

**THE UNIVERSITY OF AKRON**  
**Department of Public Administration and Urban Studies**  
**3980:716 – Theoretical Foundations for Public Affairs – Polsky 269**  
**Spring 2010**

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Professor: Rajade M. Berry-James, Ph.D.

Email: [rmberry@uakron.edu](mailto:rmberry@uakron.edu)

Office Location: 262K Polsky Building

Office Phone: 330-972-5407

Office Hours: Class Fridays 1:00pm-6:00pm

Office Fax: 330-972-6376

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**Course Description:** According to The University of Akron course catalog, this course critically considers the theoretical foundations of public affairs in scholarship and research. It contrasts traditional social and natural science inquiry and more recent alternative theories to PA theory. In this course, students will be exposed to the broader historical context in which the philosophy of science has emerged as an interpretative pursuit for the social world. As a serious scholar, one must come to understand how science contributes to our interpretation of knowledge, especially as we create usable knowledge of “what is” and “what ought to be” to describe, explore, explain and predict critical factors in the social world. In this regard, this course will proceed on the assumption that much of our knowledge is socially constructed - we shall explore major themes some of which critique the philosophy of science and help to understand, critique and clarify the process of discovery in public affairs.

**Required Texts:** The following texts are required and will be used in **Theoretical Foundations for Public Affairs**. While some of these resources are not available from the University of Akron bookstore, all of these resources are available online. For example, please check [www.amazon.com](http://www.amazon.com) and if necessary order all or some of the required following texts:

Bernstein, R. J. (1983). *Beyond Objectivism and Relativism: Science, Hermeneutics, and Praxis*. Philadelphia, PA: University of Pennsylvania Press.

Fay, B. (1984). *Social Theory and Political Practice*. London: George Allen & Unwin.

Flyyberg, B. (2001). *Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again*. United Kingdom: Cambridge University Press.

Godfrey-Smith, P. (2003). *Theory and Reality: an introduction to the philosophy of science*. Chicago: The University of Chicago Press.

Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago: The University of Chicago Press.

Lynn, L. E., Heinrich, C. J., and Hill, C. J. (2001). *Improving Governance: A New Logic for Empirical Research*. Washington, DC: Georgetown University.

Rand, A. (1961). For the New Intellectual: The Philosophy of Ayn Rand. New York, NY: New American Library.

Rand, A. (1966). Introduction to Objectivist Epistemology: Expanded Second Edition. New York, NY: Penguin Books.

Rand, A. (1989). The Voice of Reason: Essays in Objectivist Thought (The Ayn Rand Library, Vol V). New York, NY: New American Library.

### **Suggested Readings:**

Appleby, P. (1949). *Policy and Administration*. AL:University of Alabama Press.

Argyris, C. (1973). Some Limits of Rational Man Organizational Theory. *Public Administration Review*, 33: 253-267.

Argyris, C. (1973). Organization Man: Rational and Self-Actualizing. *Public Administration Review*, 33:354-357.

Argyris, C. (1983). *Reasoning, Learning, and Action: Individual and Organizational*. San Francisco, CA: Jossey-Bass.

Denhardt, R. B. (1981). *In the Shadow of Organization*. Lawrence, KS: University of Kansas Press.

Downs, A. (1967). *Inside Bureaucracy*. Prospect Heights, IL: Waveland Press, Inc. ISBN: 9780881337785.

Frederickson, H. G. (1976). The Lineage of New Public Administration. *Administration and Society*, 8: 144-174.

Golembiewski, R. T. (1977). A Critique of Democratic Administration and its Supporting Ideation. *American Political Science Review*, 71: 1488-1507.

Gulick, L. H. and Urwick, L. (eds). (1937). *Papers on the Science of Administration*. New York, NY: Institute of Public Administration. See especially: Notes on the Theory of Organization, 1-46.

Hummel, R. (1982). *The Bureaucratic Experience*, 4<sup>th</sup> ed. New York, NY: St. Martin's Press.

Lindbloom, C. E. (1959). The Science of Muddling Through. *Public Administration Review*, 19:79-88.

- Marini, F. (ed). (1971). *Toward a New Public Administration: The Minnowbrook Perspective*. Scanton, PA: Chandler.
- Ostrom, E. and Ostrom, V. (1971). Public Choice: A Different Approach to the Study of Public Administration. *Public Administration Review*, 31: 203-216.
- Ostrom, V. (1974). *The Intellectual Crisis in American Public Administration*. AL: University of Alabama Press.
- Ostrom, V. (1977). Some Problems in Doing Political Theory: A Response to Golembiewski's Critique. *American Political Science Review*, 71: 1508-1525.
- Ostrom, V. (1977). The Undisciplinary Discipline of Public Administration: A Response to Stillman's Critique, *Midwest Review of Public Administration*, 10:179-182.
- President's Committee on Administrative Management (Brownlow Committee). (1937). *Report with Special Studies*. U. S. Government Printing Office, Washington, DC.
- Roethlisberger, F. J. and Dickson, W. J. (1939). *Management and the Worker*. Cambridge, MA: Harvard University.
- Roethlisberger, F. J. (1941). *Management and Morale*. Cambridge, MA: Harvard University.
- Rourke, R. E. (1969). *Bureaucracy, Politics and Public Policy*. Boston, MA: Little Brown.
- Schultz, A. (1967). *The Phenomenology of the Social World*. Translated by G. Walsh and F. Lehnert. Evanston, IL: Northwestern University Press.
- Selznick, P. A. (1949). *TVA and the Grass Roots*. New York, NY: Harper and Row.
- Simon, H. A. (1946). The Proverbs of Administration. *Public Administration Review*, 6: 53-57.
- Stillman, R. J. (1973). Woodrow Wilson and the Study of Administration: A New Look at an Old Essay. *American Political Science Review*, 67: 582-588.
- Stillman, R. J. (1974). Professor Ostrom's New Paradigm for American Public Administration – Adequate or Antique? *Midwest Review of Public Administration*, 10: 179-182.
- Stillman, R. J. (1978). A Reply to Professor Ostrom. *Midwest Review of Public Administration*, 12: 41-44.
- Taylor, F. (1911). *The Principles of Scientific Management*. New York, NY: Norton.

Taylor, F. (1903). *Shop Management*. New York, NY: Harper and Row.

Taylor, F. (1923). *Scientific Management*. New York, NY: Harper and Row.

Van Riper, P. P. (1984). The Politics-Administration Dichotomy: Concept or Reality? In *Politics and Administration: Woodrow Wilson and American Public Administration*. (J. Rabin and J. S. Bowman, eds.) New York, NY: Marcel Dekker.

Wamsley, G. et al. (1984). The Public Administration and the Governance Process: Refocusing the American Dialogue. *Dialogue*, 6(2): 1-17.

Weber, M. (1971). *Bureaucracy. From Max Weber: Essays in Sociology*. Gerth, H. H. and Mills, C. W. (eds.) New York, NY: Oxford University Press.

White, J. D. and Adams, G. B. (1994). *Research in Public Administration: Reflections on Theory and Practice*. Thousand Oaks, CA: Sage. ISBN-10: 0803956835

Wildavsky, A. (1979). *Speaking Truth to Power: The Art and Craft of Policy Analysis*. Boston, MA: Little Brown.

Wilson, W. (1887). The Study of Administration. *Political Science Quarterly*, 2: 197-222.

**Learning Goals:** Each student will demonstrate an understanding of the theoretical foundations in public affairs within the historical development of the philosophy of science. Specifically, students will:

- Critique major intellectual traditions, concepts and theories underlying the study of philosophy;
- Describe the development of scientific theory and practice;
- Understand the application of theories and methods of social science;
- Analyze the utility of usable knowledge to inform the social world;
- Analyze the relevancy of methodological guidelines to uncover the constraints and limitations of current practices; and
- Demonstrate a command of the literature which serves as a foundation for social inquiry.

**Course Activities to Meet Objectives:** Participation: Students are expected to attend every weekend session and fully participate in class discussion. This requires that all students attend every class for the duration and that all students come to class prepared to discuss the main readings assigned each weekend. Students must work independently when completing written assignments and examinations. In addition, each student will be assigned one book as the lead discussant. As the lead discussant, students are expected to (a) prepare a written briefing note (no more than 5 pages) on the assigned text; (b) secure a **published** book review for the assigned text; and (c) lead the class discussion on the assigned text.

The written brief should be no more than 5 pages. It should consist of the following outline:

- I. **Background** – What are the analytical and theoretical issue(s) discussed by the author?
- II. **Objectives** – What is the research objective of the text?
- III. **Expected Use of Results** – How can the research outcomes generate usable knowledge for the field of public administration?
- IV. **Conditions** - What conditions are needed to implement this new knowledge into the field of public administration?
- V. **Critical Issues** – What are the estimated costs for this new approach in terms of efficiency, effectiveness and equity? Has it made a significant contribution to the field of public administration?
- VI. **Approach** – What do you suggest to transform the field using this new knowledge?

When leading the presentation of a book, each student must **HANDOUT** a copy of the book published book review to all members of the class and **EMAIL** the written brief to all students prior to class on Fridays.

In addition to preparing a written brief on the assigned text, each student is required to complete one in-class examination. In addition to content, grades on written assignments and examinations will reflect the quality of writing and organization of the paper. The details of each assignment are discussed below:

All sources of information, concepts, and data used in the written briefs must be fully identified and cited. They should be based on materials obtained from scholarly and professional books and journals, government documents, and other credible publications. Internet sources are not appropriate for this class unless they originate from government websites. This assignment is due on the Friday of each weekend session. All assignments must be written according to APA guidelines (see [www.apastyle.org/pubmanual.html](http://www.apastyle.org/pubmanual.html)), in addition to being typed and proofread prior to submission. The general format for papers includes a one-inch margin on all sides and a font size equal to 12. Late assignments will not be accepted.

Examinations: There will be one examination in this course (a final comprehensive examination). Students are required to complete the examination in-class and the examination is closed-book. The examination will cover all reading assignments, handouts, lectures and book reviews. Examination due to absenteeism cannot be made up without University approved-documentation of illness or incident and are given at the convenience of the instructor. The final examination will be held during the final Saturday afternoon of the last weekend session in the semester.

**Student Conduct:** The University of Akron stresses the importance of proper conduct. In order to foster an atmosphere conducive to successful educational interaction, it is the responsibility of the student to conduct her/himself in a manner that is considered to be appropriate for a collegiate educational environment. Students are expected to be mindful of the attitudes, values, and beliefs of other students, and conduct themselves

appropriately in class and out of class. Behavior that is disruptive to teaching or learning (in or out of the classroom) cannot and will not be tolerated. Students who conduct themselves in an anti-social manner will be subject to disciplinary procedures as described by The University of Akron Graduate Bulletin (<http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>), see the Statement of Expectations on pgs. 4-5.

**Academic Honesty:** All University of Akron guidelines and policies on academic honesty and plagiarism must be adhered to (copies of these policies are available from the Office of Judicial Affairs). The highest levels of ethical conduct are expected from students. Others may proofread or check work, but the student must originate the content of all work. It is the policy of The University of Akron that a student who is engaged in acts of plagiarism and/or cheating, may be subject to dismissal from a class and the University disciplinary procedures. Papers that are plagiarized in any way will receive an automatic grade of zero.

**Grading Criteria:** The following information on the Department of Public Administration and Urban Studies grading policy can be found in the Doctoral Student Handbook (September 2008) online at <http://www.uakron.edu/colleges/artsci/depts/paus/docs/PAUSPhDHandbookSeptember2008.pdf>

*The faculty of the Department of Public Administration and Urban Studies appreciates that courses vary from one another in important ways and that instructors will have different approaches to evaluating performance and grading. However, we believe that we do share some common perspectives about performance and grading. To this end, we have agreed upon a grading philosophy that reflects our belief that grades should communicate to students, future employers, and graduate schools how our students have performed with reference, as close as we can make it, to the national standards of the field. First, the faculty agree that the determinants of graduate students' grades should include:*

- *Serious attention to all course requirements and expectations;*
- *Appropriate ability to reason, analyze and synthesize;*
- *Ability to express oneself in writing effectively, directly, and without errors;*
- *Ability to do own work and not copy from other sources;*
- *Ability to express oneself well in oral discussion and dialogue;*
- *Active participation and involvement in all learning assignments;*
- *Appropriate ability to exercise individual initiative and creativity; and*
- *Ability to work cooperatively with others.*

*Second, faculty shall evaluate student performance and assign grades in this context. Grades fall into three general categories: Passing; Passing but unacceptable; and Not Passing. Grades in the DPAUS graduate level classes can be expected to mean the following:*

*A: All assignments and expectations met. All work exceeds expectations and reflects excellence and creativity. Performance well above the expected level of competence for graduate study.*

*A-: All assignments and expectations met. Most work exceeds expectations. Performance above the average level of competence for graduate study.*

*B+: All assignments and expectations met. Some work exceeds expectations. Performance somewhat above the average level of competence for graduate study.*

*B: All assignments and expectations met. Performance reflects the average level of competence for graduate study.*

*B-: Passing, lowest acceptable grade. Performance below expectations on a significant portion of work. A student who receives only "B-" grades will not maintain a 3.00 GPA and will not be eligible to graduate*

*C-, C, C+: Performance below expectations on a significant portion of work. Up to six credits of "C+", "C" and "C-" may be applied to degrees, providing the overall GPA remains 3.00 or better. Students who accumulate more than six credits of "C" may be placed on probation or dismissed from the program.*

*F/D: Performance well below normal expectations. Students cannot graduate with a grade of D or F in required courses, and they must repeat the courses. Repeating a course does not remove the prior unacceptable grade from the GPA at the graduate level. The D or F grade is included in overall GPA calculations. The accumulation of six credits of "D" and/or "F" will lead to the department recommending dismissal from the program.*

*Incomplete: All students are expected to complete courses within a semester. It is the university and department policy that Incompletes be granted only in extraordinary cases based on unforeseeable and unavoidable causes. The student is required to complete the course work for the class within one academic term. The instructor and student must enter an Incomplete Course Contract before an Incomplete grade can be entered.*

*In Progress: As consistent with university policy the In Progress grade is only to be used for courses that are continuing and cannot be completed in a semester. For PAUS, there are very few classes where IP can be granted, such as 3980:699 Master's Thesis or 3980: 899 Dissertation.*

As such, grades will be assigned according to the students' ability to accumulate the following evaluation points:

|                 |    |
|-----------------|----|
| 95 – 100 points | A  |
| 90 – 94 points  | A- |
| 87 – 89 points  | B+ |
| 84 – 86 points  | B  |
| 80 – 83 points  | B- |
| 77 – 79 points  | C+ |
| 74 – 75 points  | C  |
| 70 – 73 points  | C- |
| 0 – 69 points   | F  |

A student's final grade will be based on the following criteria:

Class Participation (25%)   Written Brief/Book Review (25%)   Final Examination (50%)

**ADA:** Students who require specific ADA modifications and/or other accommodations should make those accommodations known to the instructor at the beginning of the semester and should also seek the assistance of the Office of Accessibility for reasonable accommodations. For additional information, see <http://www3.uakron.edu/access/index.htm>.

**Fire Evacuation Procedures:** In the event of a fire alarm signal, students should exit the building in a quick and orderly manner through the nearest hallway exit. First and Second Floor classes should exit through the ground level exits; Third and Fourth Floor classes should exit through the nearest stairwell to the ground level exit. Fifth Floor classes should exit through the parking deck level or the nearest stairwell to the ground level exit. Please do not use the elevator. For your safety and the safety of others, please familiarize yourself with the floor plan and the exits of the Polsky building.

**Discussion and Reading Schedule:** On the following page, you will find a detailed table which outlines our class discussions as well as the corresponding reading and writing assignments. Please note that your written briefs are due at the beginning of each section. The final examination will take place on **May 1, 2009 at 2:00pm**.

The professor reserves the right to make changes to the weekly discussion, reading schedule and course syllabus to meet the learning objectives of the course and to accommodate other professional expectations which may include research activities, professional conferences and unplanned obligations. Thank you very much for your understanding and cooperation.



| Spring 2010 Weekend Schedule & Assignments |  |  |                         |
|--|--|--|-------------------------|
| Days & Times                               | Book Author/Title  | Reading Assignment   | Meeting Dates           |
| Fr<br>6:00PM - 9:00PM                      | Godfrey-Smith (2003)<br>Theory and Reality   | Monique Harris<br>(mch35@zips.uakron.edu)<br><br>Deborah Wallace<br>(dmw68@zips.uakron.edu)  | 01/29/2010 - 01/30/2010 |
| Sa<br>9:00AM – 5:00PM                      | Rand (1961)<br>For the New Intellectual  | Joseph Boateng<br>(jb54@zips.uakron.edu)<br><br>Chris Opoku –Agyeman<br>(co4@zips.uakron.edu)  | 01/29/2010 - 01/30/2010 |
| Fr<br>6:00PM - 9:00PM                      | Kuhn (1962)<br>The Structure of Scientific Revolutions                                 | Nan Silapapiphat<br>(as98@zips.uakron.edu)<br><br>Kelly Williams<br>(Kelly.Williams@newcompass.org)  | 02/26/2010 - 02/27/2010 |
| Sa<br>9:00AM – 5:00PM                      | Rand (1966)<br>Intro to Objectivist Epistemology<br><br>Rand (1989)<br>Voice of Reason | Kilian Kamota<br>(kkamota@elizabryant.org)<br><br>Colleen Smith<br>(cms103@zips.uakron.edu)<br><br>Jared Pennington<br>(jrp4@zips.uakron.edu)<br><br>John Denning<br>(jwd5@uakron.edu) | 02/26/2010 - 02/27/2010 |
| Fr<br>6:00PM - 9:00PM                      | Bernstein (1983)<br>Beyond Objectivism and Relativism                                  | Kevin Brown<br>(keb50@zips.uakron.edu)   | 04/02/2010 - 04/03/2010 |
| Sa<br>9:00AM – 5:00PM                      | Fay (1984)<br>Social Theory and Political Practice                                     | Kelly Kotch<br>(kkotch@uakron.edu)   | 04/02/2010 - 04/03/2010 |
| Fr<br>6:00PM - 9:00PM                      | Flyyberg (2001)<br>Making Social Science Matter  | Antony Kibogo<br>(amk107@zips.uakron.edu)<br><br>Peter Ossai<br>(poo1@zips.uakron.edu)   | 04/30/2010 - 05/01/2010 |
| Sa<br>9:00AM - 5:00PM                      | Lynn et al (2001)<br>Improving Governance  | Cristina Gonzalez<br>(cg39@zips.uakron.edu)<br><br>Sharae Smith<br>(ss14@uakron.edu)   | 04/30/2010 - 05/01/2010 |