Instructor: Yu (Kelly) Shi, Ph.D.
Email: yu.shi@unt.edu
Classroom: Room 240
Zoom link: https://unt.zoom.us/my/yushi
Office: Room 204N, Chilton Hall
Office hours: Virtual meetings by email appointment only

Course Description and Objectives:

This course is a study of public organization research and theory. The goals of the course include to provide students with knowledge of major theories guiding the management and development of contemporary public sector organizations. Students will analyze problems, means of knowing, research skills; and topics that are associated with understanding and creating new understandings of issues associated with public organizations.

At the completion of the course, students should be able to:

1. Discuss major historical and intellectual roots of organization perspectives and theories. Offer substantive critiques of this literature.
2. Identify tenets of key theories that relate to public management or other aspects of the study of public organizations.
3. Discuss the similarities and differences between management in the public sector and management in the private and nonprofit sectors.
4. Identify and discuss issues of public values, motivations, human needs, structures, accountability as these relate to theories and practices associated with the management of public organizations.
5. Discuss major trends and issues of importance to the management of public organizations today, (e.g., crisis and crisis management, leadership, and motivation of employees, etc.).
6. Analyze journal articles and book chapters by identifying the key themes and issues and providing thoughtful written and oral critiques that are supported by and substantiated with evidence and information.

Diversity Statement:

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are
encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Required Reading Materials:**

*Textbooks:*


*Other required journal articles or book chapters:*

You are responsible for locating these journal articles using library resources. It is an important practice to find the journals and journal articles that might be relevant to your research interests or future dissertation and/or other research projects. If you need help from the UNT librarian to locate articles or books. You can contact Jennifer Rowe via Jennifer.Rowe@unt.edu.

**Course Requirements and Grading:**

There are no prerequisites for this course, but students should be familiar with public administration history. The class session will be interactive, and delivery will comprise of individual presentations and discussion. Each student will be expected to take responsibility for leading class discussions on selected topics and completing scholarly writing. Having a face-to-face seminar under COVID-19 is a challenging task, we need to ensure public health safety and keep learning.

Creating an active learning environment is an important goal for this class. Students will be expected to actively participate in the discussion. Such expectation is based on the belief that you will learn more effectively by managing your own tasks and organizing your own thoughts. Your active participation thus will make the class interesting and beneficial to everyone as we learn from each other.

Moreover, reading and reviewing journal articles is an essential component of academic life. Thus, students will be expected to find and do all the readings and come prepared to class to discuss the issues that will be covered in the seminar papers and reading materials that are critical for understanding reported empirical research and explaining and discussing research to peers and readers.
This PhD level seminar has the following academic assignments (Attendance is not part of the grading due to COVID-19):

1. **Exams (35%)**: Exam 1 accounts for 15%, and exam 2 accounts for 20%. They are remote exams, and will cover the topics we have discussed in class. Essay questions and formats will be similar to PhD comprehensive exams.

2. **Classroom Discussion Facilitator (20%)**: Each student will pick two discussion weeks (10% for each week). The purpose of facilitating discussion is NOT to summarize the content of readings, but the task of facilitator is to facilitate the discussion and to develop critical thoughts and ideas for the learning environment. Each student will need to develop some discussion questions and incorporate some teaching related activities into the discussion. Be creative!

3. **Discussion Essays (20%)**: Each facilitator will submit two essays for their chosen weeks. It is necessary to state your central argument and core ideas clearly in the essays and it is important to find additional 2 outside empirical (can be either quantitative or qualitative methods) journal articles from public administration journals (such as PAR, JPART, ARPA) to add into your essay. The length of the essay is a total of 2,500 words (including tables, figures, and references), double-spaced, 12-point font, typewritten pages with New Times Roman. Please do not tinkering with font size and margins.

   A general guideline on how to write an essay can be found at https://essayinfo.com/. To get you start thinking about an essay, please read more journal articles and books around the topic and the readings. You should not limit your reading to only those listed in the course outline. An acceptable essay must go beyond mere description of factual information, and will integrate research findings and arguments from various sources and perspectives, including class discussion and your own assessments. In other words, do not just list descriptive or factual information on the topic. Your essay will be graded based on the quality of the analysis and assessments, the clarity of argument, the organization and presentation of the essays and adequate usage of existing literature, grammar and spelling.

4. **Literature Review Assignments (25%)**: Students will select a topic from the public organization theory syllabus, write a solid research question on an organization theory topic, and prepare a full literature review paper relevant to the question both theoretically and empirically. In addition, a separate, 1-2 page research design (based upon what you learn in the literature review), that could help provide useful and future research should be prepared (for summer research courses). The 1-2 page research design should be set up to demonstrate “next steps” that would contribute to the body
of knowledge discussed in the literature review.

The literature review should provide answers to what we already know with regard to the research question you’ve asked. In other words, after reading your review one should be able to understand the importance of the research question and what is known or still is to be learned in relation to it. Please note that the literature review assignment is designed to help familiarize you with the theories and empirical research associated with organization perspectives/theory. Thus, your question needs to reflect this topic.

There are two products, including (a) A draft of your literature review (at least 5 pages, double spaced) and with clearly defined research questions (5%) is due Feb. 26 and (b) your completed literature review and a 1-2 page research outline (20%) is due April 22 (students do not submit hard copy in class, but must submit word documents to Canvas using Turnitin).

The length of the literature review final product is 15 to 18 double-spaced, 12-point font, typewritten pages. The outline of your research design should be 1-2 pages. Use the APA or Chicago Style guide for citations. Your literature review will include a separate cover page with an appropriate title, a 300-word abstract, and a references page. The research design will be attached at the end. No fewer than six readings (can be empirical and theoretical) from class should be used in your literature review in addition to the 10 outside journal articles from high-quality PA journals (such as PAR, ARPA, JPART).

Additional NOTEs: In this assignment, it is important to extend your learning by first identifying a research question worth exploring. Make a case for the importance of the question. In other words, why should anyone care about answering it? Why hasn’t this question already been answered? Or has it? If not, why not? If so, how has it been answered and why are you proposing to go about it again? What do you think might be new or useful that you could add to our knowledge about the subject? Next, using readings that have been assigned in the course and integrating information from at least 10 additional sources (academic journal articles published between 2013 and 2018), prepare a literature review that will provide context to frame your research question.

You will not receive credit for simply submitting a written paper, but for identifying an interesting organization theory related question, and demonstrating appropriate mastery of the material throughout your literature review and how well you structure your outline of research. Grading will reflect how skillfully you can integrate and explain the material.
You are encouraged to contact the instructor if you have any questions about this written assignment. The literature review and research design assignment will help students to collect new data that could be used to answer the question posed in the research design. In other words, this assignment is designed to help you learn about some aspect of organization theory, how to make sense of published material, and to write clearly and with purpose.

The research design outline will demonstrate next steps for furthering knowledge about what was asked in the literature review. It asks you to create a brief study design that is justified with clear explanations using acceptable social science methods. This assignment does not call for you to create a set of survey questions, for example. Rather, if survey research is part of the design, your supported justification for using it (why your design uses this approach for obtaining data instead of from some other means of data acquisition), should be indicated.

Final grades are based on total percent received in the course, which is the same as a weighted average if all assignments were grades on a scale of 0 - 100. Please note that I do not give letter grades on individual assignments or exams. I give a numerical score for each course element during the semester and assign letter grades based on a weighted sum of the numerical scores. I also reserve the right to base final grades on a “curve” rather than use the standard scale below.

<table>
<thead>
<tr>
<th>Weighted numerical score of</th>
<th>Letter grade in the course</th>
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<tbody>
<tr>
<td>90.00% or above</td>
<td>A</td>
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<tr>
<td>80.00 % to 89.99%</td>
<td>B</td>
</tr>
<tr>
<td>70.00 % to 79.99 %</td>
<td>C</td>
</tr>
<tr>
<td>60.00 % to 69.99 %</td>
<td>D</td>
</tr>
<tr>
<td>Less than 59.99 %</td>
<td>F</td>
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Course Technology & Skills

Minimum technology requirements when studying in a face-to-face class during the COVID-19:

- Computer
- Microsoft Office Software (CloudLab at UNT allows you to remote access to UNT’s physical computer labs and virtual labs over the internet)

Minimum computer skills & digital literacy

- Using Canvas and Zoom
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs, PPT slides, and word documents
I. **Brief Course Schedule, Topics and Assignments (subject to change)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Due Date</th>
<th>Discussants/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Overview of the Course</td>
<td>CV by Jan. 15</td>
<td>N/A</td>
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<tr>
<td>Week 2</td>
<td>Martin Luther King, Jr. Day</td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Classical Organization Theory</td>
<td>Jan. 22</td>
<td>2 theory, 1 empirical</td>
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<tr>
<td>Week 4</td>
<td>Organizational Behavior Perspective</td>
<td>Jan. 29</td>
<td>2 theory, 1 empirical</td>
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<tr>
<td>Week 5</td>
<td>Structural Perspective</td>
<td>Feb. 05</td>
<td>2 theory, 1 empirical</td>
</tr>
<tr>
<td>Week 6</td>
<td>Leadership Styles and Management Approaches</td>
<td>Feb. 12</td>
<td>2 theory, 1 empirical</td>
</tr>
<tr>
<td>Week 7</td>
<td>Leadership Theories and Practices</td>
<td>Literature Review Draft with Research Questions by Feb. 26</td>
<td>2 theory, 1 empirical</td>
</tr>
<tr>
<td>Week 8</td>
<td>Read and Review 1</td>
<td>No Due</td>
<td>Need to schedule individual Zoom meeting (Mar. 1)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Exam 1</td>
<td>Exam 1 by Mar. 8</td>
<td>N/A</td>
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<tr>
<td>Week 10</td>
<td>Systems Perspective of Organizations</td>
<td>Mar. 12</td>
<td>2 theory, 1 empirical</td>
</tr>
<tr>
<td>Week 11</td>
<td>Organization of the Environments</td>
<td>Mar. 19</td>
<td>2 theory, 1 empirical</td>
</tr>
<tr>
<td>Week 12</td>
<td>Power and Decision-Making Model</td>
<td>Mar. 26</td>
<td>2 theory, 1 empirical</td>
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<tr>
<td>Week 13</td>
<td>Organizational Perspectives and Practice</td>
<td>Apr. 02</td>
<td>2 empirical</td>
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<tr>
<td>Week 14</td>
<td>Full Literature Review with Research Design</td>
<td>Full Literature Review Paper by Apr. 16</td>
<td>N/A</td>
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<tr>
<td>Week 15</td>
<td>Read and Review 2</td>
<td>No Due</td>
<td>Need to schedule individual Zoom meeting (Apr. 19)</td>
</tr>
<tr>
<td>Week 16</td>
<td>Exam 2</td>
<td>Exam 2 by Apr. 26</td>
<td>N/A</td>
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Note: All assignments must be sent to Canvas by 4 pm on the due day.

Zoom meeting ID: 84459406055

Zoom meeting passcode: PADM6015
II. Reading Assignments and Discussion Questions

Week 1 (Jan.11) Overview

Introduction to the class, assignments, readings and expectation

**Discussion Questions:** What are organizations? What are some elements of organizations?

**Readings:**

Scott, Chapter 1 (pp. 3-24).


Week 2 (Jan.18) Martin Luther King, Jr. Day (No Class)

Week 3 (Jan.25) Classical Organization Theory

**Discussion topics:** Generic management, the blurring of sectors, public versus private organization differences; public values

**Discussion questions:** What are some “big” questions in public administration and management?

**Readings:**


Week 4 (Feb.1) Organizational Behavior Perspective

**Discussion topics:** Human needs, motivations, incentives, public service motivation; in-role and extra-role behaviors; organizational correlates of public service motivation.

**Discussion questions:** What are the major differences between classical organization theory and neoclassical organization theory? What are some findings in the PSM research in public administration?
Readings:


Week 5 (Feb. 8) Structural Perspective
Discussion topics: Centralization versus decentralization, formalization, structure and performance, red tape, rules and regulations

Readings:

Week 6 (Feb. 15) Leadership Styles and Management Approaches
Discussion topics: Types of leadership in the public organizations

Readings:
Van Wart, M. Ch. 1 Introduction; Ch. 2 Theoretical Building Blocks: Contingency: Factors and Leader Styles; Ch. 3 Leadership Theories: Early Managerial and Transactional Approaches.


**Week 7 (Feb. 22) Leadership Theories and Practices**

**Discussion topics:** Charismatic and transformation approaches, and others

**Readings:**

Van Wart, M. Ch. 4 Leadership Theories: Charismatic and Transformational Approaches.


**Week 8 (Mar. 1) Read and Review 1**

*Research Design Due Feb 26.*

The class has a schedule of individual Zoom meetings with each student on Mar. 01.

**Week 9 (Mar. 8) Exam 1**

**Week 10 (Mar. 15) Systems Perspective of Organizations**
Discussion: System perspective, rational system, natural system, and open system, any typology? Population ecology theory

Readings:

Scott, Chapter 2 Organizations as Rational Systems; Chapter 3 Organizations as Natural Systems; Chapter 4 Organizations as Open Systems. Scott, Chapter 5 Combining Perspectives, Expanding Levels;


Week 11 (Mar. 22) Organization of the Environments

Discussion: Resource dependence and the creation of organizations, application

Readings:

Chapter 10 Organization of the Environment.


Week 12 (Mar. 29) Power and Decision-Making Models

Discussion: Sources of power and rational decision-making models, garage can model

Readings:


**Week 13 (Apr. 5) Organizational Perspectives and Practice, Extension**

**Discussion**: The connection between organization theory and real practice

**Readings**:


***Everyone finds 1-2 empirical study (quantitative only) which applies the organization theory and recommends to your peers!***

**Week 14 (Apr. 12) Research Paper**

**Due Apr. 16**

**Week 15 (Apr. 19) Read and Review 2**

*Research Design Due Feb 26.*

The class has a schedule of individual Zoom meetings with each student on Mar. 01.

**Week 16 (Apr. 26) Exam 2**
Course Policies

General Policy
The instructor will check attendance every week based on the university’s instructions.

COVID-19 Impact on Attendance
It is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to submit assignments on time because you are ill due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Withdrawals
Students have the right to withdraw from courses. Please note the dates on the academic calendar regarding drop dates. The earlier you drop a course, the more refund that you will receive. I urge you to maintain your commitment to this course, however, if you decide to withdraw, please recognize that it is to your benefit to do so as early as possible.

Canvas
Canvas is a primary source of additional reading materials, and means of communication between you and the instructor for this course. You will use the same credentials to log in to Canvas as they did for Blackboard. The URL for our Canvas log in page is: https://unt.instructure.com/

You will find the course syllabus on the Canvas site. You will submit your assignments to the Canvas. More importantly, students are expected to check Canvas and their UNT emails frequently for course announcements and materials. Plus, all new students should get a UNT computer account the first week of the class. If you need support or have any related questions, you can find information posted online here https://clear.unt.edu/services/lms-support.

Original Work and Plagiarism
Unless explicitly assigned to work in groups, all students are expected to work independently. The project, exams, and exercises should be the student’s own work. Working together where it is clearly indicated is entirely appropriate, but if you are preparing a written product that will be submitted for evaluation, that product is expected to be the result of your work alone. Where questionable situations arise, always ask the instructor for clarification. Also, students must cite their sources where relevant, and plagiarism will be not tolerated and will be penalized severely at UNT. Please read MPA handbook for more information. You could also find information from the following website that defines academic dishonesty and available penalties: https://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf
Incompletes, late homework, and extra work
All extension requests need to be reviewed and approved by the instructor under the COVID-19. In most cases, I do not allow students do extra work (i.e. an additional paper) to improve their grade in the course. This is not fair to other students who are not given the same opportunity. Late homework will be penalized unless the student has a legitimate excuse or crisis causing the delay in completing work (i.e. illness, family death). Also, I will only grant incompletes or extension to students who have legitimate excuses or crises and who make requests prior to the end of the course.

This is the late policy for this course: You will lose 5% of your total score if you submit within 24 hours after the deadline. You will lose 10% of your total score if you submit between 24 hours and 48 hours after the deadline. In other words, your assignment will lose 5% for every 24 hours late.

University Policies

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first go to the Office of Disability Accommodation (ODA) website (https://disability.unt.edu/) to verify their eligibility and read information. You can request the letter of Accommodation online and ODA will mail your LOAs to the instructor. Students should use AIM Student Portal to complete this request process. Under COVID-19, ODA provides the following links to information about COVID-19 accommodations, https://disability.unt.edu/sites/default/files/Student%20Information%20-%20How%20To%20Make%20COVID%20Requests%20FINAL%20VERSION.pdf

Sexual Discrimination, Harassment, and Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)
SPOT is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Once the SPOT becomes available via your my.unt.edu portal, please complete the survey as it will help in every effort to improve the instructor’s teaching skills.