

Spring 2008

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Office Hours

Thursday 9:00 - 11:00

Friday 1:00 - 3:00

## **Seminar in Public Administration**

**CJ771**

**Thursday, 12-3pm Room A150**

### **Course Objectives**

The primary purpose of this course is to master the philosophy of public administration through understanding organizational theory, management principles, human resources, productivity, and financial administration.

Another main purpose of this course is to help students pass comprehensive exams through a thorough understanding of how to select, to answer, and to respond to comprehensive questions. Students will be required on a weekly basis to answer a comprehensive exam question (from the inventory of past exams) during the weekend and to discuss their answers with the instructor in the following week.

The other main objectives include: a) overcoming the fear of comprehensive exams, b) develop confidence in selecting and responding to the questions asked, c) enjoy new discoveries in the rapidly changing world of public administration.

### **An Assumption**

It is generally assumed that participants in this seminar are fairly familiar with the subject matter through previous academic courses, work experiences, or plain survival in today's world. If, however, this assumption is unfounded, you should meet with the instructor and a mutually designed stem work will be arranged. Also, while the subject matter, at least in theory, is equally applicable to the areas of police, courts, and correction, specific expertise in any of these areas is not considered of any enviable value.

### **Papers**

Unlike other doctoral courses, participants will not have to write a term paper. Instead, they will have to submit their answers to the assigned comprehensive questions and, as mentioned early, discuss their answers with the instructor during a one on one tutorials.

### **Course Participation & Tutorials**

All students are expected to responsibly participate in class discussions. Furthermore, each student must attend two one hour sessions of tutorial, one during the first half of the course and the other during the second half. Students will be responsible for making the appointment and discussing their pace of learning and/or what might be barriers to

improvements in the course. Meetings with the instructor can be arranged in his office, in the student's office, or in any public areas in the CJC building. Your attention to the tutorials will be recognized in the 10% category of the overall grade designated as "class discussions and tutorials." These points are given based on the quality rather than the quantity of your participation and awarded based on the totality of your performance rather than on the basis of performance in individual class sessions.

### **Tests and Grades**

Graduate courses are mature courses where participants contribute because they want to, rather than they have to. There will be a mid-term exam half-way through the course and, a final that will be comprehensive in nature and encompassing all you will have learned in the course. The grading system will be as follows:

30% for the Mid-term exam  
30% for the Final Exam  
30% for the weekly homework assignments  
10% for tutorials and participation  
100%

### **Required Readings**

1. Wren, D., *The History of Management Thought*, 5<sup>th</sup> edition, Wiley, 2005.
2. Denhardt, R., *Theories of Public Organization*, 3rd Edition, Wadsworth, 2004.
3. Simon, H., *Administrative Behavior*, 4th Edition, The Free Press, 1997.
4. O'Toole, J., *Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Customs*, Josey-Bass, 1995.
5. Ott, Parks & Simpson, *Classic Readings in Organization Behavior*, 3rd Edition, Wadsworth, 2003.

**Recommended Readings**

1. Harvard Business School Review Series (2001) *Decision Making and Leading Through Change*.
2. Harvard Business School Review Series (2006) *Leading Through Change*.
3. Tom Morris, *If Aristotle Ran General Motors*, Owl Books, 1977.
4. Sam S. Souryal, *Police Administration of Management*, West Publishers, 1977.
5. James Q. Wilson, *Bureaucracy*, Basic Books, 1989.
6. Henry Tosi, *Theories of Organization*, St. Clair Press, 1975.
7. Richard Stillman II, *Preface to Public Administration*, St. Martin's Press, 1991.
8. Peters and Waterman, *In Search of Excellence*, Harper and Row, 1982.
9. Frederick Herzberg, *The Managerial Choice*, Dow Jones Irwin, 1976.
10. J. D. Williams, *Public Administration, The People's Business*, Little Brown and Company, 1980.
11. Robert Presthus, *The Organizational Society*, St. Martin's, 1978.
12. Michael Maccoby, *The Games-Man*, Simon and Schuster, 1976.
13. Max Weber, *The Theory of Social and Economic Organization*, The Free Press, 1964.
14. Charles Peters and Michael Nelson, *The Culture of Bureaucracy*, Holt, Rinehart, and Winston, 1979.
15. Abraham Korman, *Organizational Behavior*, Prentice Hall, 1977.
16. Robert Dubin, *Human Relations in Administration*, Prentice Hall, 1974.
17. William Ouchi, *Theory Z*, Addison-Wesley, 1981.
18. Lawrence Miller, *Barbarians to Bureaucrats*, Clarkon N. Potter, 1989.
19. Harlan Cleveland, *The Knowledge Executive*, Truman Talley Books, 1985.
20. Sashkin & Kiser (1992) *Total Quality Management*

**Syllabus**

<b><u>Thursday</u></b>	<b><u>Topic</u></b>	<b><u>Required Reading</u></b>
January 17	Course Orientation Need for Comprehensive Exams How Exams are Made and Graded How Questions Can be Answered Clearly Fully, and Successfully.	<u>Wren</u> , Ch. 1,2,3,4 <u>Denhardt</u> , Ch. 1,2 <u>Handouts</u>
January 24	Administration and Organization Macro and Micro Perspectives Elements of Organization Elements of Management Stated and Real Goals Authority and Power Compliance and Harmony	<u>Wren</u> , Ch. 5,6,7 <u>Denhardt</u> , Ch. 3,4 <u>Handouts</u>
January 31	Models of Organization Weber and the Uniformity Model Bureaucracy; Success or Failure Scientific Management Taylor's Efficiency Model Fayol (and other) and Industrial Psychologists	<u>Wren</u> , Ch. 8,9,10 <u>Denhardt</u> , Ch. 4,5 <u>Handouts</u>
February 7	Human Resources Theory Organizational Humanism The Social Era and the Quest for Integration Maslow, Williams, Lickert, et al. Theory Y and Theory Z	<u>Wren</u> , Ch. 11,12,13,14 <u>Denhardt</u> , Ch. 6,7,8 <u>Handouts</u>
February 14	Behavioralism and Systems Administration The Era and Empiricism and Quantification Environmental Impact of Administration System Analysis and Problem Solving Program Evaluation and Policy Analysis Futurism and Forecasting	<u>Wren</u> , Ch. 15,16,17,18 <u>Simon</u> , Ch. 1,2,3 <u>Handouts</u>
February 21	Problems of Administration Theory Fact and Value in Decision Making Psychology of Administration Decisions	<u>Wren</u> , Ch. 19,20,21 <u>Simon</u> , 4,5 <u>Handouts</u>

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February 28 The Equilibrium of Organizations  
Authority Theories  
Communication in Administration  
Loyalties and Organization Identification

Wren, Ch. 22, 23  
Simon, Ch. 6,7  
Handouts

March 6 Major Elements of Management  
Planning and the Planning Process  
Typology and Planning  
Facet Design Planning  
Planning as a Control Mechanism

Simon, 8,9  
Handouts

March 13 **Spring Break (ACJS)**

March 20 **Mid-Term Exam**

March 27 Management of Leadership  
Typology of Leadership  
Traits and Tasks of Leadership  
Effective Management Leadership  
Motivation-Hygiene Theory

Simon, Ch. 10,11  
Handouts  
Ott. Ch. 1  
Student Presentation

April 10 Management of Decision-Making  
Areas of Productivity  
Measures of Productivity  
Job Enrichment Theory  
Does it Work?

Ott. Ch. 2  
Student Presentation

April 17 Management of Communication  
Complexity and Choice in Administration  
Horizontalness  
Values and Ethics of Administration

Ott, Ch. 4  
Student Presentations

April 24 Total Quality Management  
The Rational Model  
Attributes of Successful Agencies  
Management of Ambiguity and Padox  
Productivity through People

Ott, Ch. 5  
Student Presentations

May 1	Principle-Based Management The Imperative of Ethical Administration Democracy and Bureaucracy Toward a Civilized System of Administration	Ott. Ch. 6 <u>O'Toole's Book</u>
	General Review of Course The Future of New Organizations What Can Be Done? Where Do We Go From Here?	<u>Wren, Ch. 19-22</u> <u>Handouts</u>
May 8	<b><u>FINAL EXAM</u></b>	

### **Test Makeups**

The mid-term and the final exam can be made-up only if the student's absence was justifiable and approved by the instructor.

### **Academic Dishonesty**

Students are encouraged to review the statements presented in the Doctoral Student Handbook (page 20), August 1991 Draft) and the Sam Houston State University's Guidelines (pages 6 and 7) which refer to instances of "academic dishonesty." In accordance with the state printed in the Doctoral Student Handbook, any student engaged in academic dishonesty in this class will receive an "F" for the semester and will, consequently, be terminated from the doctoral program.

### **Students with Disabilities**

Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (ext. 1720).

### **Services for Disabled Students**

<http://www.shsu.edu/~counsel/sswd.html>

**Student Absences on Religious Holy Day Policy**

Section 51.91 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe a religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a semester session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignment and/or examinations are to be completed.