The University of Oklahoma  
College of Continuing Education  
Advanced Programs – Ph.D. Course Syllabus

Course Title:  
Seminar in Public Administration: Leading Public Organizations

Course Number:  
PSC 6173-801

Course Description:  
The study of public leadership combines the analysis of leadership, generally, with the specific 
application of leadership to public organizations.  As a result this course is designed to explore both 
general questions about leadership and more specific questions about public leadership. First, this 
course will consider various theoretical approaches to studying leadership. Second, some additional 
questions of leadership applicable in public settings will be considered. A major advantage of 
examining leadership theories in the public sector is that doing so provides opportunities to explore 
questions of the application of theories to different settings and, therefore, to develop skills for the 
evaluation of theories. To take advantage of that opportunity, a large part of this course will explore 
various theoretical approaches to understanding leadership. Much of the course focuses on 
understanding and analyzing various leadership theories. The second weekend will focus more on the 
application of those theories. Between the two weekends, each student will be asked to develop a 
preliminary research design to allow for an evaluation of one of the theories we have discussed in class. 
The second weekend will primarily consist of the presentation and discussion of those initial research 
proposals. There are several purposes for these presentations. Obviously, it is hoped that many of you 
make progress towards developing a dissertation topic. Second, it is hoped that the discussion of 
multiple, different designs will help students understand the wide range of ways that theory can be 
evaluated. Third, these presentations should help all students begin to integrate across coursework. 
And fourth, the presentations should facilitate the development of an in depth understanding of the 
theories discussed.

Class Dates, Location, and Hours:  
Dates: January 3-April 30, 3012; Seminar Dates: March 16-18 & 23-25, 2012 
Location: Heidelberg, Germany. Classroom is located in Tompkins Barracks (Schwetzingen) 
Education Center, Bldg. 4236, Rooms 6 and 7. 
Hours: Friday 6:00 pm to 9:00 pm and Sat and Sun 8:30 am-4:30 pm 
Last day to enroll or drop without penalty: December 5, 2011

Site Director:  
Rebecca Fussnecker. Phone: DSN 370-6687; CIV 06221-768118; DSN Fax (call first) 370-6687; CIV 
Fax: 06221-768945; E-mail: apeuprograms@ou.edu

Professor Contact Information:  
Course Professor: Gary Copeland, Ph.D.  
Mailing Address: Department of Political Science  
205 Dale Hall Tower 
University of Oklahoma 
Norman, OK, USA 73019  
Telephone Number: (405) 325-1426  
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Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before each class session, or by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


Note: The Follett AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:
Upon completion of this course, students should be able to:

1. define leadership in public settings, and identify similarities and differences between leadership in public and private settings;
2. understand and apply key theories of leadership;
3. understand the major research approaches to the study of leadership;
4. apply theoretical treatments of leadership to empirical settings; and
5. understand how to design research to evaluate hypotheses or expectations that are theoretically derived.

Assignments, Grading and Due Dates:

Course Format:
The course will be conducted in a seminar format in which students are expected to engage in thoughtful discussion of the course concepts. Students should come to class having read and thought about the assigned readings. Lecture, group discussions, and (primarily) in-class presentations of the reading materials will dominate the first half of the class. The second part of the course will continue the discussion of the reading materials but also explore student developed research designs aimed at evaluating and developing the theoretical perspectives discussed in the readings.

The first weekend students, in small groups, will be assigned chapters from the reading assignments for which they will be expected to lead the class discussion. A short amount of class time will be used to prepare the presentation. The goal is to complete the discussion of all or most of the readings by the end of the first weekend.

Between the two weekends, students will be asked to develop a brief research proposal based on one of the theoretical perspectives discussed in class. The purpose of the design is to demonstrate an understanding of the theory, the applied implications of it, and how one might assess the accuracy of the theory in that particular application. I encourage you to think about a design that might be related to a dissertation topic. During the second weekend, each student will present her or his research proposal to the class and the class will discuss the proposal with the intention of providing constructive feedback. The written proposal to be summarized in class should be five to ten pages long. Specific guidelines for
drafting a proposal will be discussed in class. But, generally, the proposal will include a brief discussion of the theory to be utilized. From the theory you will be expected to develop some clear expectations for how that theory might operate in a concrete setting. That is, in statistical language, you should develop a set of testable hypotheses. The remainder of the paper should discuss the test of the hypotheses, including the research setting, the definition and measure of your concepts, how the data will be collected, and how your data will be analyzed. In less statistical terms, you will develop a set of expectations, discuss the research setting that you will apply those expectations, and discuss how you will evaluate the results you see (i.e., how will you know if you are right or not). I strongly encourage you not to wait until after the first weekend to begin this project. Begin thinking immediately about a topic and how you might investigate it.

Students will revise their proposal as a post-class assignment and submit the revision as their final paper of the course. The proposal will be evaluated according to a demonstrated understanding of the selected theory, an understanding of the application of the theory, the use of literature not assigned in class, the selection of an appropriate method to evaluate that theory, and the quality of the overall research design. The final proposal should be about 15 pages. The paper will be due three weeks after the end of the last class session. Papers should conform to a consistent bibliographic and citation style. Turabian’s *Manual for Writers* is recommended.

Additionally, students are also expected to write a critique of an article that evaluates a leadership theory. (See below.) The article critique should be distributed to the class before the first class meeting. To the extent that time allows, we will discuss the critiques in class.

Finally, if time allows and if the professor determines that a final exam will be pedagogically valuable, there may be a final exam given during the final class period.

**Article Assignment**

Prior to the first class each student should select a recent article in a professional publication that addresses a leadership theory and that analyzes that theory in a systematic way.* The article must provide a systematic test/evaluation of one or more hypotheses or expectations. Purely theoretical articles will not be appropriate for this assignment nor are review articles (although a formal meta-analysis should work).

This assignment is designed to encourage you to look at research that is current in the leadership field. It is also designed to see how existing leadership theories guide our expectations of what we should see when we look at the real world and how that examination influences the theory. Therefore, not all research is appropriate for this assignment. The article will have to begin with an existing theory and use it to develop hypotheses or expectations and then systematically evaluate the hypotheses. The article does not have to be a quantitative, data-based piece of research, but that model is a good way to think about what I am trying to accomplish here and will be among the most common approaches to theory-testing research.

Write a 3 - 5 page critique of the research article using the following outline:

a) What is the theory being tested? Provide a brief summary of the theory.

b) What specific hypotheses is the author testing? If it is not clear how they are derived from the theory, clarify it.

c) What research methodology did the researcher use? What is the setting from which the researcher drew observations? What are the concepts/variables central to the research? How were they measured or evaluated? How did the author judge whether her or his hypotheses were supported?

d) What we the conclusions regarding the hypotheses?

e) How did the specific conclusions influence the author’s evaluation of the theory?
f) What were the strengths and weaknesses of this study?

g) What follow-up research do you recommend?

You will be asked to share the written report with your colleagues and me prior to the first class. To the extent time allows, you may be asked to provide an oral summary for the class.

NOTE: The Northouse reading provides some guidance regarding how to summarize theories and evaluate them based on research designed to analyze those theories. I recommend that you read Northouse first.

*I intend a narrow definition of “leadership.” The article should deal directly with leadership theory rather than, say, group dynamics.

Grading:

This is a letter-graded course: A, B, C, D, or F.

1. Each student will be graded as they lead class discussion over assigned readings as well as general class participation (15 percent).
2. The article critique (15 percent).
3. The brief within class research proposal (10 percent).
4. The final paper/research proposal submitted after the end of class (60 percent).
5. Final examination (at professor’s option, percentages will be adjusted if a final is given).

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Gary W. Copeland, Ph.D.

Education
1979  Ph.D. in Political Science, University of Iowa

Current Positions
- Advanced Programs Professor since 1981
- Professor, Department of Political Science, University of Oklahoma

Frequently Taught Advanced Programs Courses
- PSC 5913  Introduction to Analysis of Political and Administrative Data
- PSC 6173  Leading Public Organization

Major Areas of Teaching and Research Interest
- American Politics (Institutions, Processes and Political Behavior)
- Public Policy
- Comparative Politics
- Methods and Techniques of Research

Representative Publications and Presentations

Representative Honors and Awards Received
- President of the Southwestern Social Science Association, 2012-2013
- Fulbright Scholar (to Lebanon), 2008-2009
- President of the Southwestern Political Science Association, 2000-2001
- Board of Education, Norman Public Schools, 1996-2006, two terms as President
- Outstanding Faculty, by OU’s Students Association, 2001
- Political Science Scholar of the Year, Oklahoma Political Science Association, 1996
- Mentor of Distinction, (Outstanding Mentor of Women in Political Science), Women’s Caucus for Political Science, 1993
- American Political Science Association Congressional Fellow, 1978-80

Major Professional Affiliations
- American Political Science Association
- Southwestern Political Science Association, former President
- Referee for NSF, APSR, AJPS, JOP, LSQ, APQ, and others