Syllabus

The capstone course culminates the study for a Masters of Public Administration (MPA) degree. The course has several objectives, for the student, for the program and for the Profession. For the program, the course tests the knowledge the students have acquired during their course of study. This is a key evaluation for ascertaining the effectiveness of the MPA Program. For the student, the course facilitates pulling all the information together. In addition, the course develops the ability of students to perform a major research project and present it to both practitioners and academics. Ideally, the project can be part of the student's portfolio, demonstrating the acquisition of and the ability to use professional knowledge. In essence, it is the final stage of joining the Profession.

Scope

The course examines the theoretical dimensions, both descriptive and normative, of American Public Administration. The purpose is to equip students with tools for an effective and democratic practice of Public Administration. As an educated member of the Public Administration Profession, a student should be able to use the tools developed by theorists to illuminate issues and concerns so that solutions can be effectively applied. The solutions not only deal with the managerial aspects of the profession but also the political dimensions, both normative and descriptive.

Focus

The center of attention is the informed practice of a democratic and professional Public Administration. The practice demands a reflective ability. Reflection is the art of thinking about both your environment and you as part of a learning process. Reflection is a necessity in a complex world where most of the action can be, and often is, counter-intuitive. Thus, the course provides the tools necessary for a reflective practitioner, an effective member of an active and democratic Profession. Reflection is not an end in itself; it is the prelude to effective action. Thus the course concludes with students recommending actions to deal with the problems faced in the modern community, from the local to the international level.

In addition, the course looks at leadership and its employment in facilitating desirable change in a variety of contexts. A Master of Public Administration should be able to ascertain what changes need to be made to make organizations instruments of democratic governance. This ability should be able to assess the basic operations of a task group as well as the structure of a polity itself. The need is to pull together the learning from all the courses and focus on an issue or problem. The end result should be a recommendation or set of recommendations necessary to move the issue or ameliorate the problem in a desirable manner. This is exactly the primary purpose of the course.

Learning Objectives

The following objectives should be achieved by every attentive student.
1. Understand the nature of the public professions, especially American Public Administration.

2. Understand the nature of science.

3. Understand the political philosophies which have influenced the unfolding of American Public Administration and which make it part of a democratic Administrative State.

4. Apply both political philosophies and tools of science to administrative problem solving.

5. Create a plan of action and defend it in a public presentation.

**Procedures**

Reading assignments are listed in the Order of Study section of the Syllabus by topic. The class will be divided into three phases. The first phase is the introduction to the nature of science, the history of the Profession and the success and failure of the Profession. The second phase will be presentations by students of the key topics and the major actors in the profession. The final phase will be the creation and presentation of student capstone projects. These projects are described below in the next section.

Class periods will be devoted to reviewing topic selections and ascertaining the progress on the final paper. This will be done primarily by presenting an outline of the proposed paper and the resources for it.

**Requirements**

Each student will select a significant topic to research and present. The presentation dates will be established in class. The presentation will be for a total of twenty (20) minutes. Fifteen (15) minutes will be for the student to outline their topic, findings and proposed action. The last five (5) minutes will be answering questions for the panel of academics and practitioners who will be evaluating the student. All student presentations will end at twenty (20) minutes and the PowerPoint portion will end at fifteen (15) minutes without exception. The students will use PowerPoint for the presentation.

The grade for the presentation will be a combination of the panel assessments and that of the instructor. These will be summarized and shared with the students.

Students are free to select a topic of their choice. These must be cleared with the instructor. The paper must be an original paper. You cannot use a paper that you prepared for a previous class. If you do, you will be graded "F" on your presentation and paper. However, you can build upon previous work, fleshing it out so that it contributes to the theory or theories that guide the profession or addresses a significant problem or issue. The paper should conclude with

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Richard Stillman
recommendations for action. The paper not only develops the recommendations but notes why they can be effective in dealing with the issue or problem.

Students will select final topics by the tenth week, 30 March. A list of the final paper topics will be circulated to all faculty and posted on Blackboard.

Students must prepare an outline of their paper and present it to the class by the eleventh week of the course, 6 April. Each paper must use at least five (5) references. These references may be professional and academic sources. The outline must list at least five (5) references though more be cited in the final paper. The outline must be submitted via Blackboard at least three (3) days prior to the presentation.

The final paper cannot exceed twenty (20) pages, double-spaced word processed with approximately one inch margins. The papers will be presented in the final session or sessions. After the sessions, you will have sometime to refine your paper and submit a final version for grading. The final date for submission of the paper is 11 May, Tuesday of Exam week.

The final paper needs to follow one of the major protocols for citations, references, etc. A student may select any of the major ones, such as MLA (Modern Language Association), APA (American Psychological Association), etc. Librarians and English Professors can help sort out the options and how to implement them. Note that software can help implement these protocols and can work with a variety of word processors.

In addition to the main paper, each student will present a Unit topic from the most recent version of the Handbook of Public Administration or biography of a person listed in the Biography Section of the Syllabus. The Handbook is edited by Rabin, Hildreth and Miller. For reasons beyond my comprehension, there are three Handbooks of Public Administration. Be sure to use the correct one. Two copies will be on reserve in the CSU Main Library. These copies can be checked out for three (3) days. A Unit is composed of two (2) chapters and focuses on a subfield of American Public Administration. The first chapter in each unit is a history of the subfield since the founding of modern American Public Administration in post-Civil War America. The second chapter addresses the five (5) main issues of that subfield over its history.

By the way, this is one of the few reference books worth owning. The list price is $140.00 which is a decent price for a longer than 1600 page book.

In presenting a biography, you need to cite at least five (5) references. In presenting a unit topic note the five (5) main authors for the subfield. The presentation cannot exceed fifteen (15) minutes. It can, of course, be less.

The focus of the Biography should be on the contribution of the person to American Public Administration, either to the practice or theory. For a person who contributed theory, outline the main theoretical propositions. For a person who contributed through practice, note how they influenced the development of the field. You may also want to note what did not influence the field, that is, what was not taken from the thought or practice of a person but which could be useful to the field.

To accompany your presentation, distribute a two page outline to the rest of the class. The distribution will be accomplished by posting the outline in Blackboard no later than three (3)

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Francis Fukuyama
days prior to the presentation. All presentations will be scheduled and cover multiple class periods. Students can select the date and time in a first come, first serve process. Available dates and times will be posted on Blackboard at the beginning of the Spring Semester.

A final requirement is to participate in an online dialogue on two specific issues in Blackboard. The dialogue will run from Saturday morning to Friday midnight. These will be conducted the weeks of 20 and 27 March. A question or issue will be posted each week on Saturday. Each student needs to address the question or issue as part of a dialogue. The instructor will post a final comment on Friday evening. You will receive a grade through Blackboard for your discussion, based on the quality - not the quantity - of your contributions. The average of the two (2) grades will be your class participation grade.

To facilitate your paper research and finalize your outline, the class will not meet those weeks, that is, the 23rd and 30th of March.

Grading

The final paper will have two (2) types of comments when graded. One type will be at the end of the paper and summarize the main reasons for the grade. Another type will be in the margins, recording reactions to particular parts of the paper. These second type of comments may congratulate for an insight, criticize a lapse in logic or just note that a point is interesting. These comments may or may not affect the grade. In addition, you will see the following abbreviations, usually above and/or following bracketed ([ ]) words or phrases - sp. for a misspelling and ww indicating a wrong word was used.

The final grade will be a weighted average with the requirements weighted according to the following schedule.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10 %</td>
</tr>
<tr>
<td>Project Outline</td>
<td>10 %</td>
</tr>
<tr>
<td>Unit Topic or Biography</td>
<td>20 %</td>
</tr>
<tr>
<td>Presentation</td>
<td>30 %</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30 %</td>
</tr>
</tbody>
</table>

The final grade will be numerically calculated and translated into a letter grade on the following ten (10) point scale.

98.5 - top, A+; 92.5 - 98.4, A; 89.5 - 92.4, A-; 88.5 - 89.4, B+; 82.5 - 88.4, B; 79.5 - 82.4, B-; 78.5 - 79.4, C+; 72.5 - 78.4, C; 69.5 - 72.4, C-; etc.

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The papers and presentations in the course receive a letter grade and these will be equivalent to the following numerical scores.

\[
\begin{align*}
A+ &= 99; \\
A &= 95; \\
A- &= 91; \\
B+ &= 89; \\
B &= 85; \\
B- &= 81; \\
&\text{etc.}
\end{align*}
\]

**Texts**

The textbooks for the course are listed below. All other readings will be found on Blackboard, the online portion of the course. Note that in some instances you will find a reference to background reading. This is not a required reading but should be helpful with the particular topic. You can purchase the Box text in digital format from the publisher, M. E. Sharpe. If you intend to do so, please inform the instructor. This helps the publisher determine how many print copies to make available.


Gill Robison Hickman, *Leading Change in Multiple Contexts: Concepts and Practices in Organizational, Community, Political, Social and Global Change Settings*

**Biography**

The following Public Administrationists are eligible for a biography presentation. Others may be selected with the consent of the instructor.

Woodrow Wilson \hspace{1cm} Robert Moses \hspace{1cm} Dwight Waldo \hspace{1cm} Max Weber
Frederick Taylor \hspace{1cm} Louis Brownlow \hspace{1cm} Luther Gulick \hspace{1cm} Jane Addams
Dorman Eaton \hspace{1cm} James Landis \hspace{1cm} Richard Childs \hspace{1cm} Charles Merriam

**Office Hours**

I will have office hours on Tuesday afternoons from 2 to 6 PM in my Office, Glickman-Miller Hall (UR) 352. The office is inside the suite of offices on the west side of the third floor. Appointments can be scheduled at other times. It is best to schedule a time with me, even during office hours, as I tend to be about rather than in my office.

**Honor Code**

The Public Administration Program does not have a formal Honor Code. Often, a program

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requires students to sign such a Code which details the ethics that should guide behavior of both Faculty and students. In one respect, a Public Administrator should not require an Honor Code because it is difficult to understand how a person could dedicate their career to public service yet behave unethically. Be that as it may, the Professor will enforce an Honor Code that includes but is not limited to the following:

1. Each student shall treat all students and their opinions with respect.

2. Each student shall diligently complete all assignments.

3. A student shall do his or her own work. Any work taken from others will be correctly footnoted and acknowledged.

4. All problems with any aspect of the class or with any other student shall be reported to the Professor in a timely fashion.

5. The Professor shall clearly state course goals and how these relate to professional needs.

6. The Professor shall treat all students in a similar and just fashion, varying any treatment to meet course goals and/or the specific needs of a student.

7. The Professor shall timely return all assignments, complete with explanation of why they received the grades they did.

8. The Professor will answer all relevant and appropriate questions and be available to meet with students at stated times.

Punishment for failure to comply with the above provisions will be fair, formal and clear. In the case of rule 3, conscious plagiarism, the unacknowledged use of another’s materials as one’s own with the intent to do so, **will result in a F for the course**. The punishment reflects the nature of the crime; it is repugnant to both academic and professional integrity.

**Blackboard and Electronic Mail**

In addition the regular class sessions, all class materials and much of the class information will be posted on Blackboard. Blackboard is a web application for class resources. As noted in the Text Section all readings other than the textbook will be posted in Blackboard. All assignments shall be submitted via Blackboard and will be returned via Blackboard. Blackboard has an E-Mail capability and you can send a message to the instructor as well as any and all members of the class.

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My E-Mail address is l.keller@csuohio.edu.

**Critical Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>19 January</td>
<td>First Class Meeting</td>
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<tr>
<td>16 February</td>
<td>Presentation of Handbook Unit Presented</td>
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<tr>
<td>2 March</td>
<td>Conclusion of Handbook Unit Presentations</td>
</tr>
<tr>
<td>9 March</td>
<td>Panel on Capstone Papers</td>
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<tr>
<td>16 March</td>
<td>Spring Break</td>
</tr>
<tr>
<td>23 and 30 March</td>
<td>No Class sessions</td>
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<tr>
<td>30 March</td>
<td>Determination of Paper Topic</td>
</tr>
<tr>
<td>9 March</td>
<td>Panel on Capstone Papers</td>
</tr>
<tr>
<td>2 April</td>
<td>Last Day to Withdraw</td>
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<tr>
<td>6 April</td>
<td>Presentation of Outline</td>
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<tr>
<td>20 April</td>
<td>Conclusion of Outline Presentations</td>
</tr>
<tr>
<td>27 April</td>
<td>Last Class Meeting</td>
</tr>
<tr>
<td>11 May</td>
<td>Final Paper Due</td>
</tr>
</tbody>
</table>

**Assignments to be Handed-in**

Note all assignments must be submitted via Blackboard.

**Unit Topic or Biography** - word processed, double spaced, five (5) pages; two (2) page outline submitted to Blackboard - 16 and 23 February, and 2 March

**Topic Outline** - word processed, double spaced, no longer than two (2) pages; must be submitted to Blackboard; starts eleventh class session, 6 April, and continues on 13 and 20 April

**Paper Presentation** - Power Point Program; date to be determined

**Final Paper** - word processed, double spaced, one inch margins, 12 point typeface, no longer than twenty (20) pages; due the last class Scheduled session - 4 May

Version 3.1

Printing Date: 1 January 2010
Order of Study

**Topic I**  Science and Critical Thinking

Abraham Kaplan, *The Conduct of Inquiry: Methodology for Behavioral Science*, Chapter 1

Paul Davidson Reynolds, *Primer in Theory Construction*, Chapter 7 and Conclusion

Handout, Overview of Science and Paradigm Analysis

Useful Background: *Encyclopedia Britannica*, Western Philosophy; most useful are the sections on Modern Philosophy and Political Philosophy

**Topic II**: The Tools of Analysis

Jane Jacobs, *Dark Age Ahead*, Chapter 4

Gill Robinson Hickman, *Leading Change in Multiple Contexts: Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings*, Introduction, Part I, Chapter 1 [Hereinafter Hickman]

**Topic III**  Public Administration: History, Purpose and Issues

Richard Box, *Public Administration and Society: Critical Issues in American Governance*, 2nd edition, Chapter 1 and Readings in Part II [Hereinafter Box]

Jerry L. Mashaw, *Greed, Chaos and Governance*, Preface, Chapters 1 and 2

Richard Stillman, The Changing Patterns of Public Administration Theory in America

**Topic IV**  The Context of Modern Administration

Box, Chapters 2 and 3, and Part III

Hugh Heclo, An Interview

David Harvey, *Spaces of Capital*, selected readings

W. Phillips Shively, *Power and Choice*, Chapters 2 and 3

Handouts, Political Philosophies and Authority and the Modern State
... To be a citizen of a [polis] did not merely imply the payment of taxes and the possession of a vote; it implied a direct and active cooperation in all the functions of civil and military life. A citizen was normally a soldier, a judge, and a member of the governing assembly; and all his duties he performed not by deputy, but in person.

G. Lowes Dickinson