Instructor: Lisa Dicke, Ph.D.
Office location: Chilton Hall, Room 204G
Office hours: Monday 4:00 – 5:30, Wednesday 1:00 to 2:00, or by appointment
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Course Description and Objectives

This course is a study of public organization research and theory. The goals of the course include to provide students with knowledge of major theories guiding the management and development of contemporary public sector organizations. Students will analyze problems, means of knowing, ethical dilemmas and topics that are associated with understanding and creating new understandings of issues associated with public organizations.

At the completion of the course, students should be able to:

1. Discuss major historical and intellectual roots of organization theories. Offer substantive critiques of this literature.
2. Identify tenets of key theories that relate to the management or other aspects of the study of public organizations.
3. Discuss the similarities and differences between management in the public sector and management in the private business and nonprofit sectors.
4. Identify and discuss issues of ethics, accountability and law as these relate to theories and practices associated with the management of public organizations.
5. Discuss major trends and issues of importance to the management of public organizations today, (e.g., governance and political change, privatization, problems of leadership, managing technological change, motivation of employees, etc.).
6. Analyze journal articles and book chapters by identifying the key themes and issues and providing thoughtful written and oral critiques that are supported by and substantiated with evidence and information.

UNIVERSITY POLICY ON DISABILITY ACCOMMODATION:

The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to the instructor if an accommodation is needed. No requirement exists that accommodations be made prior to completion of this approved University process.
Texts--Required


Other required readings as noted. [RR].

Assignments and Course Expectations

Reading assignments, Canvas assignments, written assignments, lectures, and class discussions will be used to facilitate mastery of the course content. Grades will be based on the quality of examinations, written assignments, weekly postings and class participation. Examinations and written assignments will test demonstrated knowledge, integration, and evaluation of the course material. The midterm and final exams will consist of essay questions.

Exams

Questions will address the reading materials assigned, as well as classroom lectures and discussions.

The final grading for the course will be based on the following:

- **Midterm:** 20%
- **Final Exam:** 20%
- **Class Presentations/Canvas Participation:** 20%
- **Literature Review/Research design:** 40%

Class Participation/Weekly postings/Critiques/Presentations:

Students are expected to complete all readings *prior to class* and submit one, 500 word, typewritten critique for any one of the assigned readings *due each* class period (except Jan. 21). An assigned chapter may be substituted for any one assigned journal article reading. The critiques that you prepare will be collected at the beginning of each class. A critique is a critical reflection (e.g., thoughtful analysis) of the contribution of the content of a piece rather than a summary of what the author(s) said. Thus, you need to be specific with your discussion of key points and contributions. Avoid commentary such as “I liked this,” observations such as “this seminal work by brilliant theorist Joe Blow” or “the author should have done something else.” Focus on 1): What did the theorist or author try to do? 2): How well was this purpose accomplished? 3): What does the piece add to our knowledge base? 4): How does the
contribution affect or alter the way we might frame a study of the topic or consider an issue? Clear definitions for concepts and terminology are an important part of creating and critiquing social science works. Be sure to fully define the concepts presented and be clear in your own critiques and justifications.

Each week, students should prepare one question related to a required reading (something other than the topic of your critique) to help stimulate interest and facilitate discussion in class. Your question is to be circulated via Canvas on the discussion posts no later than noon on the Saturday prior to our Monday class. Your first question, therefore, is due no later than noon (12 p.m.), on January 26, 2019.

In addition, you should respond to one or more questions submitted by your classmates on Canvas each week. Around 150 words per reply would be appropriate—roughly the length of this full paragraph. This must be done prior to our class period. Here, you may wish to provide an answer to a question, provide clarifications to postings, or offer an educated opinion about the question posted and/or portions of the reply thread. Failure to participate in postings or in class in a meaningful manner will result in a significant reduction in your classroom participation score. Significant means that at least 50% of the overall participation grade will be reduced. Attendance is not the same as participation.

Each student will also be expected to present two or more of the assigned articles to the class. This presentation should take the form of a relaxed scholarly discussion (as opposed to a formal Powerpoint presentation). Here you will identify what you believe to be the most important points or contributions made by the author(s). The articles are included in the regular reading assignments. Presentations will be time-limited (10-15 minutes). Please observe this time limit. Your classmates are expected to have read the material and to participate in the classroom discussion that follows the presentations. These assignments will be made the first day of class.

**Written Assignment (described on pages 3 and 4 of this syllabus).**

**Literature Review:** Students will select a topic from the public organization theory syllabus, write a solid research question on an organization theory topic, and prepare a literature review relevant to the question. In addition, a separate, 1-2 page research design (based upon what you learn in the literature review), that could help provide useful further research should be prepared. The literature review should provide answers to what we already know with regard to the research question you’ve asked. In other words, after reading your review one should be able to understand the importance of the research question and what is known or still is to be learned in relation to it.

Please note that the literature review assignment is designed to help familiarize you with the theories and research associated with **organization theory**. Thus, your question needs to reflect this topic. The 1-2 page research design should be set up to demonstrate “next steps” that would contribute to the body of knowledge discussed in the literature review.
The length of the literature review is 15 to 18 double-spaced, 12-point font, typewritten pages. The outline of your research design should be 1-2 pages. Use the APA or Chicago Style guide for citations. Your literature review will include a separate cover page with an appropriate title, a 300-word abstract, and a references page. The research design will be attached at the end.

A draft of your research question is due February 11.

A draft of your literature review and 1-2 page research outline is due March 18 (both hardcopy and electronic on Canvas).

Your completed literature review and research outline is due April 22 (hard copy in class, and electronically using turnitin on Canvas).

NOTE: In this assignment it is important to extend your learning by first identifying a research question worth exploring. Make a case for the importance of the question. In other words, why should anyone care about answering it? Why hasn’t this question already been answered? Or has it? If not, why not? If so, how has it been answered and why are you proposing to go about it again? What do you think might be new or useful that you could add to our knowledge about the subject? Next, using readings that have been assigned in the course and integrating information from at least 10 additional sources (academic journal articles published between 2013 and 2018), prepare a literature review that will provide context to frame your research question.

You will not receive credit for simply submitting a written paper, but for identifying an interesting organization theory related question, and demonstrating appropriate mastery of the material throughout your literature review and how well you structure your outline of research. Grading will reflect how skillfully you can integrate and explain the material.

No fewer than six readings from class should be used in your literature review in addition to the 10 outside sources. (A PDF file for each journal article you select outside of the classroom materials should be submitted along with your written draft on March 18). You are encouraged to contact the instructor if you have any questions about this written assignment. The literature review and research design assignment stops short of you seeking to generate new data that could be used to answer the question posed in your research design. In other words, this assignment is designed to help you learn about some aspect of organization theory, how to make sense of published material, and to write clearly and with purpose.

The research design outline will demonstrate next steps for furthering knowledge about what was asked in the literature review. It asks you to create a brief study design that is justified with clear explanations using acceptable social science methods. This assignment does not call for you to create a set of survey questions, for example. Rather, if survey research is part of the design, your supported justification for using it (why your design uses this approach for obtaining data instead of from some other means of data acquisition), should be indicated.
Policies and Procedures

General expectations: I expect students to attend all course sessions, complete all required readings prior to class time, participate in class discussions and complete the written assignments and examinations. If you are using a computer or other technology to take notes, this is fine. It is not ok, however, to surf the web, text others, or read or send emails during class time. If you choose to ignore this it will result in one-full level grade point deduction from your final course grade (i.e., your overall grade in the course will move from an A to a B, a B to a C, etc.).

Attendance: Attending class sessions is an important part of the learning process. Although you will not lose grade points specifically for nonattendance, you will certainly lose opportunities to earn credits for participation in classroom activities. In addition, critiques of the weekly readings are due on the day that they are scheduled. Late critiques and papers will not be accepted.

Examinations: Students must take examinations when they are given to the class; makeup exams will be scheduled only for extraordinary circumstances. No one can be excused from an exam without notifying the instructor prior to the scheduled exam. If you miss an exam, I will assume that you have chosen to receive a "0" for your grade on that exam. The final exam is mandatory; no one will receive a passing grade without having taken it. The final exam will not be returned to students but may be reviewed by the student after the instructor has submitted final grades.

Withdrawals: Students have the right to withdraw from courses. I urge you to maintain your commitment to this course, however, if you decide to withdraw, please see the instructor.

Behavioral Expectations: Students are expected to assist in maintaining a classroom environment that is conducive to learning and students are prohibited from engaging in any form of rude or improper behavior or distraction. Inappropriate behavior in the classroom shall result minimally, in a request to leave the class.

Academic Honesty: An act of academic dishonesty will result in failing course grade and a recommendation of additional disciplinary action. In the event of suspected academic dishonesty, I may substitute a quiz, examination or assignment for the work in question. These are my guidelines concerning what constitutes a violation of ethical standards for course work. Any of these violations will be considered academic dishonesty and treated as such. These guidelines are in addition to any University-wide guidelines concerning academic honesty or dishonesty that may be in effect.

1. Cheating. The giving or receiving of any unauthorized assistance on any academic work.

2. Plagiarism. Presenting the language, structure or ideas of another person or persons as one's own original work. Please note that plagiarism will not be tolerated! Failure to reference is plagiarism.
Referencing the ideas of others over and over again without adequate analysis or discussion of the material also constitutes a type of plagiarism (i.e., Smith said, and then Jones said, Ellis said, and then Wing said, etc., etc.—Why did all of these people say all of these things? Why are you bringing this material in?). Massive amounts of quoting and referencing without adding to the discussion is considered plagiarism by your instructor.

The idea in using the work of others is to help you show your reader the movements, arguments, findings or other concerns associated with the topic. You are the author of your paper—not your sources. You are expected to bring something to the table and that requires you to think carefully about what we know about the topic of interest and what remains to be known. Thus, an analysis requires you to understand the work of others and to evaluate their contributions so that you may then use this material to contribute to our understanding of the topic using your own thought processes.

PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ABOUT PLAGIARISM or what constitutes an appropriate analysis!

3. Original work. Unless specifically authorized by the instructor, all academic work undertaken in a course must be original, i.e., it must not have been submitted in a prior course, “borrowed” from the Internet, or be submitted in a course being taken concurrently.
Course Outline:

Students are responsible for any changes made to the outline or assignments as announced in class or posted on Canvas.

Monday, January 14: **Learning about Public Organizations**

**Welcome, Introductions. Topic: Theory and Organization Theory, Research Approaches**


Monday, January 21: **No Class.** Martin Luther King Jr. holiday observed

Monday, January 28: **Pivotal Controversies and Frameworks**

**The Intellectual and The Political Heritage**


Monday, February 4: **Organization Structure and Design**


**SOJ 8th ed.** #16 Blau & Scott, #17 Walker & Lorsch, #18 Mintzberg
Monday, February 11: Leadership and Management in Organizations


Monday, February 18: Leadership and Management in Organizations


February 18, Literature review research question due

Monday, February 25: Rational Models of Organization


SOJ: 6th ed.: #19 Burns & Stalker, #20 Blau and Scott, #24 Burton & Obel #23 Jaques
SOJ: 8th ed.: #34 Acker
Monday, March 4: **Midterm Exam**
Class will meet in SAGE hall so that we may use the computers for this exam.
Please note that this is not our regular classroom.

Monday March 11: **Spring Vacation: No Class**

Monday, March 18: **Communication, Organizational Decision Making**


SOJ 8th ed. #15 Janis


March 18: *Draft of Literature Review Due- hardcopy and electronic copy on turn-it-in*

Monday March 25: **The Human Side of Organizations, Org. Culture**

SOJ: 8th ed.: #26 Schein, #28 Cooperrider & Whitney #27 Hofstede, Hofstede, and Minkov


Monday, April 1: The Policy Emphasis, Power, the New Public Management (and the New Public Administration)


SOJ 8th ed.: #22 French and Raven, #23 March #24 Moss Kanter #25 Mintzberg

SOJ 6th ed.: #20 Long, #36 Frederickson, #41 Krislov

Monday, April 8: Beyond the Rational Model: Toward Democratic Public Organization Theory (The New Public Service)


SOJ 8th ed. #35 Rice & Mathews, #36 Carroll & Buchholz


Monday, April 15: Critical Theories


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Monday, April 22: Change and Stability


**SOJ 8th ed.:** #29 Katz & Kahn, #30 Thompson, #31 Meyer and Rowan, #32 Pfeffer & Salancik


**Written Assignment Due: Literature Review**  
Both Hardcopy and electronic copy via turnitin on Canvas

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Monday, April 29: Accountability to Transparency


**Monday, May 6: [Final Exam] Sage Hall.**

Please note that there may be a time adjustment for your final exam due to the scheduling of the Sage Hall testing center for daytime final exams. I will check on this and post an announcement.
POLICY ON CHEATING AND PLAGIARISM
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

Definitions
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Penalties
Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals
Students may appeal a decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

POLICY ON DISABILITY ACCOMMODATION
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters (4th class day of summer sessions).

POLICY ON LAPTOPS AND CELL PHONES IN THE CLASSROOM
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.
Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

**POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr.

**Acceptable Student Behavior:**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

**SEXUAL DISCRIMINATION, HARASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.