This doctoral seminar provides an overview of some of the key theories of organizations as they apply to public and nonprofit management. The course builds on the first-year required course PPM 504 Institutional Perspectives. We will review some readings and topics from that course on our way to new insights. Students wishing to take the course who have not taken PPM 504 will be required to do additional reading prior to taking this course.

The course has three goals:

1) Give doctoral students an overview of the main theoretical perspectives on organizations and organizational behavior with a focus on theories with greatest application to public and nonprofit organizations.
2) Provide an understanding of the development of the fields of public administration and public management and nonprofit management.
3) Examine key dilemmas and debates in the study of the management of public and nonprofit organizations.

By the end of the course, doctoral students should be able to:

1) Use organizational frameworks and public & nonprofit management literature for framing their own research.
2) Link empirical management dilemmas to theory.
3) Understand the theory and frameworks underlying masters’ level public and nonprofit management courses.

Textbooks we’ll make substantial use of:


Rainey is available as an e-book through the library and I will post chapters that are assigned. The Scott and Davis book is a bit pricey - I’ll post the chapters we need, but if you are interested in organizations you may want your own copy.
ASSIGNMENTS AND GRADES

1. Leading a Class Discussion 15%

Beginning week 2, each student will be responsible for leading the early part of the class discussion for one week, for weeks 2-6. One other student will be responsible for partnering with the student for that week and providing feedback on their plan. The partner will not be graded. Each pair should plan to meet or talk once about the plan before class. On the week you present, you are responsible for developing a discussion plan for the week. Your plan should include:

a. A brief introduction or explanation of the key concept(s) and argument(s), and

b. 2-3 questions about the readings that will stimulate classroom conversation. You can use the types of questions above to help you get started.

c. A brief explanation of your goals for the discussion – what do you hope to have students get out of the discussion, based on the questions you have asked.

Your discussion plan should include these basic ingredients, but it does not have to be organized in this way or this order. Be creative and try some new things out if you like. Those leading discussions should meet with me before class to go over the discussion plan and prepare for class. You will also be responsible for turning in a short (1-2) written summary of your discussion plan and session goals prior to class.

2. Weekly commentary & research example - 20%

Each week that you are not leading a discussion or submitting a response paper, you should submit a short (1 page) set of questions/comments the readings along with an example of a research problem/question that you think the week’s reading speak to or could help address.

The weekly question/comments should address the strengths and weaknesses or comparative advantages of the readings’ approach to organizations and can list any questions you have on the approach. Example of types of questions or comments you might consider:

1. Articulate concerns about the weaknesses or limitations in one or several authors’ arguments or evidence;
2. Consider the theoretic or empirical implications of one or several authors’ findings;
3. Compare and contrast two or more authors’ arguments.

The research problem can just be a few sentences, and should outline a theoretic or empirical problem you think the weeks’ readings can address. This could involve applying the readings to particular organization or organizational type of interest to you. The idea is to try to make one or more of the readings salient to issues you work or experiences you have had. This weekly assignment can be relatively informal in terms of writing style. The main point is to grapple with the readings and come up with some interesting questions or perspectives on the reading. This is due by 5pm the Monday before class.
2. **Classroom participation – 15%**

Small seminars are very dependent on the participation of their members. Showing up each week, ready and prepared for discussion is key. So is being willing to contribute ideas, share points of confusion, and generally contribute to collective learning. Your contribution to the collective learning experience is therefore a component of your course grade.

3. **One response paper - 15%**

You are responsible for completing one response paper at some point throughout the quarter. This should not be the same week you are leading the discussion. You do not need to submit questions and a research example this week. This paper is intended to be slightly more formal than the weekly response papers. It will be graded on analytic content as well as on writing. There are several ways you could approach this assignment:

- **Analytical response paper** that looks across the readings. Guidelines for the questions above could serve as the guidelines for this paper.

- **Application**: take a ‘current event’ or case of interest and applying a reading or readings to that case. This could include your own professional experience.

The response paper should be roughly 1,000-1,500 words and is due at 5pm the day before class on the week you are completing it.

4. **Final Paper/Research Proposal - 35%**

Your final assignment is a paper that proposes a research question on an organizational or management question that relates to one or more perspectives or topics covered in class and for which our current understanding of organizations and management is insufficient, necessitating further research. In 10-15 double-spaced pages (12-point font, 1-inch margins):

- Identify a management or policy dilemma you want to study. Explain why you think it is consequential problem empirically and/or theoretically.

- Locate your dilemma in the readings from the course, and any other literature you want to bring in. How would you approach your dilemma from different organizational perspectives?

- Frame a research question or questions that you could use to explore your dilemma and contribute to the theoretical debate in the organizational approach you’ve chosen.

- Explain which organizational perspective you find most persuasive or promising to explore your dilemma or to answer your research question(s), and why. Or you may want to test the explanatory power of alternative theoretic approaches.

- Develop a set of hypotheses for empirical testing and consider what data you might need to test those hypotheses.

**Key Dates:**

- **February 5** – A short plan for your final assignment: topic, preliminary key questions, and descriptive outline.

- **February 26th** – Draft or detailed outline of paper due.

- **March 15th** – Final paper due by midnight.
ACADEMIC INTEGRITY
As a student in this course, you acknowledge that you are a member of a learning community in the Evans School of Public Affairs that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards. If you are uncertain about whether a particular action constitutes academic misconduct, please ask me or the teaching assistant for guidance before an assignment is due. You must write your own memos, not copy or paraphrase memos others have written. Plagiarized memos will receive a grade of 0. Group projects must also be original work done by the group.

STATEMENT ON DISABILITIES:
The university will provide reasonable accommodation of academically qualified students with disabilities so those students can participate fully in the university's educational programs and activities. Any student requesting academic accommodation based on a disability is required to register with Disability Resources for Students (DRS). You can apply at this website: depts.washington.edu/uwdrs/ Please inform me of your accommodation so that I can prepare adequate resources for you.

MISSED CLASS
Please seek advance permission if you need to miss a class for professional or personal reasons. If you choose to miss a class, you must complete a response paper for that class, in addition to the required response paper. This does not apply to emergencies and other special events.
Schedule and Reading List

January 9 – Week 1: Institutions, Organizations and Management

Review from PUBPOL 504:

Scott and Davis, Chapter 1 and Chapter 2 (This is review for those of you who had PPM 504 with Steve Kosack).

Douglas North, Chapter 1, Institutions, Institutional Change and Economic Performance.

Institutions and Public & Nonprofit Organizations

Avner Greif, Chapter 1, Institutions and the Path to the Modern Economy: Lessons from Medieval Trade.


Recommended:


January 16– Week 2
Sociological Perspectives on Organizations: Natural and Open Systems; Field Theory

Readings:

Scott and Davis, [Chapter 3](#) & [Chapter 4](#).


Review:


Recommended:


January 23 – Week 3
Resource Dependence & Population Ecology

Readings:
Scott and Davis, Chapters 5 (focus on 112 onwards), Chapter 9 (summarizes TCE and resource dependence) & Chapter 10 (ecological approaches). I know this is a lot of chapters - just read through to put these three theoretical approaches into perspective. [I will get these uploaded on Sunday]


Review:


Recommended:


Week 4 - January 30
Organizational Structure

Readings:

Scott and Davis, *Chapter 6, Technology and Structure*.  
Scott and Davis, *Chapter 7 Labor and Structure*. through p 155


Suggested:


Nitin Nohria, *A Note on Organizational Forms*, Harvard Business School. (and MBA-oriented intro to org structure)
February 9 – Week 5

NOTE: We are meeting Friday, February 9th from 8:30-10:30

Sociological v. Rational Approaches to Nonprofits


A little bit on leadership:


Recommended:


February 13—Week 6
Collaborative Governance

Guest Faculty, 2nd half of class: Craig Thomas

Emerson, K., Nabatchi, T. Collaborative Governance. Georgetown University Press. Chapters 1-4 and 8-9 (feel free to skim the case study chapters).


Milward, H.B. & Provan, K. (2003). Governing the Hollow State. JPART, 2000. (Skim this one. It is more of a classic and so you’ve read the original "Hollow State” article).


Recommended:


Recommended:


February 20 – Week 7
Public Service Delivery and the Policy Process: Nonprofits and Governments
Guest Faculty: Rachel Fyall
Class Meets 2:30-4:00


Lipsky, Michael, *Street Level Bureaucrats. The Dilemmas of Individuals in Public Agencies*. Russel Sage Foundation. Selected chapters. [Chapter 1 & 2](#). [Chapter 14](#).


February 27 - Week 8
Contracting & Performance Management

Guest Faculty, 2nd half of class: Ben Brunjes


Ben Brunjes, The Effects of Contracting on Employees’ Psychological Contracts, working paper.


Moynihan, Donald, Performance Management as Doctrine, Chapter 2 of The Dynamics of Performance Management, Georgetown University Press.

Recommended:


March 6 – Week 9  
Networks  
Guest Faculty, 2nd part of class: Joaquin Herranz  

Background on Network Analysis:  

Scott and Davis, Chapter 11.  

Borgatti, Stephen and Daniel Hagin. 2011. “On Network Theory.” Organization Science: 1-14. (Dense, but good to understand the sociological perspective and especially the idea of 'structural holes')  

Optional: Network of Thrones - this is a fun version of some of what is in Scott and Davis. If you haven't taken a social network analysis class, just use one or the other reading to get a sense of how social networks are measured empirically.  

Classics:  

(read Granovetter and Uzzi for the big ideas - these are classics and you should read them once for the main point - don't sweat the details)  


Empirics from the Public Management Perspective  


Recommended:  


