

### **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.

Many very current Internet articles and other articles sent to you via email 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.

### **Course Outline**

- I. Introducing The Field of Public Administration
  - A. Introductory Comments
  - B. Introducing PA: Definitions and Concepts
  - C. Is PA a Distinct Field?
  - D. Private V. Public Administration
  - E. The Purpose Of Government/PA/Regulation
  - F. Conceptual Approaches To PA
  - G. Conclusion: Give PA a Break!
  
- II. The Growth Of PA as an Academic and Practical Field
  - A. The Rise Of The Administrative State
  - B. Reasons For The Growth
  - C. Its Position In American Society Today
  - D. A Note On State And Local PA
  - E. Conclusions
  
- III. Intergovernmental Relations In America
  - A. The Administrative State In The American Federal System
  - B. Why Federalism?
  - C. Centralization v. De-Centralization
  - D. Conceptualizing On Federalism
  - E. Intergovernmental Relations
  - F. Conclusions

- IV. PA Organizational Structure And Process
  - A. Organizational Theory
  - B. Organization Behavior
  - C. Managing People And Things
  - D. Approaches To Understanding Public Bureaucracy
  - E. Conclusions
  
- V. Public Personnel Administration And Collective Bargaining
  - A. Historical Developments
  - B. Civil Service System
  - C. Approaches To Understanding Public Personnel Administration
  - D. Collective Bargaining
  - E. Conclusions
  
- VI. Public Budgeting And Finance
  - A. Understanding Budgeting
  - B. The Budgetary Process
  - C. Budget Theories
  - D. Conclusions
  
- VII. Decision Making
  - A. Traditional Decision Making Theories
  - B. Theories And Approaches To Understanding Budgeting
  - C. Evaluating Decision Making Theories
  - D. Sticking With “Satisficing”
  - E. Conclusions
  
- VIII. Public Policy Analysis and Implementation Evaluation
  - A. Concerns About Policy Analysis
  - B. Approaches To Analyzing Public Policies
  - C. Perspectives On Policy Implementation
  - D. Using Analysis And Evaluation
  - E. Conclusions
  
- IX. Administrative Law: Regulatory Administration
  - A. What Is Administrative Law?
  - B. Areas Of Administrative Law
  - C. Regulating In The Public Interest
  - D. Regulation v. Deregulation
  - E. Conclusions
  
- X. Public Administration and the Public

- A. The Citizens Interact With Public Administrators
  - B. Individuals v. The Administrative State
  - C. How the Public Evaluates PA
  - D. Conclusions
- XI. Public Administration and Democratic Constitutions
- A. Why Public Administrators Must Understand Our Constitution
  - B. Administrative Structure and Constitutional Structure
  - C. Constitutional Values and PA
  - D. Conclusions
- XII. Keeping Our Public Administrators Democratically Accountable
- A. Guarding Our Guardians
  - B. The Difficulty in Doing So
  - C. Perspectives on PA Accountability and Ethics
  - D. Conclusions
- XIII. PA's Future
- A. Future Challenges
  - B. The Trend Toward PA Dominance
  - C. Trying to Preserve Our Freedoms While the Administrative State Continues to Grow
  - D. Conclusions

**Required Readings**

Public Administration 9th Edition by [David H. Rosenbloom](#), Robert S. Kravchuk, and Richard M. Clerkin.

**Publisher : Routledge; 9th edition (January 28, 2022)**

- ISBN-10 : 1032055553
- ISBN-13 : 978-1032055558

Assigned articles from the Internet and articles sent to you via your email

**Grading Policy**

Mid-Term	160 points
Book Critique	40 points
Final	160 points
Class Participation	40 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  
Cell phone: 314-498-1923  
E-mail: [warrenkf@slu.edu](mailto:warrenkf@slu.edu)  
Office: McGannon Hall, Room 135  
Office Hours: Tuesday/Thursday right before and our 2:15-3:30 class  
Personal Zoom conference meetings can also be arranged

### **Attendance Policy**

Regular, responsible attendance is expected. Classes should be missed only for very legitimate and compelling reasons. More than five 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>)

### **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 say, motivating public employees or public budgeting.

## 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.

## 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.

## 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).

<b>Ways of Thinking: Social and Behavioral Sciences</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
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<b>University Core Student Learning Outcomes</b>
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The Core SLO(s) that this component is intentionally designed to advance are:
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SLO 2: Integrate knowledge from multiple disciplines to address complex questions
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SLO 3: Assess evidence and draw reasoned conclusions
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Additionally, the Core Component-level Student Learning Outcomes are listed below:
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<b>Component-level Student Learning Outcomes</b>
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Students who complete this course will be able to:
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| <ul style="list-style-type: none"><li>• Understand a range of social or behavioral theories and principles</li><li>• Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes</li><li>• Describe competing paradigms of knowledge (from the dominant discipline or field)</li><li>• Draw reasoned conclusions through the use of evidence and theories</li><li>• Apply social and behavioral knowledge to better understand contemporary issues and challenges</li></ul> |
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## **Student Success Center Syllabus Statement**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit [www.slu.edu/success](http://www.slu.edu/success) to learn more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

## **Title IX Syllabus Statement**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [akratky@slu.edu](mailto:akratky@slu.edu); 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses:

<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>

[www.slu.edu/here4you](http://www.slu.edu/here4you) .

## **Academic Integrity and Honesty**

<http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education/academic-honesty>  
<http://www.slu.edu/x12657.xml>

*The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of*

*academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in academic dishonesty.*

*Any clear violation of academic integrity will be met with appropriate sanctions. Possible sanctions for violation of academic integrity may include, but are not limited to, assignment of a failing grade in a course, disciplinary probation, suspension, and dismissal from the University. Students should review the College of Arts and Sciences policy on Academic Honesty, which can be accessed on-line at <http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education> under "Quicklinks for Students" or in hard copy form in the Arts and Sciences Policy Binder in each departmental or College office.*

### **Students with Special Needs - Disability Services**

<http://www.slu.edu/x24491.xml>

*Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course—as outlined in the syllabus, due to presence of a disability, should contact the Office of Disabilities Services <<http://www.slu.edu/x24491.xml>>. Please telephone the office at 314-977-8885, or visit Suite 331 in the Busch Student Center. Confidentiality will be observed in all inquiries.*

**Final Exam schedule:** : <https://www.slu.edu/registrar/calendars/final-exam-schedule.php>