

## URPA 6320 Advanced Public Organization Theory

Fall 2013

Professor: Colleen Casey, Ph.D.

### Contact Information

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Class Location: UH 04

### I. Measurable Student Learning Outcomes

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At the end of this course you will be able to:

- Articulate the assumptions of organizational theories;
- Critically evaluate journal articles in organizational theory to identify the type of study, the theory and the theoretical framework applied to answer the research question, and the study's theoretical implication;
- Write a research question and problem statement;
- Develop a theoretical framework to apply to a public administration or public policy topic.

### II. Textbooks and Other Course Material Requirements

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Garson, G. David. (2013). *Social Science Theory in Research and Dissertation Writing*. North Carolina: Statistical Associates. Available online at:

<http://www.statisticalassociates.com/booklist.htm>

All other readings are electronically available through the library's access to electronic journals or through Blackboard (indicated in gray). **Please let me know if you do not know how to do this.**

### III. Course Expectations

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The expectations for this course are fairly straightforward—you are required to complete a number of exercises and essays in response to a predetermined list of questions, identify and communicate your research interests and share these with the class, and engage in a number of graduate-level readings.

### IV. Course Requirements

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1. Short Exercises (Be prepared to present)
2. Lead 3 Class Discussions
3. 2 Essays, "Comparing Theories" and Final Essay

## Grading Criteria:

Essentially, given that this is a doctoral level seminar, and I want you to learn and use it as an opportunity to continue to practice and refine your ability to do research and write, we will not really use a typical grading scale. Here is how grades will be calculated:

A—Student completes ALL tasks on time, completion of tasks follows format guidelines and instructions, is prepared to discuss ALL required exercises and lead 3 class sessions as outline below, and earns **an A** on ALL essays.

B—Student does complete all tasks, but does not complete at least one task on time; fails to lead one or more of the 3 required class sessions, **OR** earns **below an A on at least one essay**.

C- Student completes two or more tasks late, fails to lead one or more of the 3 required class sessions, **OR** earns **below an A** on both essays.

D- Student completes two or more tasks late, fails to lead one or more of the 3 required class sessions, **AND** earns **below an A** on both essays.

F—Student does not complete all tasks **OR** completes every task late, and earns **below an A** on both essays.

## Course Assignments:

1. **Short Exercises:** For almost every week we meet, there is a short exercise that is due. You are not expected to formally write your responses to each exercise, but rather you should draft a response, or set of notes that constitute a rough outline of key talking points/highlights. You should be prepared to discuss these as well as be prepared to hand in your outline/rough notes should you be asked to do so.
2. **Class Leads:** Each student is required to sign up to lead 3 class sessions. Your responsibilities as a class lead include the following:
  - (A) Present your response to the class exercise and engage in a discussion with the other assigned class leads in which you compare/contrast your responses
  - (B) Engage the class in discussing their responses
  - (C) **Compile a joint summary** of the key highlights/main points from the discussion to share with the class (due by the next class period). Each person should take responsibility for this at **ONE** time during the semester.
3. **Essays:** You are required to submit 2 essays for this course. The 1<sup>st</sup> essay will build upon our short exercises (i.e., you will convert your short exercises into a formal short essay). The second will ask you to formulate a research question, problem statement and identify two theories that can be applied to answer the question. Rubrics will be distributed three weeks prior to each essay's due date, so you are clear on what constitutes an essay grade of an A.

“Comparing Theories Essay” (#1): ***From any of the above “comparing theories exercises”, select 3 theories and construct an essay that:***

- 1) Defines each of the theories.
- 2) Provides an example of how each has been used to study a particular research question.
- 3) Identifies the differences and similarities between each theory
- 4) Identifies the value or contribution of the theory to understand organization theory and/or public administration
- 5) Identifies any potential value of the theory to your area of research interest.

The essay should be between 4-6 pages, double-spaced, 12 inch font, and APA style (**6<sup>th</sup> Edition**) should be used to format the essay and for in text citations and references.

**Final Essay (#2):** Based on your research topic of interest, develop a research question and problem statement and use two of the theories we covered this semester to develop a hypothesis and theoretical framework to answer the question. For each theory, identify what type of study you would use and why, and explain how you would operationalize your theoretical framework, and identify a counter hypothesis. Finally, conclude by explaining the theoretical contribution that your research would make.

The essay should be between 6-8 pages, double-spaced, 12 inch font, and APA style (**6<sup>th</sup> Edition**) should be used to format the essay and for in text citations and references.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

## V. Ground Rules

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**Cell Phones.** Cell phones will not be allowed in class, please turn them off before entering class. However, I also understand that many of you have professional demands that will require you from time-to-time to monitor your cell phones. If this is the case, please make sure it is turned to vibrate and leave the classroom quietly if it is necessary to take the call. (Note: N/A with a conference course)

**Attendance.** Attendance in class is critical to your success in this course. My advice is simple: Attend class and be prepared!

**Punctuality.** Arriving late to class disrupts me and other students. It is understandable if you are occasionally late; however after two late arrivals, it will be reflected in your participation points.

If you are consistently late to class and/or more than 20 minutes late to class, we will need to discuss a solution. (Note: N/A with conference course)

**Late work.** I require that you meet all deadlines specified in the course schedule, or verbally by me. **Under no conditions will late work be accepted.** If you miss the final deadline, 5 points will be deducted for each day the portfolio is late.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. To get to this exit, **turn left upon exiting this room, and walk down the hall about 100 feet and turn to the right**. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

## VI. Reading List & Course Schedule

Dates	Reading List & Assigned Question	
8/27 Week 1	<b>Course Introduction &amp; Overview</b>	
9/3 Week 2	<p><b>Research Questions and Problem Statements</b></p> <p>Exercise #1: Review the readings for this week and draft a 3-page essay that provides a definition of a research question and a problem statement. Next, draft a primary research question(s) in public administration or organization theory in which you are interested and a related problem statement.</p> <p><u>Assigned Readings:</u></p> <p>(1) Smith, G. David (2013), Pages 7-23.</p> <p>(2) Yaeger, Sam. (2008). Where do research questions come from and how are they developed? In G. Miller &amp; K. Yang <i>Handbook of Research Methods in Public Administration</i>, 2<sup>nd</sup> Edition, 45-59. Miami: Taylor and Francis. (On Blackboard)</p>	<b>Individual Presentations</b>
9/10 Week 3	<p><b>Short Essay and Presentation: Present an Overview of a Dissertation in Public Administration with an Organization Theory Focus</b></p> <p>Exercise #2: For this week, you are required to present a sample dissertation to the class. You should select a dissertation completed by a student in a public administration or public policy program within the last 7 years (2005). You should identify the research question, the problem statement, the theoretical framework, the type of research study and the theoretical contribution of the dissertation.</p> <p><u>Assigned Readings:</u></p> <p>A dissertation of your choice through Proquest, the library's dissertation database.</p>	<b>Individual Presentations</b>
9/17 Week 4	<p><b>Actor-Network Theory</b></p> <p>Exercise #3: For this topic, develop one hypothesis using actor-network theory. Explain the form of the hypothesis and the type of research study you would conduct to test the hypothesis.</p> <p><u>Assigned Readings:</u></p> <p>(1) Garson, G. David (2013). Pages 24-28.</p> <p>(2) Callon, M. &amp; Law, J. (1989). On the construction of sociotechnical networks: Content and context revisited. <i>Knowledge and Society</i> 9: 57–83. (On Blackboard)</p> <p>(3) Pollack, J., Costello, K. &amp; Sankaran, S., (2013). Applying actor–network theory as a sensemaking framework for complex organisational change programs. <i>International Journal of Project Management</i>. Available online 13 Jan. 2013 (On Blackboard).</p> <p>(4) Ryden, Y. (2012). Using actor–network theory to understand planning practice: Exploring relationships between actants in regulating low-carbon commercial development. <i>Planning Theory</i>, published online before print 23 Aug. 2012, doi:</p>	<b>Class Leads #1</b>

	<p>10.1177/1473095212455494.</p> <p>(5) Sarker, S., &amp; Sidorova, A. (2006). Actor-networks and business process change failure: An interpretive case study. <i>Journal of Management Information Systems</i> 23(1), 51-86. (On Blackboard)</p>	
<p><b>9/24</b> <b>Week 5</b></p>	<p><b>Agenda Setting Theory</b></p> <p>Exercise #4: Pick a topic in which you have an interest. For this topic, develop one hypothesis using agenda-setting theory. In your essay, explain the form of the hypothesis and the type of research study you would conduct to test the hypothesis.</p> <p><u>Assigned Readings:</u></p> <p>(1) Garson, G. David (2013). Pages 28-30.</p> <p>(2) Chyi, Hsiang Iris &amp; McCombs, Maxwell (2004). Media salience and the process of framing: coverage of the Columbine school shootings. <i>Journalism &amp; Mass Communication Quarterly</i> 81(1): 22-35.</p> <p>(3) Craft, Stephanie &amp; Wanta, Wayne (2004). U. S. public concerns in the aftermath of 9-11: A test of second-level agenda-setting. <i>International Journal of Public Opinion Research</i> 16(4): 456-462.</p>	<p><b>Class Leads</b> <b>#2</b></p>
<p><b>10/1</b> <b>Week 6</b></p>	<p><b>Institutional Theory &amp; Contingency Theory</b></p> <p>Exercise #5: Comparing theories.</p> <p>Define chaos theory and contingency theory. In each journal article, identify the research question in each article, describe the theory applied to answer the question, and summarize the differences between the articles that apply chaos theory against contingency theory.</p> <p><u>Assigned Readings:</u></p> <p>(1) Garson, G. David (2013). Pages 35-38 &amp; 48-53.</p> <p>(2) Battilana, J. &amp; Casciaro, T. (2012). Change agents, networks, and institutions: A contingency theory of organizational change. <i>Academy of Management Journal</i> 55(2): 381-398.</p> <p>(3) Volberda, H. W.; van der Weerdt, N. (2012). Contingency fit, institutional fit, and firm performance: A metafit approach to organization–environment relationships, <i>Organization Science</i> 23(4): 1040-1054 .</p> <p>(3) DiMaggio, P. J., &amp; Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. <i>American Sociological Review</i> 48: 147-160.</p> <p>(4) Day, K. M.; Armenakis, H. S.; &amp; Field, H. S. (2012). Other organizations are doing it, why shouldn't we? A look at downsizing and organizational identity through an institutional theory lens. <i>Journal of Change Management</i>, 12(2): 165-188. (On Blackboard)</p>	<p><b>Class Leads</b> <b>#3</b></p>
<p><b>10/8</b> <b>Week 7</b></p>	<p><b>Diffusion Theory &amp; Feminist Theory</b></p> <p>Exercise 6: Comparing theories.</p> <p>Define diffusion theory and feminist theory. In each journal article,</p>	<p><b>Class Leads</b> <b>#4</b></p>

	<p>identify the research question in each article, describe the theory applied to answer the question, and summarize the differences between the articles that apply diffusion theory against feminist theory.</p> <p><u>Assigned Readings:</u></p> <ol style="list-style-type: none"> <li>(1) Garson, G. David (2013). Pages 39-47.</li> <li>(2) Balla, S. (2001). Interstate professional associations and the diffusion of policy innovations. <i>American Politics Research</i> 29(3), 221-245.</li> <li>(3) Ho, A. T-K. (2004). Explaining the adoption of e-government features: A case study of Iowa County Treasurers Offices. <i>American Review of Public Administration</i> 34(2), 164-180. (On Blackboard)</li> <li>(4) Guy, Mary E. (1993). Women in public administration: Three steps forward, two steps backward: The status of women's integration into public management. <i>Public Administration Review</i> 53(4): 285-292.</li> <li>(5) Harding, Nancy; Ford, Jackie; &amp; Fotaki, Marianna (2013). Is the 'F'-word still dirty? A past, present and future of/for feminist and gender studies in Organization. <i>Organization</i> 20(1): 51-65.</li> <li>(6) Keiser, L. R., Wilkins, V. M, Meier, K. J., &amp; Holland, C. A. (2002). Lipstick and logarithms: Gender, institutional context, and representative bureaucracy. <i>American Political Science Review</i> 96(3): 553-564.</li> </ol>	
<p><b>10/15 Week 8</b></p>	<p><b>Multiple Streams &amp; Network Theory</b></p> <p>Exercise 8: Comparing theories.</p> <p>Define multiple streams and network theory. In each journal article, identify the research question in each article, describe the theory applied to answer the question, and summarize the differences between the articles that apply multiple streams versus network theory.</p> <p><u>Assigned Readings:</u></p> <ol style="list-style-type: none"> <li>(1) Garson, G. David (2013). Pages 59-64.</li> <li>(2) Keohane, Robert (2002). Intergovernmental organizations and garbage can theory. <i>Journal of Public Administration Research and Theory</i>. 12(2): 155- 160.</li> <li>(3) Bendor, J.; Moe, T, M; &amp; Shotts, K. W. (2001). Recycling the garbage can: An assessment of the research program. <i>American Political Science Review</i> 95(1), 169-190.</li> <li>(4) La Porte, T. R. (1996). Shifting vantage and conceptual puzzles in understanding public organization networks. <i>Journal of Public Administration Research and Theory</i> 6(1), 49-74.</li> <li>(5) Milward, H. B. &amp; Provan, K. G. (1998). Measuring network structure. <i>Public Administration</i> 76(2), 387-407.</li> <li>(6) Moliterno, Thomas P. &amp; Mahony, Douglas M. (2011). Network</li> </ol>	<p><b>Class Leads #5</b></p> <p><b>(Note: Rubrics for Essay #1 posted on blackboard)</b></p>



	theory of organization: A multilevel approach. <i>Journal of Management</i> 37( 2): 443- 467.	
<b>10/22 Week 9</b>	<p><b>Principal Agent Theory &amp; Org Ecology</b> Exercise 9: Comparing theories. Define principal agent theory and organizational ecology. In each journal article, identify the research question in each article, describe the theory applied to answer the question, and summarize the differences between the articles that apply principal agent theory versus organizational ecology.</p> <p><u>Assigned Readings:</u> (1) Garson, G. David (2013). Pages 65-73. (2) Amburgey, Terry L. &amp; Rao, Hayagreeva (1996). Organizational ecology: Past, present, and future directions. <i>Academy of Management Journal</i> 39(5): 1265-1286. (3) Barron, D. N.; West, E.; &amp; Hannan, M. T. (1994). A time to grow and a time to die: Growth and mortality of credit unions in New York City, 1914-1990. <i>American Journal of Sociology</i>, 100(2): 381-421. (4) Brinkerhoff, D. W. &amp; Bossert, T. J. (2013). Health governance: Principal- agent linkages and health system strengthening. <i>Health Policy and Planning</i>. First published online: 14 Feb. 2013, doi: 10.1093/heapol/czs132. (On Blackboard) (5) DiIulio, J. (1994). Principle agents: The cultural bases of behavior in a federal government bureaucracy. <i>Journal of Public Administration Research and Theory</i> 3: 277-318.</p>	<b>Class leads #6</b>
<b>10/29 Week 10</b>	<p><b>Resource Dependency &amp; Public Choice</b> Exercise #10: Comparing theories. Define resource dependency and public choice. In each journal article, identify the research question in each article, describe the theory applied to answer the question, and summarize the differences between the articles that apply chaos theory against contingency theory.</p> <p><u>Assigned Readings:</u> (1) Garson, G. David (2013). Pages 74-82. (2) Ostrom, Vincent and Ostrom, Elinor (1971). Public choice: A different approach to the study of public administration. <i>Public Administration Review</i> 31(2): 203-216. (3) Casciaro, T. &amp; Piskorski, M. J. (2005). Power imbalance, mutual dependence and constraint absorption: A closer look at resource dependence theory. <i>Administrative Science Quarterly</i> 50(2): 167-199. (4) Davis, Gerald F. &amp; Cobb, J. Adam (2010). Resource dependence theory: Past and future. <i>Research in the Sociology of Organizations</i> 28: 21-42. (On Blackboard)</p>	<b>Class Leads #7</b>
<b>11/5 Week</b>	No Class-Work Session: <b><i>From any of the above “comparing theories exercises”, select 3 theories and construct an essay that:</i></b>	<b><i>Comparing Theories Essay</i></b>

<p><b>11</b></p>	<ol style="list-style-type: none"> <li>1. Defines each of the theories.</li> <li>2. Provides an example of how each has been used to study a particular research question.</li> <li>3. Identifies the differences and similarities between each theory</li> <li>4. Identifies the value or contribution of the theory to understand organization theory and/or public administration</li> <li>5. Identifies any potential value of the theory to your area of research interest.</li> </ol>	<p><i>Due by 11:59, CST on Tuesday 11/5.</i></p>
<p><b>11/12 Week 12</b></p>	<p><b>Social Capital &amp; Social Choice</b>  Exercise #11: Identifying Theoretical frameworks and Types of Studies  Define theoretical framework. Pick two articles below and do the following: Identify the research question in each article, describe the theoretical framework used in these sample journal articles, identify how the variables in the framework were operationalized, and identify what type of research study was undertaken in each to answer the research question  (1) Garson, G. David (2013). Pages 83-90.  (2) Han, J.; &amp; Brass, D. J. (2013). Human capital diversity in the creation of social capital for team creativity. <i>Journal of Organizational Behavior</i>. Published online before print, 1 Feb. 2013. (On Blackboard).  (3) Hsiao, C. C. &amp; Chiou, J. S. (2012). The effect of social capital on community loyalty in a virtual community: Test of a tripartite-process model. <i>Decision Support Systems</i> 54(1): 750–757.  (5) Sen, Amartya (2012). The reach of social choice theory. <i>Social Choice and Welfare</i> 39(2-3): 259-272.</p>	<p><b>Class Leads #8</b></p>
<p><b>11/19 Week 13</b></p>	<p><b>Social Judgment &amp; Social Ecology</b>  Exercise #12: Theoretical Frameworks and Theoretical Contributions  Pick 2 of the journal articles below. For each, do the following: Describe the theoretical framework used in these sample journal articles, identify how the variables in the framework were operationalized, and identify what type of research study was undertaken in each to answer the research question. Then, discuss the theoretical contribution the article makes.  <u>Assigned Readings:</u>  (1) Garson, G. David (2013). Pages 91-102.  (2) Green, L. W.; Richard, L.; &amp; Potvin, L. (1996). Ecological foundations of health promotion. <i>American Journal of Health Promotion</i> 10(4), 270-281. (On Blackboard)  (3) McLeroy, K. R.; Bibeau, D.; Steckler, A.; &amp; Glanz, K. (1988). An ecological perspective on health promotion programs. <i>Health Education Quarterly</i> 15(4), 351-377. (On Blackboard)  (4) Dell'Omo, Gregory G. (1990). Capturing arbitrator decision</p>	<p><b>Class Leads #9</b>  <b>(Note: Final Essay Rubrics posted on Blackboard)</b></p>

	<p>policies under a public sector interest arbitration statute. <i>Review of Public Personnel Administration</i> 10 (2): 19-38.</p> <p>(5) Willoughby, Katherine G. &amp; Finn, Mary A. (1996). Decision strategies of the legislative budget analyst: Economist or politician?. <i>Journal of Public Administration Research and Theory</i> 6(4), 523-546. An application of social judgment theory.</p>	
<p><b>11/26 Week 14</b></p>	<p><b>System Theory &amp; Symbolic Interaction</b></p> <p>Exercise #13: Theoretical Frameworks and Theoretical Contributions</p> <p>Pick 2 of the journal articles below. For each, do the following: Describe the theoretical framework used in these sample journal articles, identify how the variables in the framework were operationalized, and identify what type of research study was undertaken in each to answer the research question. Then, discuss the theoretical contribution the article makes.</p> <p>Assigned Readings:</p> <p>(1) Garson, G. David (2013). Pages 103-113.</p> <p>(2) Hatch, M. and Cunliffe, A. 2006. <i>Organization Theory: Modern, Symbolic and Postmodern Perspectives</i>. Oxford. Chapter 10, New Directions in Organization Theory, pp. 325-345</p> <p>(3) Thomas, Jim (1984). Some aspects of negotiated order, mesostructure and loose coupling in maximum security prisons. <i>Symbolic Interaction</i> 7(2), 213- 231.</p> <p>(4) Parsons, Talcott (1979). Concrete systems and "abstracted" systems: Review article of "Living Systems" by James Grier Miller. <i>Contemporary Sociology</i> 8(5): 696–705.</p> <p>(5) Richardson, Kurt. (2007). Systems theory and complexity: Part 4. The evolution of systems thinking. <i>Emergence: Complexity and Organization</i> 9(1-2): 166.</p> <p>(6) Midgley, Gerald &amp; Richardson, Kurt. (2007). Systems thinking for community involvement in policy analysis. <i>Emergence: Complexity &amp; Organization</i> 9(1-2): 167-183.</p>	<p><b>Class Leads #10</b></p>
<p><b>12/3 Week 15</b></p>	<p><b>Essay Presentations</b></p>	
<p><b>12/11 Week 16</b></p>	<p><b>Final Essay Due to Me Electronically.</b></p> <p>Based on your research topic of interest, develop a research question and problem statement and use two of the theories we covered this semester to develop a hypothesis and theoretical framework to answer the question. For each theory, identify what type of study you would use and why, and explain how you would operationalize your theoretical framework, and identify a counter hypothesis. Finally, conclude by explaining the theoretical contribution that your research would make.</p>	<p><b>Final Essay Due</b></p>

*\*Note: Given the large number of required exercises for each session, and the fact that this is a “hands on” class, I’d like to budget some time in the class session for you to meet in small groups to compare your responses to the exercises. Most likely, I’ll start class by providing an overview of the key topic for the night, we’ll break for you to review your notes and key points in small groups, and then we’ll convene for discussion.*

## **VII. Additional Suggested Readings**

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### **i. Books**

Valuable references for writing include the following:

Sigismund-Huff, A. 1999. *Writing for Scholarly Publication*. Thousand Oaks, CA: Sage Publications.

Hacker, D. 2009. *A Pocket Style Manual*, 5<sup>th</sup> edition. Boston, MA: Bedford/St. Martin’s.

Hacker, D. 2005. *Research and Documentation in the Electronic Age with 2003 MLA and Chicago Update*, 4<sup>th</sup> edition. Boston, MA: Bedford/St. Martin’s.

### **ii. Journals**

As a research resource, these are quality publications oriented towards practitioners:

*Harvard Business Review*

*Sloan Management Review*

*Business Horizons*

*Public Management*

*Management Review*

*California Management Review*

*Academy of Management Executive*

*Organizational Dynamics*

*Public Administration Review*

*The Journal of Management*

*Review of Public Personnel Administration*

*Group and Organization Management: an international journal*

*Public Administration Review*

*Public Organization Review*

*Governing* ([www.governing.com](http://www.governing.com))

*Government Executive* ([www.govexec.com](http://www.govexec.com))

U.S. General Accounting Office reports ([www.gao.com](http://www.gao.com))

U.S. Office of Personnel Management reports ([www.opm.gov](http://www.opm.gov))

Reports by the IBM Endowment for the Business of Government (visit [www.businessofgovernment.org](http://www.businessofgovernment.org))

American Evaluation Association reports ([www.eval.org](http://www.eval.org))

More scholarly or research-based articles in academic journals include:

*Academy of Management Journal*

*Administration and Society*

*American Journal of Political Science*

*American Political Science Review*

*American Review of Public Administration (ARPA)*

*Journal of Applied Psychology*  
*Journal of Planning Education and Research (JPER)*  
*Journal of Management Studies*  
*Journal of Organizational Behavior Management*  
*Journal of Policy Analysis and Management (JPAM)*  
*Journal of Politics*  
*Journal of Public Administration Research and Theory(JPART)*  
*Journal of Urban Affairs*  
*Nonprofit Management and Leadership*  
*Organizational Behavior and Human Decision Processes*  
*Organization Science*  
*Public Personnel Management*

**iii. Library Resources**

Library Home Page .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides.....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians .....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List.....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves .....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog .....	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals.....	<a href="http://liblink.uta.edu/UTAlink/az">http://liblink.uta.edu/UTAlink/az</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus.....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian.....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett.