



*Public Administration Ph.D. Program
Handbook and Course Guide*

Academic Year 2020-2021

*The Maxwell School of Citizenship and Public Affairs
Department of Public Administration and International Affairs
Syracuse University
215 Eggers Hall
Syracuse, New York 13244*

Phone: (315) 443-4000 Fax: (315) 443-3385

[Ph.D. in Public Administration](http://www.maxwell.syr.edu/pa/programs/phd) (<http://www.maxwell.syr.edu/pa/programs/phd>)

SYRACUSE UNIVERSITY / PUBLIC ADMINISTRATION CALENDAR
2020-2021 SYRACUSE UNIVERSITY CALENDAR

Fall 2020

First day of classes August 24
Labor Day (no classes, University closed) September 7
Last day of classes..... November 24
Thanksgiving Break November 25- 29
Reading days Nov 30, Dec 1, 3, 5 & 6
Final exams December 3,4,7,8 & 9

Winter Intercession 2021

Classes (tentative, dates may vary slightly) January 4-15

Spring 2021

Martin Luther King Day (no classes, University closed) January 18
First day of classes January 19
Spring Vacation March 14-21
Last day of classes..... May 5
Reading days April 28, May 1, 5
Final exams April 29,30, May 3-5
University Commencement Weekend..... May 8, 9

See [Syracuse University Office of Registrar Schedule of Classes webpage](http://registrar.syr.edu/general/schedule-of-classes/)
(<http://registrar.syr.edu/general/schedule-of-classes/>) for registration procedures,
instructions, and times.

Table of Contents

Ph.D. DEGREE PROGRAM OVERVIEW	5
General Requirements.....	5
Time Required to Complete the Ph.D. Program	5
Normal Course Loads and Full-Time Status	6
Summary of Program Sequence	6
Ph.D. CREDIT HOUR REQUIREMENTS.....	9
SAMPLE SCHEDULE OF COURSEWORK.....	10
Registration Deadlines.....	10
Registration	11
Enrollment Holds	11
FIELDS OF SPECIALIZATION	11
Alternative Fields of Specialization	12
Public Finance, Budgeting And Financial Administration.....	13
ORGANIZATION THEORY AND PUBLIC MANAGEMENT	14
ENVIRONMENTAL POLICY AND ADMINISTRATION	15
DEVELOPMENT POLICY AND ADMINISTRATION.....	16
SOCIAL POLICY (Health, Aging, Education, and Social Welfare)	17
PLAN OF STUDY	18
Guidelines for Planning Coursework.....	18
Criteria for Choosing Elective Courses.....	19
Research Seminar Requirement.....	19
Use of PAI 930/890: Readings and Research and Independent Study	19
Dissertation Hours.....	20
Incompletes	20
RESEARCH & TEACHING REQUIREMENTS	21
Graduate Assistantships.....	21
Appointment of Faculty Advisors	22
Mentoring.....	22
First Year Progress Review.....	22
Teaching Opportunities	23
Research Centers and Institutes at Maxwell	24
The Center for Policy Research (CPR)	24
The Alan K. Campbell Public Affairs Institute.....	24
The Center for Environmental Policy and Administration (CEPA)	24
Moynihan Institute of Global Affairs.....	24

Program for the Advancement of Research on Conflict and Collaboration (PARCC)	25
.....	
Aging Studies Institute.....	24
COMPREHENSIVE EXAMINATION	26
General Description.....	26
Request Permission To Take Comprehensive Examination.....	26
Preparation For Comprehensive Examination.....	26
Evaluation of Comprehensive Examination.....	26
DISSERTATION	28
Colloquium	28
Selection of Dissertation Committee.....	28
Role of Dissertation Committee.....	28
Deadline For Completion of Dissertation	29
Dissertation Examination	29
DEPARTMENTAL AND UNIVERSITY PROCEDURES	31
Program Governance	31
Plagiarism	31
Grading System.....	32
Requirements for Research Involving Human Subjects.....	32
MISCELLANEOUS	33
Financial Support for Research and Travel	33
Career Placement for Doctoral Candidates	33
Computer Facilities	33
TIPS FROM THE PROS (From Ph.D. students who have survived and thrived!).....	34
Classes and Administrative Issues.....	34
Register for dissertation credits during the summer.....	34
Teaching Opportunities	34
Ideas for Course Electives	34
COURSE DESCRIPTIONS	37
PUBLIC ADMINISTRATION AND INTERNATIONAL AFFAIRS FACULTY.....	55
Faculty.....	55
Adjunct Faculty	59

Ph.D. DEGREE PROGRAM OVERVIEW

General Requirements

Minimum Requirements

The Ph.D. program requires completion of a minimum of 72 credit hours of coursework, four semesters of research apprenticeships, and nine (9) credit hours for the dissertation. Students who have earned a master's degree from an accredited university at the time of their entry into the Ph.D. program may receive up to 36 credit hours toward the 72-credit-hour coursework requirement. Maxwell MPA degree holders may receive up to 39 credit hours toward the 72-credit-hour coursework requirement. Students must have a completed Masters in Public Administration or a related field or the equivalent graduate credits to enter the PhD program.

Prerequisite Coursework Requirements

All students who enter the Ph.D. program must either have completed the equivalent of the prerequisite courses listed below (all of which are required for the Maxwell MPA degree), complete the appropriate courses after they enter the Ph.D. program, or receive a waiver from the Ph.D. Committee. The prerequisite courses are:

PAI 712: Public Organizations & Management

PAI 721: Introduction to Statistics

PAI 722: Quantitative Analysis for Public Policy Analysis

PAI 723: Economics for Public Decisions

PAI 734: Public Budgeting

PAI 755: Public Administration and Democracy

Time Required to Complete the Ph.D. Program

It is impossible to specify the precise length of time needed to complete the Ph.D. program due to the many variables associated with completing the degree requirements. Such variables include, but are not limited to the following:

- Number of credits allowed for previous graduate study
- Whether there are course deficiencies relative to the requirements for the Maxwell MPA degree
- The number of credit hours completed during each academic term
- The time required to prepare for the qualifying exam and to complete the dissertation.

In general however, a student who receives credit for 36 hours completed prior to entry into the Ph.D. program and who has no prerequisite course deficiencies will complete all coursework requirements within two academic years. The length of time necessary to complete the dissertation will vary but typically takes 1 to 2 years upon approval of the dissertation proposal. Recent graduates have averaged 4.5 years to complete the Ph.D. program.

The comprehensive examinations are administered in three segments. The exams for theory of public administration, foundations of policy analysis, and research design and methods are taken in May after completion of the first year of coursework. Exams in the two fields of specialization are taken in last two weeks of September after completion of second-year coursework. Following notice of satisfactory

performance on the examination, the student commences work on the dissertation colloquium, followed by the dissertation itself.

Normal Course Loads and Full-Time Status

The department requires all Ph.D. students to maintain full-time status during each fall and spring semester from the time of entry into the program until all required coursework is completed. The Ph.D. Committee must approve exceptions to this requirement. In general, full-time status in a fall or spring semester is achieved by enrolling for nine credit hours of coursework (not PAI 999 Dissertation) and serving a research apprenticeship. Once the comprehensive qualifying field examinations have been passed and a student formally enters Ph.D. candidacy status, the department will no longer require full-time status. However, students who wish to be certified as full-time must provide evidence that they are making substantial progress on their dissertations and that they are not employed more than-half-time (i.e., the equivalent of a graduate assistantship).

For more information about criteria for full-time status, see the Syracuse University publication, *Policies and Requirements* (<http://graduateschool.syr.edu/policies-and-requirements/>).

Summary of Program Sequence

The following schedule of dates serves as a guideline for students, reflecting a *typical* sequence of events. Individual cases may vary. See the pages referenced for more information. Also, some items are optional while others reflect program requirements.

Fall Year One

SCHEDULE	EVENT	REFER TO PAGES:
Late-August	Begin coursework	throughout
Late-August	Begin research assistantship and/or TA	17
Fall Semester	Begin developing a plan of study	15

Spring Year One

SCHEDULE	EVENT	REFER TO PAGES:
Spring Semester	Continue coursework	throughout
Spring Semester	Continue research assistantship and/or TA	17
May	1 st year Comprehensive exams	20

Summer Year One

SCHEDULE	EVENT	REFER TO PAGES:
June	TA opportunity - Executive Leadership Seminar	18, 25
July/August	TA opportunity/Prereq Recovery - Public Administration & Democracy	18, 25
July/August	TA opportunity/Prereq Recovery - Public Budgeting	18, 25
Summer Semester	Coursework optional; sign up for dissertation credits	throughout

Fall Year Two

SCHEDULE	EVENT	REFER TO PAGES:
Fall Semester	Deadline for submitting final Ph.D. plan of study to the Ph.D. coordinator	15
Fall Semester	Continue coursework	throughout
Fall Semester	Continue research assistantship and/or TA	17

Spring Year Two

SCHEDULE	EVENT	REFER TO PAGES:
May	Deadline for informing Ph.D. program coordinator if intending to take comprehensive exams in September of that year	20
Spring Semester	Present research paper in Ph.D. Research Seminar	16
Spring Semester	Finish coursework	throughout
Spring Semester	Continue research assistantship and/or TA	17

Summer Year Two

SCHEDULE	EVENT	REFER TO PAGES:
June	TA opportunity - Executive Leadership Seminar	18, 25
July	Submit 2 nd year paper	19
July/August	TA opportunity - Public Administration & Democracy	18, 25

SCHEDULE	EVENT	REFER TO PAGES:
July/August	TA opportunity - Public Budgeting	18, 25
Summer Semester	Sign up for dissertation credits	

Year Three

SCHEDULE	EVENT	REFER TO PAGES:
September	Comprehensive exams in two fields of specialization	20
Year Three	Present a dissertation proposal at a colloquium	21
Year Three	Submit proposal for either an externally-funded dissertation fellowship or the departmental dissertation fellowship to cover 4 th & or 5 th year funding	17
Year Three	Continue research assistantship and/or TA	17
Year Three	Note: TA Requirement must be met by end of year four	17
June	TA opportunity - Executive Leadership Seminar	18, 25
July/August	TA opportunity - Public Administration & Democracy	18, 25
July/August	TA opportunity - Public Budgeting	18, 25

Years Four and Beyond

SCHEDULE	EVENT	REFER TO PAGES:
Years Four and Beyond	<ul style="list-style-type: none"> - TA requirements must be met by end of year 4 - Final oral examination on the dissertation (dissertation must be completed within five years after a student has passed the comprehensive field examinations). - Continue to look for funding opportunities for dissertation research 	<p>17</p> <p>21-22</p> <p>17</p>

Ph.D. CREDIT HOUR REQUIREMENTS

COURSEWORK DISTRIBUTION and CREDIT HOUR REQUIREMENTS

I. MPA or other Master's Degree

Coursework Requirement 36 credit hours maximum*

**39 credit hours maximum for students with Maxwell MPA*

II. Core Requirements

Theory of Public Organization and Administration 6 credit hours minimum

PAI 801: Advanced Seminar: Intellectual History of Public Administration

Prerequisite:

PAI 755: Public Administration and Democracy or its equivalent

PAI 805: Advanced Seminar: Foundations of Policy Analysis and Management

Research Design and Methods 9 credit hours minimum

PAI 803: Advanced Seminar: Quantitative Methods I

Prerequisites:

PAI 721: Introduction to Statistics or its equivalent

PAI 722: Quantitative Analysis or its equivalent

PAI 804: Advanced Seminar: Quantitative Methods II

Research Methods Elective

Note: Examples of courses to fill this requirement include:

SOC 614: Qualitative Methods

PSC 604: Qualitative Political Analysis

SOC 800: Mixed Methods

PAI 811: Quantitative Methods III

SOC 813: Advanced Social Statistics

Research Seminar 3 credit hours

PAI 810: Ph.D. Research Seminar

III. Fields of Specialization Requirements

12 credit hours minimum**

***Minimum of 6 credit hours required in each of two fields*

IV. Electives

6 credit hours maximum

Total Minimum Coursework Requirements 72 credit hours

Dissertation Requirements

PAI 999 Dissertation 9 credit hours

Total 81 credit hours

SAMPLE SCHEDULE OF COURSEWORK

Fall Year One

Research Methods I	3 Credits
Intellectual History of Public Administration	3 Credits
Elective.....	3 Credits

Spring Year One

Research Methods II	3 Credits
Foundations of Policy Analysis and Management.....	3 Credits
Elective.....	3 Credits

Summer Year One

Summer course and/or register for dissertation hours.....3 or 6 Credits
(Dissertation hours will be an incomplete until defense)

Fall and Spring Year Two

PhD Research Seminar	3 Credits
Electives.....	9 - 15 Credits

Summer Year Two

Register for dissertation hours..... 6 Credits

Registration Deadlines

Please be aware of all registration deadlines for each term.

Fall 2020:

Registration for New Students:	August 3
Add deadline:	August 31
Audit (Grading Option) deadline:.....	September 7
Academic and Financial Drop deadline:	September 14
Withdrawal deadline:	November 18
Spring 2020 Registration for Continuing Students:....	November 4 - Jan 26

Spring 2021:

Registration for New Students:	January 4
Add deadline:	January 26
Audit (Grading Option) deadline:.....	February 1
Financial Drop deadline:.....	
(for full reimbursement)	
Academic and Financial Drop deadline:	February 8
Withdrawal deadline:	April 13

Registration

Students should plan for registration. Students use the 5 digit course number from MySlice. Registration is usually a very smooth process, despite the anxiety students will feel about it.

If a course is closed (has reached its enrollment cap) and has multiple sections - please sign up for an alternative day/time section. We do not have waitlists for core courses offered in multiple sections, as there are enough seats to meet full demand. Just in case, please have alternate schedules worked out ahead of time.

If a non-core course is closed and is only offered one time, please sign up on the web based waitlist. These are time-stamped waitlists and we are often able to work through all waitlists to accommodate students once all have registered and we have a handle on full demand. This waitlist is found on the [PA department website \(www.maxwell.syr.edu/paia\)](http://www.maxwell.syr.edu/paia).

If you are interested in a course outside PAIA, you may need permission to register. Contact the course's professor after clearing your course plan with your advisor.

Enrollment Holds

You must be sure that you do not have any HOLDS on your account in time for registration each term. Holds may be placed on accounts for non-payment of tuition, not submitting health immunization documents, unpaid parking tickets, overdue library books, etc. Students must check their MySlice account in the weeks leading up to registration to be ensure there are no holds and if so, that they are taken care of at least a few days in advance of registration and can be removed (this is not an immediate process).

FIELDS OF SPECIALIZATION

Each Ph.D. student, in consultation with his or her faculty advisor, selects two fields of specialization from the fields offered by the department and completes at least six credit hours in each of the two fields. Although only six credit hours of coursework relevant to a field are required, it is unlikely that a student without previous training in a field will be prepared for the Comprehensive Examination without appropriate coursework beyond the required six-credit minimum.

Included in the following description of each field of specialization is a group of courses labeled "suggested relevant courses." Note that these courses are only suggestions, and are not intended to be all-inclusive. Individual departments provide descriptions of their courses. Previous doctoral students have chosen courses offered in the School of Management, School of Information Studies, and Departments of Political Science, Sociology, Psychology, Economics, Geography and Mathematics. Students should consult the field faculty and their faculty advisor in the selection of their courses.

Many of the elective courses included among the "suggested relevant courses" are part of the Master of Public Administration (MPA) curriculum. Doctoral students planning to take MPA courses as part of their programs are expected to work with the course instructors to develop appropriate modifications in both the content and requirements of those courses in order to make them serve the special needs of public

administration doctoral students. See pages 9-14 for details of established fields of specialization.

Alternative Fields of Specialization

It is possible for students to request permission to substitute a field of specialization not currently offered by the department for one of the two required fields of specialization. The request must be in the form of a petition that explains how the alternative field of specialization is relevant to the student's dissertation plans and identify the courses that will be taken in preparation for the Comprehensive Examination in that field. The substitute field of specialization may be one offered in another department or college. To qualify, an alternative area must make use of at least three faculty members in the preparation of the comprehensive examination.

A petition to substitute an alternative field should be submitted to the chair of the Ph.D. committee for review by the Ph.D. committee by Fall of the second year.

There must be at least one faculty member in the department of Public Administration and International Affairs who specializes in the field, and who agrees to participate in preparing and evaluating the qualifying examination in the alternative field of specialization, for this to be an accepted field.

PUBLIC FINANCE, BUDGETING AND FINANCIAL ADMINISTRATION

Field Faculty

John Yinger, Coordinator

Robert Bifulco

Yilin Hou

Michah Rothbart

Amy Ellen Schwartz

Subject Matter

Public finance theory; taxing and spending; capital spending and borrowing; government accounting, auditing and financial reporting; state and local finance; budgeting; financial markets; and intergovernmental relations.

Suggested Relevant Courses

- PAI 812 PhD Seminar in Public Finance
- PAI 730 Tax Policy & Politics
- PAI 790 Public Finance: An International Perspective (not offered in 2018-19)
- PAI 731 Financial Management in State and Local Governments
- PAI 735 State and Local Government Finance
- PAI 749 Financial Management in Non-Profit Organizations
- ECN 731 Public Expenditures
- ECN 732 Taxation

ORGANIZATION THEORY AND PUBLIC MANAGEMENT

Field Faculty

Tina Nabatchi, Coordinator

Jonathan Beagles

Julia Carboni

Todd Dickey

Sabina Schnell

Saba Siddiki

Matt Young

Subject Matter

Inter-organizational relations; formal organization structures; organization design; motivation and leadership, organization technology and innovation; management information systems; management science; public employee unions; bargaining and negotiation; structure of the federal service and personnel mobility; legal context.

Suggested Relevant Courses

- PAI 730 Data Driven Management
- PAI 732 Collaborative and Participatory Governance
- PAI 747 Human Resources Management
- PAI 748 Non-Profit Management and Governance
- PAI 760 Policy Process
- PAI 762 Challenges of International Management

ENVIRONMENTAL POLICY AND ADMINISTRATION

Field Faculty

Peter Wilcoxon, Coordinator

W. Henry Lambright

John McPeak

David Popp

Saba Siddiki

Subject Matter

Environmental policy, law and administration; natural resources and energy policy; sustainable development; environmental governance; state and local environmental services and management; economics of environmental policy.

Suggested Relevant Courses

- PAI 730 Climate Change: Science, Perceptions & Policy
- PAI 730 Environmental Law Regulation and Governance
- PAI 775 Energy, Environment & Resource Policy
- PAI 777 The Economics of Environmental Policy
- FOR 665 Natural Resources and Environmental Policy
- FOR 687 Environmental Law
- FOR 689 Natural Resources Law and Policy
- GEO 700 Graduate Seminar: Environmental Politics
- PSC 700 Transnational Environmental Politics
- PSC 718 Politics and the Environment
- EST 626 Concepts and Principles of Sustainable Development

There are many other relevant environmental policy courses in other Maxwell departments, including Political Science, Anthropology, and Geography. Also check out courses at SUNY-ESF, the College of Law, the School of Management, and the Newhouse School of Public Communications. See Maxwell's brochure on Environmental and Natural Resources Policy for more information.

DEVELOPMENT POLICY AND ADMINISTRATION

Field Faculty

John McPeak, Coordinator

Jonathan Beagles

Renee de Nevers

Masood Hyder

Sabina Schnell

Subject Matter

Globalization, governance and development; health policy; population policy; decentralization; urban development; civil society, participation and development; international organizations; public finance in developing countries; development and the environment.

Suggested Relevant Courses

- PAI 600 Stabilization and Growth in Emerging Markets
- PAI 707 Culture in World Affairs
- PAI 713 Governance and Global Civil Society
- PAI 716 Economic Dimensions of Global Power
- PAI 719 Fundamentals of Post-Conflict Reconstruction
- PAI 757 Economics of Development
- ANT 756 Development Anthropology
- PSC 757 Non-State Actors in World Affairs

There are many relevant development-oriented courses taught in other Maxwell Departments; particularly in Geography, Economics, Political Science, and Anthropology.

SOCIAL POLICY (Health, Aging, Education, and Social Welfare)

Field Faculty

Sarah Hamersma, Coordinator

Robert Bifulco

Colleen Heflin

Jun Li

Len Lopoo

Kathy Michelmore

John Palmer, Dean Emeritus

Michah Rothbart

Amy Ellen Schwartz

Ying Shi

Emily Wiemers

Douglas Wolf

John Yinger

Subject Matter

Design, management and evaluation of human resource programs for at-risk populations in the areas of health, aging; education and welfare; distributional equity and equality of opportunity and access; social, economic and health problems of the aged; the family and public policy; the effects of the demographic aging of modern industrial societies; evaluation and alleviation of poverty, material deprivation and discrimination in American society; public policy toward the health care industry and health care finance.

Suggested Relevant Courses

- PAI 730 Health Economics & Policy
- PAI 781 Social Welfare Policy
- PAI 784 Education Policy
- PSC 602 Aging and Society
- SOC 664 Aging and Society
- SWK 782 Social Welfare Policy & the Workplace
- ECN 751 Labor Economics I

PLAN OF STUDY

Beginning in the first semester of residence, each Ph.D. student should begin developing a plan of study. Each student should consult with members of the faculty who are appropriate for their areas of interest, as well as with the Ph.D. program coordinator. It is recommended that the plan of study be developed fully, at least on a tentative basis, as early as possible. When the tentative plan of study has been prepared, it is to be given to both the Ph.D. program coordinator and to the department for placement in the student's file. The final Ph.D. Plan of Study should be given to, and approved by, the Ph.D. coordinator no later than the student's 3rd semester.

The tentative plan of study is comprised of two components. The first component includes:

- a listing of all courses for which a student is requesting master's transfer credit;
- a listing of all courses expected to be completed at Syracuse University and proposed to be used to meet Ph.D. coursework requirements;
- identification of the two fields of specialization in which the student expects to be examined;
- And, if known, a very brief description of the dissertation topic which the student expects to propose.

The second component of the tentative plan of study is required by the Graduate School and is to be presented on the University form entitled "Graduate Program of Study." The Graduate Program of Study requires, among other information, course-by-course listings of both courses for which a student is requesting transfer credit and courses (including dissertation credits) expected to be completed while in residence and used in partial fulfillment of degree requirements. It must include a minimum of 81 credits. (Maxwell MPA students need only state "39 credits from Syracuse University MPA" in the section for transfer credit.)

To change either the department's a Plan of Study or the Graduate School's Program of Study, the University form; "Petition to the Faculty" should be used. In any event, the Plan of Study and the Graduate Program of Study are, in effect, contracts and it is to the student's advantage to make these contracts with the department and the University as early as possible.

Guidelines for Planning Coursework

Once a student has determined, in general, what courses she or he intends to take to meet the program's course requirements, the next step is to plan a tentative schedule, semester-to-semester. Some flexibility is required within the student's Plan of Study as availability of course offerings is not known until university and department course schedules are made available. Nevertheless, there are certain generalizations about departmental course scheduling practices that will be useful in planning course schedules:

All Ph.D. students should meet well before the beginning of each semester with their faculty advisors to plan their course of study for the semester. Ph.D. students are also encouraged to seek the advice of other members of the faculty when they have questions that fall within the scope of the teaching and research specializations of other faculty.

Most, but not all, Public Administration and International Affairs department courses are offered at least once during each academic year.

Descriptions of Public Administration and International Affairs department courses open to Ph.D. students are contained in a later section of this handbook.

Do not make assumptions about the future availability of courses which are offered by other departments in a given year. Consult with the instructor or the chair of the department offering the course.

Early filing of the tentative plan of study will raise the likelihood that your advisor and the Ph.D. committee can alert you to possible scheduling difficulties in time to adjust your plans accordingly.

Scheduling changes can occur at the last moment. Do not despair; some alternatives almost always exist.

Criteria for Choosing Elective Courses

Elective courses may be:

(a) Courses that are relevant to one or both of the student's fields of specialization;

-OR-

(b) Courses that satisfy any prerequisite deficiencies.

When MPA courses are used to fulfill Ph.D. course requirements (e.g. as one of two courses for a field of specialization) Ph.D. students must do additional work beyond what is required of MPA students. Arrangements for this work will be made between the instructor and the Ph.D. student. Students intending to use an MPA course for a requirement should discuss their intention with the course instructor as early in the semester as possible.

Note: Courses taught outside the department may be used to satisfy the elective coursework requirement. Students are advised to consult with their advisors or field faculty before taking such coursework

Research Seminar Requirement

Each student is required to participate in the departmental research seminar each semester they are in residence. This bi-weekly seminar provides an opportunity for faculty, students and outside guests to share their research methodology and findings. While students are expected to participate in the seminar each year, they must sign up for three graduate credits for the seminar one time. *This is typically done during the student's second year.* The formal requirements of the seminar are for the student to present a piece of original research in their second year and submit a corresponding paper in the summer after their second year.

Use of PAI 930/890: Readings and Research and Independent Study

A student is also allowed up to six credit hours earned in PAI 930: Readings and Research to satisfy coursework requirements. Taking more PAI 930 hours is possible subject to the approval of the Ph.D. Committee.

In order to enroll for PAI 930: Readings and Research, a student must complete the University form titled "Proposal for Independent Study Courses" and obtain necessary approvals (i.e. faculty advisor, department chair, and course faculty).

Students who want to enroll in PAI 890: Independent Study are required to describe their study plan on the appropriate registration form and obtain signatures of the faculty member who agrees to supervise the work and the department chair. Approval by the supervising faculty member and the department chair must be obtained prior to registration for the semester in which the independent study will be carried out.

Dissertation Hours

Registration for nine credit hours of dissertation (PAI 999) is required. Except by permission of the Ph.D. committee, a student should not register for dissertation hours during the fall or spring semester until his or her coursework is completed. **Summer Session registration for dissertation hours is allowed and encouraged where appropriate.**

Incompletes

The department does not favor the taking of Incompletes. It is the faculty's strong belief that an incomplete should be approved only for the reasons stated by the University. (University Academic Rules and Regulations, p. 4):

“Incompletes can be granted only when exceptional circumstances prevent the student from completing the course, including final examinations or projects, within normal time limits. Deferred examinations are allowed at the convenience of the department involved. To receive an Incomplete, the student must complete the Request for Incomplete Grade form, which is an agreement between the faculty member and the student, specifying the reasons, the conditions, and time limit for removing the Incomplete.”

RESEARCH & TEACHING REQUIREMENTS

Graduate Assistantships

All Ph.D. students receiving department funding are required to serve as a graduate assistant (GA) for both research and teaching apprenticeships. These apprenticeships are an integral element of the department's emphasis on both research design and methods and the development of the skills needed for an academic career.

Except when serving as a teaching assistant for the department, as described below, students will serve as a GA under the supervision of their faculty member. This GA apprenticeship begins in the Ph.D. student's first semester of residence and continues for a minimum of four semesters, exclusive of summer sessions. Each Ph.D. student is assigned to work under the supervision of a faculty member as an apprentice scholar-researcher.

Assignments of Ph.D. graduate assistants to faculty supervisors will attempt, whenever possible, to link each student with a faculty member who specializes in one or more areas in which the student has expressed an interest. One objective of the research apprenticeship is to have the student serve as an apprentice scholar-researcher. In many instances a graduate assistant's faculty supervisor will become the student's academic advisor.

In addition, to ensure that all Ph.D. students obtain experience in the classroom, all Ph.D. students receiving four years of funding from the department should expect to support a class for three semesters as a teaching assistant (TA) at some point before the end of the spring semester in their fourth year in residence. This experience would include grading, help sessions for students, and at least one formal session in front of students, preferably in a regularly scheduled class session. A faculty member teaching the course would serve as the student's mentor for the Future Professoriate Program (for participating students) for that year. Experience with summer courses do not count towards this requirement, but provides summer funding and valuable experience for interested students. Students receiving external funding or the Maxwell Dissertation Fellowship will be exempt from TA requirements while receiving those funds and will have their overall TA requirement reduced.

To ensure that the TA needs of all faculty are equitably met, TA allocations will be made by the chair and PhD director. Students will serve as the GA to their faculty mentor in those semesters when they are not serving the department as a TA. Faculty members may choose to have Ph.D. students do additional TA work as part of their GA responsibility. These assignments will not count towards the three semester requirement, so as to ensure that TAs are available for all faculty as needed.

As described in the graduate assistant's letter of appointment and in the Benefits and Responsibilities information, which accompanies appointment letters, an assistant is required to perform her or his duties satisfactorily in order to retain the assistantship. Therefore, it is important that each graduate assistant understand clearly what her or his supervisor expects from the assistant.

The maximum time commitment involved in a research apprenticeship is 20 hours per week while classes are in session.

While certain faculty needs for graduate assistants with particular skills must be satisfied, a Ph.D. graduate assistant may request a change in assignment and

supervisor if such a change is likely to serve their interests better. Normally, however, a graduate assistant is expected to remain in his or her current assignment for an entire academic year. The desire to change mentors should be first discussed with the Ph.D. coordinator.

University procedures do not permit the department to guarantee assistantships for more than a year at a time. Nevertheless, when the faculty admits a student to the Ph.D. program and awards a graduate assistantship, its intention is to renew the assistantship for additional years of study if the student remains in good academic standing and performs his or her assistantship duties satisfactorily.

The department does not renew graduate assistantships for a fifth year. Although there are a few fellowships for which advanced PhD students are eligible, including the Maxwell Dissertation Fellowship, funding beyond year four should not be assumed. You are strongly encouraged to apply for an external dissertation fellowship for additional funding, even within the first four years of study. Students are encouraged to look closely in their second and third years at available dissertation fellowships and to discuss possible fellowships with their faculty mentor. While we cannot guarantee funding beyond year four, students who have received external funding in their first four years will receive priority consideration for any additional funding that may be available after year four.

Appointment of Faculty Advisors

The Ph.D. Coordinator serves as the academic advisor to all entering Ph.D. Students and will continue as a student's advisor until the student formally requests the appointment of a permanent faculty advisor. Ordinarily, the request for appointment of a permanent faculty advisor is made when a student is ready to select a dissertation topic, which usually occurs sometime near the conclusion of coursework. However, a student is free to request appointment of a permanent advisor at an earlier point in his or her program. For more information about requesting a permanent faculty advisor, contact the Ph.D. coordinator.

Students are also strongly encouraged to discuss course selections with their research mentors.

Mentoring

Mentoring is a hallmark of The Maxwell School's Public Administration Doctoral Program. We define mentoring as a standard responsibility of the entire faculty to teach doctoral students research process and technique through emulation and cooperative activities. The mentoring process is not confined to a single formal role that matches one faculty member with one student, but occurs through many different mechanisms. For example mentoring occurs in traditional class experiences, when faculty and student develop joint work projects designed to result in professional outcomes (e.g. working papers, conference papers, grant proposals). Students may have multiple mentors, and their set of mentors may change over time. Mentors may or may not be a student's work supervisor.

First Year Progress Review

Upon completion of first year exams, and upon consultation with faculty teaching first year PhD students, students whose performance on the exams and/or in their coursework has been inadequate will be invited to meet with the Ph.D. director and other concerned faculty. After this meeting, the Ph.D. committee, in consultation

with the student's advisor, will determine whether a student should either be dismissed from the program or placed on probationary status. The student will be notified in writing of such a decision. The progress of students placed on probationary status will be reviewed by the PhD committee upon completion of their second year, or earlier if deemed appropriate.

Teaching Opportunities

Our program employs a number of mechanisms to provide experience in teaching. All students have opportunities to serve as teaching assistants in our three MPA classes offered in the Summer -Executive Leadership, Public Budgeting, and Public Administration and Democracy and are required to serve as TAs for core masters-level courses during the academic year (see p. 17). In all of these assistantships students work with regular faculty and typically learn how to conduct small group discussions, assignment and exam preparation and grading, and development and delivery of lecture materials.

In addition to serving as teaching assistants, other teaching opportunities are available to interested students. Each year, the Maxwell School solicits applications for PhD students to serve as Maxwell Teaching Associates supporting various Maxwell-wide undergraduate courses. Public Administration students have been selected for these courses in past years. The department at times offers PhD students the opportunity to design and present their own "mini-course" to masters students. In addition, advanced students have taught their own courses as adjunct professors at various universities in the region.

Finally, students after their first year have the opportunity to participate in the Future Professoriate Program (FPP), run by Syracuse University. The goal of FPP is to prepare students to improve their teaching skills. To participate in FPP students identify a teaching mentor in the PAIA department and work with their mentor to identify some teaching opportunities. FPP offers several seminars during the year and provides help on how to develop a teaching portfolio; it also provides students a small stipend. For more information go to the [Future Professoriate Program page \(http://graduateschool.syr.edu/programs/future-professoriate-program/\)](http://graduateschool.syr.edu/programs/future-professoriate-program/).

Moynihan Institute of Global Affairs

The Institute was created to integrate and focus Maxwell's international programs, research, service and training activities in an interdisciplinary setting that promotes global awareness. The Institute supports interdisciplinary programs, including regional programs, the Program on Latin America and the Caribbean, and the European Union Center, within the Maxwell School.

PA Faculty

Renee deNevers John McPeak (*CEPA)
Stuart Brown Jonathan Beagles

Program for the Advancement of Research on Conflict and Collaboration (PARCC)

This interdisciplinary center is dedicated to the enhancement of knowledge about social conflicts; and to collaborative governance and collaborative problem solving through theory building, research, education, and practice.

PA Faculty:

Tina Nabatchi (*Campbell) Todd Dickey Julia Carboni

*Also affiliated with

COMPREHENSIVE EXAMINATION

General Description

The comprehensive examination is administered in two segments.

Theory of Public Administration, Foundations of Policy Analysis, and Research Design/Methods: The exams are taken after completion of the first year of coursework. The three exams are administered over several days in late May.

Fields of Specializations: Exams in the two fields of specialization are taken in the last two weeks of September after completion of second-year coursework.

Request Permission To Take Comprehensive Examination

Upon completion of all coursework, a student must inform the Ph.D. program coordinator of his/her intent to take comprehensive exams in two fields designated by the student. This request must be made no later than the May preceding comprehensive exams. Comprehensive exams in the areas of specialization are offered once a year, in September. They may, under special circumstances, be offered during the Spring semester.

Students must have submitted a complete Program of Study before requesting permission to take comprehensive examinations in their areas of specialization. (See "Plan of Study" under Section II: Departmental and University Procedures, below.)

Preparation For Comprehensive Examination

At an early stage in preparing for the examination, the student should meet with the coordinator of each field in which she or he will be examined to determine which faculty will be writing examination questions and evaluating answers. Then, the student should arrange to meet with each faculty member who will participate in the examination preparation and evaluation.

The PA Department keeps the exam questions from the past three years. Students may view these and may find them useful in preparing for the exams.

The doctoral Comprehensive Examination is designed to assess the degree of mastery which degree candidates have achieved over a body of knowledge, to measure their ability to integrate that knowledge, and to apply it creatively in the analysis of problems to which it is germane. Unlike final examinations administered at the conclusion of specific courses -- which are presumably limited to measuring the mastery of material covered in that course -- the Comprehensive Examination is not restricted to material covered in any or all of the courses comprising that core, or series of courses. Those formulating the Comprehensive Examination assume, in other words, that the reading and study of doctoral degree candidates will have taken them well beyond the confines of material assigned by instructors teaching individual courses comprising that core.

Evaluation of Comprehensive Examination

A student's answers to the questions pertaining to each of her or his fields will be read and evaluated by those faculty identified prior to the examination as being associated with the field. If a majority of the readers in a field conclude that the student's answers are at a passing level, the student will be deemed to have satisfied the requirements for the field. A satisfactory performance in each of the components of

the comprehensive examination is required. A student who fails to pass one or more of the components of the comprehensive examination may be dismissed from the program if the Ph.D. committee so determines. In some cases, the examining committee may offer the student an opportunity to retake a written comprehensive exam or to take an oral examination.

DISSERTATION

A dissertation must demonstrate a high level of scholarly and analytical ability and the candidate's intimate familiarity with all aspects of knowledge pertaining to the research topic. The dissertation must be an original and valuable contribution to the understanding of public administration or public policy. (Examples of dissertations prepared by public administration Ph.D. students are available for review in Eggers 215.)

Colloquium

During the third year soon after passing the comprehensive examination, the student is required to present a dissertation proposal at a colloquium attended by departmental faculty and Ph.D. students. The purpose of the colloquium is to assist the student in clarifying and developing the plan of research and to inform all faculty and Ph.D. students about the proposed research.

As a practical matter, students are advised to consult with their faculty advisor and to begin, at least tentatively, forming their proposed dissertation topic and developing their dissertation research plan even before they have completed their coursework. Early development of the dissertation proposal is essential if a student is to have a realistic chance of obtaining outside financial support for the dissertation research.

Selection of Dissertation Committee

Prior to the colloquium the student will select, subject to the approval of the faculty members involved, a preliminary dissertation committee, which will include at least three members of the Department of Public Administration and International Affairs faculty. The final dissertation committee must be made up of five members. A sixth member of the committee will serve as the chairperson at the time of the dissertation defense. It is the responsibility of the student and their advisor to seek out a chair for the defense. The chairperson may only be a tenured or tenure track SU faculty member from outside of the student's department.

By mutual consent between the student and a member of the preliminary dissertation committee a faculty member (who must be a tenured member of the department of Public Administration and International Affairs faculty) will serve as the supervisor of the student's dissertation preparation and will be designated "dissertation advisor." Although it is not required, it is usually the case that the person who agrees to serve as dissertation advisor will already have been serving as the student's research mentor. If a student would like to include more than one non-Syracuse University faculty member on the committee, the student must petition the Graduate School.

Role of Dissertation Committee

The colloquium will be chaired by the student's dissertation advisor. The student's dissertation committee must agree that he or she is ready to present the colloquium before it can be scheduled. **The student is responsible for notifying all PA faculty and all PA Ph.D. students of the time, date, and location of the colloquium no later than two weeks prior to the colloquium.** The dissertation committee establishes the format and other requirements for the dissertation proposal and must unanimously give its approval after the completion of the colloquium. If one or more members of the dissertation committee vote not to approve the proposal, the

committee may choose to require another colloquium before it will give its approval to a revised plan for the dissertation.

Deadline For Completion of Dissertation

While the time required to complete dissertations varies widely among students, Graduate School rules require that a dissertation must be completed within five years after a student has passed all the comprehensive examinations. Failure to meet the five-year deadline may require the student to repeat the comprehensive examination.

Dissertation Examination

Final oral examination on the dissertation is scheduled by the Graduate School at the request of the dissertation advisor. Please see the [Thesis/Dissertation Defense Checklist \(http://graduateschool.syr.edu/policies-and-requirements/graduation-requirements/thesisdissertation-defense-checklist/\)](http://graduateschool.syr.edu/policies-and-requirements/graduation-requirements/thesisdissertation-defense-checklist/) for Graduate School Requirements.

- File a program of study with the Degree Certification Office in 106 Steele Hall.
- At least three weeks before the defense, file Request for Examination form with the Graduate School
- At least three weeks before the defense, obtain clearance to schedule the defense from the Graduate School.
- At least two weeks before the defense, submit the final version of the dissertation to all of the defense committee members.
- The Degree Certification Office sends confirmation to all committee members that the defense will proceed.

After the defense, the candidate needs to:

- Submit a PDF copy on CD of the final version of the dissertation as approved by the dissertation committee to the Degree Certification Office in 106 Steele Hall.
- Submit a Survey of Earned Doctorates to the Degree Certification Office when you submit your final dissertation.
- Doctoral students must file a "University Microfilms International (Proquest UMI) microfilming publishing agreement with the Graduate School/GEMC. There are four publication options available for your dissertation.

The student is responsible for notifying all PA faculty and all PA Ph.D. students of the time, date, and location of the dissertation examination no later than two weeks prior to the defense.

Final oral examination on the dissertation is intended to judge the quality of the dissertation, the amount of original work being presented, and the ability of the candidate to defend the dissertation and show competence in related fields. These criteria serve as the basis used by examining committee members when they vote on the acceptability of the dissertation and the student's performance in the examination. A majority of the examination committee must vote favorably for the candidate to pass the examination. A written report of the vote, signed by all members of the examining committee, is sent by the chair of the examining committee to the Graduate School, together with appropriate comments.

Members of the committees may make their approval conditional on certain changes in the dissertation being made by the candidate. For editorial changes, the

committee may refer final approval to the candidate's dissertation advisor. If approval hinges on making substantive changes, committee members are expected to withhold their signatures of approval until the required changes have been made. All required corrections to the dissertation must be completed and approved at least two weeks before the proposed graduation date.

If a majority of the committee does not vote favorably, the candidate is entitled to an explanation from the committee. A reexamination, possibly after revision of the dissertation and additional work, may be requested. The reexamination is treated in the same way as a new examination for scheduling purposes.

For more details about the Graduate School's rules and regulations concerning dissertations, as well as other aspects of Ph.D. study, please refer to the [Syracuse University Graduate School What You Need To Graduate page](http://graduateschool.syr.edu/policies-and-requirements/graduation-requirements/) (<http://graduateschool.syr.edu/policies-and-requirements/graduation-requirements/>).

DEPARTMENTAL AND UNIVERSITY PROCEDURES

Program Governance

Within guidelines and requirements established by Syracuse University, the Graduate School and the Maxwell School, the PhD program is managed by the *PhD Committee*, whose members are drawn from the department. Meetings are convened and chaired by the *PhD Coordinator*, a position that rotates among faculty members at three-year intervals. The chair of the Department of Public Administration and International Affairs is an ex officio member of the committee.

The PhD Committee makes admission decisions; monitors the progress of students up to the point that all comprehensive examinations are completed; monitors the mentoring and funding status of doctoral students; and manages the administration and grading of comprehensive examinations.

The PhD Committee is also responsible for doctoral-level curriculum. Any proposed procedural or curricular changes are presented to the full Public Administration and International Affairs faculty for discussion and approval.

Plagiarism

Please see the [Academic Integrity Policy \(http://class.syr.edu/wp-content/uploads/2017/05/Academic-Integrity-Policy_final.pdf\)](http://class.syr.edu/wp-content/uploads/2017/05/Academic-Integrity-Policy_final.pdf).

Material taken from another source must be appropriately cited and any direct quotations must also be enclosed in quotation marks. If you have any questions about what constitutes plagiarism or how to make references in papers, do not hesitate to get help. Check with your professor, make an appointment at the Writing Center (see note below), or try the [Citation Guide on the Syracuse University Libraries website \(http://researchguides.library.syr.edu/citation/\)](http://researchguides.library.syr.edu/citation/). You should also have a handbook to provide you with information for citing sources whether from a book, journal, or the Internet. The Writing Program uses *The Writer's Harbrace Handbook Brief (2005)*. Other useful handbooks include Diana Hacker's *A Pocket Manual, Fourth Edition* or *The Longman Writer's Companion (2004)*. Since each citation system has its own set of rules, it's important to learn what is used in your particular discipline and to follow it precisely.

Plagiarism or other forms of academic dishonesty are treated as serious cases and the punishment is severe. Students should always check with their professors to make sure that they understand the expectations of the instructor with regard to use of citations.

Grading System

The grading system for graduate courses includes the following grading options: A, A-, B+, B, B-, C+, C, C-, F. Grade points for each of the symbols used for graduate students are outlined in the following table.

Courses in which graduate students receive a grade in the C category or higher are recorded as having been passed and do not have to be repeated. However, since Graduate School rules require at least a 2.8 average in the first 30 credits of graduate work in order to maintain matriculated status and at least a 3.0 average for work comprising the student's entire program, a grade of B-, C+, C, or C- in any course should be regarded as a very strong warning that work in the course was far below faculty expectations. Note: It is unlikely that a Ph.D. student whose overall grade average was in the low B range after two semesters of study would be permitted to remain in the program.

The symbol of I (Incomplete) may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. Illness or other exceptional circumstances are the usual bases for consideration. Students should not assume that an incomplete will be granted automatically upon request. Rather, a student who believes that her or his circumstances warrant an incomplete is advised to consult with the course instructor. To receive an incomplete, a student must complete a form, Request for Incomplete (available in Eggers 215), and obtain the instructor's approval. The completed and signed Request for Incomplete is then submitted to the chairperson of the department offering the course. An incomplete is calculated as an F in the GPA until a grade is recorded for the course.

The department does not favor the taking of multiple Incompletes. It is the faculty's strong belief that an incomplete should be approved only for the reasons stated by the University (See University Academic Rules and Regulations).

Requirements for Research Involving Human Subjects

Research that involves human subjects in any capacity may require approval from the Syracuse University Institutional Review Board (IRB) for the Protection of Human Research Subjects. Students should determine if they need IRB approval, for more information see the [Syracuse University Office of Research Integrity and Protections Human Research webpage](http://orip.syr.edu/human-research/human-research-irb.html) (<http://orip.syr.edu/human-research/human-research-irb.html>).

MISCELLANEOUS

Financial Support for Research and Travel

Graduate students may apply for cash grants to partially cover expenses for conference travel or research. For information about eligibility requirements and the application process, contact the department's administrative assistant in Eggers 215.

Career Placement for Doctoral Candidates

Public Administration and International Affairs department faculty are committed to assisting advanced Ph.D. students in their searches for permanent teaching or research positions. Responsibility for initiating the search process and for seeking faculty assistance rests with each student.

Students are advised to begin their job searches well before the time when they intend to complete their residency at Maxwell. Many students attend professional meetings (APPAM, ASPA, APSA, etc.) even before they complete their coursework in order to become acquainted with recruiters from other universities and research organizations and to learn about job opportunities. Attendance at professional meetings can be especially useful to the job search when students arrange to present research papers or otherwise participate in meetings, panels and programs.

The department receives many announcements about available teaching and research positions, which are distributed electronically. Various professional organizations to which faculty belong also publish job vacancy announcements in their journals or newsletters. Although the Maxwell School's career services office does not maintain a listing of job vacancies for Ph.D.'s, Ph.D. students who are interested in non-academic positions are invited to make use of the placement office's library of directories and other material about governmental and not-for-profit organizations.

Computer Facilities

Ph.D. students have access to the full array of Syracuse University academic computer facilities and services. Ph.D. students use computers for communication, research and class assignments. A computer lab is available in Eggers Hall for all public administration and international relations students including 30 machines, a printer, and workspace. Maxwell students have their own student-server network with access to electronic mail, the Internet and various software programs.

All students are advised to become familiar with the University's computer system early in their first semester of residence because many department courses will include assignments that involve computer work. New students are assigned accounts and introduced to the Maxwell system at their initial orientation.

TIPS FROM THE PROS (From Ph.D. students who have survived and thrived!)

Classes and Administrative Issues

Since there are limited Ph.D. level courses consider taking an independent study individually or consider “joining forces” by completing a Research and Readings with a group of Ph.D. students with a similar interest.

Be aware that faculty are busy; therefore plan ahead for Independent Studies and Research and Readings.

Also consider taking classes in other departments, specifically Political Science, Sociology, or Economics. Students have found these departments to have courses of interest.

Register for dissertation credits during the summer.

Register for “degree in progress” after completing courses to retain full-time student status.

Teaching Opportunities

The following courses typically have TAs - Public Administration and Democracy, Public Budgeting, Executive Leadership, Managerial Economics, and Statistics.

Also consider guest lecturing in established classes.

For all of these opportunities consult appropriate faculty.

Ideas for Course Electives

Below is a list of electives that current and past Ph.D. students found useful. The list is not comprehensive but is intended to give new students an additional resource in planning their studies. The courses are ordered based on fields of specialization.

Public Finance, Budgeting, and Financial Administration

Course	Description
ECN 601: Microeconomic Theory	<i>Introductory course</i>
ECN 631: Public Finance	<i>Intermediate course; Helpful preparation for ECN 731</i>
ECN 620: Foundation of Econometrics	<i>Helpful preparation for ECN 731; Advantageous to take before PAI 810: Quantitative Analysis II</i>
ECN 622: Econometrics II	<i>Helpful preparation for ECN 731</i>
ECN 731: Public Expenditures	<i>Advanced Course</i>

Organization Theory and Public Management

Course	Description
PAI 890/930: Independent Study	<i>Individual or group study with a faculty member in the PA department</i>
PAI 895: Capacity Building - HR Management	<i>For those interested in organizational performance as it relates to human capacity</i>

Environmental Policy and Administration

Course	Description
PAI 890/930: Independent Study	<i>Study with one or more faculty members in PA or other department</i>
PAI 730: Managing for the Environment	<i>For those interested in the management of environmental and natural resource organizations - public and nonprofit</i>

Technology and Information Policy

Course	Description
PAI 772: Science, Technology and Public Policy	<i>For those interested in an introduction to science & technology policy</i>
PAI 776: Economics of Science and Technology	<i>For those interested in an economic view of IT policy</i>
PSC 755: Politics and Governance in the Information Age	<i>For those interested in IT as it relates to national/international security, globalization, electronic governance, systems assurance, and theories of democracy</i>

Development Policy and Administration

Social Policy

Course	Description
LAW 787: Children and the Law	<i>For those interested in children's issues</i>

Political Science (*If interested in an alternative specialization in political science*)

Course

PSC 602: Public Policy Analysis

PSC 612: Development of the American Administrative State

PSC: 716: Foundations of American Political Thought

Research Methods

Course

SOC 614: Intro to Qualitative Research
--

PSC 700: Qualitative Political Analysis

SOC 813: Issues in Multivariate Analysis
--

Research Design

Course

PSC 792 Research Design in Political Science
--

COURSE DESCRIPTIONS

Many of the courses below contain descriptions. Students are encouraged to consult these descriptions in planning for their *tentative* Plan of Study. Some Public administration course syllabi are available for review in Eggers 215. Otherwise, they can be obtained from the instructing professor. The following list *is not* a complete enumeration of all courses. Please review the course offerings of other departments and colleges throughout the University. Individual departments may provide descriptions of their courses. Previous doctoral students have chosen courses offered in the School of Management, School of Information Studies, and Departments of Political Science, Sociology, Psychology, Economics, Geography and Mathematics.

Course offerings are subject to change, and a full course schedule is published at the beginning of each registration period. *Students SHOULD NOT BUY TEXTBOOKS until they have met with course instructors.*

All doctoral students should carefully plan their course choices by consulting with the Ph.D. Program Coordinator and their Ph.D. Faculty Advisor.

The following is designed to give shorthand descriptions on courses offered by the Department of Public Administration and International Affairs.

PAI 500 African Internal Relations

The course will attempt to simulate, as much as possible, an experience on the trading floor at a prototypical, global investment bank. It will introduce students to the balance of short-term economic gain with longer term evaluation of macro-economic and political fundamentals. Additionally, it will provide an introduction to international market financial instruments and the assessment of correctly pricing sovereign debt instruments.

PAI 600 Media and Atrocities

The course will attempt to blend law, policy, and communications issues together so that students can understand that each is critical in ensuring that the truth is laid out in a way which supports the message and that a justice mechanism is required for it to operate in a cynical and political world. This blending will focus around a real world scenario which each student will work on weekly, using practical exercises to enforce the concepts taught. Students will learn, discuss, and practice issues and concepts related to media and atrocity throughout the semester to ensure that they appreciate why seeking justice for victims of an atrocity is never done in a legal, policy, or media vacuum.

PAI 601 Fundamentals of Conflict Studies

The course provides a broad overview of the field of conflict analysis and resolution and develops a framework for diagnosing and responding to social conflicts of any scale. It explores the diverse range of social conflict theory, uncovers how theory affects selection of conflict resolution activities, and considers how conflict manifests across multiple levels of analysis as well as within specific topical areas. Students

will analyze a conflict of interest and develop a proposal for action. This course satisfies a core requirement for the PARCC Certificate of Advanced Studies in Applied Conflict Resolution.

PAI 670 Internship/Experience Credit

For more information, see the Internship/Experience credit reference under experiential learning at the Maxwell School.

PAI 690/890 Independent Study

For more information, see the Independent Study reference under experiential learning at the Maxwell School.

PAI 700 Challenges in Crisis and Disaster Management

PAI 700 Crisis Management

This course examines leadership, cooperation, and conflict in times of crisis, with emphasis on understanding the key dynamics that influence decision maker perception and response to crisis, as well as the facilitation of constructive crisis management. It will familiarize students with comparative interdisciplinary crisis management approaches.

PAI 700 Food Security

This course examines the status of people's access to food security around the world, what is being done to extend it, and what more is necessary. The class will meet with policy makers and implementers, visit the agencies to learn more about their processes, and have group projects to design specific food security improvement programs. After taking this course, the students will be able to define concepts related to food security and identify trends, analyze national and international policies and local programs that support food security, and understand the structure and function of institutions created

PAI 700 International Relations Capstone Seminar

PAI 700 The Practice of International Aid

PAI 700 Practicum in International Organizations

PAI 700 Washington Practicum

PAI 700 Who Will Rule the 21st Century

PAI 705 Research Design for International Relations Practitioners

Research is critical in our quest to understand social phenomena. We conduct research to uncover overall patterns in human behavior and the incentives that guide this behavior. We have a variety of techniques and approaches Social Sciences that allow us to investigate questions of academic and policy interest. The course is an overview of the underlying issues that confront us when we set out to conduct social science research, a survey of the main research methodologies that are available to

investigators, and an investigation of the role of social science research in International Relations.

PAI 707 Culture in World Affairs

This course explores the cultural and social elements of topics of concern to international relations specialists such as (1) the movement of people, goods, ideas and practices across national boundaries; (2) global media and communication; (3) natural resource use and environmental protection; and (4) political violence and military action, international development and humanitarian interventions, among others.

It primarily uses in-depth ethnographic analyses to examine these issues in specific sociopolitical and historical contexts. Ethnographic work that examines state agents and the organs of global governance and direct intervention are also considered.

The course provides a foundation for professional analysis and action at the “micro-level” of international relations, focusing not on the “what,” but on the “who” of the contemporary enterprise. Most importantly, students in this course will develop a robust sensitivity to the cultural and social causes and consequences of decision-making in the world arena.

PAI 708 Issues in Public Diplomacy

PAI 709 Public Diplomacy Research Consultancy

PAI 710 International Actors and Issues

This course is a foundational course designed to help future practitioners and policy makers/analysts understand the contemporary international environment, and develop the tools and expertise needed to be effective in their chosen work, be it in the public, non-profit/NGO or private sectors, at the local, national and international levels. Drawing on international relations theory, history and a broad range of disciplinary perspectives, the course will begin with a broad overview of the character of today’s increasingly interconnected world and the actors and institutions that make it up, and then turn to more in depth exploration of key policy issues, and the processes by which policy is developed and implemented. The coursework will both hone analytic skills (written and oral) and offer opportunities for group activities that mirror real-world practice.

PAI 712 Public Organizations and Management

This course develops managers and leaders of public and nonprofit organizations. These leaders must effectively mobilize resources to achieve public purposes, as well as anticipate and manage change strategically. It is therefore important to understand the integrative, interdependent nature of organizations, their environments and stakeholders, and the manner and variation in which management tools, such as performance measurement, strategic planning, collaboration, dispute resolution, and citizen involvement, can be used to direct and lead complex organizations and programs effectively.

Managers make decisions in increasingly networked environments that are characterized by uncertainty, resource constraints, impediments to coordination, cooperation, and information exchange, and a myriad of other challenges. Nevertheless, effective managers cannot let these challenges become permanent barriers. Students are exposed to literature on management and public organizations, as well as strategies and tools for managing public and nonprofit organizations in networked environments. Theory, research, case studies, and simulations are used to bridge, expand, and deepen your ability to manage and lead organizations by anticipating, evaluating, and managing both the opportunities and barriers that you and your organization are bound to face.

PAI 713 Governance and Global Civil Society

This course surveys perspectives and literatures on global civil society organizations and transnational non-governmental organizations (NGOs) and begins to integrate this literature through critical analysis.

PAI 715 African Conflicts: Causes and Consequences

PAI 715 Development Assistance: Policy, Theory and Practice

PAI 715 Global Sustainability and Public Policy

PAI 715 International Trade and Economic Negotiation

PAI 715 Issues in Global Economic and Financial Security

PAI 715 National Security and Defense Transformation

PAI 715 Statecraft and Smart Power in the Digital Age

PAI 716 Economic Dimensions of Global Power

This course explores how growing economic interdependence shifts the locus of global wealth, as well as how technological change affects the ability of state and non-state actors to exert influence.

PAI 718 U.S. National Security: Defense and Foreign Policy

This course will explore U.S. national security and foreign policy. The goal is to familiarize students with factors affecting policy decisions in this area, and the dilemmas confronting policy makers. Foreign and security policy decisions are influenced by history, domestic and bureaucratic politics, and allied concerns, among other things. The course is divided into three parts: U.S. national security and foreign policy from 1945 to the present; the policy process; and current challenges in foreign and security policy. We will examine U.S. policy during the cold war to establish a framework for understanding the policy challenges the U.S. faces today. We will also explore issues ranging from the U.S. national security structure, diplomacy, intelligence, and the use of force in U.S. policy. The course will use a combination of readings and case studies to examine these issues.

PAI 719 Fundamentals of Post-Conflict Reconstruction

This course familiarizes students with the broad literature on post-conflict reconstruction, the dimensions and goals of post-conflict work, the actors that conduct it, the trade-offs and dilemmas they face, and the lessons learned from its application across various settings.

It will devote considerable attention to applied post-conflict reconstruction, including the techniques and tools used by international intermediaries (states, IOs and NGOs) and local stakeholders to transition societies from violence to sustainable peace. It will also address many of the key issues that frame the debate in post-conflict reconstruction work, such as: the tension between externally and internally generated recovery efforts, the possibilities and weaknesses of formal peace and reconciliation commissions, the challenges of civilian-military cooperation in post-conflict zones, the trade-offs between stability and liberty, and the quest for viable exit strategies for international actors.

PAI 720 Principles of Economics

The course covers a broad array of topics on the global economy. The first half of the course covers principal themes in international macroeconomics. These include national income accounting and the balance of payments, exchange rate regimes, and the conduct of monetary and fiscal policies within an international economic setting. Current policy issues include global economic imbalances, the fallout for emerging market countries from the re-normalization of US monetary policy, reform efforts to strengthen the European Monetary Union and “Abenomics”, Japan’s plan to escape deflation. The second half of the course surveys core microeconomic concepts via an overview of international trade and commercial policy. The latter includes the principle of comparative advantage, the welfare properties of free trade versus protectionism, and the transnational mobility of labor and capital. Policy issues include the economic effects of immigration, offshoring, restrictions on imports from China and other large exporters, the US shale gas revolution and international agreements concerning trade and the environment. The impact of automation on employment and wages is also examined.

PAI 721 Introduction to Statistics

Students are introduced to a variety of tools and techniques for analyzing data, including basic topics in descriptive statistics, probability theory and statistical inference. Specific topics include 1) the descriptive analysis of data; 2) analysis of comparisons and associations; 3) probability theory; 4) sampling; 5) point and interval estimation; and 6) hypothesis testing. Lectures and assignments will be supported by the use of a statistical computer package.

PAI 722 Quantitative Analysis

The course provides conceptual and methodological tools for managers, evaluators and analysts charged with formally evaluating program implementation and

performance. It equips students with the skills required to develop and conduct program evaluation projects and to be an intelligent consumer of program evaluation research conducted by others.

PAI 723 Economics for Public Decisions

This course applies microeconomic analysis to public policy problems and is designed for students with a limited background in economics. Upon completion, students will be able to use basic economic reasoning to untangle complex policy problems. Lectures and problem sets on microeconomic tools are combined with discussions and written assignments that apply these tools to public policy. The topics covered include supply and demand, household and firm behavior, market equilibrium, pollution and congestion, and cost-benefit analysis.

PAI 727 Responding to Proliferation

The course explores the dangers caused by the proliferation of weapons of mass destruction and strategies to address this threat. It considers factors shaping state and non-state interest in nuclear weapons, and a range of national and international policy options to prevent or reverse proliferation, ranging from diplomacy to arms control to counter-proliferation strategies.

PAI 730 Central Challenges to National Security Law & Policy

Using a series of case study modules that jump off the front page, the course examines critically the hardest U.S. national security law and policy challenges of the decades ahead. The case studies range from decisions to intervene and what laws apply if we do intervene in humanitarian crises, insurrections, or civil wars, and what laws should govern when we are involved; dealing with the Arab Spring and its aftermath; dealing with Iran and North Korea and their nuclear ambitions; anticipating and controlling new technologies in warfare and surveillance; managing civil/military relations in protecting the homeland; countering the cyber threats to our infrastructure and cyber-attacks waged by nation states, such as China and Russia; managing public health as a national security issue; resource depletion and global warming as a national security issue; and more.

PAI 730 Data Innovation and Policy Making

The class will critically explore the concept of “data-driven policymaking”. In the era of “alternative facts” - when it seems as though there is an alarming disconnect between researchers and policymakers - this class will examine strategies for using data and evidence to inform public policymaking. Students will engage in readings, discussions, hands-on activities, and projects.

PAI 730 Data Driven Management

PAI 730 The Federal Budget, Health Care, and Social Security Reform

The long-term outlook for the federal budget remains highly problematic and substantial further alterations in current tax and spending policies will be necessary

to prevent unsustainable growth in U.S. national debt. Numerous factors are involved, but central among them is the projected rapid growth in spending for the three largest entitlement programs (Social Security, Medicare and Medicaid) due to population aging and health care cost inflation. This course begins with a broad introduction to the U.S. federal budget and related Congressional decision-making processes and the major challenges both pose for federal policymakers over the next decade. It next explores the issues involved in restraining health care cost growth in general and in Medicare and Medicaid in particular, and then turns to consideration of Social Security reform before finally returning to the broad picture and prospects for our fiscal future.

The course is most appropriate for domestic students interested in budgetary and social policy issues at the national level. Familiarity with the American political and institutional environment and basic economics is essential. Target enrollment is 15. The course is for the usual three credits, but extends over both semesters of next academic year with a 1.5 credit workload during each. (After the introductory session on Sept. 1 there will be eight regular weekly class meetings from mid-September thru mid-November and another four from mid-January thru mid-February).

PAI 730 Managing Policy Process

This course provides an introduction to the policy process. The course assumes no prior background—academic or work-related—in public policy or the policy process. This course will focus on: explaining what is meant by the policy process, the institutional, structural, and social contexts of the policy process, important governmental and nongovernmental actors involved in various stages of the process (ex., policy adoption, policy implementation), and theoretical lenses developed and used by scholars in the field of public affairs to study the policy process. The course will also highlight new directions in policy process scholarship.

PAI 730 Public Administration, Good Governance, and Development

By the end of the class students will have a deeper understanding of “good” governance and its different interpretations, the role public administration plays in fostering it, and what governments, international organizations, and NGOs can do to strengthen the quality of governance and the performance of the public sector in developing countries. This will include (i) a deeper understanding of the relationship between public administration, governance, and political and economic development; (ii) familiarity with the main sources of data and assessment frameworks to measure and analyze the quality of governance; (iii) deeper knowledge of historical paths to the emergence of capable bureaucracies, as well of (iv) public sector reform challenges and experiences around the globe.

PAI 730 Smart Grid: Security, Privacy and Economics

Rapid deployment of advanced communication and networked computer control is revolutionizing the electric power system. The “Smart Grid” as it is often referred to,

is allowing greater decentralization, potentially greater energy efficiency, and lower environmental impacts. However, it requires a high degree of connectivity between devices controlled by different parties. The data being exchanged will be highly personal and granular, potentially compromising individual privacy and safety. If not done correctly, decentralized control will dramatically increase the range and severity of cyber security vulnerabilities. This interdisciplinary, team-taught course covers the fundamental engineering, economic, and legal principles underlying the grid. It focuses on building the skills needed to design and test the protocols, policies, and specifications for enabling technologies that will guarantee the security and integrity of the grid while preserving personal privacy and providing maximum market flexibility with minimal need for new regulation. Students who complete the course will be able to integrate four perspectives—technology, security, economics, and law—allowing them to lead the development of the next generation electric grid.

PAI 730 Tax Policy and Politics

Justice Oliver Wendell Holmes said, “Taxes are what we pay for civilized society.” The price of civilized society depends not only on the amount of revenue raised, but on the way it is done. How progressive should the tax system be? Should the tax system reward good behavior and punish bad? Should it provide subsidies to achieve social objectives, such as decent childcare, affordable housing, or access to health care? How should married couples and families be taxed? Should death be a taxable event? Should we tax the amount people earn or the amount people spend? How much complexity can people tolerate in furtherance of social or other tax policy objectives? How should the tax burden be distributed among generations? The objectives of this course are to understand: 1) the principles of tax policy, 2) how the tax system got the way it is today, 3) the major tax policy issues that drive the current political debate, and 4) the implications of alternative tax policy choices for the future. Note that the course primarily focuses on US federal, state, and local tax policy.

PAI 731 Financial Management in State and Local Governments

Introductory, practical course for persons whose formal training in government finance, accounting, or financial analysis is limited to PPA 734 Public Budgeting. Focus is on basic financial and managerial accounting and reporting, including short and long-term financial decision-making, capital budgeting and the market for tax-exempt debt, public employee pensions, accounting principles for state and local governments and financial condition analysis.

PAI 732 Collaborative and Participatory Governance

This course explores the theory and practice of collaborative and participatory governance in public administration and policy making. Students will learn about: 1) major concepts, theories, and debates regarding collaboration and participation; 2) examples of collaboration and participation in various policy domains, at all levels of government, and around the world; and 3) the analytical tools and practical skills

needed to engage in collaborative and participatory governance. At the end of the course, students will be equipped to understand where, when, why and how to use collaborative and participatory governance strategies.

PAI 734 Public Budgeting

Fundamental concepts and practices of budgeting, financial management, and tax analysis are introduced. The budget process, budget preparation, cost analysis, and budget reform are covered in detail. An overview is provided of basic financial management functions, such as cash management, debt management, and government accounting. Students are provided the fundamentals of tax evaluation for the property tax, sales taxes, and personal income tax.

PAI 735 State and Local Government Finance

Analyzes the expenditures and revenues of state and local governments plus fiscal aspects of intergovernmental relations. This course explores the determinants of state and urban economic development and local governments' fiscal behavior and develops criteria for selecting among policy alternatives. The assignments, and many of the class sessions, give students the opportunity to apply analytical techniques to actual problems in state and local public finance.

PAI 738 US Intelligence Community: Governance & Practice, 1947-present

This course will examine the evolution of the U.S. Intelligence Community (I.C.) since its inception in 1947 through the present day, including I.C. efforts throughout the Cold War, The Cuban Missile Crisis, The Vietnam Conflict, the Church Committee, the Balkans Conflicts, pre- and post-9/11 operations, the 911 and WMD Commissions and the subsequent legislative overhaul mandated by Congress in 2004. The course will also review governance and oversight of the I.C., including roles of the executive, legislative and judicial branches of government. In addition to understanding the development of the I.C., students will study the functional elements of intelligence tradecraft (human intelligence, signals intelligence, imagery analysis, etc.), and engagement with international counterparts. The class will participate in case studies, in which the students will evaluate, provide briefings and recommend decisions in realistic scenarios, both in terms of analysis and intelligence-driven decision-making on policy and operational matters.

PAI 739 US Defense Strategy, Military Posture & Combat Operations, 2001 - present

This course will examine the Defense Strategy of the U.S. and its allies, and its implementation by civilian leadership and military forces from 2001 to the present. Students will study national-level strategic guidance from the National Command Authority, and understand how national security is carried out by the Secretary of Defense, the Joint Chiefs of Staff, the Combatant Commanders and subordinate units. International security dynamics and military posture related to terrorism and proliferation of nuclear and other weapons of mass effect will also be examined.

Students will participate in specific case studies of planning and execution of combat and humanitarian assistance operations with allied forces in Afghanistan, Iraq, Africa, Haiti, the Far East, Colombia, and on the high seas.

PAI 742 Public Administration and Law

This course presents a holistic picture of public law and public administration by examining the major players in the legal system, how the public and private law systems and processes converge and diverge, and how the public law system, its institutions and processes incorporate public administration. Specific foci include constitutional politics, the transformation of policy proposals into regulatory programs, and constitutional limits on government action.

PAI 744 Metropolitan Government and Politics

This course surveys issues involving U.S. metropolitan areas, centering on financial issues, economic development, education, human services, operational, intergovernmental, neighborhood, personnel, management and governance issues that significantly influence metropolitan areas through case studies, presentations by local government officials, and class discussions of readings. The course requires students to conduct a financial trend analysis (no accounting or finance experience is required) and develop a simulated strategic campaign strategy for a local government chief executive.

PAI 746 Ethics and Public Policy

In a democracy, public policy makers are charged with serving the interests and protecting the rights of everyone. These staff must responsibly use the powers and resources entrusted to them, to fairly address competing constituent demands and needs.

But, in the government's distribution of benefits and burdens, public officials are constantly pressured by powerful individuals and institutions for special consideration, often at the expense of other citizens. Moreover, the issues confronting public decision-makers are frequently complex, involving conflicting values and strongly held preferences, incomplete and possibly unreliable information, and consequences that no one can foresee. Effectively serving the common good, then, requires that public officials exercise sound moral judgment in performing their duties - that their actions be defensible ethically as well as legally. It requires an appreciation of ethical principles and an understanding of their application in the tangled domain of public affairs. This course is designed to enhance students' ability to think ethically about the means and ends of public policy. Accordingly, we will examine normative concepts and principles that typically enter into moral reasoning and use these tools in analyzing actual cases. In our case discussions, we will seek to get clear about moral issues facing the decision makers and explore how these issues might be resolved in ethically responsible ways.

PAI 747 Human Resources Management for the Public Sector

This course introduces a number of traditional and contemporary issues in human resources management by examining the essential features of human resource management systems and the environments in which those systems operate. It will explore the actions and options available to public managers and how these are shaped and constrained by political considerations. Theories and mechanisms for creating and sustaining high performance public agencies will be analyzed, and applied to critical issues confronting public managers.

PAI 748 Nonprofit Management and Governance

This course enhances student understanding of the theoretical and practical aspects of leading and managing nonprofit organizations in both paid and voluntary roles. Topics to be explored include: altruism, trust, social capital, the costs and benefits of the tax-free status of nonprofits, the commercialization of the sector, nonprofit accountability, board governance, the interdependence of government and nonprofit organizations in the modern state and the role of nonprofit interest groups and think tanks in shaping public policy. Additionally, students will gain practical skills in strategic planning, risk management, human resource development, outcome measurement, financial health and board development.

PAI 749 Financial Management of Nonprofit Organizations

Introductory, practical course for persons aiming for general management careers in nonprofit organizations, but who have little previous training in accounting and finance. Topics include: financial decision-making techniques: capital budgeting and debt financing, endowment management, financial accounting and reporting principles for not-for-profits, and analysis of financial statements.

PAI 750 Managing Interpersonal, Group, & Systemic Conflict

This course will introduce a “suite of skills” embedded in the collaborative manager’s capacity to pre-empt, prevent and manage conflict at the individual, group and system levels in a manner consistent with least cost, highest involvement, and greatest satisfaction with results.

Students will obtain understanding of the spectrum of options for addressing conflict, focusing on acquiring voluntary dispute resolution skills of interest-based negotiation and problem solving; mediation of disputes; facilitation of group development and performance; high engagement meeting design and implementation; and dispute systems design to introduce more opportunities for the systematic use of these voluntary dispute resolution processes within organizations and systems. The course offers a theoretical foundation for the “evolution of voluntary resolution” and will focus on handing off the skills to class participants through highly interactive practicums.

PAI 751 JD/MPA Seminar: Regulatory Law and Policy

An advanced exploration of regulatory decision-making, focusing on the justifications and methods for implementing regulation; how policy, politics and law impact on regulatory decisions. Course includes case studies of regulatory programs, their successes and failures.

PAI 752 MPA Workshop

The MPA workshop provides an opportunity for students to apply public administration concepts to contemporary challenges, demonstrate mastery of research and analytical skills, and demonstrate mastery in advocating for desired policy outcomes. This four-week, full-time consulting workshop addresses current topics in public management.

PAI 753 Executive Leadership Seminar

Executive Leadership is about YOU. It is your time to reflect on and process your year at Maxwell. It is about cultivating your own leadership style (and followership style when appropriate). It is about transitioning from student to professional. Topics covered include: Interest-based negotiation as leadership, work and conflict self-assessment, negotiation in groups, managerial mediation as leadership, working with the media, ethical leadership, persuasion and advocacy as leadership, collaborative problem solving as leadership, negotiating in networks, entrepreneurship and creativity as leadership, and leadership styles and assessments.

The course will be offered for two sessions totaling three weeks in May/June sandwiching the MPA Workshop, and is an intensive, required course to the MPA degree. Students should note that a full-time commitment is required and outside work requirements are NOT recommended.

PAI 755 Public Administration and Democracy

This course emphasizes signature Maxwell School values and perspectives: public service, governance, and citizenship. Students will grapple with fundamental questions about the relationships and tensions between public administration and democracy. By the end of the course, students will: (1) understand and be sensitive to the social and political context of public administration, (2) be conscious of the principles that ground good public administration practice, and (3) be aware of the ethical and normative issues that public administrators face as they seek to make effective decisions. Readings, discussions and exercises in the seminar are designed to illuminate the tensions inherent in modern government and to examine the roles for public organizations and managers in addressing and solving public problems.

PAI 756 International Development Policy & Administration

This course will familiarize students with major players, policies and issues in international development cooperation and foreign aid. It includes an overview of development theories, development ethics, development finance, types of development/aid organizations (multi-laterals, bi-laterals, NGOs, etc.), aid modalities, challenges of aid effectiveness, and selected topics such as good

governance or fragile states. The goal is to enable students to understand the roles and comparative advantages of major development actors and instruments, as well as critically assess current development debates, policies and reform efforts.

PAI 757 Economics of Development

This course will familiarize the student with a variety of alternative theories on what causes (or hinders) economic development. Different strategies and outcomes from a variety of settings will be presented and discussed. The goal of the course is to develop the student's understanding of international, national, sectorial, local, and household level issues related to economic development and the language used by economists to discuss these issues. Special attention will be given to the following questions: Are there differences between economic growth and economic development? What are the environmental implications of economic development? How are industrial/urban needs balanced against agricultural/rural needs in development?

PAI 760 Policy Process

PAI 762 Challenges of International Management and Leadership

Focusing on preparation for careers leading and managing organizations in a global environment. Students will think strategically about organizations and gain skills and competencies that effective leaders of all types of organizations need. Required management core for MAIR students.

PAI 763 NGO Management in Developing and Transitional Countries

The later stages of the 20th century experienced a remarkable rise in the number and types of non-government organizations (NGOs) active in the developing world. The purpose of this course is to provide the students with some insight into the variety of roles that these organizations play in civil society while laying out some of the knowledge and skills required to operate NGOs effectively. Using mini-lectures, case studies, and a simulated project development exercise, the course will cover a broad range of topics including the origins of NGOs, how they are defined, their influences and how they are influenced, NGO boards, governance mechanisms, organizational structures, how NGOs develop a sense of mission and develop programs and projects in support of that mission, and how NGOs generate financial resources and sustain their projects and the organization.

PAI 764 UN Organizations: Managing for Change

This course analyzes the processes for change in UN organizations. It begins with brief summaries of types of UN organizations, including their purposes, funding systems and governance structures. Half of the course will focus on the process of change in UN organizations funded by assessed contributions, highlighting the UN secretariat. The other half of the course will highlight the World Food Program as an example of the process of change in a voluntarily funded agency. Students will be graded on class participation, memos, a final paper, and in-class assignments.

PAI 764 UN Organizations: Managing for Change

The United Nations operates in a rapidly-changing world and is constantly subject to a variety of influences including an unyielding state system, rising globalism, and functionalist aspirations. The UN in turn exerts an influence back on the behavior of international actors, both through the establishment of norms and by the efforts to implement them. We can learn about these developments in two complementary ways: as theory and as practice. The object of theory is to learn the truth about the subject. The object of practice is to study action, to see how things get done, and how the experience of trying out an idea reveals its workability. In this way, theory and practice are complementary, and an effort will be made to cover both aspects.

PAI 765 Humanitarian Action: Challenges, Responses, Results

This course examines major humanitarian challenges worldwide since 1992 including disasters caused by nature and by man, including conflicts and economic stress. It also reviews key challenges for women, children, refugees, and displaced people, and the actions of governments, UN agencies, NGOs, militaries, donors, the press, and others. Classes are a combination of lecture, discussion, student presentations, and videos. Students are graded on their class participation, memos, group and individual presentations.

PAI 767 Fund Development for Nonprofit Organizations

This course covers essential and emerging topics in nonprofit fund development. Students will learn practical skills essential to professional fund development including: prospect research, relationship building, narrative development, reporting, and donor management. Students will demonstrate these skills through preparation of a fund development portfolio. Class meetings will focus on discussions of topical issues and cutting edge practices.

PAI 770 Climate Change: Science, Perception, and Politics

Climate disruption will be one of the most pressing issues of the twenty-first century. This course introduces students to the challenges posed by climate disruption through a unique multi-disciplinary exploration of the issue. The course will cover topics such as the current state of scientific knowledge about climate disruption, competing perspectives on climate, risk and uncertainty in decision-making, costs and benefits of different types of policies, international negotiations under the United National Framework Convention on Climate disruption, the Kyoto protocol and other policy initiatives, actions being taken to address the issue, and the ethical dimensions of the choices facing humanity.

PAI 772 Science, Technology and Public Policy

This course explores the relations of scientists and policymakers (knowledge and power) and discusses the interplay of science, technology and public policy. Technology is viewed as a resource that is both a tool of policy and a factor shaping policy. Moreover, various interests promote, oppose, and seek to control technology

to "leverage" the future. While the focus is on the United States, attention is given to international science and technology policies with special concern on science, technology and environmental policy.

PAI 775 Energy, Environment and Resources Policy

This course analyzes the relation of government to policymaking in the domain of energy, environment, and resources. Attention is given to politics and administration of energy/environment/resources policy in the US at all levels of government. Comparative and international aspects of the problem are also examined. Particular emphasis is given to environmental policy and the processes by which policy is formulated, implemented and modified.

PAI 777 Economics of Environmental Policy

In this course, we will apply the principles of economics to environmental problems. The main question in any economics course is how best to allocate scarce resources. This holds true for environmental economics as well. However, environmental resources differ from many other goods that economists study in that there is usually no market for them. Thus, government policies are needed to maintain and improve environmental quality. We will begin by examining how economic incentives lead to environmental problems, and discussing various options for dealing with these problems. Because economic analysis requires information on both cost and benefits, we next discuss methods for valuing the benefits of environmental amenities. The course concludes with a section that relates the lessons of environmental economics to the macro-economy, with a focus on the effects of environmental policy and economic growth.

PAI 781 Social Welfare Policy

This course is designed to provide an overview of U.S. social welfare policy, with some focus on other nations' approaches to social welfare policy. The other nations include the rich OECD nations as well as emerging middle-income countries (MICs) in Asia and Latin America. We will segment social welfare policy into three major branches: health (less emphasis), education (a bit more emphasis), and welfare (income security policy). The lines among these categories are, however, often blurred. Similarly, "social policy" is delivered and financed by governments, faith-based organizations (FBO's) nonprofit agencies ("NGOs"), employers, and even the family itself. Spending on "HEW" comprises more than 70 percent of total government spending in the United States and an even higher fraction in other rich nations. The amounts are lower but sometimes with greater effect in the MICs. Thus, the topic is fiscally important.

PAI 790 Public Finance: An International Perspective (not offered in 2018-19)

This course covers public finance from an international perspective. It is offered parallel to "state and local public finance" (PAI 735/ECN 635, by Professor John Yinger) but it differs from "state and local" in several important ways. First, this

course surveys most of the major issues in the broad area of public finance as is relevant and necessary for students who need an overview of the area. Second, for each topic covered in this course, my approach is to start with an introduction, the basic principles and techniques of empirical analysis, then compare and contrast the different systems and practices in major parts/countries of the world. Thus, the course shifts the focus away from any particular country to the generic economic principles and administrative practices. Finally, examples are chosen from multiple representative countries in terms of their political and state systems, socio-economic development, and geographic location.

PAI 895 Executive Education Seminar: Managerial Leadership

This course builds an understanding of current leadership thinking, provides practice in requisite skills and gives students the opportunity to plan for additional learning and development through assessment and action planning. Course readings focus on leadership theory and practice and their application in changing organizational environments.

PAI 897 Fundamentals of Policy Analysis

This course considers the rationale and limits associated with public sector policies and how to analyze policies prior to implementation, including through cost-benefit analysis.

PAI 996 Master's Project Course

This course organizes student project teams around a public policy issue, where students will apply knowledge acquired through study to a policy and organizational issue of professional relevance. Projects typically provide an internationally comparative perspective to developing a policy recommendation. In addition to the project focus, the course also emphasizes team management within highly diverse work force settings. Sessions on project management and group dynamics support the teams over the semester to complete their project.

DOCTORAL SEMINARS

PAI 801 Advanced Seminar: Intellectual History of Public Administration Fall

This course will analyze the intellectual currents that undergird theories and concepts in public administration. There are three primary perspectives crosscutting the topics: historical, cultural, and analytical.

PAI 802 Advanced Seminar: Organization theory and research Spring

Seminar will address the central questions of: organizations as units of analysis and the corresponding limits of comparison; public organizations and private organizations; the role of structure; relationships to environment and inter-organizational relationships; decision making and leadership in public organizations; and motivations and incentives. Students will learn to apply theories and concepts to a research design.

PAI 803 Advanced Seminar: Quantitative Methods I

Fall

Course objectives are to: teach students the basics of the social science research process including: defining a good research question, developing a good explanatory theory, and developing a research design that adequately identifies cause and effect; assist students to understand the trade-off evident through the research process; develop experience in building different research designs; provide them with the understanding of the distinctive roles of explanation and prescription in research; and to build the foundation for students to make the transition from traditional student to student as scholar.

PAI 804 Advanced seminar: Quantitative Methods II

Spring

This course is the second course in the methodology sequence for Public Administration PhD students. The course focuses on the use of regression analysis for social science research. We will begin with a description of the properties and assumptions of the basic multivariate linear regression model using ordinary least squares (OLS), along with the statistical inference tools necessary for hypothesis testing. The course continues by examining the consequences of violating the assumptions of the OLS model. Techniques for dealing with such cases are at the heart of empirical research. We discuss several such techniques, including adjustments for heteroskedasticity and autocorrelation, and the instrumental variables technique.

PAI 810 Advanced seminar: Ph.D. Research Seminar

Fall/Spring

Designed to provide an opportunity for doctoral students, faculty and outside guests to share their research methodology and findings. Second year Ph.D. students will present original research during this course, allowing them the opportunity to practice their presentation skills and to receive feedback from fellow students and faculty for future research endeavors.

PAI 811 Advanced seminar: Quantitative Methods III

EVERY ODD YEAR

Develop familiarity with a range of advanced (i.e., beyond the classical linear regression model) multivariate statistical techniques; learn to recognize special analytic problems raised by a range of particular data and measurement situations, especially major departures from the assumptions underlying the Classical Linear Model, and develop the capacity to present and interpret statistical results and their implications.

Topics covered include logit, Probit, and multinomial logit models; ordered logit and Probit models; censoring and truncation; models for self-selection; discrete-state dynamic stochastic models and event-history processes; multilevel and repeat-measures models; fixed- and random-effects model specifications; and latent-class and growth-curve models.

The course emphasizes data structures and the connection between the "data generation process" and model specification. Hands-on exercises, using data from a number of public-use data sources are emphasized. Examples and data-analysis assignments make use of Stata statistical software.

PAI 812 Advanced seminar: Public Finance

Every odd year

This course covers selected topics in state and local public finance at the Ph.D. level. It is specifically designed for Ph.D. students in the Public Administration Department. The topics covered are the supply of local public services (including production functions, cost functions, and efficiency), the demand for local public services (including local responses to state aid, household choice of a community, and the impact of local public services on house values), state and local revenues, state and local economic development, and state and local bonds. The principal objective of the course is to train scholars, so the assignments are designed to help student's master existing research and to start conducting research on their own.

PAI 890 Independent Study

PAI 896 Executive Education Seminar: Managerial Leadership

PAI 897 Fundamentals of Policy Analysis

PAI 996 Master's Project Course

This is the capstone course for your program. It is designed to integrate materials from across multiple courses and experiences from the entire curriculum. The team aspects of the project will challenge you to confront concepts from the management curriculum and in most cases the substance of the project will allow you to gain experience in working with concepts from policy analysis and evaluation as well as exploring the substance of a specific policy area and overall governance.

(See Independent Study section for more details)

PUBLIC ADMINISTRATION AND INTERNATIONAL AFFAIRS FACULTY

Talented faculty are the core of the department. PAIA faculty conduct influential research and shape the policy debate at the local, national and international levels while leaving a lasting impact in the classroom. Students are encouraged to fully develop their relationships with faculty throughout their tenure at Syracuse. The Department provides ample opportunity to meet with faculty throughout the year, but it is advantageous to each student to further engage faculty around shared interests, particularly as it relates to academic advising, professional development and career advancement.

Faculty

WILLIAM BANKS, J.D. (University of Denver)

Laura J. and L. Douglas Meredith Professor for Teaching Excellence

Board of Advisors Distinguished Professor of Law and Public Administration, Syracuse University College of Law, Director, Institute for National Security and Counterterrorism (INSCT)

Fields: National security law and counter terrorism law and policy, cybersecurity law and policy, constitutional, international, and administrative law, public law processes

JONATHAN "JEB" BEAGLES, Ph.D. (University of Arizona, Eller College of Management)

Assistant Professor of Public Administration and International Affairs

Fields: Research focuses on networks, collaborative governance and the influence of values on their structure and functioning

ROBERT BIFULCO, Ph.D. (Syracuse University)

Associate Dean and Chair of Public Administration and International Affairs

Fields: State and local government finance, public budgeting, education policy

EDWIN BOCK, A.B. (Dartmouth College)

Advanced Studies, London School of Economics and Political Science, University of London

Emeritus Professor of Political Science & Public Administration

Fields: National planning and defense, government, mass media and the arts, executive politics

STUART BRETSCHEIDER, Ph.D. (Ohio State University)

Emeritus Professor of Public Administration and International Affairs

Fields: Quantitative methods, information management, computer application, strategic planning

WALTER BROADNAX, Ph.D. (Syracuse University)

Emeritus Professor of Public Administration and International Affairs

Fields: Leadership and management in public organizations

STUART BROWN, Ph.D. (Columbia University)

Vice-Chair and Professor of Practice in Public Administration and International Affairs

Director of Master of Arts in International Relations

Fields: International economics, macroeconomics, emerging markets, political economy

LEONARD E. BURMAN, Ph.D. (University of Minnesota)

Paul Volcker Chair in Behavioral Economics and Director, Urban-Brookings Tax Policy Center.

Fields: Federal tax policy, health care and budget reform

JULIA CARBONI, Ph.D. (University of Arizona)

Associate Professor of Public Administration and International Affairs

Fields: Collaborative governance, public and non-profit management

RENÉE DE NEVERS, Ph.D. (Columbia University)

Associate Professor of Public Administration and International Affairs

Fields: International security policy

TODD DICKEY, Ph.D. (Cornell University)

Assistant Professor of Public Administration and International Affairs

Fields: Public sector labor and employment relations, workplace conflict management, collective bargaining, labor-management partnership, negotiation, mediation, arbitration, labor and employment law, and organization theory and change.

VERNON L. GREENE, Ph.D. (Indiana University)

Emeritus Professor of Public Administration and International Affairs; Chair, Social Sciences Program

Fields: Health policy, program evaluation, quantitative methods, aging and social policy

SARAH E. HAMERSMA, Ph.D. (University of Wisconsin)

PhD Director and Associate Professor of Public Administration and International Affairs

Fields: Public economics, labor economics, applied microeconomics

COLLEEN HEFLIN, Ph.D. (University of Michigan)

Professor of Public Administration and International Affairs

Fields: Social policy, food and nutrition policy, social demography

JOHANNES HIMMELREICH, Ph.D. (London School of Econ & Pol Science)

Assistant Professor of Public Administration and International Affairs

Fields: Philosophy of social science, decision theory, philosophy of mind

YILIN HOU, Ph.D. (Syracuse University)

Professor of Public Administration and International Affairs

Fields: Fiscal/budgetary institutions; state and local taxation, intellectual development of public budgeting, intergovernmental fiscal relations

W. HENRY LAMBRIGHT, Ph.D. (Columbia University)

Professor of Political Science, and Public Administration and International Affairs

Fields: Science and public policy, environmental and resource policy, bureaucratic politics

MASOOD HYDER, M.Sc. (University of Wales)

Professor of Practice, Public Administration and International Affairs

Fields: Humanitarian action, food security, international development, United Nations organizations

LEONARD M. LOPOO, Ph.D. (University of Chicago)

Professor of Public Administration and International Affairs

Fields: Poverty, economic demography, child and family policy, economic inequality and mobility

KATHERINE MICHELMORE, Ph.D. (Cornell University)

Assistant Professor of Public Administration and International Affairs

Fields: Economics of education, family demography, labor economics, public finance

JOHN G. MCPEAK, Ph.D. (University of Wisconsin)

Professor of Public Administration and International Affairs

Fields: Development economics, natural resource economics, African agricultural development

ROBERT B. MURRETT, M.S.S.I, (National Defense Intelligence College), MA (Georgetown University), MA (Kent State University)

Professor of Practice in Public Administration and International Affairs, and SU College of Arts and Sciences; Deputy Director, Institute for National Security and Counterterrorism

Fields: Strategic planning, defense intelligence governance, military operations, international relations, and leadership in personnel

TINA NABATCHI, Ph.D. (Indiana University)

Director, Program for the Advancement of Research on Conflict and Collaboration
Professor of Public Administration and International Affairs

Fields: Deliberative democracy, alternative dispute resolution in the federal government

SEAN O'KEEFE, MPA (Syracuse University)

University Professor, Syracuse University; Howard G. and S. Louise Phanstiel Chair in Strategic Management and Leadership; Former NASA Administrator, U.S. Secretary of the Navy, and Chancellor, Louisiana State University

Fields: Public and strategic management, national security policy, Leadership

JOHN L. PALMER, Ph.D. (Stanford University)

University Professor, Syracuse University; Professor of Economics, and Public Administration and International Affairs; Former Dean, Maxwell School of Citizenship and Public Affairs

Fields: Public management and public policy, social welfare policy

DAVID POPP, Ph.D. (Yale University)

Professor of Public Administration and International Affairs

Fields: Economics of natural resources and the environment, public finance

MICHAH ROTHBART, PhD. (New York University)

Assistant Professor of Public Administration and International Affairs

Fields: Education policy, public budgeting, public and non-profit financial management

SABINA SCHNELL, Ph.D. (The George Washington University)

Assistant Professor of Public Administration and International Affairs

Fields: International management and governance, international development, transparency and anti-corruption, international policy diffusion, Eastern Europe

LARRY D. SCHROEDER, Ph.D. (University of Wisconsin)

Emeritus Professor of Public Administration and International Affairs

Fields: Public sector economics, quantitative methods, financial management in local governments and developing countries

AMY ELLEN SCHWARTZ, Ph.D. (Columbia University)

Daniel Patrick Moynihan Professor of Public Affairs, Professor of Public Administration and International Affairs, and Economics

Fields: Urban policy, education policy, public finance

YING SHI, Ph.D. (Duke University)

Assistant Professor of Public Administration and International Affairs

Fields: Economics of education and labor markets

SABA SIDDIKI, Ph.D. (University of Colorado, Denver)
Associate Professor, Public Administration and International Affairs

Fields: Policy design and implementation, regulatory compliance, collaborative governance

DAVID VAN SLYKE, Ph.D. (State University of New York at Albany)
Dean and Professor, Professor of Public Administration & International Affairs, Louis A. Bantle Chair in Business and Government Policy

Fields: Public and nonprofit management, privatization and contracting, strategic management, public-private partnerships, policy implementation, and government-business relationships

EMILY WIEMERS, Ph.D. (University of California)
Associate Professor of Public Administration and International Affairs

Fields: Labor and demographic economics, economics of aging, household behavior and family economics, health economics

PETER WILCOXEN, Ph.D. (Harvard University)
Professor of Public Administration and International Affairs. Director of Center for Environmental Policy and Administration

Fields: Environmental economics, natural resource economics

DOUGLAS WOLF, Ph.D. (University of Pennsylvania)
Gerald B. Cramer Professor of Aging Studies; Professor of Public Administration and International Affairs

Fields: Quantitative methods, aging and social policy, population studies

JOHN YINGER, Ph.D. (Princeton University)
Trustee Professor of Public Administration and International Affairs, and Economics; Associate Director for Metropolitan Studies, Center for Policy Research

Fields: Managerial economics, public finance, urban/housing policy, education finance

MATT YOUNG, Ph.D. (University of Southern California)
Assistant Professor of Public Administration and International Affairs

Fields: Public management, public sector innovation and technology, public service delivery, governance, civic engagement, social justice

ADJUNCT FACULTY

DAVID M. CRANE, J.D (Syracuse University)
Professor of Practice, Syracuse University College of Law

Fields: International law, international humanitarian law, national security law

CATHERINE M. GERARD, M.A. (University of Toronto), M.P.A. (SUNY-Albany)
Associate Director, Executive Education Programs

Fields: Leadership, organizational development, total quality management

MINCHIN LEWIS, M.P.A. (Syracuse University)
Adjunct Professor, Public Administration

Fields: Public finance and accounting, local government and politics

STEVEN LUX, M.P.A. (Syracuse University)
Director, Executive Education Programs

Fields: International NGO management, HIV/AIDS programs and policy in developing countries

KELI PERRIN, J.D./M.P.A. (Syracuse University)
Assistant Director, Institute of National Security and Counterterrorism

Fields: Homeland security, emergency management and national security law

CORA TRUE-FROST, J.D. /M.P.A. (Syracuse University)
Associate Professor, SU College of Law

Fields: Public policy and law.