A. Course Description
This course provides an introduction to the philosophy of science and evaluation of exemplary theoretical and empirical research on 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. 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. Students are required to read the assigned materials, participate fully in class, prepare written research assignments, make presentations and write a final examination.

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. Acquaint advanced graduate students with the historical development of the interdisciplinary arena of theory and practice that constitutes modern public administration.
ii. 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. 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. Enable students to develop the ability to think critically and learn the craft of writing academic papers.
C. Reading Materials
   Required

Many of the books cited and articles for this course are available in the library. Most of the articles can be found in UNT electronic resources. 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

Grading
The grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Research assignment</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>One page topic description (1st assignment)</td>
<td>10%</td>
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<tr>
<td>Research question and literature review (2nd assignment)</td>
<td>10%</td>
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<tr>
<td>Final research paper (including presentation)</td>
<td>20%</td>
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<tr>
<td>Class presentation and weekly response</td>
<td>10%</td>
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<td>Participation</td>
<td>10%</td>
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<tr>
<td>Exam (midterm and final)</td>
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Class presentation and weekly response
For each class one student will be assigned to make a presentation on the assigned readings. The purpose of the presentation is not to summarize the content of the readings. Presentations will raise critical issues and questions regarding the readings for class discussion and indicate how ideas in that particular reading relate to others in the same week and (or) from previous week.

The presenter will post on the class CANVAS a commentary (single-spaced about 700 word count) on the readings that highlights the major arguments of his or her presentation. Presenter should also prepare at least five questions. 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 only acceptable to initiate discussions. However, you should attempt to pose questions that engage different approaches when examining evolution of public
administration study. This must be posted at least 48 hours prior to class (by 9:00 am Tuesday).

All other students will post a brief response (about 500 word count) to the one or two questions by student leader within 24 hours of class (by 9:00 on Wednesday).

For second week class (Sept 8), students prepare a page (about 500-word count) response essay by Wednesday 9:00 on Sept 7.

Class Participation
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. Active class participation means engagement, informed by knowledge of the readings and other materials, in class sessions and other aspects of the course.

Research Paper Assignment
The research paper gets the great weight in grading because developing the ability to write such papers essential to a successful career as a graduate student. In this course each of you will write an original paper on a challenging question in the field. Choose a topic that interests you. This is a chance for you to interject YOUR agenda in this course. It is ideal that you work on a topic that is of interest to you and which might be part of your dissertation research. I will not let you use a paper from another class for this course.

Critical to doing well on the paper is getting started early and working on it steadily. With that in mind, I will be imposing a schedule on you for selecting a topic, working on drafts and turning in the final paper that I expect all of you to follow.

1. **One page topic description**: The first assignment is one page description of topic by Sept 29 (extended to October 6). I will return that summary to you with comments and feedback that you have to respond in your second assignment (described below at 2.).

2. **Research question and literature review**: The second assignment is a research question in a problem statement format and literature review. You are to find at least five journal articles on the substantive topic of your research question from scholarly journals (ex: PAR, JPART, AJPS, ARPA, UAR, NVSQ etc.) published in the last 7 years and provide review of literature of your chosen research question. This assignment introduces and explains significance of research question and its theoretical contributions. It will be completed by October 27. The expected length of the second assignment is 5 pages (no more than 7), double spaced, standard margin and Times Roman 12 point type. It should include a bibliography.
3. **Final research paper (+ presentation):** The final product of research paper will be in a form of complete research for an actual analysis in which you present a research design of empirical study of research question. You should model your paper after what you’d see in an empirical piece in the academic journal. Your research design must include an introduction, literature review (+ theory), and hypotheses, a section of data and methodology and anticipated results from the study. The data section should be concrete enough to persuade your readers to expect this research will be done in a reasonable time. My expectation is that this will reflect your best work and should be suitable to submission to a refereed journal.

There is no formal length required, but I’d guess that most of you will be in the double spaced 15-20 page range. Much shorter and you probably didn’t develop it enough—much longer and you probably have either too big of a topic or too much detail and fluff in the paper. Use either APA or Chicago Style guide for citations. Your essay will include a separate cover page with an appropriate title, a 150 word abstract and a reference page at the end. And final paper submission is due December 12 by noon. Turn in a digital copy to the CANVAS.

Research paper will be graded utilizing the following criteria.

- Abstract (150 words)
- Identify research question(s)
- Literature review and theory: chart what is known about the subject (complete literature review), and plot the precise area of ignorance for which further research is needed.
- Indicate how the problem will be approached. Include a discussion of the data and analytical tools to be utilized.
- So What? (Explain why this work is important.)
- Writing style (clear, concise, correct grammar, complete sentences, citations) and presentation style (clear and efficient delivery and professional manner)

**Requirements for Written Work:** All written assignments should be clearly written and well organized. All written assignments must be on time. Late assignments will be penalized 10% for each day they are late.

**Every assignment should be dropped in an appropriate folder of the class Blackboard. Please make sure to attach a MS word file (Not PDF). Do not copy and paste your text**

**Exam**

Students will be required to take a midterm and final exam in class. The exam will be comprehensive in an all-essay format. The exam will require that you know all the relevant material in the course, that you can summarize each of the assigned readings,
and that you can link the readings in theoretically relevant ways based on historical
development. No makeup exam will be scheduled.

E. Department policies

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 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 or plagiarism in ordinary course work may, at
the discretion of the instructor, be referred to the Curriculum and Degree Programs
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 and decision under this policy by following the procedure laid
down in the UNT Code of Student Conduct and Discipline.

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).

POLICY ON LAPTOPS AND CELL PHONES IN THE CLASSROOM
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM
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 Center for Student Rights and Responsibilities 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.unt.edu/csrr.
## F. Course Topics and Assignments

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<thead>
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<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
<th>Presenter</th>
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<tr>
<td>Week 1</td>
<td>Introduction</td>
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<td>Week 2</td>
<td>Intellectual Foundation of Public Administration</td>
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<td>Week 3</td>
<td>Classical/Orthodox Period</td>
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<td>Kristin Butler</td>
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<td>Week 4</td>
<td>Expansion of Federal Government: The New Deal to Mid-Century</td>
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<td>Ogechi Eze</td>
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<td>Week 5</td>
<td>Rebuttals to the Politics-Administration Dichotomy and the Principles</td>
<td>Description of proposed paper topic</td>
<td>Norma Richardson</td>
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<td>Week 6</td>
<td>Human Relations Approach in Administration</td>
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<td>Elizabeth Kaithini</td>
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<td>Week 7</td>
<td>Administrative Ethics and Representative Bureaucracy</td>
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<td>No discussion leader- post reflection essay</td>
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<td>Week 8</td>
<td>Midterm</td>
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<td>Week 9</td>
<td>New Public Administration vs. New Public Management</td>
<td>Research question and literature review</td>
<td>Ogechi Eze</td>
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<td>Week 10</td>
<td>The Role of Citizenship in the Administrative Process</td>
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<td>Norma Richardson</td>
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<td>Week 12</td>
<td>Government and nonprofit relations</td>
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<td>Elizabeth Kaithini</td>
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<td>Week 14</td>
<td>Governance without Government</td>
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<td>Week 15 (Nov 24)</td>
<td>Thanksgiving week- No class</td>
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<tr>
<td>Week 16 (Dec 1)</td>
<td>Final Exam</td>
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<td>Week 17 (Dec 8)</td>
<td>Research Presentations</td>
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<tr>
<td>Week 18 (Dec 12, Monday)</td>
<td>Final Research Paper</td>
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*Final Research Paper by 12/12 noon*
G. Course Schedule and Assignments

Week 1 (Sept 1) Introduction
- Course Overview & Expectations
- Discussion of your research interest

Week 2 (Sept 8) Intellectual Foundation of Public Administration
- Merritt et. al. (2020). What is Public? Big questions emerging from the clash of legal and policy paradigms. Perspectives on public management and governance.

Week 3 (Sept 15) Classical/Orthodox Period
- Wilson, Woodrow (1887) The Study of Administration [Shafritz et al]
- Goodnow, Frank (1900) Politics and Administration: A Study in Government [Shafritz et al]
- Addams, Jane (1904) Problems of Municipal Administration [Shafritz et al]
- Weber, Max (1922) Bureaucracy [Shafritz et al]
- White, Leonard D. (1926) Introduction to the Study of Public Administration [Read Shafritz et al]

Week 4 (Sept 22) Expansion of Federal Government: The New Deal to Mid-Century
- Gulick, Luther (1937) Notes on the Theory of Organization [Shafritz et al]
- Louis Brownlow, Charles Merriam, and Luther Gulick (1937) Report of the President’s Committee on Administrative Management [Shafritz et al]
- Merton, Robert (1940) “Bureaucratic Structure and Personality” [Shafritz et al]
• Appleby, Paul (1945) “Government is Different” [Excerpt from Big Democracy, Alfred A. Knopf Inc., as provided by Shafritz et al]
• 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]

Week 5 (Sept 29) Rebuttals to the Politics-Administration Dichotomy and the Principles
• Simon, Herbert (1946) The Proverbs of Administration [Shafritz et al]
• Waldo’s (1948) The Administrative States [Shafritz et al]

Week 6 (Oct 6) Human Relations Approach in Administration
• Follett, Mary Parker (1926) The Giving of Orders [Shafritz et al]
• Barnard, Chester. (1938) Informal Organizations and Their Relations to Formal Organizations [Shafritz et al]
• Maslow, A. H. (1943) A Theory of Human Motivation [Shafritz et al]
• Douglas McGregor (1957) The Human Side of Enterprise [Shafritz et al]
• Katz, Daniel and Robert L. Kahn (1966) Organizations and the Systems Concept [Shafritz et al]
• Bennis, Warren (1967) Organizations of the Future [Shafritz et al]
• Ott, J. Steven (1990) Understanding Organizational Culture [Shafritz et al]
Week 7 (Oct 13) Social equity and representative bureaucracy
- Svara and Brunet. (2020). The importance of social equity to prevent a hollow public administration. American Review of Public Administration. 50 (4-5).
- Representative bureaucracy [Shafritz et al]

Week 8 (Oct 20) Midterm

Week 9 (Oct 27) New Public Administration vs New Public Management
- Frederickson, H. George (1971) Toward a New Public Administration [Read Shafritz et al]
- Barzelay, Michael with Babak J. Armajani (1992) Breaking through Bureaucracy [Shafritz et al]

Week 10 (Nov 3) The Role of Citizenship in the Administrative Process

**Week 11 (Nov 10) Theory of Government and Nonprofit Relations**
• Toepler et. al. (2022). Beyond the partnership paradigm: Toward an extended typology of government/nonprofit relationship patterns. *Nonprofit and Voluntary Sector Quarterly*.

**Week 12 (Nov 17) Governance Without Government**

**Week 13 (Nov 24) Thanksgiving holiday**

**Week 15 (Dec 1) Research and Practice**: Bring 5 recently published research articles that are relevant to your research topic.

**Week 15 (Dec 8) Final exam**
Week 16 (Dec 12, Monday) Final research paper due by noon (digital copy submission to CANVAS)

Note: The schedule and assignments may be revised as the course progresses and new material becomes available.