and Hyunggun Park**

Maslow, A. H. (1943) A Theory of Human Motivation [Shafriz et al #14]


Bennis, Warren (1967) Organizations of the Future [Shafriz et al #25]

Ott, J. Steven (1990) Understanding Organizational Culture [Shafriz et al #48]

Fry, Brian R. and Jos C. N. Raadschelders (2014) Chapter 4, Mary Parker Follett: The Group Process


Guy Mary E. and Marilyn Rubin (2015) Chapter 6, Kaifeng Yang, From Administration to Management


**November 01**  Public Policy Analysis & Things

**Facilitators: Abdullah Alzomia**


Laudau, Martin (1969) Redundancy, Rationality, and the Problem of Duplication and Overlap [Shafritz et al #31]


Krislov, Samuel (1974) Representative Bureaucracy [Shafritz et al #36]

November 08 Decision Making & Ethics

(Research Project: 1st draft Due)

Facilitators: Mohammed Alkhurayyif and Saad Alkhurayyif


Stone, Deborah, Polict Paradox: The Art of Political Decision Making [Shafritz et al #55]


Ethics


Adams, Guy B. and Danny L. Balfour (1998) In the Face of Administrative Evil: Finding a Basis for Ethics in Public Service [Shafritz et al #56]

Guy Mary E. and Marilyn Rubin (2015) Chapter 12, James H. Svara, From Ethical Expectations to Professional Standards
November 15  
New Public Administration Vs. New Public Management  
(Discussant’s Comments Due Today to student authors)  
Facilitator: Ahmad and Muzaib Riaz  

Frederickson, H. George (1971) Toward a New Public Administration [Read Shafritz et al #32]  
Barzelay, Michael with Babak J. Armajani (1992) Breaking through Bureaucracy [Shafritz et al #53]  

November 22  
Human Resources, Public Law, and Judicial Administration  
Facilitators: Ji Sun Ryu and Jie Tao  

Guy Mary E. and Marilyn Rubin (2015) Chapter 9, Norma M. Riccucci, From Sameness to Differentness  
Guy Mary E. and Marilyn Rubin (2015) Chapter 10, Susan T. Gooden, From Equality to Social Equity  
Guy Mary E. and Marilyn Rubin (2015) Chapter 13, Mary E. Guy and Marilyn M. Rubin, Looking Back Moving Forward  

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Jos C.N. Raddschelders and Richard J. Stillman II, (2017) Chapter 17, Mary E. Guy and Samantha J. Larson, Gender and Diversity


**November 18 to December 8th** SPOT Course Evaluation online. Please complete.

**November 29**  
**Theories, Theories and More Theories**

*(Final Essay provided to students, Due on December 13)*

**Facilitators: Whole Class**

H. George Frederickson and Kevin B. Smith *The Public Administration Theory Primer*  
We will discuss the whole book. It is quite possible that I assign individual chapters to various students.

**December 06**  
**Research Presentations**  
**Facilitators: Whole Class**

**December 13**  
**Individual Book Presentations by each student and Discussion**

**Final Project Due**

**Final Essay Due**
Recommended Readings Not Required


Follett, Mary Parker (1926) The Giving of Orders [Shafritz et al #8]

Katz, Daniel and Robert Kahn (1966) Organizational and the System Concept [Shafritz et al #23]


Abbreviated Book List


If you prefer to read another book please share the book with me and we will discuss its applicability.