

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, ~~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~~ ~~be~~ ~~used~~ ~~in~~ ~~this~~ ~~course~~ ~~to~~ ~~supplement~~ ~~the~~ ~~textbook~~. ~~The~~ ~~se~~ ~~l~~ ~~e~~ ~~c~~ ~~t~~ ~~i~~ ~~o~~ ~~n~~ ~~s~~ ~~+~~ ~~n~~ ~~l~~ ~~u~~ ~~7~~ ~~0~~ ~~@~~ ~~q~~ ~~.~~ ~~i~~

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 It 36 DWLVILFLQJ
  - 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. 3 \$ ¶ V ) X W X U H
- 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](#)

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

x ISBN-10 : 1032055553

x 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: 31477-3036 (also try 3035 for departmental secretary)  
Home phone number: 31463-0451  
Cell phone: 31498-1923  
E-mail: [warrenkf@slu.edu](mailto:warrenkf@slu.edu)  
Office: McGannon Hall, Room 135  
Office Hours: Tuesday/Thursday right before and our 2:30 class  
Personal Zoom conference meetings can also be held

### 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 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 a significant portion of the course grade.

## 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, college, school or campus. The Core offers all students a common intellectual experience that will help them to understand their own identity and our nine undergraduate [Student Learning Outcomes](#) (SLOs).

Ways of Thinking: Social and Behavioral Sciences is one of 19 Core Components. The University Core SLOs for this component is designed to intentionally advance are listed below:

## 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:

x Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

x 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 will refer you to the University's Title IX Coordinator (Dr. Phyllis E. H. U. P. X. V. W. Q. R. W. L. I. \ 6 / 8 ¶ V 7 L W O H , ; F R R U G L Q D W R U \$ Q Q D 36; [akratky@slu.edu](mailto:akratky@slu.edu); 314-977-3886) and share the basic information (0.00000912 0 612 792 re W\* n BT /F4 12

