**PA 8106: Research Seminar in Management, Leadership, & Governance**

**Daniel Cheng**

**Spring 2020**

Professor: Yuan (Daniel) Cheng

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Class Meetings: HHH 57, Mondays 1:00-3:45PM

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**Course Overview**

This seminar is designed to introduce public affairs doctoral students in the management and leadership area to a range of issues surrounding big debates and academic conversations in public and nonprofit management. For the main contents of the seminar, we will cover some main debates in the public administration/public management scholarship at the beginning of the class, e.g. politics vs. administration, Simon vs. Waldo, consolidation vs. fragmentation/polycentricity. We will then move to more specific topics in public management, including trust, power, performance, budgeting and finance, alternative public service provision mechanisms, and collaboration. The course will conclude with emerging topics in public management including theories about nonprofit organizations, social entrepreneurship, and big data and behavioral public administration.

In terms of the format of the course, we will devote the first 90 minutes of the course to the discussion of the readings. For the remaining one hour, I will spend time to specifically talk about strategic positioning in the public management job market, conference networking, how to write good article reviews, how to respond to reviewer comments, data sources in public management, and other career development and professional development topics in public management.

Every course reflects the strengths and preferences of its instructors. Although this is survey course of public and nonprofit management, it also reflects what I believe is important and what I can deliver. As future independent scholars in the future, I hope this course opens the door instead of limiting your perspectives and approaches you take toward public and nonprofit management. Let’s go on this adventure together!

**Course Objectives**

By the completion of this course, I expect you will:

* Be conversant in key frameworks, topics, and questions in the study of public and nonprofit management, and governance. Have a significant depth of understanding on the concepts of closest relevance to your own proposed research areas and have sufficient familiarity with the field to recognize and be able to pursue other key issues.
* Gain in-depth knowledge about at least one type of data source in public and nonprofit management.
* Develop the ability to constructively critique other’s work and effectively respond to these critiques.
* Have basic ideas about career development and be able to navigate the public and nonprofit management job market.
* Prepare and teach a module on a topic relevant to the course for a professional, masters-level student audience.

**Course Assignments and Grading**

1. Unit leadership and in-class presentations
2. Lead a class discussion during two weeks of your choice (weeks 4, 5, 7, 8, 11, 12) = 20%
3. General class participation = 15%

1. Arrive for every class, on time, with prepared written notes about the assigned readings.

2. Engage actively in discussion of the assigned readings at each and every class.

1. Article Referee Report = 15%
2. Public and Nonprofit Management Data Presentation = 10%
3. Seminar Project/Paper = 40%

**Details on course assignments**

1. Unit leadership and in-class presentations:
2. Lead class discussion

Unit leaders have the following responsibilities for the weeks of their choice:

1. Adjust at most two required readings listed on the syllabus with the consultation of the instructor.
2. Preparation and distribution of discussion questions to class in advance
3. Leadership of in-class discussion

Selection of readings. You will have the opportunity to change two required readings listed on the syllabus (for example, you can remove two readings from the syllabus and add in two new readings). You may also provide students with a list of additional optional or supplementary readings (examples see Dr. Bielefeld’s guest lecture materials on 3/30). The full citations and sources should be posted on Canvas at least one week before your presentation so that everyone has time to read them carefully. The changes of readings need to be approved by the instructor beforehand.

Generally, practitioner articles are not appropriate, but practitioner-oriented research reports might be included if you intend to use them as examples of particularly useful applied research or responses to knotty research questions. Don’t bother using them as “straw men” to score easy points about their methodological inadequacies. Feel free to consult widely with faculty or other students in making your choices. Note that there are students and faculty outside of this class who are already engaged in active research on some of these topics.

Prepare class. Send the class some discussion questions in advance. These can be handled with a simple email to the whole class and me. Don’t make them elaborate – they are intended to get the conversation going and frame your presentation. Please send these out with the articles/reading list one week in advance.

In-class discussion leader and presentation. You are not expected to become an expert on your topic, but rather to achieve a sufficient grasp to lead the discussion. A good discussion leader focuses not on coming up with the right answers but on asking the right questions. The discussion should take the full class period. Format is up to you – feel free to consult w/ me. Note that while you are the discussion leader and presenter, your contributions do not necessarily have to be in a lecture format; rather, consider this an opportunity to learn and apply student centered learning techniques that emphasize whole-class engagement in the discussion.

Your goals for the class are to help your colleagues understand what the main issues/ questions are in the selected area, what we think we know about them, what methods have been employed in developing knowledge in this area, and what we don’t know (or are incorrect in thinking we know). Your final objective is to lead the class through a discussion of what we can and should try to find out to advance research and theory in this area.

Please take note that the ability to synthesize several papers, rather than just outlining arguments article-by-article, is a valuable skill that you will use throughout your career. A good way to achieve an effective article synthesis is to look for common or opposing themes, conceptual approaches, and empirical findings. Then, after you have outlined and analyzed the arguments, you should be prepared to explain and critique the empirical/analytic tools the authors employed.

Some good questions to frame this part of your presentation might be: What tools are employed? Are they employed effectively? Are there other ways to conduct the research? Are the conclusions supported empirically? What are the main contributions? What are the threats to validity the study encountered? What might be the next research steps if we were to develop the theory further? In what other contexts might we test this author’s assumptions? What is the substantive or practical significance of the findings? Students may find it useful to pretend they are presenting a reviewer’s report on a refereed manuscript, as these contain most of the same elements. A few other helpful hints: be specific, be constructive, be nice, and be prepared to offer alternatives.

Grading: Each class leader will be evaluated on five criteria:

1. Literature depth and breadth,
2. Attention to nuances in the literature (precise formulations of ideas, hypotheses, and

conclusions contained in the literature),

1. Quality and sophistication of the arguments about the value of the literature,
2. Quality, clarity and organization of handouts,
3. Effectiveness in generating discussion.
4. General participation

You’re already familiar with the expectations for doctoral students, but in the interests of full disclosure, I’ll add a few points about my own preferences. Participation in my book is holistic. That means I expect you not only to show up but to be a good colleague, be prepared, be conscious, be rested and hydrated, and be ready to ask and answer questions. Please engage guest speakers; don’t be a fly on the wall. On writing, everything I receive from you should be very well edited, polished, thoroughly cited, and at near-publishable quality. If you need help with your writing, I am available for office consultations on drafts.

On the days when you are not a discussion leader, you should still come prepared with written notes about the assigned articles and responses to the questions posed by your discussion leader. You will not be able to take this course if you do not perform the reading assignments for every class. In a class of this size, your colleagues will be counting on your participation.

1. Article reviews

Each student will prepare a referee report for one draft article assigned by the instructor. You should act as a reviewer for that article and send your review to the class at one week before our class session on how to respond to reviewers’ comments on 3/30. Students also need to briefly present their reviews on 4/6.

1. Public and Nonprofit Management Data Presentation

For the last hour of the class on 3/16, each student is required to make a 5 - 10 minutes presentation of one or more datasets that can be used to study public and nonprofit management. The aim of this assignment is for us to learn from each other and have a relatively deep knowledge of at least one type of the data in public and nonprofit management. The students should feel free to consult the instructor for possible data sources.

The presentation should include the rationale of presenting this dataset, the main contents of the dataset, how to access this dataset, existing research which use this dataset, and possible future research opportunities of using or merging this dataset with other datasets. Ideally, the dataset presented in the class can lead to future research opportunities.

1. Seminar paper/project

Each student will pursue an individual paper or research project. Your paper can take many forms but should ideally constitute part of your long-term research agenda. Examples include (1) formal literature reviews, (2) papers and grant proposals that include a lit review and conceptual framework, framing of a research question, two or three well-supported hypotheses or propositions related to the question, arguments for the hypotheses and a plan for data collection and analysis (even if only a prospective plan). No book reviews. Even if this is an intellectual exercise that you don’t plan to follow up on, it helps to think of a real outlet (the destination could be a grant proposal, a conference paper, a book chapter, a peer-reviewed journal article, or a dissertation chapter). The final paper should be treated as a polished draft of a potentially publishable manuscript. The final draft due two weeks earlier should be equally polished – points will be taken off for poorly edited work.

Note that these do not have to be complete research articles (lit review, conceptual framework, research question, data, methods, findings, implications), but if you have data and are ready for that attempt, I’ll support you. Have some fun and consider this an opportunity to learn about topics that interest you. My dissertation adviser’s dissertation began as just such an open writing assignment (a lit review and set of propositions for future research).

The length of your final paper will be 15-20 ds pages, unless the outlet requires a different length (if so, see me).

You are expected to report to me and the whole at three points in the semester (2/24, 3/23, and 5/4). In the first workshop, you should send a one-page abstract to the class (you can also prepare a short presentation). In the second workshop, give us a status report and use the opportunity to get feedback from me and the class. During the final class, you will present your research paper to the class and get feedbacks. I’m happy to accommodate a collaborative project for joint publication opportunities. Just let me know if you’d like to pursue one and we’ll set some ground rules to ensure the learning opportunities and contributions are shared equally. During my doctoral studies, I was able to take advantage of these opportunities to have one publication with the course instructor.

**READING SCHEDULE**

**Week 1, 1/27. Introduction and the Transformation of Governance**

First three chapters of Kettl, Donald. 2002. *The Transformation of Governance: Public Administration for Twenty-First  
Century America*. Baltimore, Maryland: Johns Hopkins University Press.

**Week 2, 2/3. Democracy and Governance – Kathy Quick (Associate Professor in Public Affairs at the Humphrey School)**

Critical questions to guide your readings.

Please consider the following questions, ideally jotting some notes on each. We will discuss them in class on Monday.

* Relationship with public and nonprofit management and leadership: Why might we assign these readings in a PhD seminar on management and leadership in a school of public affairs? What is the relevance of democracy to public management, to nonprofit management, and to public leadership?
* Defining democracy: What is your working definition of democracy? I invite you to consider how you would define it both in terms of your own values and lived experience and relative to the definitions implicitly or explicitly presented by these authors (with whom you may agree or disagree). In what ways are their definitions of democracy situated in a particular place, time, or sector?
* Relationship of governance institutions and public. What view does each author take of the relationship - actual or ideal - between institutions of governance and the public?
* Participation. How does participation effect democracy, public management, or governance?
* Counters and constraints. In what ways - and why - is democracy problematic for governance, public and nonprofit management, or leadership?

Assigned readings (Use hyperlinks to access and download files.)

1. Dewey, J. (2012 [1927]). The search for the great community. The public and its problems: An essay in political inquiry. University Park, PA: Penn State Press, pp. 143-184. PDF located [here](https://drive.google.com/file/d/0B2UnyTyXfq-tbXJ1T1VRSkNzQXc/view?usp=sharing).

Suggestion: I recommend that you read this quickly rather than weighing every word or sentence. The writing style of the time was flowery and indirect and some of the language now seems arcane; the important take-away for you is the overall argument and ideas.

1. Flyvbjerg, Bent. 1998. Rationality and power. In Rationality and Power: Democracy in Practice, trans. Steven Sampson, Chicago, University of Chicago Press, pp. 225-36, 272-5. PDF located [here](https://drive.google.com/file/d/12af1Y285Ne_9lBRGhC_eZ9uInNbcM12Q/view?usp=sharing).
2. Quick, Kathryn S. & Bryson, John M. 2016. “Public participation,” in Handbook in Theories of Governance, edited by Jacob Torbing and Chris Ansell, Edward Elgar Press. PDF located [here](https://drive.google.com/file/d/0B2UnyTyXfq-tdmN2WTJaZ2dJWVE/view?usp=sharing).
3. Denhardt, Robert B., and Janet Vinzant Denhardt. (2000) The new public service: Serving rather than steering. Public Administration Review 60(6): 549-559. <https://doi.org/10.1111/0033-3352.00117>. PDF located [here](https://drive.google.com/file/d/1vTRrykL7viDrlEv-iiOWcIhmPD7eFIDq/view?usp=sharing).
4. Eikenberry, A. M. (2009). Refusing the market: A democratic discourse for voluntary and nonprofit organizations. Nonprofit and Voluntary Sector Quarterly 38(4), 582–596. <https://doi.org/10.1177/0899764009333686>. PDF located [here](https://drive.google.com/file/d/1BUf6Ixs-S6NmkkWM071N0KNp6RAj8z_N/view?usp=sharing).

Review from PA 8003

Ansell, Christopher K. 2011. “Democratic governance in a pragmatist key” and “Problem-solving democracy,” In Pragmatist Democracy: Evolutionary Learning as Public Philosophy. New York: Oxford University Press, pp. 3-21, 184-196. PDF located [here](https://drive.google.com/file/d/1pQ5_N2-fAxIG3YZNtTjGstGQgq3Y1dzT/view?usp=sharing).

Reich, Robert B. 1988. Policy-making in a democracy. In Robert B. Reich, ed. The power of public ideas. Cambridge: Harvard University Press, pp. 123-156. PDF located [here](https://drive.google.com/file/d/0B1ETlKi7B-hDUlFRQ3NmTmhabkk/view?usp=sharing).

Young, Iris Marion. 2000. “Democracy and justice.” In Inclusion and Democracy. New York: Oxford University Press, pp. 16-51. PDF located [here](https://drive.google.com/file/d/0B1ETlKi7B-hDYzdPczZNcUJZSUE/view?usp=sharing).

**Week 3, 2/10: Critiques and Debates of the Field**

Waldo, Dwight. "Development of theory of democratic administration." *American Political Science Review* 46, no. 1 (1952): 81-103.

Simon, Herbert A., Peter F. Drucker, and Dwight Waldo. "“Development of theory of democratic administration”: Replies and comments." *American Political Science Review* 46, no. 2 (1952): 494-503.

Dahl, Robert A. 1947. The Science of Public Administration: Three Problems. *Public  
Administration Review* 7(1): 1-11.

Denhardt, Robert B. 1981. Toward a Critical Theory of Public Organizations. *Public  
Administration Review* 41(6): 628-635.

Simon, Herbert A. 1946. The Proverbs of Administration. *Public Administration Review*4(1): 53-67.

Behn, Robert D. "The big questions of public management." *Public administration review* (1995): 313-324.

Kirlin, John J. "The big questions of public administration in a democracy." *Public Administration Review* (1996): 416-423.

***Workshop: Introduction to the University Library System and Resources (Ms. Mary Schoenborn)***

**Week 4, 2/17: Insights from the Ostrom Workshop on Governance Arrangement and Their Critics**

***Discussion Leader: Ahmad***

Ostrom, Vincent, Charles M. Tiebout, and Robert Warren. 1961. “The Organization of Government in Metropolitan Areas: A Theoretical Inquiry.” *American Political Science Review* 55 (4), 831–42.

Ostrom, Elinor, Roger B. Parks, and Gordon P. Whitaker. "Do we really want to consolidate urban police forces? A reappraisal of some old assertions." *Public Administration Review* (1973): 423-432.

Parks, Roger B., Paula C. Baker, Larry Kiser, Ronald Oakerson, Elinor Ostrom, Vincent Ostrom,

Stephen L. Percy, Martha B. Vandivort, Gordon P. Whitaker, and Rick Wilson.

“Consumers as coproducers of public services: some economic and institutional

considerations.” *Policy Studies Journal* 9, no. 7 (1981): 1001-11.

Ostrom, Elinor. 2010. “Beyond Markets and States: Polycentric Governance of Complex Economic Systems.” *American Economic Review*, 100(3) (June 2010): 641–72. [2009 Nobel lecture]

Toonen, Theo. "Resilience in public administration: the work of Elinor and Vincent Ostrom from a public administration perspective." *Public Administration Review* 70, no. 2 (2010): 193-202.

Lowery, David. "Consumer sovereignty and quasi-market failure." *Journal of Public Administration Research and Theory* 8, no. 2 (1998): 137-172.

**Although we will not have time in this class to discuss Lin Ostrom’s classic book *Governing the Commons: The Evolution of Institutions for Collective Action*, I strongly suggest you to get a copy and read it.**

***Workshop: Learning from Elinor Ostrom’s Distinguished and Interdisciplinary Career***

An Interview with Elinor Ostrom: <https://www.youtube.com/watch?v=kzHrBM6CHfE>

Ostrom, Elinor. "A Long Polycentric Journey." *Annual Review of Political Science* 13 (2010): 1-23.

Movie about Elinor Ostrom: <https://ostromsthemovie.tumblr.com/>

**Week 5. 2/24: Performance of Public Organizations**

***Discussion Leader: Xiao***

Rainey, Hal G., and Paula Steinbauer. "Galloping elephants: Developing elements of a theory of effective government organizations." *Journal of public administration research and theory* 9, no. 1 (1999): 1-32.

Brewer, Gene A., and Sally Coleman Selden. "Why elephants gallop: Assessing and predicting organizational performance in federal agencies." *Journal of public administration research and theory* 10, no. 4 (2000): 685-712.

O'Toole Jr, Laurence J., and Kenneth J. Meier. "Modeling the impact of public management: Implications of structural context." *Journal of public administration research and theory* 9, no. 4 (1999): 505-526.

Meier, Kenneth J., and Laurence J. O'Toole Jr. "Public management and educational performance: The impact of managerial networking." *Public administration review* 63, no. 6 (2003): 689-699.

Moynihan, Donald P., and Sanjay K. Pandey. 2005. Testing How Management Matters in  
an Era of Government by Performance Management. *Journal of Public Administration  
Research and Theory* 15(3): 421-439

Moynihan, Donald P., Sergio Fernandez, Soonhee Kim, Kelly M. LeRoux, Suzanne J. Piotrowski, Bradley E. Wright, and Kaifeng Yang. "Performance regimes amidst governance complexity." *Journal of public administration research and theory* 21, no. suppl\_1 (2011): i141-i155.

Gerrish, Ed. "The impact of performance management on performance in public organizations: A meta‐analysis." *Public Administration Review* 76, no. 1 (2016): 48-66.

***Workshop on Your Final Research Papers I – Student Presentations***

**Week 6, 3/2: Public Budgeting and Finance – Jerry Zhao (Professor in Public Affairs at the Humphrey School)**

Caiden, Naomi. "The boundaries of public budgeting: Issues for education in tumultuous times." *Public Administration Review* (1985): 495-502.

Zhao, Zhirong, and Hai Guo. "Management capacity and state municipal bond ratings: Evidence with the GPP grades." *The American Review of Public Administration* 41, no. 5 (2011): 562-576.

Tan, Jie, and Jerry Zhirong Zhao. "Explaining the adoption rate of public-private partnerships in Chinese provinces: a transaction cost perspective." *Public Management Review* (2019): 1-20.

***Workshop on How to Write Effective Reviews -* *Article Review Assignment Handed Out***

Hall, Jeremy L., William Hatcher, Bruce D. McDonald III, Patricia Shields, and Jessica E. Sowa. "The art of peer reviewing: Toward an effective developmental process." *Journal of Public Affairs Education* (2019): 1-18.

Public Management Review (PMR): Reviewer Guidelines

**DANIEL HANDS OUT THE ARTICLES FOR REVIEW**

**Spring Break: March 9-13\*\*\***

**Week 7, 3/16: Theories and Data about Nonprofit Organizations**

***Discussion Leader: Ahmad***

DiMaggio, Paul J., and Helmut K. Anheier. "The sociology of nonprofit organizations and sectors." *Annual review of sociology* 16, no. 1 (1990): 137-159.

Salamon, Lester M., and Helmut K. Anheier. "Social origins of civil society: Explaining the nonprofit sector cross-nationally." *Voluntas: International journal of voluntary and nonprofit organizations* 9, no. 3 (1998): 213-248.

Steinberg, Richard. 2006. Economic Theories of Nonprofit Organization. In Powell and Steinberg (Eds.) *The Nonprofit Sector: A Research Handbook, 2nd Ed*.: 117-139. New Haven, CT: Yale University Press.

Clemens, Elisabeth S. The Constitution of Citizens: Political Theories of Nonprofit Organizations. In Powell and Steinberg (Eds.) *The Nonprofit Sector: A Research Handbook, 2nd Ed*. New Haven, CT: Yale University Press.

Lampkin, Linda M., and Elizabeth T. Boris. "Nonprofit organization data: What we have and what we need." *American Behavioral Scientist* 45, no. 11 (2002): 1675-1715.

Grønbjerg, Kirsten A., Helen K. Liu, and Thomas H. Pollak. "Incorporated but not IRS-registered: Exploring the (dark) grey fringes of the nonprofit universe." *Nonprofit and Voluntary Sector Quarterly* 39, no. 5 (2010): 925-945.

***STUDENT PRESENTATION OF DATA OF PUBLIC AND NONPROFIT MANAGEMENT***

**Week 8, 3/23: Social Entrepreneurship and Innovation – Wolfgang Bielefeld (Professor Emeritus at Indiana University)**

**General Principles**

Austin, James, Stevenson, Howare, Wei-Skillern, Jane. (2006) “Social and Commercial Entrepreneurship: Same, Different, or Both?” *Entrepreneurship Theory & Practice*, 30(1): 1-22.

Diefenbach, Fabian E. (2011) *Entrepreneurship in the Public Sector: When Middle Managers Create Public Value*, Gabler Verlag, Springer Fachmedien, Wiesbaden, Germany. **Pp. 31-64**.

*Supplemental*: Alegre, Ines, Kislenko, Susanna, Berbegal-Mirabent. (2017) “Organized Chaos: Mapping the Definitions of Social Entrepreneurship.” *Journal of Social Entrepreneurship*, 8(2): 248–264

**Social Innovation**

Mónica Edwards-Schachter, Monica, Wallace, Matthew. (2017) “Shaken, but not stirred’: Sixty Years of Defining Social Innovation.” *Technological Forecasting & Social Change*, 119 (June): 64-79.

*Supplemental*: Caulier-Grice, J. Davies, A. Patrick, R. Norman, W. (2012) Defining Social Innovation. A deliverable of the project: “The theoretical, empirical and policy foundations for building social innovation in Europe” (TEPSIE), European Commission – 7th Framework Programme, Brussels: European Commission, DG Research.

**Social Value**

Ormiston, Jarrod, Seymour, Richard. (2011) “Understanding Value Creation in Social

Entrepreneurship: The Importance of Aligning Mission, Strategy and Impact Measurement.” Journal of Social Entrepreneurship, 2(2): 125–150.

*Supplemental*: Weaver, Rasheda. (2018) “Re-Conceptualizing Social Value: Applying the Capability Approach in Social Enterprise Research.” Journal of Social Entrepreneurship, 9(2): 79–93.

**Social Enterprise**

Doherty, Bob, Haugh, Helen, Lyon, Fergus. (2014) “Social Enterprises as Hybrid Organizations: A Review and Research Agenda.” *International Journal of Management Reviews*, 16(4): 417-436.

*Supplemental*: Alter, Kim. (2007) *Social Enterprise Typology*. Virtue Ventures LLC.

Download at globalcube.net/clients/philippson/content/medias/download/SE\_typology.pdf

*Supplemental*: Defourny, J. and Nyssens, M. (2016) “Fundamentals for an International Typology of Social Enterprise Models.” *ICSEM Working Papers*, No. 33, Liege: The International Comparative Social Enterprise Models (ICSEM) Project.

*Supplemental*: Greenwood, Royston, Raynard, Mia, Kodeih, Farah, Micolotta, Evelyn, Lounsbury, Michael. (2011) “Institutional Complexity and Organizational Responses.” *The Academy of Management Annals*, 5(1): 317–371

**Workshop: Research and Future Directions in Conducting Research in Social Entrepreneurship**

Dacin, Tina, Dacin, Peter, Tracey, Paul. (2011) “Social Entrepreneurship: A Critique and Future Directions.” *Organization Science*, 22(5): 1203–1213.

Sabeti, Tina, Foss, Nicolai, Linder, Stefan. (2019) “Social Entrepreneurship Research: Past Achievements and Future Promises.” *Journal of Management*, 45(1): 70-95.

*Supplemental*: Short, Jeremy, Moss, Todd, and Lumpkin, G. T. (2009) “Research in Social Entrepreneurship: Past Contributions and Future Opportunities.” *Strategic Entrepreneurship Journal*, 3: 161 – 194.

**ARTICLE REVIEW ASSIGNMENT DUE ON 3/30.**

**Week 9, 3/30. Alternative Service Provision Mechanisms and Privatization**

***Discussion Leader: Jung Ho***

Brown and Potoski 2006. Contracting for Management: Assessing Management Capacity  
Under Alternative Service Delivery Arrangements. *Journal of Policy Analysis and  
Management* 25(2): 323-346.

Fernandez, Sergio. 2009. Understanding Contracting Performance: An Empirical Analysis.  
*Administration and Society* 41(1): 67-100.

Fernandez, Sergio, Jay Eungha Ryu, and Jeffrey L. Brudney. 2008. Exploring Variations in  
Contracting for Services Among American Local Governments: Do Politics Still  
Matter? *The American Review of Public Administration* 38(4): 439-462.

Hefetz, Amir, and Mildred Warner. "Privatization and its reverse: Explaining the dynamics of the government contracting process." *Journal of public administration research and theory* 14, no. 2 (2004): 171-190.

Girth, Amanda M. 2014. A Closer Look at Contract Accountability: Exploring the  
Determinants of Sanctions for Unsatisfactory Contract Performance. *Journal of  
Public Administration Research and Theory* 24: 317-348.

Hefetz, Amir, and Mildred E. Warner. 2012. Contracting or Public Delivery? The  
Importance of Service, Market, and Management Characteristics. *Journal of Public  
Administration and Theory* 22: 289-317

Van Slyke, David M. "The mythology of privatization in contracting for social services." *Public Administration Review* 63, no. 3 (2003): 296-315.

***Workshop on Your Final Research Papers II – Student Presentations***

**Week 10, 4/6. Collaboration – Danbi Seo (Doctoral Candidate at the Humphrey School)**

Readings TBD

**STUDENT PRESENTATION ON THEIR ARTICLE REVIEWS**

**DANIEL HANDS OUT R&R REPORT RECEIVED BY CORRESPONDING JOURNALS**

**Week 11, 4/13: Government-Nonprofit Relations**

***Discussion Leader: Xiao***

Salamon, Lester M. "Of market failure, voluntary failure, and third-party government: Toward a theory of government-nonprofit relations in the modern welfare state." *Journal of Voluntary Action Research* 16, no. 1-2 (1987): 29-49.

Young, Dennis R. "Alternative models of government-nonprofit sector relations: Theoretical and international perspectives." *Nonprofit and Voluntary Sector Quarterly* 29, no. 1 (2000): 149-172.

Lipsky, Michael, and Steven Rathgeb Smith. "Nonprofit organizations, government, and the welfare state." *Political Science Quarterly* 104, no. 4 (1989): 625-648.

Van Slyke, David M. "Agents or stewards: Using theory to understand the government-nonprofit social service contracting relationship." *Journal of Public Administration Research and Theory* 17, no. 2 (2006): 157-187.

Gazley, Beth. "Beyond the contract: The scope and nature of informal government–nonprofit partnerships." *Public Administration Review* 68, no. 1 (2008): 141-154.

Lecy, Jesse D., and David M. Van Slyke. "Nonprofit sector growth and density: Testing theories of government support." *Journal of Public Administration Research and Theory* 23, no. 1 (2012): 189-214.

Fyall, Rachel. "The power of nonprofits: Mechanisms for nonprofit policy influence." *Public Administration Review* 76, no. 6 (2016): 938-948.

***Workshop on How to Respond to Reviewers’ Comments***

Shaw, Jason D. From the Editors: Responding to Reviewers. *The Academy of Management Journal* Vol. 55, No. 6 (December 2012), pp. 1261-1263 (3 pages)

Seibert, Scott E. Anatomy of an R&R (Or, reviewers are an author's best friends…). *Academy of management journal* 49, no. 2 (2006): 203-207.

**DANIEL HANDS OUT CORRESPONDING AUTHOR’S REPORTS**

**Week 12. 4/20. Emerging Trend of Public Management Scholarship: Big Data and Behavioral Public Administration**

***Discussion Leader: Jung Ho***

Mergel, Ines, R. Karl Rethemeyer, and Kimberley Isett. "Big data in public affairs." *Public Administration Review* 76, no. 6 (2016): 928-937.

Anastasopoulos, L. Jason, and Andrew B. Whitford. "Machine learning for public administration research, with application to organizational reputation." *Journal of Public Administration Research and Theory* 29, no. 3 (2018): 491-510.

Grimmelikhuijsen, Stephan, Sebastian Jilke, Asmus Leth Olsen, and Lars Tummers. "Behavioral public administration: Combining insights from public administration and psychology." *Public Administration Review* 77, no. 1 (2017): 45-56.

Jilke, Sebastian, Wouter Van Dooren, and Sabine Rys. "Discrimination and administrative burden in public service markets: Does a public–private difference exist?." *Journal of Public Administration Research and Theory* 28, no. 3 (2018): 423-439.

Jilke, Sebastian, and Lars Tummers. "Which clients are deserving of help? A theoretical model and experimental test." *Journal of Public Administration Research and Theory* 28, no. 2 (2018): 226-238.

Jilke, Sebastian, Jiahuan Lu, Chengxin Xu, and Shugo Shinohara. "Using Large Scale Social Media Experiments in Public Administration: Assessing Charitable Consequences of Government Funding of Nonprofits." *Journal of Public Administration Research and Theory* 29, no. 4 (2019): 627 - 639.

***Workshop: A Conversation with Dr. Sebastian Jilke about his research and career strategies (2:30pm CST).***

**Week 13, 4/27. Topics of Students’ Choice**

Readings and workshop topic TBD

**Week 14, 5/4. Student Research Presentations and Final Reflections**

**FINAL RESEARCH PAPER DUE FRIDAY, MAY 8th.**