

# MPA Capstone Seminar: Public Administration Theory

POSC 521 — Fall 2024

- **In-Person Sessions:** August 29; September 5, 12, 19, 26; October 3, 10, 17; November 14; December 5.
- **Synchronous Online Session:** November 21.
- **Asynchronous Online Sessions:** October 24, 31; November 7, 28; December 12.

**Professor: David P. Adams, Ph.D.**

## **Contact Information:**

- Office: 516 Gordon Hall
- Phone/SMS: (657) 278-4770
- Zoom Meeting ID: 334 750 2369 or [fullerton.zoom.us/j/3347502369](https://fullerton.zoom.us/j/3347502369)
- website: [dadams.io](https://dadams.io)
- email: [dpadams@fullerton.edu](mailto:dpadams@fullerton.edu)
- Office hours: Tuesdays & Thursdays from 9:30 to 11:00, Thursdays from 5:30 to 6:30, and by [appointment](#).
- Schedule meetings throughout the week: [dadams.io/appointments](https://dadams.io/appointments)

## **1. Catalog Description**

Concepts, models and ideologies of public administration within the larger political system. Course restricted to students in their final six units of graduate work.

## 2. Course Description

The capstone seminar in the Master of Public Administration program at Cal State Fullerton examines concepts, models, and ideologies of public administration within the larger political system.

## 3. Course Prerequisites

This course is restricted to students in their final six units of graduate work in the MPA program. Students must have completed all other required courses in the MPA program before enrolling in this course.

## 4. Course Objectives

This course is designed to accomplish five interrelated objectives:

1. **Theory Examination:** We will delve into the most important theories and literature in public administration, fostering a deep understanding of the field.
2. **Literature Review:** You will complete a literature review in your concentration area, allowing you to specialize and delve deeper into a specific aspect of public administration. This preparation will be crucial for the general concentration portion of the comprehensive exams.
3. **Writing Skills:** This course will enhance your writing skills, focusing on clear, concise, and effective communication. This preparation will be crucial for the general theory portion of the comprehensive exams.
4. **Critical Thinking:** You will develop your critical thinking skills, learning to analyze and evaluate complex arguments and theories. This preparation will be crucial for the general theory portion of the comprehensive exams.
5. **Professional Development:** This course will help you develop the skills and knowledge necessary for a successful career in public administration. You will learn about the latest trends and issues in the field and how to navigate the challenges of public service.

## 5. Course Materials

### Required Texts

- **Denhardt and Denhardt.** *The New Public Service: Serving, Not Steering.* 4th ed. Routledge, 2015.

- **Gooden, Susan T.** *Race and Social Equity: A Nervous Area of Government*. Oxford University Press, 2014.
- **Lipsky, Michael.** *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. Russell Sage Foundation, 2010.

**Additional Readings are indicated in the course schedule below.**

## **6. Technical Requirements**

### **Pollak Library Resources**

The Pollak Library provides a wide range of resources and services to support your research and learning. These resources include books, journals, databases, and research guides. You can access the library's resources online through the [Pollak Library website](#). The library also offers research assistance through the [Research Assistance Program](#). You can also access the [library's online instruction guidelines](#) for help with online learning.

### **Canvas**

This course will be conducted using [Canvas](#). You are responsible for checking *Canvas* regularly for announcements, assignments, and other course materials. You are also responsible for ensuring that your *Canvas* notifications are set to receive messages from the course.

### **Zoom**

This course will include synchronous online sessions using [Zoom](#). You are responsible for ensuring that you have the necessary equipment and internet connection to participate in these sessions.

### **Minimum Technical Requirements**

To participate in this course, you will need the following minimum technical requirements:

- A computer or tablet with a reliable internet connection
- A webcam and microphone
- A modern web browser (Chrome, Firefox, Safari, or Edge)
- Microsoft Word or a compatible word processing program
- Adobe Acrobat Reader or a compatible PDF reader

Long- and short-term computer and internet access loans are available through the [Student Genius Center](#).

## 7. Technical Problems

### University IT Help Desk

Contact the instructor immediately to document the problem if you encounter any technical difficulties. Then contact the [Student IT Help Desk](#) for assistance. You can also call the Student IT Help Desk at (657) 278-8888, [email](#), visit them at the Pollak Library North [Student Genius Center](#), or log on to the [my.fullerton.edu](http://my.fullerton.edu) portal and click “Online IT Help” followed by “Live Chat”.

### Canvas Support

If you encounter any technical difficulties with Canvas, call the Canvas Support Hotline at 855-302-7528, visit the [Canvas Community](#), or click the “Help” button in the lower left corner of Canvas and select “Report a Problem”. The [Student Support Live Chat](#) is available 24 hours a day, 7 days a week.

## 8. University Student Policies

In accordance with UPS 300.00, students must be familiar with certain policies applicable to all courses. Please review these policies as needed and visit this Cal State Fullerton website <https://fdc.fullerton.edu/teaching/student-info-syllabi.html> for links to the following information:

1. University learning goals and program learning outcomes.
2. Learning objectives for each General Education (GE) category.
3. Guidelines for appropriate online behavior (netiquette).
4. Students’ rights to accommodations for documented special needs.
5. Campus student support measures, including Counseling & Psychological Services, Title IV and Gender Equity, Diversity Initiatives and Resource Centers, and Basic Needs Services.
6. Academic integrity (refer to UPS 300.021).
7. Actions to take during an emergency.
8. Library services information.

9. Student Information Technology Services, including details on technical competencies and resources required for all students.
10. Software privacy and accessibility statements.

## **9. Course Student Policies**

### **Course Communication**

All course announcements and communications will be sent via *Canvas* and university email. Students are responsible for regularly checking their *Canvas* notifications and email. Students are also responsible for ensuring that their *Canvas* notifications are set to receive messages from the course. Students are expected to check *Canvas* and their email at least once daily.

### **Response Time**

I will strive to respond to all student emails and *Canvas* messages within 24 hours, except on weekends and holidays. If you do not receive a response within 24 hours, please send a follow-up message. If you do not receive a response within 48 hours, please send another follow-up message and contact me via phone or SMS text at (657) 278-4770.

### **Due Dates**

All assignments are due by 11:59 p.m. on the date specified in the course schedule. Late assignments will only be accepted if prior arrangements have been made with the professor. Students must submit all assignments on time and in the correct format. Failure to submit an assignment on time may result in a grade penalty.

### **Alternative Procedures for Submitting Work**

Students are expected to submit all assignments via *Canvas*. If you cannot submit an assignment via *Canvas*, please contact the professor to discuss alternative submission procedures.

### **Extra Credit**

Extra credit opportunities will not be offered in this course. All students will be graded based on the same criteria and standards.

## **Attendance**

Students are expected to attend all in-person and synchronous online sessions. If you are unable to attend a session, please notify the professor in advance. If you miss a session, you are responsible for obtaining the information and materials covered in the session.

## **Retention of Student Work**

Students are responsible for retaining copies of all assignments submitted in this course. Students should keep copies of all assignments until the end of the semester and verify that their assignments have been graded and returned before discarding them.

## **Academic Integrity**

Students are expected to adhere to the highest standards of academic integrity. Any student found to have engaged in academic dishonesty will be subject to the sanctions described in the [Academic Dishonesty Policy](#) (UPS 300.021). Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, facilitating academic dishonesty, and submitting previously graded work without prior authorization. Students are expected to be familiar with the university's policy on academic dishonesty and to adhere to this policy in all aspects of this course. Any student who has questions about the policy should ask the professor for clarification.

## **Plagiarism**

Plagiarism is a serious violation of academic integrity and will not be tolerated in this course. Plagiarism includes, but is not limited to, copying and pasting text from sources without proper citation, paraphrasing text from sources without proper citation, and submitting work that is not your own. Students are expected to properly cite all sources used in their work and to submit original work. Failure to do so may result in a failing grade for the assignment and further disciplinary action.

## **Written Work**

All written work must be submitted in a professional format, including proper grammar, spelling, and punctuation. Written work must also be properly cited using the appropriate citation style. Students are expected to follow the guidelines for written work provided by the professor and to seek clarification if they have questions about the requirements.

## **AI Generated Text**

Large language models, such as GPT-3.5, have made it easier to generate text that mimics human writing. While these models can be useful for generating ideas and content, they

can also be misused to produce work that is not original. Students are expected to use AI-generated text responsibly and to ensure that all work submitted in this course is their own. Failure to do so may result in a failing grade for the assignment and further disciplinary action.

Written work will be submitted on *Canvas* and checked for plagiarism using Turnitin. Students are expected to submit original work and properly cite all sources. Failure to do so may result in a failing grade for the assignment and further disciplinary action.

## **10. University-wide Student Learning Outcomes**

As a capstone course in the MPA program, this course is designed to help students achieve the following university-wide student learning outcomes:

1. Knowledge, skills, and professional dispositions including higher order competence in disciplinary perspectives and interdisciplinary points of view;
2. The ability to access, analyze, synthesize, and evaluate complex information from multiple sources and in new situations and settings;
3. Advanced communication skills;
4. The ability to work independently and in collaboration with others as artists, practitioners, researchers, and/or scholars;
5. The ability to determine and apply appropriate methods and technologies to address problems that affect their communities;
6. A commitment to social justice and ethical leadership within diverse communities and an interdependent global community.

## **11. Course Requirements**

### **Annotated Bibliography, Synthesis, and Personal Reflection**

During the first eight weeks of the course, students will complete an annotated bibliography, synthesis, and personal reflection on the assigned readings. The annotated bibliography will include a summary of the critical points of each reading, an analysis of the strengths and weaknesses of the arguments presented, and a reflection on the implications of the readings for public administration theory and practice. The synthesis will integrate the key points of the readings and identify common themes and divergent perspectives. The personal reflection will provide an opportunity for students to connect the readings to their own experiences and perspectives and consider the readings' implications for their future careers in public administration.

## **MPA Comprehensive General Area Essay Exam**

Students will complete a comprehensive general area essay exam as part of the MPA program's comprehensive exam requirement. The exam will consist of three questions from which students will choose one to answer. The questions will be based on the course readings and discussions and will require students to demonstrate their understanding of public administration's key concepts, theories, and debates. The exam will allow students to synthesize their learning in the course and demonstrate their ability to think critically and write clearly about complex issues in public administration.

## **Concentration Area Literature Review**

Students will complete a literature review in their concentration area as part of the MPA program's comprehensive exam requirement. The literature review will examine the practical and theoretical issues related to a specific public administration topic and synthesize the essential findings and debates in the literature. The literature review will allow students to deepen their knowledge of their concentration area and develop their research and writing skills. A peer review process will be used to provide feedback on the literature review, and students will have the opportunity to revise and resubmit their work based on the feedback received. Peer reviews will be conducted anonymously on *Canvas*, and students will be assigned to review the work of their classmates.

## **12. Course Requirements Due Dates**

The due dates for the course requirements are as follows:

- Annotated Bibliography, Synthesis, and Personal Reflection: Due each week by 11:59 p.m. on Thursday
- MPA Comprehensive General Area Essay Exam:
  - Distributed on 10/31
  - Due on 11/7
- Concentration Area Literature Review:
  - Topic Selection: Due on 11/14
  - Annotated Bibliography: Due on 11/21
  - Draft: Due on 12/5
  - Peer Review: Due on 12/12
  - Final Draft: Due on 12/19



## 13. Grades

Your work in this class will be graded based on four criteria:

1. Thoroughly complete each assignment, address all questions, and participate in class discussions.
2. Effective use of class materials (and other literature while researching your literature review topic).
3. Sophisticated substantive content and discussion rather than superficial.
4. Writing at the graduate level, including proper mechanics, grammar, syntax, and citation style.

### Grading Scale and Grade Weights

The grading scale is shown in Table 1. Grades will be given based on the weights in Table 2.

Table 1: Grading Scale

Grade	Percentage	Grade	Percentage
A+	98.0 – 100	B-	80.0 – 81.9
A	92.0 – 97.9	C+	78.0 – 79.9
A-	90.0 – 91.9	C	72.0 – 77.9
B+	88.0 – 89.9	C-	70.0 – 71.9
B	82.0 – 87.9	D	60.0 – 69.9
D-	50.0 – 59.9	F	0 – 49.9

Table 2: Grade Weights

Assignment	Percentage
Weekly Annotated Bibliography	5%
Weekly Synthesis	20%
Weekly Personal Reflection	5%
MPA Comprehensive General Area Essay Exam	45%
Concentration Area Literature Review Annotated Bibliography	5%
Concentration Area Literature Review Draft	5%
Concentration Area Literature Review Peer Review	5%
Concentration Area Literature Review Final Draft	10%
<b>Total</b>	<b>100%</b>

## 14. Course Schedule

### Week 1 – 8/29: Introduction to Public Administration Theory

- **In-person Session:** Introduction to the Course
- Readings:
  - [Weber \(1946\)](#)
  - [Denhardt and Denhardt \(2015\)](#), Chapters 1–2
  - [Rosenbloom \(2008\)](#)
  - [Wilson \(1887\)](#)
  - [Wilson \(1989\)](#)
- Due: Annotated Bibliography, Synthesis, and Personal Reflection

### Week 2 – 9/5: Public Administration in the U.S. Context

- **In-person Session:** Public Administration in the U.S. Context
- Readings:
  - [Allison \(1990\)](#)
  - [Kaufman \(1969\)](#)
  - [Kettl \(2020\)](#)
  - [Overeem \(2005\)](#)
  - [Denhardt and Denhardt \(2015\)](#), Chapters 3–4
- Due: Annotated Bibliography, Synthesis, and Personal Reflection

### Week 3 – 9/12: Street-Level Bureaucrats

- **In-person Session:** Street-Level Bureaucrats
- Readings:
  - [Lipsky \(1980\)](#)
  - [Maynard-Moody \(2012\)](#)
  - [Lipsky \(2010\)](#), Chapters 1–6
- Due: Annotated Bibliography, Synthesis, and Personal Reflection
- **Assignment:** Literature Review Topic Selection

## **Week 4 – 9/19: Public Service Values and Ethics**

- **In-person Session:** Public Service Values and Ethics
- Readings:
  - [Friedrich \(1935\)](#)
  - [Finer \(1941\)](#)
  - [Frederickson and Ghere \(2005\)](#)
  - [Adams and Balfour \(2009\)](#)
  - [Denhardt and Denhardt \(2015\)](#), Chapter 7
- Due: Annotated Bibliography, Synthesis, and Personal Reflection

## **Week 5 – 9/26: Leadership and Motivation**

- **In-person Session:** Leadership and Motivation
- Readings:
  - [Christensen, Paarlberg and Perry \(2017\)](#)
  - [Denhardt and Denhardt \(2015\)](#), Chapter 8
  - [Lachance \(2017\)](#)
  - [Magee \(2014\)](#)
  - [Fairholm \(2004\)](#)
- Due: Annotated Bibliography, Synthesis, and Personal Reflection

## **Week 6 – 10/3: Performance Management**

- **In-person Session:** Performance Management
- Readings:
  - [Behn \(2003\)](#)
  - [Denhardt and Denhardt \(2015\)](#), Chapter 9
  - [Douglas and Ansell \(2021\)](#)
  - [Marvel \(2015\)](#)
  - [Nicholson-Crotty \(2004\)](#)
- Due: Annotated Bibliography, Synthesis, and Personal Reflection

## **Week 7 – 10/10: Equity, Diversity, Intersectionality, and Inclusion**

- **In-person Session:** Equity, Diversity, Intersectionality, and Inclusion
- Readings:
  - [Gooden \(2014\)](#), Chapters 1–4
  - [McCandless, Bishu, Gómez Hernández, Paredes Eraso, Sabharwal, Santis and Yates \(2022\)](#)
  - [Jiang, DeHart-Davis and Borry \(2022\)](#)
  - [Marvel \(2015\)](#)
  - [Robles and Mallinson \(2023\)](#)
- Due: Annotated Bibliography, Synthesis, and Personal Reflection

## **Week 8 – 10/17: Privatization and Contracting**

- **In-person Session:** Privatization and Contracting
- Readings:
  - [Brown, Potoski and Slyke \(2016\)](#)
  - [Cohen and Eimicke \(2008\)](#)
  - [Hefetz, Warner and Vigoda-Gadot \(2014\)](#)
  - [Jos and Tompkins \(2009\)](#)
  - [Lamothe and Lamothe \(2012\)](#)
- Due: Annotated Bibliography, Synthesis, and Personal Reflection

## **Week 9 – 10/24: Comprehensive General Area Essay**

- **Asynchronous Session:** Comprehensive General Area Essay Study Break

## **Week 10 – 10/31: Comprehensive General Area Essay Exam**

- **Asynchronous Session:** Comprehensive General Area Essay Exam Distributed

## **Week 11 – 11/7: Comprehensive General Area Essay Exam**

- **Asynchronous Session:** Comprehensive General Area Essay Exam Due

## **Week 12 – 11/14: Concentration Area Literature Review**

- **Synchronous Online Session:** Concentration Area Literature Review
- Literature review expectations and guidelines
- Due: Literature Review Topic outline

## **Week 13 – 11/21: Concentration Area Literature Review**

- **Asynchronous Session:** Concentration Area Literature Review
- Due: Literature Review Annotated Bibliography

## **Week 14 – 12/5: Concentration Area Literature Review**

- **Asynchronous Session:** Concentration Area Literature Review
- Due: Literature Review Draft

## **Week 15 – 12/12: Concentration Area Literature Review**

- **In-person Session:** Concentration Area Literature Review
- Due: Literature Review Peer Review
- Course Wrap-Up and Final Reflections

## **Week 16 – 12/19: Concentration Area Literature Review**

- **Asynchronous Session:** Concentration Area Literature Review
- Due: Literature Review Final Draft

## **References**

Adams, Guy B and Danny L Balfour. 2009. *Unmasking Administrative Evil*. M.E. Sharpe.

Allison, Graham. 1990. "Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?" *The Public Interest* 101:3–23.

Behn, Robert D. 2003. "Why Measure Performance? Different Purposes Require Different Measures." *Public Administration Review* 63(5):586–606.

- Brown, Trevor L., Matthew Potoski and David Van Slyke. 2016. "Managing Complex Contracts: A Theoretical Approach." *Journal of Public Administration Research and Theory* 26(2):294–308.
- Christensen, Robert K, Laurie E Paarlberg and James L Perry. 2017. "Public Service Motivation Research: Lessons for Practice." *Public Administration Review* 77(4):529–542.
- Cohen, Steven and William B Eimicke. 2008. When Should You and When Shouldn't You Contract Out? In *The Responsible Contract Manager: Protecting the Public Interest in an Outsourced World*. Georgetown University Press pp. 45–71.
- Denhardt, Janet Vinzant and Robert B. Denhardt. 2015. *The New Public Service: Serving, Not Steering*. Fourth edition ed. New York: Routledge/Taylor & Francis Group.
- Douglas, Scott and Chris Ansell. 2021. "Getting a Grip on the Performance of Collaborations: Examining Collaborative Performance Regimes and Collaborative Performance Summits." *Public Administration Review* 81(5):951–961.
- Fairholm, Gilbert W. 2004. "Different Perspectives on the Practice of Leadership." *Public Administration Review* 64(5):577–590.
- Finer, Herman. 1941. "Administrative Responsibility in Democratic Government." *Public Administration Review* 1(4):335–350.
- Frederickson, H. George and Richard K. Ghere. 2005. *Ethics in Public Management*. M.E. Sharpe.
- Friedrich, Carl Joachim. 1935. *Responsible Government Service under the American Constitution*.
- Gooden, Susan T. 2014. *Race and Social Equity: A Nervous Area of Government*. New York, NY: Routledge.
- Hefetz, Amir, Mildred Warner and Eran Vigoda-Gadot. 2014. "Concurrent Sourcing in the Public Sector: A Strategy to Manage Contracting Risk." *International Public Management Journal* 17(3):365–386.
- Jiang, Zhongnan, Leisha DeHart-Davis and Erin L. Borry. 2022. "Managerial Practice and Diversity Climate: The Roles of Workplace Voice, Centralization, and Teamwork." *Public Administration Review* 82(3):459–472.
- Jos, Philip H. and Mark E. Tompkins. 2009. "Keeping It Public: Defending Public Service Values in a Customer Service Age." *Public Administration Review* 69(6):1077–1086.
- Kaufman, Herbert. 1969. "Administrative Decentralization and Political Power." *Public Administration Review* 29(1):3–20.

- Kettl, Donald F. 2020. Madison's Invention Comes Undone. In *The Divided States of America*. Princeton University Press pp. 170–190.
- Lachance, Matthew J. 2017. "Public Service Motivation: Lessons from NASA's Janitor." *Public Administration Review* 77(4):542–543.
- Lamothe, M. and S. Lamothe. 2012. "To Trust or Not to Trust? What Matters in Local Government-Vendor Relationships?" *Journal of Public Administration Research and Theory* 22(4):867–892.
- Lipsky, Michael. 1980. Street-Level Bureaucracy and Public Policy. In *The Politics of Regulation*, ed. James Q. Wilson. New York: Basic Books pp. 415–428.
- Lipsky, Michael. 2010. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. 30th anniversary expanded ed ed. New York: Russell Sage Foundation.
- Magee, Joe C. 2014. "Status and Power: The Principal Inputs to Influence for Public Managers." *Public Administration Review* 74(1):3–15.
- Marvel, John D. 2015. "Unconscious Bias in Citizens' Evaluations of Public Sector Performance." *Journal of Public Administration Research and Theory* p. muu053.
- Maynard-Moody, Steven. 2012. "Social Equities and Inequities in Practice: Street-level Workers as Agents and Pragmatists." *Public Administration Review* 72:S16–S23.
- McCandless, Sean, Sebawit G. Bishu, Melissa Gómez Hernández, Érika Paredes Eraso, Meghna Sabharwal, Esteban Leonardo Santis and Sophie Yates. 2022. "A Long Road: Patterns and Prospects for Social Equity, Diversity, and Inclusion in Public Administration." *Public Administration* 100(1):129–148.
- Nicholson-Crotty, S. 2004. "Public Management and Organizational Performance: The Case of Law Enforcement Agencies." *Journal of Public Administration Research and Theory* 14(1):1–18.
- Overeem, Patrick. 2005. "The Value of the Dichotomy: Politics, Administration, & the Political Neutrality of Administrators." *Administrative Theory & Praxis* 27(2):311–329.
- Robles, Pedro and Daniel J. Mallinson. 2023. "Artificial Intelligence Technology, Public Trust, and Effective Governance." *Review of Policy Research* p. ropr.12555.
- Rosenbloom, David. 2008. "The Politics-Administration Dichotomy in U.S. Historical Context." *Public Administration Review* 68(1):57–60.
- Weber, Max. 1946. Bureaucracy. In *From Max Weber: Essays in Sociology*, ed. H. H. Gerth and C. Wright Mills. New York: Oxford University Press pp. 196–244.
- Wilson, James Q. 1989. The Study of Administration. In *Classics of Public Administration*, ed. Jay M. Shafritz and Albert C. Hyde. Belmont, CA: Wadsworth Publishing pp. 3–17.

Wilson, Woodrow. 1887. "The Study of Administration." *Political Science Quarterly* 2(2):197.