

# MPA Capstone Seminar: Public Administration Theory

POSC 521 — Fall 2024

Thursdays at 7:00 in GH 248

<b>In-Person Sessions:</b>	August 29; September 5, 12, 19, 26; October 3, 10, 17; November 14; December 12.
<b>Asynchronous Online Sessions:</b>	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](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.

- **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 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 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.

## **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

### 11.1 Weekly Annotated Bibliography, Synthesis, and Reflection

To facilitate class discussion and prepare you for comprehensive exams, your weekly writing assignment begins with an annotated bibliography of each weekly reading. It concludes with a 2- to 3-page synthesis of the week's readings. This assignment incorporates a group activity using an AI large language model (ChatGPT) and individual work.

#### Definitions

**Annotated Bibliography:** An annotated bibliography is an organized list of sources (like a reference list), where each source is followed by a brief (usually about 150 words) descriptive and evaluative paragraph—the annotation. In this course, each annotation should

consist of a full citation, a summary of the central theme and key points of the source, and a note on its relevance to the week's topic.

The annotated bibliography in this course is to review the literature on the week's topic and prepare you for in-depth discussion and analysis. It also helps develop your ability to distill and synthesize complex information, a key skill in public administration.

**Synthesis:** A synthesis is a piece of writing that combines information from many sources to present an understanding or make a point. The sources used in a synthesis may be different articles, essays, interviews, or lectures. In this case, your sources are the readings for the week.

The purpose of the synthesis in this course is to pull together the main themes and insights from the week's readings and discuss their implications for public administration. The synthesis should not be a simple summary of each source but rather a critical analysis that identifies patterns, draws connections, and addresses contradictions among the sources. The synthesis encourages you to think critically and analytically about the readings and their implications for the theory and practice of public administration.

**Reflection:** A reflection is a metacognitive practice that allows you to analyze your learning process, the feedback you've received, and the evolution of your understanding of the week's topic. The reflection should consider how your understanding of the readings evolved, which feedback was most beneficial, how the peer review process impacted your perspective, what strategies were most effective, and how you can apply the lessons from the assignment to future tasks in public administration or other professional settings.

The reflection is an optional activity and will be graded as a bonus point assignment. It is an opportunity for you to engage in self-assessment and continuous improvement, enhancing your learning and professional development.

## Details

**Instructions:** Your weekly writing assignment begins with an annotated bibliography of each weekly reading to facilitate class discussion and prepare you for comprehensive exams. It concludes with a 2-page synthesis of the week's readings. This assignment incorporates a group activity, the use of an AI large language model (e.g., ChatGPT, Claude, etc.), and individual work.

**Objectives:** To engage deeply with the course readings, reflect on their implications for public administration, and collaborate with peers and AI to continuously improve analytical and writing skills.

**Details:** We're incorporating AI (ChatGPT) to facilitate feedback on your assignments, aiming to refine your comprehension and writing skills. While ChatGPT is a powerful tool, always remember that it is designed to complement, not replace, your own critical thinking.

## An Assignment in Two (or Three) Parts

### 1. Annotated Bibliography:



1. **Purpose:** Review the literature on the week's topic, preparing you for an in-depth synthesis and class discussion.
2. **Process:** You will write an annotated bibliography of the week's readings each week. The annotated bibliography should be 150 words in length, written in your own words, and include a citation for each source. The annotation should summarize the source's central theme and main points and note its relevance to the week's topic.
  - **Citation:** Provide a full citation for the source in APA or Chicago author-date style.
  - **Summary:** Summarize the central theme and key points of the source in your own words.
  - **Relevance:** Note the source's relevance to the week's topic and its implications for public administration.
  - **Optional Activity:** Submit your annotated bibliography to the AI for feedback and revise your annotated bibliography based on the AI's feedback.
    - Use this 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?"*
    - This optional activity is for your benefit only and will not be graded. You may submit as many annotated bibliographies as you wish for feedback.

## 2. Synthesis:

- **Purpose:** Pull together the main themes and insights from the week's readings and discuss their implications for public administration. This part of the assignment has an individual and a peer review component.
- **Process:** You will write a 2- to 3-page synthesis of the week's readings each week. The synthesis should not be a simple summary of each source but rather a critical analysis that identifies patterns, draws connections, and addresses contradictions among the sources. The synthesis encourages you to think critically and analytically about the readings and their implications for the theory and practice of public administration.
  - Upon completion, submit your draft to Canvas for peer review. Canvas will automatically assign two peers to review for each student. Read your peer's synthesis and use the rubric on *Canvas*. The rubric is only a guide, so feel free to provide additional feedback as you see fit, and don't feel obligated to comment on every criterion. Be kind, constructive, and specific in your feedback.

- Revise your synthesis based on the peer review and submit it to the AI for feedback. Use this 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?”*
- You do not need to revise your synthesis based on the AI’s feedback. The AI feedback is for your benefit only and will not be graded.
- Submit your revised synthesis *and* the AI’s feedback to Canvas for grading.
- **Grading:** The synthesis will be graded based on a Canvas rubric. The peer review will be graded based on the quality of the feedback provided. The synthesis, peer review, and AI feedback will be graded as a single assignment according to the following weights:
  - Completeness: 20%
  - Quality: 40%
  - Peer Review: 10%
  - AI Feedback: 10%

Your revised synthesis will be scored using the rubric on *Canvas*.

### 3. Bonus Point Reflection Activity

- **Purpose:** To engage in metacognitive practice, allowing you to analyze your learning process, the feedback you’ve received, and the evolution of your understanding of the week’s topic. This optional reflection is individual and will be graded as a bonus point assignment.
- **Process:** After completing your revised synthesis and reviewing the feedback from ChatGPT, take some time to reflect on the entire process, including the annotated bibliographies and peer review portions of the assignment.
- Consider none, any, or all of the following questions:
  - How did your understanding of the readings evolve?
  - Which feedback (from peers or ChatGPT) was most beneficial, and why?
  - How did the peer review process impact your perspective on the topic or your approach to writing the synthesis?
  - What strategies did you find most effective in distilling and presenting information coherently?
  - How can you apply the lessons from this assignment to future tasks in public administration or other professional settings?
- Write a brief reflection encapsulating your thoughts.

- Share this reflection with ChatGPT 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 your reflection and a copy of the AI's feedback to Canvas for bonus point grading.

## **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.

## **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.

## **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 15-20 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
- Peer Review: Week 14
- Final Draft: Week 15

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

The due dates for the course requirements are as follows:

- Annotated Bibliography and Synthesis:
  - Due each week by 6:59 p.m. on Thursday
  - Personal Reflection: Due each week by 11:59 p.m. on Sunday
- 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 Criteria

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.

### 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.

### 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: Revised 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%

## 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 Thursday: Annotated Bibliography and Synthesis
- Due Sunday: 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 Thursday: Annotated Bibliography and Synthesis
- Due Sunday: 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 Thursday: Annotated Bibliography and Synthesis
- Due Sunday: 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 Thursday: Annotated Bibliography and Synthesis
- Due Sunday: 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 Thursday: Annotated Bibliography and Synthesis
- Due Sunday: 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 Thursday: Annotated Bibliography and Synthesis
- Due Sunday: Personal Reflection
- **Assignment:** Literature Review Topic Selection

## 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 Thursday: Annotated Bibliography and Synthesis
- Due Sunday: 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 Thursday: Annotated Bibliography and Synthesis
- Due Sunday: 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

## **Week 16 – 12/19: Course Conclusion**

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

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