Introduction
Administrative theory establishes the theory base for the field of public administration by introducing students to a comprehensive set of historical and current theories, concepts, and approaches in public administration. This theory base is vital to public administrators, because they must achieve results through the management of organizations, and understanding the theoretical perspective of organizations, behavior, and management can help to achieve more successful results.

The course will focus on theory in readings, and it will incorporate the application of theory in class discussions about current events, case study exercises and class papers. In the end, students should have a greater understanding of administrative theory and be able to apply it to the practice of public administration.

Learning Outcomes

- Understand core descriptive, normative, and predictive theories of administrative structure, systems, and processes so that you see public organizations from a theoretically informed point of view. You also understand that there is not one organization theory, but several which may be applicable to an organization depending on your perspective.

- Have a greater understanding and awareness of the nature, scope, and history of public administration and the variety of academic disciplines that have contributed to the theories and the practices. You should be able (1) to describe the development of public administration; (2) to compare the major organizational theories; and (3) to have a working knowledge of the dimensions of public management.

- Have the analytical ability to see, understand, and appreciate theories, issues, and problems from more than one theoretical perspective. You should be able to engage, in the process of careful, rigorous and systematic thinking at both abstract (theoretical) and concrete (practical) levels. You should have the ability to both present and respond to theories and practical situations.

- Have the ability to analyze public organizations to improve effectiveness. This means thinking theoretically to use and relate concepts through generalization. It also means thinking practically to sort out critical elements or facts in a complex situation.

- Prepare you for a career of public administration by linking the content of the course, both theory and practice, with your own experiences and the
shared experiences of the other class participants. You should be able to actively participate as a team member and ideally as a leader.

Requirements for the Course

This is primarily a reading and writing course. (If you want to understand the importance of writing in public administration, see Why Advancement in Public Administration has Always Been an Essay Contest, Shafritz and Borick (2010) in the Blackboard(BB) Course Content –Tool Box).

Most of the course content is presented outside of the classroom, in readings or on-line. Classroom activities focus on the presentation and discussion of questions and answers from the topics in the course materials. The requirements for this class are reading, writing and presenting. You are responsible for doing the required readings, carefully and thoughtfully, producing written commentaries and preparing yourself for the class discussions. You are expected to participate in each class discussion and in any on-line exercises.

Class attendance, participation and preparation: The readings for this class have been selected to prepare you for both the in-class discussion and on-line discussion of specific topics.

For each face-to face class (F2F) and the “guest” lecture videos you are expected to submit a review of the assigned materials in the format of a briefing memo focusing on key concepts and terms. You must also formulate at least two discussion questions, with your answers, from the assigned materials. Not all of the assigned materials need to be included in your review so be sure to read the syllabus carefully. This will begin with the Class 2 reading assignments. (See the SAMPLE reading questions for the Class #1 readings.)

You will post your questions to the DISCUSSION section in BB and email your review and questions to the instructor prior to 7 PM on the day prior to the next F2F class meeting. Please provide PDFs rather than Word files. All questions will be presented during the class for evaluation and discussion. The best questions will be selected by the class, presented by the student authors, with their answers.

Your responses are not simply summaries of the readings or statements of your opinion or position, but a critical view of a specific reading or portion of a reading. While for practitioners an uncritical view may be acceptable, as students and scholars you need to do more than simply explain the claims or answers in the reading, you need to be able to critically dissect or defend them.
Points are awarded for presentations and also your participation. You can earn up to 20 points towards your grade, for completing the review of the readings and submitting questions and for having your questions selected, and your presentation. For a discussion of memo writing see Smith, C. (2010) *Writing Public Policy* chapter 7, p. 126 for the format and style of a briefing memo, in the BB Course Content – Tool Box

On-line Classes: For the four on-line classes (weeks 3, 5, and 10) you are expected to respond to the readings and questions in the on-line discussion on BB. Protocol for on-line exercises:

**Posting requirement/prompt:**
- Post coherent statements/narrative and not fragmented sentences/paragraphs.
- Don’t saturate the discussion board with multiple postings. Provide opportunities for others to post – i.e., don’t answer your own posts.

**Response requirement:** Respond to other posts and indicate either support or resistance for the post and elaborate your reason.

**Semester Writing Project:** Select an organization to design or to redesign – e.g., your organization where you work or have worked; or a current event such as the Veterans Administration, IRS, Houston Police Department, etc. This design or redesign will result in your final paper. See Gailbraith, chapter 1, II. Designing The Organization and III, Developing the Details (p. 11).

- Submit topic proposal by 5th week based on Star model, Fig 1.1 and 1.2.
- Present topic to the class in week 8, including Tools 1.1, 1.2, 2.1-2.6.
- Final paper due Dec. 9, 2015.

**Work Group Exercises** (subject to change based on class size)

Case Studies -- Each student will participate in two group exercises during weeks 7, 8, 9, and weeks 10, 11, 12.

- You will collaborate on solutions to case studies. Each group member’s collaborative effort and participation will be judged based upon his/her performance in BB’s discussion group format.
- The final product will be a group solution to the case study, using the tools in Galbraith chapter 3 (3.1, 3.2) which will be presented to the class in Class 9, October 20 and Class 12, November 10.

**Grading:** these are the class activities and the points you can earn. (For details see Grading Rubrics posted in the Course Information folder or attached to specific assignment.)
Preparation, Participation

Preparation evidenced by your memos, including questions and answers
In-class presentation of your memo, questions and answers
In-class discussion
On-line participation

Semester Project
Proposal
Class Presentation
Final Paper

Group Exercise
1st
2nd

Total Score

Grading Elements – Memos and Papers (see Assignment Rubrics for details)

1. Purpose
- Link the content of the course, both theory and practice, to the assigned readings or topic to demonstrate your understanding of the coursework’s applicability.
- Demonstrate your comprehension of the material.

2. Evidence-based Reasoning
Use concepts, models, methods, etc. from the class

3. Organization
Flow of ideas and analysis

4. Mechanics and style
Grammatical errors, clarity, precision, and economy of expression

Grading Elements – Presentations

1. Content, addressed the topic and informed the audience
2. Use of tools
3. Power Point – follows good protocol; good flow; consistency
4. Body language – professional and compatible with content
Grading Elements – Presentations

5. Eye contact with the audience – don’t read your presentation
6. Voice – projects well with appropriate inflections
7. Pace/speed of presentation – clear and natural
8. Language – no use of fillers; good grammar
9. Timing of presentation to stay within allotted time.
10. In group exercises you get no points for being a “free-rider.”

Grading Elements On-line.

1. Similar to Papers: Even though your posts and responses on BB will be more of a dialogue with other group members, still adhere to purpose, evidence-based reasoning, and mechanics and style as for papers (see above)

2. Number of posts

3. Quality of posts – What substantive material have you added to the discussion? What value have you added?

Required Textbooks


Outline and Assignments (Subject to change as necessary)

Class 1 – Aug. 25: Introduction-The Study of Administration

Readings, Note: review for new concepts and terms (Instructor will write review and present in class)

A. Wilson, Woodrow (1887) “The Study of Administration.”

Do you need a refresher on the history of PA and major theories? Or do you need some context for the class readings?

This Youtube video is a good summary. It is audio only and of good quality. The presentation is rich in content but moves along very fast. My rating: production quality 3 of 4 ★, content 4★.

“PUBLIC ADMINISTRATION.” (May 8, 2014) (time 33:47)
https://www.youtube.com/watch?v=W9J_4SyIMQE

Class 2 – Sept. 1: The Role of Theory in Understanding Organizations

Readings: Note: written review of all chapters required.

Rainey (2009),
A. The Challenge of Effective Public Organization and Management.
B. Understanding the Study of Organizations: A Historical Review.

Scott and Davis (2007)
D. The Subject is Organization; The Verb is Organizing

Semester writing project readings. Note: written review of project readings not required but these will be extensively discussed in class.

Semester writing project: Assignment
- Select an organization to design or to redesign – e.g., your organization where you work or have worked; or a current event such as the Veterans Administration, IRS, Houston Police Department, etc. This design or redesign will result in your final paper. See Gailbraith, II. Designing The Organization and III Developing the Details (p. 11).
- Submit topic proposal by 5th week based on Star model, Fig 1.1 and 1.2.
- Present proposed topic to the group in class 8, including Tools 1.1, 1.2, 2.1-2.6.

On-Line
Class 3 – Sept. 8: The Role of Public Organizations and Bureaucracy
Readings:
G. Moulton, Stephanie and Charles Wise (2010) Shifting Boundaries between the Public and Private Sectors: Implications from the Economic Crisis. PAR, 349-360. [The case studies, pp. 351-357, are interesting and helpful, but not necessary to understanding the authors’ intent.]

Answer discussion exercise questions in BB.

Class 4 – Sept. 15: Why is Government Different? Organizational Environment, Political Power, and Goals & Effectiveness
Readings: Note: Review all chapters. You can review Scott and Davis 2-5 as one continuous chapter.

Readings: review all

Rainey (2009)
B. 5 The Impact of Political Power and Public Policy, 110-142
C. 6 Organizational Goals and Effectiveness
D. 7 Formulating and Achieving Purpose

SUBJECT TO CHANGE AS NECESSARY
E. 8 Organizational Structure, design, technology, and information technology

Scott and Davis (2007)

F. 2 Organizations as Rational Systems, 35 - 58.
G. 3 Organizations as Natural Systems, 59 - 86.
H. 4 Organizations as Open Systems, 87 - 106.
I. 5 Combining the Perspectives, 107 - 123.

On-Line
Class 5 – Sept. 22: Organizational Dimensions of Leadership, Management, Culture, & Teamwork
Readings: review all

Scott and Davis (2007).
A. 6 Technology and Structure
B. 7 Labor and Structure
C. 8 Goals, Power, and Control
Rainey (2009)
D. 11 Leadership, Managerial Roles, and Organizational Culture
E. 12 Teamwork: Understanding Communication and Conflict in and Among Groups

Answer discussion exercise questions in BB.

Semester Writing Assignment Proposal due by email at the end (Fri. 5pm) of this week

Class 6 – Sept. 29: Applying Organizational Theories

Group Exercise #1. County Government Reorganization

The purpose of this exercise is to develop the ability to analyze public organizations to improve effectiveness. This means thinking theoretically to use and relate concepts through generalization. It also means thinking practically to sort out critical elements or facts in a complex situation. Groups will be randomly assigned in class. Case presentation is due in class in week 9.

Semester writing project readings, Note: review of readings not required,

Guest Lecture Videos
Class 7 – Oct. 6: Theories About Power and People

Review video lectures

- **Jack Welch on Management Style**, (time 8:24)
  SpeakersDotCom October 2014
  Production quality 4 ☆. Content 4 ☆
  https://www.youtube.com/watch?v=vBVc9nbXjCw

- **Some Thoughts on Organization Design Concepts** (2013) (time 1:20:57)
  Book: It’s All About Work ,Dr. Stephen D. Clement
  (Note: refer to Perrow, Why Bureaucracy? Fig. 1, p37.)
  University of the District of Columbia
  www.SergeyIvanov.org
  Production quality 2 ☆ Content 3 ☆
  https://www.youtube.com/watch?v=n1uWQyoCXsk

Readings, Review All

A. Perrow (1986)
   a. 3 Human Relations Model, 79-85 and 97-110.
   b. 4 The Neo-Weberian Model: Decision-making, 119 – 131 (in decision-making document) and Technology, 140-156.
   c. Control Graph Theory, 111-114
   a. 9 The Dyadic Environment of the Organization, 220 – 244.
   b. 10 Organization of the Environment, 245 - 277.
Class 8 – Oct. 13:

**Project: Semester writing project proposal presentations this week.** Including results of Tools 1.1, 1.2, 2.1-2.6.

Class 9 – Oct.20: Dimensions of organizational management

**Group Exercise #1 Presentations**


Readings:
Rainey (2009), Part II Key Dimensions of Organizing and Managing,

A. 9 Understanding People in Public Organizations: Values and Motives, 247-272.


On-Line

Class 10 – Oct.27: Organizational pathologies, performance, and culture

Project:
Readings:

A. Scott and Davis (2007)
   b. Organizational Performance, 326 - 339.
B. Shafritz, et al. (2005).
   a. Organizational Culture Theory, 352 - 357.
   d. Kanter, Power Failure in Management Circuits, 342 – 351.

Answer discussion exercise questions in BB

Class 11 – Nov. 3: Networked and Collaborative Arrangements

Readings
A. Scott and Davis (2007) 11 Networks In and Around Organizations, 278 – 287,
Class 12 – Nov. 10: Management of networked arrangements

**Group Exercise #2 Presentations** Regionalizing Specialized Police Operations (2008)  
*The Electronic Hallway*, University of Washington

Readings:


B. Barbara Kellerman on Followership (time 1:08:13)


Readings


E. Perrow (1986)

   b. Conflict, 131-140.

Class 14 – Nov. 24: Accountability

Readings


B. Book Review: Rigby, Elizabeth (2011) Accountability in an Intergovernmental Context: Federal Education Policy as a Cautionary Tale. Journal of Public Administration Research and Theory, 21, 2, 387-391. [Understand why a paradox of federal accountability efforts exists; that accountability is not a panacea; and accountability may be only symbolic.]

D. Koppell, Jonathan GS (2005) Pathologies of Accountability: ICANN and the Challenge of "Multiple Accountabilities Disorder". Public Administration Review, 65, 1, 94-108. [No need to read the case study. Pages 94-99 are very informative. Understand why more specificity is needed when addressing accountability; and understand the five dimensions of accountability.]


Class 15 – Dec. 1: Wrap-up
Readings:
A. Rainey (2009), professionalism, 304-306.

Semester Writing Project Due Dec. 9
GENERAL INFORMATION

Grading

Final Grades: A = 100-95, A- = 94-90, B+ = 89-87, B = 86-84 B- = 83-80, C+ = 79-77, C = 76-74, C- = 73-70, D+ = 69-67, D = 66-64, D- = 63-60, F = 59-0.

Statement on Academic Dishonesty
Presenting the words or works of others as your own is plagiarism, is dishonest, and is a violation of the University Policy on Academic Honesty. If you are not certain of what is permissible, you should contact the professor prior to submitting the assignment and/or check the UH webpage http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-policy/index.php. A student found in violation of academic honesty may be subject to a failing grade, suspension, or dismissal from the university.

AMERICANS WITH DISABILITY ACT (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you need special accommodations and assistance due to a disability, please contact the Center for Students with DisABILITIES (CSD Building 568, Room 110) and the Learning Support Services (LSS, 321 Social Work Building), or call 713-743-5411 to make appropriate arrangements.