

# **Theory of Public Administration- Fall 2021**

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## **Introduction & Brief Description of the Course:**

Different approaches to public administration reflect different ways of understanding the processes, structures, and ideas involved in governments and other public sector organizations. This course explores the foundational thinking in the study and practice of public administration, with an emphasis on how these approaches have changed over time and across locations. It will draw on ideas presented and debated in the Public Administration literature from the UK, Europe, the United States, and Canada. This course will encourage learners to understand and integrate influential theoretical approaches to the study and practice of public administration by working through weekly readings, applying their own experiences, and learning from the experiences of others.

An important way to address gaps between theory and practice is through discussion, comparing viewpoints, and learning from each other. Assigned readings will be discussed in the seminar, and will be supplemented with media and other coverage of public administration. Applying the theory to real-world public administrative problems through group case study work and in individual research papers will be an integral part of the course, and learners will contribute to each others' work throughout this process.

## **Course Objectives**

This course aims to:

1. Introduce you to some of the best scholarship on public management and inculcate a sense of critical appreciation.
2. Help you develop knowledge about the popular public management reforms
3. Understand the constraints and challenges faced by public managers
4. Help you develop a creative research agenda
5. Provide you with a rich "insider" perspective and experiences on scholarly research

## **Course Expectations**

You will choose one week for which you prepare discussion questions for the assigned set of readings. You will prepare a minimum of six discussion questions with a concept map. Your questions should be designed to provoke discussion. Questions that ask classmates to recite an author's definitions or to list the component parts of some list the author provides are inappropriate, as are questions that permit dichotomous answers. Instead, you should attempt to pose questions that engage the three sets of lenses outlined above in this syllabus. Additionally, you may use the questions listed below under "class participation" to stimulate your thinking, but do not merely ask these questions as your class discussion questions.

## **Evaluation**

The course will be mainly delivered by lectures, encouraging student participation and discussion. Class participation is highly critical. It does not require mere presence in class, rather active participation in the ongoing discussions. Additionally, speaking for the sake of it does not contribute significantly, and valuable participation will be judged for making up of the class participation scores. Creativity and thinking “out of the box” will be highly encouraged and appreciated during the entire course. Research paper holds lots of significance. The details have been included in course outline, however, further details shall be conveyed in class. The individual component comprises of Mid-term and Final term exams, the format of which shall be conveyed well before in the classroom.

The break-up of the evaluation is as following:

Mid-Term: 15%

Final Term: 40%

Quizzes: 10%

Concept maps Assignment: 10%

Class Participation = 10%

Case Study Development & presentation: 15%

## **REQUIRED TEXTS:**

Frederickson, H. George, Kevin B. Smith, Christopher W. Larimer, and Michael J. Licari. 2012. *The Public Administration Theory Primer*, 2nd edition. Boulder, CO: Westview Press.

Christensen, T., Lægreid, P., Roness, P. G., & Rovik, K. A. (2007). *Organization theory and the public sector: instrument, culture and myth*. Routledge.

## **Reference Material:**

1. *Public Administration in South Asia: India, Bangladesh, and Pakistan*", by Sabharwal, Meghna & Berman, Evan, M. CRC Press.
2. Rainey, H. G. (2009). *Understanding and managing public organizations*. John Wiley & Sons.
3. Waterman, Richard, Amelia Rouse and Robert Wright. 2004. *Bureaucrats, Politics, and the Environment*. University of Pittsburg Press.
4. Kettl, Donald F. 2005. *The Global Public Management Revolution*, second edition. Washington, D.C.: Brookings Institution Press.
5. King, et. al. 2011. *Government is Us 2.0*. M. E. Sharpe.

## **Concept Maps:**

After one week, students would construct the concept maps for the readings they have been assigned for the current and the previous weeks. Concept maps show the level of understanding students would gain from readings. Students are expected to explain the linkage they gain from the readings.

Prepare a concept map of the readings to be shared with the class. Don't know what a concept map is?

See [http://en.wikipedia.org/wiki/Concept\\_map](http://en.wikipedia.org/wiki/Concept_map) or <http://cmap.ihmc.us/publications/researchpapers/theorycmaps/theoryunderlyingconceptmaps.htm>.

There is also a free software: [http://freemind.sourceforge.net/wiki/index.php/Main\\_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page);

But white board and marker is sufficient for this purpose in this class.

## Case Study Development

Students in groups must develop a case study. The case study describes a situation that needs solution. It should read like the cases we use in the class. Provide detail information about the background, context, and problems. It should be a case you are personally familiar with at work (or school), not a broad public policy issue. Students must have intimate, first-hand knowledge of the case circumstances.

Case studies can be written on any idea. Some examples are as follows,

- Performance Measurement
- Motivation of public employees
- public service motivation
- street level bureaucracy
- Training and development of public employees
- leadership in public sector
- Organizational culture in public organizations

Your case study must

- Be at least **10** pages, double spaced, 12-point type, Times Newman Roman front, one inch margins on all sides
- Offer a very brief literature review of your subject
- Be written in a formal manuscript style, such as APA (author/date).
- Use gender neutral language. For example, an easy way to avoid having to use "he/she" is to use the plural rather than the singular. This way, you will use "they" rather than "he" or "she."
- Beware! When you borrow someone's ideas and do not cite the source, you are plagiarizing.
- Use subheads to guide the reader, just as journal and magazine articles do.

## Brief Outline

<b>Course Contents and Schedule</b>		
Weeks	Contents	Additional Readings
Week 1	Introduction to Course	
Week 2	Introduction: The possibilities of Theory	Chapter 4: Imam & Dar. 2014. "Theoretical Framework", in Democracy and Public Administration in Pakistan
Week 3	Theories of political control of bureaucracy	Chapter 2: Imam & Dar. 2014. "Public Administration in Historic Pakistan", in Democracy and Public Administration in Pakistan
Week 4	Theories of Bureaucratic Politics	Chapter 3: Imam & Dar. 2014. "Administrative history of Pakistan", in Democracy and Public Administration in Pakistan
Week 5	Public Institutional Theory	
Week 6	Theories of Public Management	Chapter 7: Imam & Dar. 2014. "Identifying core areas of improvement and recommendations for a lasting democracy in Pakistan", in Democracy and Public Administration in Pakistan
Week 7	Postmodern Theory	
Week 8	Mid Term Exam	
Week 9	Decision Theory	
Week 10	Rational Choice Theory and Irrational Behavior	
Week 11	Theories of Governance	
Week 12	Conclusion: A Bright Future for Theory	
Week 13	Papers presentations	
Week 14	Papers presentations	
Week 15	Final exam	