

POLS 546: Graduate Seminar in Public Administration Theory and Practice
Spring 2021, Thursdays, 6:30-9
MG 453

Professor: Casey LaFrance

Office: MG 411B

Virtual Office Hours: MWF OFFICE HOURS: MWF 11-12, Thurs 5:30-6:30 and by appt
706-455-1023 (Cell) Noon-Midnight (Later if Necessary)

Tc-lafrance@wiu.edu (e-mail) 24/7

Introduction

This course will introduce you to many of the most important normative and empirical issues inherent in public administration scholarship and practice. Additionally, this course will provide you with a host of conceptual, theoretical, and situational tools that you may use as you continue scholarship and/or enter practice in the discipline.

Course Objectives, Your Responsibilities, and My Responsibilities

The most important course objective is to provide an environment in which genuine learning takes place.

To this end, each of us has an obligation to read (and re-read if necessary) the assigned works prior to each course session.

Additionally, each of us has an obligation to respectfully listen AND speak to other students and the professor.

Finally, for each course meeting, we all must bring our questions and concerns related to the readings and discussions.

In addition to, or perhaps in pursuit of, this overarching objective, the following outcomes are also desirable:

To describe the major advances in public administration theory and practice;

To explain the major controversies that have developed in the field;

To demonstrate the necessity of theory for practice and vice versa;

To analyze the administrative behavior of ourselves and others.

My commitment: I will be 100% available for any questions, comments, concerns, or suggestions that you wish to proffer. You may call, e-mail, visit my office, or leave an anonymous note with the department's office manager at any point during the semester. I promise that I will do all I can to answer your questions and consider your suggestions to improve the course. This course is for YOU, so take advantage of these opportunities!

Your commitment: To attend each course session unless a major catastrophe prevents you from doing so; To come prepared to ask questions, offer insightful comments, and listen to your classmates. To offer the highest quality versions of your own original work for performance evaluation (grading).

This course will operate as a seminar. Thus, I will not talk at you. I will guide discussions and explain prickly concepts, ideas, etc., but I expect you and your classmates to provide a substantial amount of class discussion. Come adequately prepared (READ) so that you do not disappoint your classmates or your professor.

Core Competencies This Course Addresses

You will learn to (better) read, understand, and evaluate simple and complex scholarly works

You will learn to hone your analytical and critical writing and discussion skills

You will be able to recall, assemble, integrate, and synthesize information

Big Questions We Will Revisit Again and Again

What do government agencies and agents do? Why? How?

How does PA fit into our democratic republic? Our market system?

What does it mean to be accountable, and how do we identify accountability successes and failures?

What trajectory has the field of PA taken over the course of its existence? Where is PA headed?

What are the appropriate types of PA involvement in the policy process?

What are the key themes and central values over which PA has struggled? How have these been introduced and reintroduced through the ages?

How do public managers operate? What are their considerations?

Which institutions affect PA? How can the study of institutions help us to understand PA?

What does PA scholarship have to say about citizenship and citizen involvement in government?

Required Books:

For questions about Additional Course Information, contact the instructor.
Information subject to change.

Required book:

CLASSICS OF PUBLIC ADMINISTRATION

8TH 17

CENGAGE L

SHAFRITZ

Edition:

Publisher:

Author:

ISBN:

[9781305639034](https://www.cengage.com/9781305639034)

PUBLIC ADMINISTRATION THEORY PRIMER(PB)

WESTVIEW

FREDERICKSON

9780813349664

Grading

Publisher:

Author:

ISBN:

Seminar Participation and Quizzes: 30%

The successful operation of this course requires that you and I come prepared each course session with a minimum of 3 questions, insights, discoveries, and/or concerns related to the assigned readings. We will begin most seminar sessions with a round robin articulation of these questions/concerns/insights and use these as “fuel” for our daily discussions. I suggest you take notes as you read so that you will be able to meaningfully participate in each week’s discussion. You will work as individuals and group members on quizzes related to readings/discussions. **While not a requirement, I encourage you to independently select and summarize (on a 3x5 notecard or the electronic equivalent) a recent journal article on the week’s topic, especially an article written by a woman, person of color, international scholar, or other researcher who can help to add diversity of experience to our discussions.**

Mock Comprehensive Exam I: 10% This exam will test your ability to provide succinct descriptions of key PA terms, in preparation for Part A of the M.A. Comp in PA.

Mock Comprehensive Exam II: 10% This exam will test your ability to work in groups to provide a cogent argument and supplement this argument with relevant PA scholarship in the form of an essay

Case Study Assignment: 50%

You will have only one large written assignment for this course. However, this assignment will reflect a series of cumulative stages. This assignment should be a part of every course session, rather than something that you do solely outside of the classroom. Each week, we will cover topics and themes that will have some (though varying) applicability to your case study. You should be able to explain how a given week’s readings and discussions provide perspective on your case study. This will be a manageable and, I hope, rewarding assignment if you keep yourself on track throughout the semester.

Instructions

Find a fairly recent news story related to the success or failure of one or more agency in implementing its public administration strategies. Explore it, dive into it, write up a case study that demonstrates how this story ties into PA literature and practice. Which key themes and questions does this case engage? What conclusions can we draw from this case? If you were in the shoes of top management at the organization affected by this case, would you have behaved differently? How so? Do the lessons from this case have the potential to extend to other areas of public administration?

*Due dates for each phase are suggested for feedback, but are not mandatory as long as the final paper is turned in on the due date.

Phase I: Planning Stage, Fact Collection, and Rumination

Think of this as the appetizer. Provide a bare bones summary of the event(s), actors, and groups involved in the case. Justify your choice of this case by brainstorming about the key themes that this case evokes. How will you analyze the case? Which components of the case are most intriguing to you? Are there other sources or other accounts of the event(s) related to your case? Is it practical to speak with one

or more of the people involved in this case via e-mail or telephone? Why would your classmates care about the case?

Suggested Completion: Week 3

Phase II: The Tools Stage

Now that you have received some feedback, it is appropriate that you begin to look for relevant scholarship to aid you in assessing your case. Include scholarship that deals with similar themes, types of events, agencies, settings, and results. Consider scholarship that deals with wholly different agencies, settings, and results. Which variables can you identify? Is the dependent variable the case outcome (it doesn't have to be, but this might be a natural starting point). What are your primary independent variables? Begin to consider how you might infer causal relationships. Consider alternative explanations and spurious variables. How can you rule out these variables and explanations? Which methods do you believe to be most appropriate for studying this case (interviews, textual analysis, logical reasoning, statistical analysis, focus groups, experiments, a comparative case study approach, participant observation, ethnography)? How will you carry these methods out? Which typologies or categories can you create? How can you succinctly demonstrate your findings (charts, tables, graphs, etc.).

***Note: I will gladly help you to carry out sophisticated inferential statistical procedures if you provide the data. However, if you have limited experience with stats, you may wish to rely on simple descriptive statistics or use a qualitative approach such as interviewing, participant observation or a comparative case study design. Do not feel obligated to include any numbers if you deem them unnecessary. This is your story to tell, so use methods that you believe to be most appropriate.**

Suggested Completion Week 5

Phase III: Synthesis

This stage of the project provides you with the opportunity to tie your previous efforts together. At this stage, you will begin linking ideas to build a descriptive picture of the whole case study. Here, it is important to assemble the literature that you have identified into something of a road map. What have scholars discovered about the independent variables and themes you have identified? What questions remain? How will your case fit in with the literature? What will your original contribution be to this literature?

Suggested Completion Week 7

Phase IV: Testing, Description, Narration, and/or Inference

This stage will enable you to carry out your proposed methodology. What is your purpose with this methodology? Are you sacrificing breadth for deep description or are you sacrificing depth for external validity? Why is your account superior to the journalistic account that originally spurred your interest? After conducting your chosen methodology, what conclusions can you draw? What questions are you unable to answer? What questions did this process create? Where should those who follow in your footsteps pick up?

Suggested Completion Week 11

Phase VI: So What?

Why would a practicing public administrator want or need to read your case study? How might your case study inform practice? Put yourself in the role of a consultant. How might you package or present this case to practitioners to assist them?

Suggested Completion Week 13

Version VII: Presentation to the Class

You will informally present the results of your case analysis to the course and we will discuss the unique and common findings, themes, etc. You should bring printed copies of your tables, charts, figures, graphs, interview quotes, photographs, or whatever other documentation you have decided to include/use.

Last Class Period and Final Exam Period; Hand final paper in at beginning of Final Exam Period

Evaluation of Your Case Study

Why are you doing this?

This case study assignment serves three primary purposes. First it serves to enhance your thinking on concepts and themes derived from readings and course discussions. Second, it enables you to lend your own unique talents and voice to the course (to make the course your own). Finally, this case study assignment will help you to more deeply consider deeper epistemological issues regarding the nature of knowing, benefits and drawbacks of various methodological tools, causal analysis, and categorization.

How will I evaluate your performance?

The single most important criterion I will use in evaluating your case study is the effort I believe you have put into developing the case study. You can demonstrate effort by citing literature that you have read in developing your case, linking the case to the real world of practice in PA and the scholarly world of theory in PA. I will also be looking to see how well you have told the story: is there a plot? Do we know the main characters? Which groups and actors were responsible for the outcome of the case? What role did communication (or lack thereof) play? See below for a thorough list of the components of a good case study.

Tips for Written Assignments

Please be clear in expressing your ideas. I do not accept “ipse dixit” arguments as justifications for theses. Whether you are using relevant literature in the field of PA and/or personal interview citations, please support your statements! *Also, significant spelling/grammatical errors that make your paper difficult to understand will result in point deductions.* Print your paper and read it aloud to yourself or someone else before turning it in. In order to avoid these deductions, please PROOFREAD and spell-check your assignments before turning them in. For assistance with written assignments, WIU invites you to take advantage of the Writing Center. To make an appointment with a faculty/staff officer at the center, visit: www.wiu.edu/UWC/

Sample Case Organization (You may deviate from this if you can sufficiently justify your rationale for doing so)

Introduction and Literature Review

Introduce the case, as well as the concepts and themes that this case presents. Present literature that informs your case analysis (make it part of the story). Briefly describe the process of constructing this case. Explain why your classmates and I will be interested in your case.

Tell The Story

Do your research so that you may develop the “characters” involved in your case and generate interest in your topic.

Explain and Evaluate the Story that You Tell

What purpose does this case serve? How could you use this case to help students or employees understand lofty ideas and issues?

What part of the story did you choose to analyze?

Describe the “Science” of your Analysis

Which methods did you use? Why? What did these methods allow you to uncover?

Tackle the Normative Concerns that your Case Presents

Conclude by reasserting the relevance this case has for PA scholars and practitioners.

What Makes a Good Case Study?

By CF Herreid

“A good case tells a story. It must have an interesting plot that relates to the experiences of the audience. It must have a beginning, a middle, and an end. The end may not exist yet; it will be what the students need to supply once the case is discussed.

“A good case focuses on an interest-arousing issue. Malcolm McNair has written, "For the case to be a real living thing and for the student to forget that it's artificial, there must be drama, there must be suspense.....a case must have an issue."

“A good case is set in the past five years. To appear real the story must have the trappings of a current problem. This is not to denigrate classical or historical cases, but unless a case deals with current issues and the student feels the problem is important, some of its power is lost. If a student has just seen the problem mentioned in the media, so much the better. Thus, a case on human cloning will awaken the students' interest before one on the Copernican revolution. Even a case on cold fusion is old news today and lacks the luster it did in the chaotic days of the original report.

“A good case creates empathy with the central characters. We should create empathy not only to make the story line more engaging but because the personal attributes of the characters will influence the way a decision might be made. Certain decisions are beyond the scope of the characters' personalities and powers. It may be unrealistic for us to expect President Clinton to declare human cloning illegal all over the world by fiat, or for him not to comment about the NASA "Life on Mars" episode.

“A good case includes quotations. There is no better way to understand a situation and to gain empathy for the characters than to hear them speak in their own voices. Quotations add life and drama to any case. Quotations from documents and letters should be used as well. Quotations provide realism.

“A good case is relevant to the reader. Cases should be chosen that involve situations that the students know or are likely to face. This improves the empathy factor and makes the case clearly something worth studying. Thus, for a graduate student in science, a case involving people arguing about authorship of a paper is of greater interest than sand flies in Uganda.

“A good case must have pedagogic utility. Only an educator would use this jargon, but the point is valid. What function will the case serve? What does it do for the course and the student? What is the point of the story in the education of the student and is there a better way to do it?

“A good case is conflict provoking. Robyn argues, "Most cases are fundamentally about something controversial," if not, what is there to talk about? She goes on, "Is this an issue about which reasonable people could disagree?" If so, you have the beginning of a good case.

“A good case is decision forcing. Not all cases have to be dilemmas that need to be solved, but there is an urgency and a seriousness that is involved with such cases. We can easily second guess the owners of the shipping lines about the Valdez oil spill in retrospect, but at the time many of their decisions may have seemed quite reasonable. In dilemma or decision cases, students can not duck the issue, they must face problems head on. Without a dilemma in the case, a student can sit back and tsk tsk the way that a case unfolded. When they are forced to take a position, they are thrust into the action of the case.

“A good case has generality. What good is a case that is so specific that one can use it only as a curiosity? Cases must be of more use than a minor or local problem; they must have general applicability. If one writes a case about the cold fusion affair, there must be more to it than to state that Pons and Fleischmann made a mistake or that particular chemical reactions are not going to solve the world's energy problems.

“A good case is short. It is simply a matter of attention. It is easier to hold someone's attention for brief moments than long ones. Cases must be long enough to introduce the facts of the case but not so long as to bore the reader or to make the analysis tedious. If one must introduce complexity, let it be done in stages. First, give some data and then a series of questions and perhaps a decision point before more information is introduced. After all, that is the way life plays out...little bits at a time.”

Clyde Freeman Herreid *Dec.1997/Jan. 1998 issue of the Journal of College Science Teaching (pp.163-165).*

Crucial Requirements for Success in this Course:

As this is a graduate seminar, you will be expected to make frequent comments, ask thoughtful questions, and link the readings to one another and the course as a whole. In order to do these things, you must show up for course sessions ready to be an active participant in course discussions. While I will lecture, I expect an equal amount (or more) of class time to be spent facilitating discussions between you and your classmates. **There is no possibility of succeeding in this course without reading the assigned works, completing written assignments and exams, and actively participating in course discussions.**

In addition to being an active participant, you must also know when to listen. This is especially necessary when you encounter an opinion or insight that differs from your own.

You must also complete all course assignments on time and be willing to participate in group assignments and activities with your classmates.

Finally, I urge you to contact me if you have any difficulties with the readings, assignments, or any other aspect of the course. You may e-mail, phone, or stop by my office. In the event that I am off-campus, please feel free to contact me via my personal phone number. I will gladly make every effort to assist you in mastering the material and performing well, but I will not know that you need help unless you let me know.

Furthermore, if you have any questions or concerns about the course that you do not feel comfortable discussing with me, you may submit an anonymous statement at any time. While I intend for this course to challenge you, I am committed to making every reasonable accommodation necessary to aid you in succeeding.

Decorum

As this is an upper level/graduate course, I expect each of you to be familiar with proper classroom decorum. Please turn off all electronic devices and pay attention to your instructor and classmates. Failure to demonstrate proper behavior will be a basis for reducing your participation grade and/or asking you to leave a given course session until you can behave appropriately. I will be very disappointed if I ever have to take action of this sort, so please be respectful of your peers and instructor.

Disability Services

"In accordance with University policy and the Americans with Disabilities Act

(ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services."

Writing Center Statement

If you feel that you need help in developing your writing assignments, I suggest you visit the University Writing Center's website: <http://www.wiu.edu/UWC/>. Here, you will be able to schedule an appointment.

Make Up Exams/Assignments: If you miss an assigned due date or exam, and have a **VERY COMPELLING** reason, I will **consider** offering a make-up exam. Late assignments will automatically receive a 10 percent deduction for each class session past the due date. I will not consider make-up work for quizzes/group assignments missed due to unexcused absences. It is your responsibility to inquire about make up assignments.

Academic Integrity: Please refer to you undergraduate or graduate handbook for WIU's policy on Academic Integrity (for Plagiarism and other forms of cheating). It is impossible to learn from one another if any of us recycle the ideas of others. Please turn in your own original work, use quotation marks " " when quoting a source, and use a recognized citation style (preferably APA). Please do not speak to one another during the course of an exam. If I suspect that you may be cheating, I will contact the University Judicial Office or take other necessary measures. If your actions are judged as academically dishonest, you will receive an automatic zero on the assignment and a grade of F in the course.

Schedule of Course Topics

Please note: This schedule, along with other syllabus items, may be changed at the professor's discretion. Please come to class and keep up with the material so that you know what we will be doing for a given class session.

I have included a few discussion questions on the syllabus. I expect you to develop your own normative, empirical, personal, and practical questions and responses for each week. Ideally, you will come to each session of the course with at least three questions, suggestions, ideas, linkages, hypotheses, supplemental piece summaries, etc. We all take something different away from a given week's readings. Let your voice be heard so that we are not robbed of your unique insight and ideas. There is no way to pass this class unless you participate meaningfully. Meaningful participation consists of developing questions, hypotheses, reactions, and other ideas about the readings.

Week One: 01/21

Introduction to the Course; Meet and Greet; Foundations of PA

Please Read:

Classics:

Wilson

Goodnow
Addams
Allison

Hummel, Ralph P., 1988. "A Curriculum for the Thinking Manager The MPA in the Next Fifty Years." Dialogue, vol. 10 no. 4, pp. 1-17

Public Administration: Study, Practice, Profession
Helen C. Hilling
Public Administration Review
Vol. 26, No. 4 (Dec., 1966), pp. 320-328

Legal Education and the Reproduction of Hierarchy
Duncan Kennedy
https://duncankennedy.net/documents/Photo%20articles/Legal%20Education%20and%20the%20Reproduction%20of%20Hierarchy_J.%20Leg.%20Ed..pdf

Week Two: 01/28: Challenges in Organizing Public Service Provision, The Principles School

Please Read:

Classics:

Taylor
Weber
Gulick
Brownlow Committee

Bringing the Background to the Foreground: What Do Classroom Environments That Support Authentic Discussions Look Like?
Xenia Hadjioannou
American Educational Research Journal
Vol. 44, No. 2 (Jun., 2007), pp. 370-399

WATCH: Rules vs Wisdom (Using our Practical Wisdom)

http://www.ted.com/talks/barry_schwartz_using_our_practical_wisdom.html

How have institutional changes affected PA scholarship and Practice?
How have the powers of the chief executive changed over time?
Can business impart any wisdom into the practice of PA?
What core values can we identify from the principles school?
Why is government different compared to business?

Week Three: 02/04 : Modern PA Theory

Simon
Follett
Maslow
Waldo
Merton
Lindblom

Overview of Systems Theories

https://saylordotorg.github.io/text_mastering-public-relations/s07-02-systems-theory-approach.html

Do Physicists Use Case Studies? Thoughts on Public Administration Research
Mary Timney Bailey Public Administration Review Vol. 52, No. 1 (Jan. - Feb., 1992),
pp. 47-54

Explain the role of environmental factors in the operation of government agencies.
Why do we always seek to “measure” performance? Is this misleading?
How might one lose him/herself in the “machine” of government rules and SOPs?
How do public managers attend to the needs of their workers?
Contrast the formal with the informal organization.
Do you buy Waldo's assertion that any theory of administration is also a theory of politics?

Week 4: 2/11 The Constitution and Public Administration Legitimacy

Come Prepared to Discuss the Case Study you will be writing. We will workshop some ideas and go over some sample cases.

Read:

Toward a More Perfect Union John A. Rohr
Public Administration Review, Vol. 53, No. 3 (May - Jun., 1993), pp. 246-249

Public Administration, Executive Power, and Constitutional Confusion
John A. Rohr, Rosemary O'Leary. Public Administration Review, Vol. 49, No. 2, Special Issue: Minnowbrook II. Changing Epochs of Public Administration (Mar. - Apr., 1989), pp. 108-115

Review: [untitled] Francis E. Rourke

Reviewed work(s): To Run a Constitution: The Legitimacy of the Administrative State by John A. Rohr. The American Political Science Review, Vol. 81, No. 3 (Sep., 1987), pp. 1007-1008

Rediscovering Principles of Public Administration: The Neglected Foundation of Public Law

Ronald C. Moe, Robert S. Gilmour Public Administration Review, Vol. 55, No. 2 (Mar. - Apr., 1995), pp. 135-146

Classics:

Rosenbloom: Public Administration Theory and the Separation of Powers.

Does the Constitution mention public administration at all? Where?

Does the Constitution reflect all of the ideas of the founders, or is it merely a compromise

How might PA have evolved if we had founded it in public law rather than business management practices?

Week Five: 02/18 Accountability in Public Administration

Romzek & Dubnick (1987). Accountability in the Public Sector: Lessons from the Challenger Tragedy. Public Administration Review

U.S. Local Government Managers and the Complexity of Responsibility and Accountability in Democratic Governance. Delmer D. Dunn and Jerome S. Legge, Jr. Journal of Public Administration Research and Theory, 11 (1), pp 73-88

Summary of Selznick's Cooptative Mechanism

https://faculty.babson.edu/krollag/org_site/org_theory/scott_articles/selznick_tva.html

Classics:

Lipsky

Kaufman

Questions

What accountability streams appear in PA theory and practice?

How do these streams conflict with one another?

Are there conflicts within streams?

What role might institutional factors play in influencing accountability perceptions?

What differences exist between responsibility and accountability?

How is accountability cyclical?

What is co-optation? Have you ever been co-opted?

How much discretion should a street level bureaucrat be granted?

How do accountability considerations change in the wake of a scandal or crisis?

Week 6: 02/25 Bureaucratic Apologists (The Blacksburg Theorists)

A New Vision for Public Administration

Charles T. Goodsell

Public Administration Review, Vol. 66, No. 4 (Jul. - Aug., 2006), pp. 623-635

The Public Administration and the Governance Process: Refocusing the American Dialogue

Gary L. Wamsley, Charles T. Goodsell, John A. Rohr, Orion F. White, Jim F. Wolf

Dialogue, Vol. 6, No. 2 (Winter, 1984), pp. 2-18

Deep Impact for High-Impact Agencies? Assessing the Role of Bureaucratic Encounters in Evaluations of Government. Steven Van de Walle, Jarl K. Kampen and Geert Bouckaert. *Public Performance & Management Review*. Vol. 28, No. 4 (Jun., 2005), pp. 532-549

In Class: A Day in Your Life

If Goodsell is able to muster the data to support his arguments, why does the image of an incompetent or malicious bureaucrat persist?

Does this parallel the current paradox that individuals are likely to give their Congressional representative a high mark while simultaneously grading Congress as a whole as an abject failure?

What does Goodsell leave out? Could he have been more honest?

Week 7 03/04 Citizen Participation, Defining The Citizen's Role in PA

Putnam (1995) "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America"

<http://apsanet3b.inetu.net/imgtest/PSDec95Putnam.pdf>

Strange, John (1972). The Impact of Citizen Participation on Public Administration.

Public Administration Review, 32 (5: Special Issue), pp. 457-470.

Vigoda, E. (2002), From Responsiveness to Collaboration: Governance, Citizens, and the Next Generation of Public Administration. *Public Administration Review*, 62: 527-540

Reframing public participation: strategies for the 21st century

Judith E. Innes , David E. Booher

[Planning Theory & Practice](#)

Vol. 5, Iss. 4, 2004

Enhancing Civic Engagement: The Effect of Direct Democracy on Political Participation and Knowledge

Caroline J. Tolbert, Ramona S. McNeal, Daniel A. Smith

State Politics & Policy Quarterly, Vol. 3, No. 1 (Spring, 2003), pp. 23-4

Race, Sociopolitical Participation, and Black Empowerment

Lawrence Bobo, Franklin D. Gilliam, Jr.

The American Political Science Review, Vol. 84, No. 2 (Jun., 1990), pp. 377-393

Fiorina (1999). The Dark Side of Civic Engagement.

<http://www.stanford.edu/~mfiorina/Fiorina%20Web%20Files/DarkSide.pdf>

The Tocqueville Problem: Civic Engagement in American Democracy

Theda Skocpol

Social Science History, Vol. 21, No. 4. (Winter, 1997), pp. 455-479.

Week 8: 03/11 Mock Comprehensive Exam

Mock Comprehensive Exam I (Defining Terms in Part A)

Week 9: 03/18 Case Study and Comparative Case Study Designs

http://betterevaluation.org/evaluation-options/comparative_case_studies

Qualitative Case Study Methodology: Study Design and

Implementation for Novice Researchers

Pamela Baxter and Susan Jack

McMaster University, West Hamilton, Ontario, Canada

<http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>

<https://www.ischool.utexas.edu/~ssoy/usesusers/1391d1b.htm>

<http://www.capam.org/documents/reportoncasestudymethodologies.pdf>

<http://nativecases.evergreen.edu/sites/nativecases.evergreen.edu/files/case-studies/Plimoth%20Case%20%20Study.pdf>

<https://www.maxwell.syr.edu/uploadedFiles/parcc/eparcc/cases/The%20Death%20of%20Marchella%20Pierce-%20CASE.pdf>

<https://www.maxwell.syr.edu/uploadedFiles/parcc/eparcc/simulations/Ketcham%20edit%20BRAZIL-TERAM-Simulation.pdf>

Week 10: 03/25 Decision Theory and Administrative Communication

F&S (Chapter 7)

[A Garbage Can Model of Organizational Choice.](#) [Michael D. Cohen](#), [James G. March](#), [Johan P. Olsen](#)

□ *Administrative Science Quarterly*, Vol. 17, No. 1 (Mar., 1972), pp. 1-25

Gabris, G. and Irkhe, D. (2006). Up the Boland: A Crisis of Disengagement. *Public Administration Quarterly*, 30 (1).

Lindblom, Classics (The Science of Muddling Through).

A Case Study of Program Evaluation in Local Government: Building Consensus through Collaboration

Maureen Berner and Matt Bronson

Public Performance & Management Review

Vol. 28, No. 3 (Mar., 2005), pp. 309-325

IN CLASS: The Paradox of Choice

Group Communication Exercise

Discussion of Case Studies so far

How can you communicate more effectively as a student and a manager?

Is the decision the best unit of analysis for PA? Why or Why Not?

Have you ever encountered a crisis of disengagement? What did you do?

Week 11: 04/01 Social Equity Theories, Postmodern Theory, Action Theory

Read:

Frederickson

Krislov

Rivlin
Thomas, Jr.

F&S, Chapter 6

The Greatest Show on Earth: In Defense of our Brangelina-loving, Jon and Kate-hating, Tiger-taunting, tawdry tabloid culture. Neil Gaebler. Newsweek, 12/12/09 (Print Date, 12/21/09).

<http://www.newsweek.com/id/226457>

Balancing Student Mental Health Needs and Discipline: A Case Study of the Implementation of the Individuals with Disabilities Education Act

Elizabeth Palley

Social Service Review

Vol. 78, No. 2 (June 2004), pp. 243-266

Published by: The University of Chicago Press

Article DOI: 10.1086/382768

Article Stable URL: <http://www.jstor.org/stable/10.1086/382768>

What is social equity? How has it been ignored? Has it been meaningfully addressed by now?

Is it necessary to have descriptive representation in the bureaucracy to ensure substantive representation?

Contrast decision theory with action theory. Should we treat each client as an individual and make exceptions or continue to offer standard services?

Week 12: 04/08 Reinvention/New Public Management/Public Choice

F&S Chapter 4, 5, 8, 9 (first third on New Public Management only)

Ott

Gore

Barzelay & Armajani

Moe (exploring the limits of privatization)

F&S Chapter 9

[A Pure Theory of Local Expenditures](#) [Charles M. Tiebout](#)

The Journal of Political Economy, Vol. 64, No. 5 (Oct., 1956), pp. 416-424

Reinventing Government. David Osborne. *Public Productivity & Management Review*, Vol. 16, No. 4, Fiscal Pressures and Productive Solutions: Proceedings of the Fifth National Public Sector Productivity Conference (Summer, 1993), pp. 349-356

[Reinventing Government Accountability: Public Functions, Privatization, and the](#)

[Meaning of "State Action"](#) [Robert S. Gilmour](#), [Laura S. Jensen](#). *Public Administration Review*, Vol. 58, No. 3 (May - Jun., 1998), pp. 247-25

Denhardt & Denhard (2000). The New Public Service. Serving rather than Steering. *Public Administration Review*, 60 (6), pp. 549-559.

Watch: Privatizing the Postal Service

<http://www.c-spanvideo.org/program/JRR>

Explain the Tiebout thesis.

What are the limits (in your mind) of privatization of government functions?

Where have you seen NPM before?

Has the work of the Blacksburg theorists been in vain?

Week 13: 04/15 Governance I: From Vending Machines to Rocket Scientists

F&S Chapter 9

Kettl, "The Next Government of The United States" Executive Summary

<http://users.polisci.wisc.edu/apw/archives/kettl.pdf>

Watch: <http://www.c-spanvideo.org/program/NextGo>

http://www.brookings.edu/~media/events/2008/12/17%20government%20institutions/20081217_government_institutions

Hardin, G. (1968). Tragedy of the Commons. *Science*, 162, 1243-1248.

Watch: David Cameron, "The Next Age of Government"

http://www.ted.com/talks/david_cameron.html

Explain the Tragedy of the Commons. How does this pertain to modern PA?

Explain the Mildred Dilemma and the Mildred Corollary.

What is the vending machine model of public service delivery? What is it being replaced with?

How does accountability change when we contract out?

Why does government fail?

Why does government succeed?

What is the role of leadership in the "Next Government of the US?"

Week 14: 04/22 Governance II: From Westphalia back to City States?

Book Review: The New Geo-Governance: A Baroque Approach

<https://www.oecd.org/futures/17394484.pdf>

<https://onlinelibrary.wiley.com/doi/abs/10.1111/puar.12921>

Peters, B. G., & Pierre, J. (1998). Governance without government? Rethinking public administration. *Journal of public administration research and theory*, 8(2), 223-243.

Bryson, J. M., Crosby, B. C., & Bloomberg, L. (2014). Public value governance: Moving beyond traditional public administration and the new public management. *Public Administration Review*, 74(4), 445-456.

How does the author's argument fit with what we read last week?

Why are you reading this?

What do "citizenship" and "community" mean in an era of fragmented authority?

How is the Westphalian nation state being rendered obsolete? Will it ever become completely obsolete?

How has technology hastened the shift to governance?

What are some lessons from Governance theory for other areas of Public Administration?

Week 15: 04/29 Final Case Discussion Session; Mock Comprehensive Exam II in Small Groups;

We will use this period to discuss progress on case studies, address final questions related to the case studies, and work in small groups to tackle the types of questions you could see on your MA Comp (Essay Section)

Week 17: 05/04, 6PM: Final Exam Period

Case Presentations

Final Case Presentations

CASE STUDY DUE online at class time