MPA Capstone Seminar: Public Administration Theory

POSC 521 — Fall 2024

Thursdays at 7:00 in GH 248

Session Schedule:

In-Person Sessions

- August 29
- September 5, 12, 19, 26
- October 3, 10, 17
- November 14
- December 12

Asynchronous Online Sessions

- October 24, 31
- November 7, 28
- December 5, 19

Professor: David P. Adams, Ph.D.

Contact Information:

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- 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

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. 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.

6. Course Materials

Required Texts

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

- **Lipsky, Michael**. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. Russell Sage Foundation, 2010.

- **Stivers, Camilla**. *Bureau Men, Settlement Women: Constructing Public Administration in the Progressive Era*. University of Kansas Press, 2000.

Additional Readings

Additional readings are indicated on the course schedule and in the references section of this document. These readings and a `.bib` file are located in a shared DropBox folder. Please contact the professor if you need access to the folder.

7. 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 use Canvas as a learning management system. You will use *Canvas* to access course materials, submit assignments, participate in discussions, and communicate with the professor and your classmate. 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 may 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.

8.   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 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.

9.   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.

10. 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 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 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.

Artificial Intelligence Policy

Definitions of Generative AI

For the purposes of this course, generative AI refers to artificial intelligence systems capable of producing human-like text, images, or other content. This includes, but is not limited to:

- Large language models (e.g., GPT-3, GPT-4)

- Text-to-image generators (e.g., DALL-E, Midjourney)

- AI-powered writing assistants (e.g., ChatGPT, Claude)

- Automated content generators

AI Use Policy

In this course, the use of AI is permitted and encouraged as a learning tool, with the following guidelines:

- **Allowed**: Using AI for feedback on annotated bibliographies and syntheses, as outlined in the assignment.

- **Allowed**: Using AI for the optional reflection activity.

- **Not Allowed**: Submitting AI-generated content as your own work without substantial human input and critical analysis.

- **Not Mandatory**: The use of AI is optional. Students are not required to use AI tools if they prefer not to.

Rationale for AI Policy

This AI policy is designed to align with our course objectives:

1. It supports the examination of public administration theories by encouraging critical engagement with AI feedback.

2. It enhances literature review skills by allowing AI to provide additional perspectives on annotations and syntheses.

3. It improves writing skills by providing an additional source of feedback and encouraging revision.

4. It fosters critical thinking by requiring students to evaluate and incorporate AI feedback thoughtfully.

5. It contributes to professional development by familiarizing students with AI tools they may encounter in their public administration careers.

Guidance for Students on AI Use

- When using AI for feedback, always cite it as a source. For example: "ChatGPT (Version X.X) [AI model]. OpenAI. Feedback received on [Date]."

- Be critical of AI-generated content. AI can make mistakes or provide biased information.

- Use AI as a tool to enhance your learning, not as a substitute for your own critical thinking and analysis.

- We will discuss ethical AI use and its implications for public administration during our course.

Repercussions for Policy Breaches

- Suspected misuse of AI (e.g., submitting AI-generated content as your own without proper attribution) will be addressed on a case-by-case basis.

- Detection methods may include inconsistencies in writing style, unusual phrasing, or content that doesn't align with the student's demonstrated knowledge and skills.

- Consequences for policy breaches may range from a required revision of the assignment to more severe academic integrity penalties, such as dismissal from the MPA program, depending on the nature and extent of the misuse.

Remember, the goal of this policy is to enhance your learning experience and prepare you for a future where AI will likely play a significant role in public administration. Use these tools responsibly and ethically to support your academic and professional growth.

Goals and Assessment of AI Use

The goals for AI use in this course are:

1. To teach students to use AI as a complementary tool for enhancing critical thinking and writing skills.

2. To prepare students for professional environments where AI tools are increasingly common in public administration.

3. To encourage critical evaluation of AI-generated feedback and content.

4. To foster ethical and responsible use of AI in academic and professional settings.

Assessment of these goals and overall learning objectives will be conducted through:

- Comparison of initial drafts with AI-assisted revisions

- Analysis of student reflections on the learning process

- Evaluation of class participation and discussions

- Periodic comparative assignments (with and without AI assistance)

- Review of AI usage logs

- Assessment of peer review quality

- Comprehensive final project or exam

- Professional development reflection on future AI use in public administration

These assessment methods will help ensure that AI use is enhancing, rather than replacing, critical thinking and analytical skills essential to public administration.

11. Course Requirements

1) Weekly Annotated Bibliography, Synthesis, and Reflection

To facilitate class discussions and prepare you for comprehensive exams, your weekly writing assignment comprises two main components: an annotated bibliography of each weekly reading and a 2- to 3-page synthesis of the week's readings. You may also submit a personal reflection for bonus points.

Definitions

- **Annotated Bibliography**: An annotated bibliography is an organized list of sources, similar to a reference list. Each source is followed by a brief (approximately 150 words) descriptive and evaluative paragraph—the annotation. For this course:

  - **Citation**: Provide a full citation in APA or Chicago author-date style.
  - **Summary**: Summarize the central theme and key points in your own words.
  - **Relevance**: Note the source's relevance to the week's topic and its implications for public administration.

  The purpose is to review the literature on the week's topic, aiding in class discussions and developing your ability to distill and synthesize complex information.

- **Synthesis**: A synthesis combines information from multiple sources to present a comprehensive understanding or argument. In this context, your sources are the weekly readings. The synthesis should:

  - Identify patterns and themes across readings;
  - Draw connections between sources; and
  - Address contradictions among sources or within individual readings.

  This critical analysis encourages deeper thinking about the readings and their implications for public administration theory and practice.

- **Reflection** (Optional Bonus Activity): Reflection is a metacognitive practice that allows you to analyze your learning process, feedback received, and the evolution of your understanding of the week's topic. This activity is optional and offers bonus points. It involves self-assessment and promotes continuous improvement.

Assignment Details

Objectives: Engage deeply with course readings, reflect on their implications for public administration, and collaborate with peers and AI to enhance analytical and writing skills.

Incorporating AI: We'll use AI tools like ChatGPT to provide feedback on your assignments, aiming to refine your comprehension and writing skills. Remember, AI is a complementary tool to your critical thinking.

Assignment Components

1. **Annotated Bibliography**

   - **Purpose**: Review literature on the week's topic to prepare for synthesis and class discussions.
   - **Process**:
     - Write an annotation (150 words) for each weekly reading, including:
       * Full citation in APA or Chicago author-date style
       * Summary of central themes and key points.
       * Relevance to the week's topic.
     - **Optional**: Submit your annotations to AI for feedback using the prompt: *"I've completed an annotated bibliography for an article. The citation is [insert citation]. The summary I wrote is [insert summary]. I've noted the relevance as [insert relevance]. Could you provide feedback on my summary and relevance note?"*
     - Revise based on AI feedback as desired. This activity is ungraded and for your benefit.

2. **Synthesis**

   - **Purpose**: Integrate main themes and insights from weekly readings, discussing their implications for public administration.
   - **Process**:
     - Write a 4- to 5-page synthesis, focusing on:
       * Critical analysis rather than mere summaries.
       * Identifying patterns, connections, and contradictions.

- Submit your draft to Canvas for peer review. Each student will be assigned two peers.
- Review your peers' syntheses using the Canvas rubric. Provide kind, constructive, and specific feedback. The rubric is a guide; feel free to add additional comments.
- Revise your synthesis based on peer feedback.
- Submit the revised synthesis to AI for feedback using the prompt: *"I've synthesized information from [number] articles on [topic]. Here's my draft of the synthesis [insert draft]. Could you provide feedback and suggest any connections or contrasts I missed?"*
- *Revising a second time based on AI feedback is optional and ungraded.*
- Submit your final synthesis *and* the AI's feedback to Canvas for grading.

- **Grading**:
  - **Completeness**: Addresses all required components.
  - **Critical Analysis**: Offers insightful and thoughtful analysis.
  - **Clarity**: Communicates ideas clearly and effectively.
  - **Citation**: Properly cites sources in APA or Chicago author-date style.
  - **Peer Review**: Provides constructive feedback to peers.
  - **Revision**: Incorporates peer and (optional) AI feedback effectively.

  The synthesis, peer review, and AI feedback will be graded as a single assignment. Your revised synthesis will be evaluated using the Canvas rubric.

3. **Bonus Point Reflection Activity** (Optional)

- **Purpose**: Engage in metacognitive practice to analyze your learning process and feedback.
- **Process**:
  - After completing your revised synthesis and reviewing AI feedback, reflect on the entire process, including annotated bibliographies and peer reviews.
  - Consider the following questions (optional):
    * How did your understanding of the readings evolve?
    * Which feedback (from peers or AI) was most beneficial, and why?
    * How did the peer review process impact your perspective or approach?
    * What strategies were most effective in distilling and presenting information?
    * How can you apply lessons from this assignment to future tasks in public administration or other professional settings?
  - Write a brief reflection encapsulating your thoughts.

– Submit your reflection to AI for feedback using the prompt: *"I've completed a reflection on my learning process for this week's synthesis assignment. Here's my reflection [insert reflection]. Could you provide feedback or ask questions to provoke further thought?"*

– Submit both your reflection and the AI's feedback to Canvas for bonus point consideration.

Skip Week!

Students may skip one week of the annotated bibliography, synthesis, and reflection assignment during the semester. This option is intended to accommodate unexpected events or personal commitments. If you choose to skip a week, please notify the professor in advance. In place of the final synthesis during the skip week place a note in the Canvas assignment indicating that you are using your skip week.

2) Reading Discussion Facilitation

A group of students will be responsible for facilitating the discussion of the assigned readings each week. The facilitators will lead the class in a discussion of the readings, pose questions to stimulate critical thinking and analysis, and encourage active participation from all students. The facilitators will also provide a brief summary of the readings and highlight the key points for discussion. The facilitators will be selected at the beginning of the semester, and the schedule will be posted on *Canvas*. The facilitators will be graded based on the following criteria:

- Preparation: The facilitators are well-prepared and have a thorough understanding of the readings.

- Engagement: The facilitators actively engage the class in discussion and encourage participation from all students.

- Critical Thinking: The facilitators pose thought-provoking questions and stimulate critical thinking and analysis.

- Communication: The facilitators communicate clearly and effectively, ensuring that all students understand the key points of the readings.

- Leadership: The facilitators lead the discussion in a professional and respectful manner, creating a positive learning environment.

- Participation: The facilitators actively participate in the discussion and contribute to the class's understanding of the readings.

3) 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 two 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. Students who do not pass the exam on the first attempt will have the opportunity to retake the exam once during finals week. The grade for the exam is pass/fail. Students who do not pass on the second attempt will be required to retake the course.

4) Concentration Area Literature Review

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. The final draft of the literature review will be submitted on *Canvas* and graded by the professor. The length of the literature review will be approximately 15 pages, double-spaced, in APA or Chicago author-date style.

Objectives:

- Deepen knowledge in a specific concentration area.

- Develop research and writing skills.

- Synthesize practical and theoretical issues in public administration.

Requirements:

1. **Topic Selection:**

   - Choose a topic within your concentration area in consultation with the professor.
   - Ensure the topic addresses both practical and theoretical dimensions.

2. **Theoretical Book Requirement:**

   - Select a theoretical book related to your concentration area as part of your literature review.
   - Include an analysis of the book's contribution to the field and how it relates to your topic.

3. **Literature Sources:**

   - Utilize a minimum of 15 peer-reviewed articles or books.
   - Incorporate recent studies to ensure up-to-date analysis.

4. **Structure:**

   - Introduction: State the research question and its significance.
   - Literature Review: Summarize and synthesize key findings and debates.
   - Analysis: Critically evaluate the literature, identifying gaps and future research directions.
   - Conclusion: Summarize the main findings and their implications for public administration.

5. **Peer Review:**

   - Submit a draft for peer review on Canvas.
   - Provide constructive feedback to at least two classmates.
   - Revise your literature review based on the feedback received.

6. **Final Draft Deliverable:**

   - Submit a final draft of your literature review on Canvas.
   - Ensure the final draft meets the requirements outlined in the assignment guidelines.

Submission:

- Topic Outline: Week 12
- Annotated Bibliography: Week 13
- First Draft: Week 14
- Peer Review: Week 15
- Final Draft: Week 16

12. Course Requirements Due Dates

The due dates for the course requirements are as follows:

- Annotated Bibliography and Synthesis:

    - Annotated Bibliographies and Syntheses: Due each week by 11:59 p.m. on Wednesday
    - Peer Review: Due each week by 11:59 p.m. on Friday
    - Final Synthesis: Due each week by 11:59 p.m. on Saturday
    - Personal Reflection: Due each week by 11:59 p.m. on Saturday

- 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

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 Bibliographies	10%
Weekly Syntheses	15%
Reading Discussion Facilitation	5%
MPA Comprehensive General Area Essay Exam	35%
Concentration Area Literature Review Annotated Bibliography	5%
Concentration Area Literature Review Draft	10%
Concentration Area Literature Review Peer Review	5%
Concentration Area Literature Review Final Draft	15%

Bonus Points

- Bonus points will be awarded for exceptional work, including insightful comments in class discussions and high-quality written assignments. Bonus points will be added to your final grade at the end of the semester.

- Bonus points will be awarded for personal reflections on the weekly assignments. The reflections are an opportunity for you to engage in self-assessment and continuous improvement, enhancing your learning and professional development.

14. Course Schedule

Week 1 – 8/29: Public Administration Theory I

- **In-person Session**: Introduction to the Course

- Readings:

    - Wilson (1887), "The Study of Administration"
    - Weber (1946), "Bureaucracy"
    - Gulick (1937), "Notes on the Theory of Organization"
    - Follett (1926), "The Giving of Orders"
    - Simon (1946), "Proverbs of Administration"

- Due Wednesday: Annotated Bibliography and Synthesis

- Due Friday: Peer Review

- Due Saturday: Final Synthesis and Personal Reflection

Week 2 – 9/5: Public Administration Theory II

- **In-person Session**: Public Administration in the U.S. Context

- Readings:

    - Stivers (2000), *Bureau Men, Settlement Women*
    - Denhardt and Denhardt (2015), *The New Public Service*, Chapters 1–4

- Due Wednesday: Annotated Bibliography and Synthesis

- Due Friday: Peer Review

- Due Saturday: Final Synthesis and Personal Reflection

Week 3 – 9/12: Ethics and Values in Public Administration

- **In-person Session**: Public Service Values and Ethics

- Readings:

    - Friedrich (1935), "Responsible Government Service Under the American Constitution"
    - Finer (1941), "Administrative Responsibility in Democratic Government"
    - Goss (1996), "A Distinct Public Administration Ethics?"
    - Adams and Balfour (2009), "Unmasking Administrative Evil"
    - Denhardt and Denhardt (2015), *The New Public Service*, Chapter 7

- Due Wednesday: Annotated Bibliography and Synthesis

- Due Friday: Peer Review

- Due Saturday: Final Synthesis and Personal Reflection

Week 4 – 9/19: Leadership and Motivation

- **In-person Session**: Leadership and Motivation

- Readings:

    - Christensen, Paarlberg and Perry (2017), "Public Service Motivation Research"
    - Denhardt and Denhardt (2015), *The New Public Service*, Chapter 8
    - Lachance (2017), "Public Service Motivation"
    - Maslow (1943), "A Theory of Human Motivation"

- – Fairholm (2004), "Different Perspectives on the Practice of Leadership"

- Due Wednesday: Annotated Bibliography and Synthesis

- Due Friday: Peer Review

- Due Saturday: Final Synthesis and Personal Reflection

Week 5 – 9/26: Performance Management

- **In-person Session**: Performance Management

- Readings:

  - – Behn (2003), "Why Measure Performance?"
  - – Denhardt and Denhardt (2015), *The New Public Service*, Chapter 9
  - – Douglas and Ansell (2021), "Getting a Grip on Performance of Collaborations"
  - – Marvel (2015), "Unconscious Bias in Citizens' Evaluations..."

- Due Wednesday: Annotated Bibliography and Synthesis

- Due Friday: Peer Review

- Due Saturday: Final Synthesis and Personal Reflection

Week 6 – 10/3: Street-Level Bureaucrats

- **In-person Session**: Street-Level Bureaucrats

- Readings:

  - – Lipsky (2010), *Street-Level Bureaucracy*, Chapters 1–10
  - – Denhardt and Denhardt (2015), *The New Public Service*, Chapters 5–6

- Due Wednesday: Annotated Bibliography and Synthesis

- Due Friday: Peer Review

- Due Saturday: Final Synthesis and Personal Reflection

Week 7 – 10/10: Privatization and Contracting

- **In-person Session**: Privatization and Contracting

- Readings:

    – Milward and Provan (2000), "Governing the Hollow State"

    – Hood (1991), "A Public Management for All Seasons?"

    – Brown, Potoski and Van Slyke (2006), "Managing Public Service Contracts"

    – Jos and Tompkins (2009), "Keeping it Public"

    – Rainey and Bozeman (2000), "Comparing Public and Private Organizations"

- Due Wednesday: Annotated Bibliography and Synthesis

- Due Friday: Peer Review

- Due Saturday: Final Synthesis and Personal Reflection

Week 8 – 10/17: 21st Century Challenges

- **In-person Session**: 21st Century Challenges

- Readings:

    – Maynard-Moody and Musheno (2012), "Social Equities and Inequities in Practice"

    – Gooden (2017), "Social Equity and Evidence"

    – McCandless, Bishu, Gómez Hernández, Paredes Eraso, Sabharwal, Santis and Yates (2022), "A Long Road"

    – Denhardt and Denhardt (2015), *The New Public Service*, Chapters 10–12

- Due Wednesday: Annotated Bibliography and Synthesis

- Due Friday: Peer Review

- Due Saturday: Final 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

- **In-Person 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

- Potluck Celebration

Week 16 – 12/19: Course Conclusion

- **Asynchronous Session**: Course Conclusion

- Due: Concentration Area Literature Review Final Draft

References

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