

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT PUBLIC ADMINISTRATION	COLLEGE CDSI
COURSE PREFIX AND NUMBER PAD 7050	CURRENT COURSE TITLE Scope and Theory of Public Administration
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2017	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE No. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: <p style="margin-left: 20px;">A DOCTORAL SEMINAR FOCUSING ON THE THEORIES, CONCEPTS, AND MODELS OF PUBLIC ADMINISTRATION. THE COURSE CONTENT WILL INCLUDE AN ASSESSMENT OF HISTORICAL, NORMATIVE, AND DESCRIPTIVE APPROACHES TO PUBLIC ADMINISTRATION.</p>	CHANGE PREREQUISITES/MINIMUM GRADES TO*: DROP/ REMOVE PREREQUISITE PAD 7005 <p style="text-align: center;">SEE ATTACHED MEMO FOR JUSTIFICATION.</p> CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: <p style="font-size: small;">*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</p>
Faculty contact, email and complete phone number: Steven Bourassa, Director, SPA, sbourassa@fau.edu, (561) 297-4164	Attach syllabus for ANY changes to current course information.
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here: N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³ N/A

Approved by: Department Chair: <u>Steven C Bourassa</u> <small>Digitally signed by Steven C Bourassa DN: cn=Steven C Bourassa, ou=Florida Atlantic University, ou=College of Public Administration, email=sbourassa@fau.edu, c=US, Date: 2016.08.30 13:02:51 -05'00'</small> College Curriculum Chair: <u>Diane Sherman</u> <small>Digitally signed by Diane Sherman Date: 2016.09.12 17:24:58 -04'00'</small> College Dean: <u>Wesley Hawkins</u> <small>Digitally signed by Wesley Hawkins DN: cn=Wesley Hawkins, ou=Florida Atlantic University, ou=College of Public Administration, email=whawkins@fau.edu, c=US, Date: 2016.09.12 17:24:58 -04'00'</small> UGPC Chair: <u>Wm R McDaniel</u> Graduate College Dean: <u>Alexander Stoy</u> UFS President: _____ Provost: _____	Date: 8/30/2016 09/12/2016 9/13/2016 10-12-2016 10-14-16 _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if applicable)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.
 FAUchange—Revised July 2015

PAD 7050 (16423) 3 Credits
Scope and Theory of Public Administration

Classroom: SO 216 Conference Room; Mondays, 6:30 – 9:20

Hugh T. Miller, Professor

Office: 202 Social Science Building; Phone (561) 297-4149

Office hours: Mondays and Wednesdays 4:00 – 6:30

E-mail: hmillier@fau.edu

Course Description

Catalog Description A doctoral seminar focusing on the theories, concepts, and models of public administration. The course content will include an assessment of the historical, normative, and descriptive approaches to public administration.

A core seminar for doctoral students, this course focuses on theories of public administration. The course content will consider historical and current normative and descriptive theories of public administration.

Course Objective

The goal of this seminar is to build and expand a theoretical base from which public administration may be understood. In this course we will read, write about, and discuss theory related to public policy and administration. We will do those things thoughtful people have always tried to do – read, discuss, think, reflect, communicate, write, and read further – in pursuit of comprehension. Seminar meetings will revolve around discussions of assigned readings and oral presentations by class members. The course is designed as a doctoral-level seminar that engages students in conceptual interpretations of public administration.

Books:

Bakija, Jon, Lane Kenworthy, Peter Lindert, and Jeff Madrick. 2016. *How Big Should Our Government Be?* Oakland: University of California Press.

Denhardt, Janet V. and Robert B. Denhardt. 2015. *The New Public Service: Serving, Not Steering*. 4th edition. New York: Routledge.

Miller, Hugh T. (2012) *Governing Narratives: Symbolic Politics and Policy Change*. Tuscaloosa: University of Alabama Press.

Spicer, Michael W. 2014. *In Defense of Politics in Public Administration: A Value-Pluralist Perspective*. Tuscaloosa: University of Alabama Press.

Stivers, Camilla. *Gender Images in Public Administration: Legitimacy and the Administrative State*. 2nd Edition. Thousand Oaks CA: Sage.

Grading and Evaluation Procedures & Standards

1. Preparedness and Participation.

Reading assignments and other relevant unassigned articles and books in advance of class sessions will make for improved class discussions. (Suggestion: Take notes as you read, and write in the margins.) The intention here is that every student should be prepared to volunteer for informal oral presentations of her or his thoughts on the session's topic or topics. Obviously, students must attend class in order to participate.

Anything less than full participation reduces the grade one would otherwise receive. Missing more than two class sessions, for example, would impact the student's grade in a negative direction. Tardiness – for class or in turning in assignments – would also result in a lowered grade. Inattentiveness, lack of preparation, and failure to contribute to the class discussion would also have this effect.

2. Assignments.

Papers

There are five 13-point essays to coincide with the five assigned books, plus two 6-point essays associated with the posted readings by Max Weber and Michel Foucault. These papers should be well written, the arguments carefully developed, the claims commensurate with logic and/or empirical evidence. Indeed, one mark of a poor paper is that the claims it makes are not supported, but are merely asserted. Students who go beyond normal expectations for graduate students will receive an A. On the other hand, marginally acceptable papers that are weak, halfhearted or poorly written will be given a C (2.0).

Good writing is a must. Rewriting before submitting the final paper is a very good idea. Many writing errors are easily avoidable. Few people, if anyone, can write decent prose on the first or even second draft. Awkward sentences could have been rewritten. Misspelled words and faulty grammar could have been corrected. Sentence fragments and incomplete sentences could have been rewritten. A second or third reading might have revealed faulty logic. "Deadwood," or unnecessary verbiage that does not advance the argument, could have been eliminated. Irrelevant points could have been ferreted out. A better choice of word might have been found.

Concept Talking Points

The two-point papers are there to assist you in preparing for class discussion on the day they are due. Here you should describe the three or four interesting or important concepts you found in the assigned reading.

Concept matrices

A concept matrix looks like a spreadsheet grid with rows and columns. (See attached examples.) The idea here is to make linkages and connections between and among the concepts that are articulated in the readings. A matrix will cover each book or article assigned at a minimum. These matrices will function later on to help you study for the comprehensive exams.

Schedule of Assignments

Assignment	Due Date	%
1. Max Weber "On Bureaucracy."	Aug. 29	6
2. Michel Foucault "On Governmentality"	Sept. 12	6
3. Bakija <i>et al.</i> , Chapters 1 & 2	Sept. 19	2
4. Bakija <i>et al.</i> , Chapters 3 & 4 +	Sept. 26	13
5. Miller, Chapters 1, 2, 3, Appendix 1	Oct. 3	2
6. Miller, Chapters 4, 5, 6, Appendix 2 +	Oct. 17	13
7. Stivers, Chapters 1 - 4	Oct. 24	2
8. Stivers, Chapters 5 - 7 +	Oct. 31	13
9. Spicer, Chapters 1 - 3	Nov. 7	2
10. Spicer, Chapters 3 - 6 +	Nov. 14	13
11. Denhardt & Denhardt, Chapters 1 - 4	Nov. 21	2
12. Denhardt & Denhardt, Chapters 5 - 8	Nov. 28	2
13. Denhardt & Denhardt, Chapters 9 - 12 +	Dec. 5	13
14. Matrix	Dec. 12	3
15. Participation and preparedness for class		8
	Total	100

Course Schedule

August 22: Max Weber.

August 29: Discussion of Weber. Preview of Foucault's "On Governmentality."

Sept 12: Discussion of Foucault. Preview of Bakija et al. *How Big Should Our Government Be?* Ch. 1 & 2.

Sept. 19: Discussion of Bakija et al. Ch. 1 & 2. Preview of Bakija et al. Ch. 3 & 4.

Sept. 26: Review and critique of *How Big Should Our Government Be?* Preview of Miller, Ch. 1 - 3, Appendix 1.

Oct. 3: Discussion of Miller, Ch. 1 - 3, Appendix 1. Preview of Miller, Ch. 4 - 6, Appendix 2.

**Oct. 17: Discussion of *Governing Narratives*. Review of Miller, Ch. 4 - 6, Appendix 2
Preview of Stivers, Ch. 1 - 4.**

Oct. 24: Discussion of Stivers, Ch. 1-4. Preview of Ch. 5 - 7 in Stivers.

Oct. 31: Review and critique of *Gender Images*. Preview of Spicer, Ch. 1 - 3.

Nov. 7: Spicer, Ch. 1 - 3. Preview of Spicer, Ch. 4-6.

Nov. 14: Review and critique of *In Defense of Politics in Public Administration: A Value-Pluralist Perspective*. Preview of Denhardt & Denhardt, Ch. 1 - 4.

Nov. 21: Denhardt & Denhardt, Ch. 1 - 4. Preview of Ch. 5 - 8.

Nov. 28: Denhardt & Denhardt, Ch. 5 - 8. Preview of Ch. 9 - 12.

Dec. 5: Review and critique of *The New Public Service: Serving, Not Steering*.

Dec. 12: Matrix due.

CONCEPT MATRIX A

	Concept 1	Concept 2	Concept 3	Concept 4
Chapter 1				
Chapter 2				
Chapter 3				
Chapter 4				
Chapter 5				

CONCEPT MATRIX B

	Concept 1	Concept 2	Concept 3	Concept 4
Theme 1				
Theme 2				
Theme 3				
Theme 4				
Theme 5				

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

9-13-16

To whom it may concern:

This memorandum serves as a summary of the decision making regarding the removal of the PAD 7005 prerequisite from the PAD 7050 course. The initial paperwork was filed in 2012, and became lost somewhere in the process. Previous coordinators and administrators for SPA were left with the erroneous belief this change had already been approved and taken effect, rather than being lost. The intent of this package is to finally complete the process bringing policy in line with practice. As this was initiated prior to my service as program coordinator, I am including the original transmittal memo as part of the package.

Cordially,



Dr. Arthur Sementelli
Associate Professor and Ph.D. Program Coordinator
School of Public Administration
777 Glades Road SO 202D
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SCHOOL OF PUBLIC
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November 2, 2012

TO: Whom it May Concern

RE: Change in core requirement in Ph.D. Program

At the October 26 SPA faculty meeting, the faculty voted 10-0-0 to change the core requirement PAD 7005 Intellectual Development of Public Administration to PAD 7050 Scope and Theory of Public Administration, the latter course being viewed as more appropriate preparation for contemporary doctoral students.

Sincerely,

A handwritten signature in black ink that reads "Hugh T. Miller". The signature is written in a cursive style with a large initial 'H'.

Hugh T. Miller
Professor