

Covid Alert: Please consult on a regular basis SLU's changing policies on what we must all do to comply with St. Louis City and Saint Louis University polices regarding vaccines, mask wearing, and social distancing. <https://www.slu.edu/health-advisory/messages/slu-reinstates-mask-mandate-july-2021.php>

Statement about the Course

The purpose of this introductory course is to introduce students to the theoretical and practical fields of public administration. This course is not intended to be just another liberal arts course with only academic appeal. Public administration, as a discipline, has definite career utility and one objective I have is to show students how theoretical knowledge regarding public administration can help students prepare for careers in public or private management. The course covers such theoretical and practical subjects as: (1) the evolution of modern bureaucracy; (2) public administration as a practical and academic discipline; (3) organizational theory and behavior; (4) administrative ethics; (5) administrative law; (6) personnel administration; (7) budgeting; (8) communications theory; (9) public unionism; (10) decision-making theory; and other related subjects.

Some current Internet articles and other articles sent to you during the semester will be used in this course to supplement the textbook. These articles will provide students with "breaking news" stories on happenings in public administration that will help make PA seem more alive, current, and relevant. Certainly, President Trump provides a lot of news stories as he attempts to "deconstruct" the administrative state.

Course Outline

- I. Introduction to Course
 - A. Overview of the academic and practical field of public administration
 - B. Highlights of the course syllabus
 - C. Course expectations
 - D. Read and question course materials: learn to question approaches and methods used by public administration scholars and practitioners

2. Foundations of Public Administration
 - A. What does public administration entail?
 - B. Organizational theory and management
 - C. Politics and public administration
 - D. Intergovernmental relations
 - E. Ethics and public administration

3. Managing People and Administering Public Services
 - A, Managing human resources

- B. Public decision-making
 - C. Public sector leadership
 - D. Public budgeting
4. Improving the Efficiency and Efficacy of Public Administration: Why Critical Thinking Skill Are So Important In Performance Evaluation
- A. Public performance
 - B. Program and policy assessment
 - C. Existing data, big data, and analyzing data: why it is essential to critique the approaches and methods used to collect data
 - D. Assessing qualitative and quantitative research in public administration
 - E. Changing technologies and public administration
 - F. The Future of public administration
5. What Have You Learned About Public Administration?
- A. Student comments
 - B. Class discussion of comments

Class Dates and Time:

Class Aug 26, 2021 - Dec 16, 2021 2:15 pm - 3:30 pm TR

Required Readings

Marc Holzer and Richard W. Schweser, *Public Administration: An Introduction* (Taylor and Francis/Routledge, 2020). ISBN 9781138579668 (pbk.: alk. paper) | ISBN 9780429507878 (ebook)

Assigned readings from the Internet and readings sent to you via your email. These readings will help bring some textbook materials up to date since we will read and discuss “breaking news” articles focusing on today’s public administration issues.

Grading Policy

Mid-Term	150 points
Position Paper	50 points
Final	150 points
Class Participation	50 points
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TOTAL	400 points

My Contact Information

Office phone number: 314-977-3036 (also try 3035 for departmental secretary)
 Home phone number: 314-963-0451 (call when important)
 Cell: 314-498-1923
 E-mail: warrenkf@slu.edu
 Office: McGannon Hall, Room 135

Office Hours: Tuesday/Thursday 1:30 -2:10 TR; immediately after my TR class that ends at 3:30; by appointment. Note: Due to Covid developments, office hours are subject to cancellation or moved to personal Zoom conferences

Attendance Policy

Regular, responsible attendance is expected. Classes should be missed only for very legitimate and compelling reasons. More than seven unexcused absences will result in grade penalties. Skipping exams is absolutely forbidden unless a formal written excuse is submitted and accepted.

Academic Honesty Policy

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to me and will be investigated and adjudicated according to the Policy on Academic Honesty of the College of Arts & Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University.

(See <http://www.slu.edu.colleges/AS/academichonesty.html>)

Students with Disabilities

Students with disabilities need to make arrangements with the Disabilities Coordinator, 977-8885, DuBourg, Room 36. The Americans with Disabilities Act will be honored completely.

<https://mail.slu.edu/cgi-bin/webmail.cgi?cmd=item-32&utoken=warrenkf40svd.slu.edu3...> 8/24/2007

Grading Scale

A	93-100	B+	87-89	C+	77-79	D	68-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

Course Objectives

Basically, I have a twofold objective in teaching this course. Firstly, I want students to learn a lot about the academic and practical field of public administration. Secondly, I

want students to develop a critical understanding of PA. That means I want students to learn to think in a conceptually scholarly way about various happenings and claims in PA. More specifically, I want students to be able to think critically about what works and does not work in, for example, motivating public employees, and promulgating, implementing, and evaluating public policies.

Modes of Assessment and Skills/Knowledge Being Assessed

Students will be assessed on their ability to learn and retain course materials, as well as on their ability to think critically about the subject matter, through a midterm and a final, a position paper, and their class participation. As the semester progresses students should improve in their ability to think critically as they learn more about the subject matter and practice their ability to critique the materials in class discussions. Modes of assessment will be compatible with core requirements consistent with Ways of Thinking: Social and Behavioral Sciences, as outlined below.

Ways of Thinking: Social and Behavioral Sciences

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Ways of Thinking: Social and Behavioral Sciences is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes
Students who complete this course will be able to:
<ul style="list-style-type: none"> • Understand a range of social or behavioral theories and principles • Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes • Describe competing paradigms of knowledge (from the dominant discipline or field) • Draw reasoned conclusions through the use of evidence and theories • Apply social and behavioral knowledge to better understand contemporary issues and challenges

In-Class Activities

In-class activities will consist of standard lectures combined with a lot of class discussions on issues pertaining to public administration. Students will be expected to keep up with the reading assignments, especially the assigned current articles from the Internet and other articles so that they can participate meaningfully in class discussions. Participation will constitute 10% of a student's final grade in this course.