

**University of Oregon**  
**School of Planning, Public Policy and Management**  
**PPPM 618: Public Sector Theory**  
**Fall 2022 (CRN 11728)**

Location: 146 HEDCO Education Building  
Time: Monday / Wednesday: 10:00 AM – 11:20 AM  
Course Website: <http://canvas.uoregon.edu>

**M. Blair Thomas, Ph.D., MPH, MPA (he / him / his)**

Office: Hendricks Hall 109

Student Hours: Wednesdays (1:30 PM – 3:30 PM) and by appointment

Email: [blairt@uoregon.edu](mailto:blairt@uoregon.edu) (Best way to reach me)

**GENERAL NOTES:**

I am here to support your learning objectives and get you all excited about this topic, but I also want to emphasize that nothing is more important than your mental and physical health.

• **I WILL ALWAYS CARE MORE ABOUT YOU AS A PERSON THAN AS A STUDENT!**

- Please let me know if you are struggling with any of the class material, or if you need extra time for any assignments.
- If you need to miss class for any reason (medical, childcare, work, etc.), that is completely fine – just send me an email. I do NOT need doctor's notes, or any other justification.
- If you or a household member are sick, please stay at home and take care of yourselves. Don't worry about missing assignments or classes. If my student office hour timings don't work for you, email me and we can find an alternative time to chat. All student office hours will be online this term for a safer experience.
- If you need to step outside the classroom briefly, please feel free to do so

**Overview**

This course provides a theoretical and historical base for the Master of Public Administration and Masters of Nonprofit Management degree programs. It is intended to not only introduce you to the ideas of public service, public administration and policy over the past century, but also to enable you to place yourself within the historical debates and to give you the knowledge enabling an almost prescient ability to predict the waves of public and nonprofit sector reforms and backlash in the future. No small task! \The emphasis will be on the U.S., but we will also draw on readings and lessons from other countries using a comparative lens. This course occupies a unique introductory niche in the MPA and MNM curricula, concentrating on the history and theory of administering policy for public benefit – big ideas and counterarguments to the big ideas.

**Readings**

- There is no textbook for the course. All readings will be posted online on Canvas. It is absolutely critical that you check Canvas every week, as readings may be updated as the term progresses, depending on the interests of the class and current events. This is not a static class, and you will have the chance to shape your learning as we progress.

**Competencies**

By completing this course, students will be able to:

- Evaluate the history and trajectory of public administration, the government and nonprofit sectors, and public service.
- Research and present a literature review on a specific topic important to public/nonprofit administration or public policy.

- Identify potential research questions that have yet to be answered and consider ideas from underrepresented and overlooked sources.
- Write compelling and persuasive professional communications and research papers.

### **General Requirements and Information**

If you know you are going to miss a class, let me know, and be sure to get notes from a colleague in class. It is your responsibility to get assignments in on time unless otherwise excused; late assignments may have a per-day point penalty. **If you need extra time, that is perfectly fine, but you must let me know in advance.** It is also your responsibility to ensure you can access the course website. **Turn in all assignments through Canvas, NOT on paper.** If Canvas is down, submit via email. **Turning in assignments early is encouraged!**

### **Course Workload**

A general rule of thumb for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four-credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course. **NOTE:** Both American English (e.g., organization, color) and British English spellings (e.g., organisation, colour) are perfectly acceptable in class. You are also free to use either Metric or Imperial units in your assignments as needed.

### **Writing Lab**

This is a reading and writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must go to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

### **Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

### **Plagiarism and Academic Misconduct**

You are always expected to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at:

[www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students). **I use Turnitin to analyze your assignments for plagiarism. High percentage scores on Turnitin (70 and over) will result in 0 points on the assignment and possible further academic consequences.**

### **Documented Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu)

### **Sexual Violence, Harassment and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

### **Diversity, Inclusion and Respect Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

### **Grade Composition**

Class Participation	Attendance and participation	10%
Civic Engagement	Reflection on self-selected activity	20%
Critical Literature Review	A review summarizing one article that offers a critical perspective to the "canon".	30%
Final Paper	Research paper on topic of student's choosing	40%

### **Grade Distribution**

A	94-100%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%

B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

### **Explanation of Assignments**

#### **Class Participation – 10%**

Students are expected to show up to class and engage. At the minimum, I expect you to complete reflection exercises in addition to showing up for class. If you expect to miss class for any reason, please email me in advance. With approximately 10 weeks of class and 2 days of class, each class counts for roughly .5% (1/2 of 1 percent) of your final grade.

#### **Civic Engagement- 20% (Due by November 14)**

You will engage in a civic engagement exercise from a list provided to you on Canvas or by one that you get approved by the course instructor. I want this exercise to MATTER TO YOU! A description of your engagement, your personal feeling about it and how you can apply the experience to course content is expected. **A rubric for grading will be provided on Canvas.**

#### **Critical Literature Review–30% (Due October 26)**

This course covers over 100 years of thinking around public administration, and most of the core literature tends to not be representative of the American public. For one week during the course, you are challenged to find an article that is critical of this canon or offers a “critical” or overlooked perspective of a week’s readings, drawing from disparate literatures, including Critical Race Theory, Feminist Theory, theories of Indigenous Peoples, Decolonizing perspectives, or Queer Theory, just to name a few. You may also find two articles about intersecting perspectives (e.g., Feminist and Critical Race Theory). You will write a one-page analytical summary (double-spaced) of the article(s) during one week of the course, describing how it relates to or challenges the core literature of the week. You are also allowed to continue to develop this literature as your final topic paper (or you may go in a different direction). **A rubric for grading will be provided on Canvas.** I will pass out a sign-up sheet the week you would like to complete

#### **Final Paper – 40% (Due November 30)**

The final paper is a concise 5-7-page paper (double-spaced) on a topic that you would like to explore further in the context of this course or the program, based on a review of the literature. Your page limit does not include your reference list or any appendices you include. For the topic (either regarding public policy or public administration), you should review at least six or more articles and/or book chapters from differing published academic sources (peer reviewed journals or books) and provide a summary of “the literature” on your topic, including both historical sources and recent research. A brief final section of the paper will consist of possible research questions that have not been addressed adequately in the literature you discussed. **A rubric for grading will be provided on Canvas.**

The paper should include:

- I. An introduction of your topic. A brief overview of what your paper will contain, including your argument/position
- II. A literature review and more current research of the leading scholars and ideas on your topic
- III. Gaps in the literature and potential future research questions

- IV. Brief Conclusion
- V. Reference list, formatted in APA style
- VI. Any appendices (not required)

**The paper is due no later Wednesday, November 30. No late papers will be accepted.**

### Tentative Schedule of Lectures and Readings\*

#### Week 1 (Week of September 26): Syllabus Week & The Profession

Readings:

- **Video:** Steve Jobs, Stanford Graduation Speech
- Behn, Robert D. (1998). "What Right Do Public Managers Have to Lead?" *Public Administration Review*, 58(3) May/June pp. 209-224. (On Canvas)
- Heidari-Robinson (2017) "Subjecting Donald Trump's War against the Administrative State to Management Science" *Public Administration Review*. (On Canvas)
- Urban Institute. "The Case for Evidence-Based Policy." Available Online at: [http://www.urban.org/uploadedpdf/901189\\_evidencebased.pdf](http://www.urban.org/uploadedpdf/901189_evidencebased.pdf)

#### Week 2 (Week of October 3): The History of Public Administration and Policy

Readings:

- Light, Paul C. (1997) "The Tides of Reform" in *The Tides of Reform: Making Government Work*, (1997) Yale University Press, pp. 15-43. (On Canvas)
- Wilson, Woodrow. (1887) "The Study of Administration." *Political Science Quarterly*, Vol II (2), June (pp. 197-222. (On Canvas)
- Bearfield, Domonic. A. (2009). "What is Patronage: A Critical Reexamination" *Public Administration Review*, Vol.

#### Week 3 (Week of October 10): Reinventing Government and Critique

Readings:

- Box, Richard C. "Running Government Like a Business: Implications for Public Administration Theory and Practice." *American Review of Public Administration* 29(1) (1999), pp. 19-43. (On Canvas)
- Case: "Reinventing Government in Visalia, CA A Movement at Risk (A)", by Harvey Simon for Marty Linskey. Kennedy School of Government, Harvard University, Case Number C18-95-1302.0 (1995) Purchase online at <https://case.hks.harvard.edu/reinventing-government-in-visalia-ca-a-movement-at-risk-a/> (\$3.95)
- Burnier, DeLysa (2018). Reimagining Performance in Public Administration Theory and Practice: Creating a Democratic Performativity of Care and Hope. *Administrative Theory & Praxis*, Vol. 40, No. 1. (pp. 62-78).

#### Week 4 (Week of October 17): Citizen Participation

Readings:

- Arnstein, Sherry R. "A Ladder of Citizen Participation" (a classic!) *AIP Journal*, July (1969), pp. 216-224. (On Canvas)
- Fox, Jonathan (2015). "Social Accountability: What Does the Evidence Really Say?" *World Development* Vol 72, (pp. 346-361). (On Canvas)
- Irvin, Renee A. and John Stansbury. "Citizen Participation in Decision Making: Is it Worth the Effort?" *Public Administration Review* 64(1) January/February (2004), pp. 55-65. (On Canvas)

- Wright, J. E., & Thomas, M. B. (2022). The erosion of the administrative state under President Trump: Citizens pushback against individual and institutional racism. *Public Administration Review*.

### **Week 5 (Week of October 24): Privatization, Sectoral Division and Roles**

**Critical Analysis Due by October 26**

Readings:

- Savas, E.S. "Why and How to Privatize" in *Privatization and Public-Private Partnerships* (2000), Seven Bridges Press, pp. 111-146. (On Canvas)
- Durant, Robert F., and Jerome S. Legge, Jr. "Politics, public opinion, and privatization in France: Assessing the calculus of consent for market reforms." *Public Administration Review* 62, no. 3 (2002): 307-323 (On Canvas)
- Heinrich, Carolyn J., and Sarah E. Kabourek. "Pay-for-Success Development in the United States: Feasible or Failing to Launch?." *Public Administration Review*.
- Salamon, Lester. "Partners in Public Service: The Scope and Theory of Government-Nonprofit Relations" (pages 109-116 only). In *The Nonprofit Sector* (same book as above) (On Canvas)

### **Week 6 (Week of October 31): Collaboration**

Readings:

- Bryson, Crosby and Stone. "Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature." *Public Administration Review*, December (2006) (special issue), pp. 44-55. (On Canvas)
- Eikenberry, Angela M., Verónica Arroyave, and Tracy Cooper. "Administrative failure and the international NGO response to Hurricane Katrina." *Public Administration Review* 67 (2007): 160-170.
- Kania, John and Mark Kramer. "Collective Impact" *Stanford Social Innovation Review*. Winter (2011), pp. 36-41. (On Canvas)

### **Week 7 (Week of November 7) Dissent, Ethics, and Equity**

Readings:

- O'Leary, Rosemary (2010). "Guerilla Employees: Should Managers Nurture, Tolerate, or Terminate Them." *Public Administration Review* 70(1): pp. 8-19. (On Canvas)
- Van Wart, Montgomery. "The Sources of Ethical Decision Making for Individuals in the Public Sector." *Public Administration Review* 56(6), November/December (1996), pp. 525-533. (On Canvas)
- Riccucci, Norma M. "The pursuit of social equity in the federal government: A road less traveled?." *Public Administration Review* 69, no. 3 (2009): 373-382.
- Bearfield, Domonic A. "Equity at the intersection: Public administration and the study of gender." *Public Administration Review* 69, no. 3 (2009): 383-386.

### **Week 8 (Week of November 14): Theories of Policy Formation**

**Civic Engagement Reflection due by November 14**

**NO CLASS ON November 16**

Readings:

- Sabatier and Weible (2007) "The Advocacy Coalition Framework." *Theories of the Policy Process* (2<sup>nd</sup> edition), edited by Paul Sabatier. (on Canvas)
- Schlauffer, Caroline, Iris Stucki, and Fritz Sager. "The political use of evidence and its contribution to democratic discourse." *Public Administration Review* 78, no. 4 (2018): 645-649. (on Canvas)

- Schneider and Sidney (2009). "What's Next for Social Construction Theory", *Policy Studies Journal* 37(1): 103-119. (on Canvas)

**Week 9 (Week of November 21): Where do We Go from Here?**

**NO CLASS ON November 23 (Day before Thanksgiving)**

Readings:

- Abonyi, George and David Van Slyke. "Governing on the Edges: Globalization of Production and the Challenge to Public Administration in the Twenty-First Century." *Public Administration Review*, suppl. Special Issue on the Future of Public Administration in 2020 70(S1) (Dec 2010), pp. S33-S45. (On Canvas)
- Grimmelikhuijsen, Stephan, Sebastian Jilke, Asmus Leth Olsen, and Lars Tummars. "Behavioral public administration: Combining insights from public administration and psychology." *Public Administration Review* 77, no. 1 (2017): 45-56.

**Week 10 (Week of November 28): TBD (depending on interest)**

**Final Papers due November 30**

**Due Date Summary**

<u>Assignment</u>	<u>Due Date</u>
Attendance	All Semester
Critical Literature Review	October 24
Civic Engagement Reflection	By November 16
Final Paper	By November 30