SYLLABUS

PPS 503 & POLS 593: Issues in American Public Administration

Summer 2015

Class Dates: Tuesday & Thursday

Week 1 - June 2, 4
Week 2 - 9 (Tuesday ext. hours)
Week 3 - 18 (Thursday ext. hours)
Week 4 - 25 (Thursday ext. hours)
Week 5 - July 2 (Thursday ext. hours)
Week 6 - 9 (Thursday ext. hours)
Week 7 - 16 (Thursday ext. hours)
Week 8 - 23 (Thursday ext. hours)

Times: 4:00 pm - 5:30pm
Location: McGannon Hall 262

PROFESSOR

Robert Cropf, Ph.D.
Phone: 314-977-3936
E-mail: cropfra@slu.edu
Office hours: By appointment (contact Mary Lapusan (lapusanm@slu.edu) phone: 314-977-5564)
Note: This syllabus is subject to change at the discretion of the instructor depending on the circumstances of the class. Check your SLU email regularly for any updates.
COURSE OBJECTIVES

This course examines the role of public administration in the U.S., its historic evolution, values of public service, and the meaning of public service in a democratic society. Current and comparative issues in field are also explored such as: privatization, eGovernment, ethics and accountability, civil society, and leadership.

The specific student learning competencies developed in PPS 503 are:

1) Apply organizational theories to public administration;
2) Appraise the role of leadership styles in public service;
3) Identify key components of the public policy process;
4) Assess avenues for effective policy change;
5) Justify policy choices and administrative practices based on their ability to advance a public good;
6) Demonstrate appreciation for diverse identities and perspectives;
7) Identify ethical issues raised by policy choices and public administration practices
8) Apply theories of social justice to policy choices and public administration practices.

COURSE DESCRIPTION

Course Format

Lectures, class discussions, guest speakers (possibly), case studies, etc.

Required Texts

American Public Service in the 21st Century by Robert A. Cropf

The Public Administration Case Book by Cropf, Kohler, Loutzenhiser

Assignments

1. Attendance/Participation/Case Study Preparation

   Students are expected to attend each class session. If you are unable to attend or will be late, you must notify the instructor at least 24 hours in advance (if possible). Absent students are responsible to hand in any assignment due that session.

   Participation will be measured in three different ways:
   A. Contribution to in-class discussions
   B. Contribution to online discussion of case-studies
   C. Leadership of current events discussion
A. Students should prepare for each session by reading the assigned material and are expected to contribute to in-class discussions.

B. Each student will locate a current newspaper or magazine article relevant to a class topic and lead a class discussion on its relevance to public administration at least once during the course of the term. Students must submit the article to the instructors and their classmates no later than 6pm the day prior to discussion.

2. Public Administration & Policy in Film

Students shall view the movies Fog of War (2003) and the Unknown Known (2013) which are available online through IMC. Each student shall write a reaction paper of not more than 1,000 words, which is roughly 4-5 double-spaced pages. The object of the paper is to select similarities/differences between Robert McNamara and Donald Rumsfeld in terms of their leadership approaches and discuss what these mean to you and how you see those lessons applying to public management today. The film and students reactions will be discussed in a subsequent class.

3. Administrative Memos

Three (3) short papers in the form of an administrative memo will be required. For formatting and writing suggestions see: http://owl.english.purdue.edu/owl/resource/590/1/

Your writing should demonstrate your analytical ability, as well as your proficiency in organizing and writing a logical, cogent and concise paper. Your memo you should refer to appropriate public administration concepts and literature to demonstrate your knowledge of concepts covered in the course.

Memo topics:

1. Describe the important changes in public administration over the last century and, given these trends, suggest what public administration might look like over the course of the next few decades. (Due June 16)

2. Choose a current US event (i.e. economic crisis, climate change, etc.) and describe the policy process that at least two different countries have followed in response. For example, were responses incremental or sweeping/punctuated? (June 30)

3. Describe the use of social media in US political events. For example, last year’s Ferguson troubles (July 16).

4. Exams/Paper

Two (2) short essay exams will be required of SPS students. One final paper will be required of Ph.D. students.
Evaluation

Course grade will be calculated from the following 4 components:

- Attendance/Participation/ 15%
- Film interpretation assignment 25%
- Administrative Memos 30%
- Exams or Paper 30%

Total 100%

Final grade awarded:

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

Per the current MPA standards, no course in the PA minor is accepted toward the MPA if the student receives a letter grade below “B”. Similarly, for the Ph.D. students.

ACADEMIC HONESTY POLICY

Students are expected to abide by and uphold Saint Louis University’s Policy on Academic Integrity and Ethics. This policy is reprinted below:

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 or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in an automatic grade of F for that assignment and a report of academic dishonesty sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.
Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: http://www.slu.edu/x12657.xml.

COURSE LOGISTICS

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. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Access & Accommodation Policy

Students who believe that, due to the impact of a disability, they may need academic accommodations in order to meet the requirements of this, or any other, class at Saint Louis University are encouraged to contact the Office of Disabilities Services 977-8885. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Cell Phones, pagers, laptops and tablets

Turn off cell phones and pagers unless you are on standby for emergency reasons, and if so, you must advise the instructor. Laptops and tablets may be used to view course material from SLUGlobal or to take notes. Browsing the web, checking email and similar activities are not acceptable use of computers during class time. Students who abuse this policy will have their devices confiscated during the class and returned afterwards.

Availability of Instructor

If a student has any questions or issues regarding the course, it is up to the student to convey this to the instructor. Inability to contact the instructor will never be viewed as a valid excuse under any circumstance in this course.

We may be reached by phone or by e-mail (e-mail is the preferred form of contact). Dr. Hare and Dr. Cropf check their email every day. Dr. Hare’s office hours are by appointment. Dr. Cropf’s hours are by appointment and must be scheduled with Mary.
Lapusan (see above). Our phone numbers and email addresses are on the front page of the syllabus. No guarantee that phone messages or emails will be answered during the evening or on weekends or holidays. Both instructors will generally get back to you within 48 hours.

Communications from the Instructor

During the semester we may communicate with you directly concerning course logistics using the Banner course summary e-mail list which makes use of your SLU email address. Please ensure you are properly enrolled in the course to be included in the class list as well as to be linked to SLUGlobal. You should check your SLU email regularly during the semester.

Course Evaluation

All SPS course evaluations are completed online. Please complete a separate evaluation for each course that you have completed this term. To access the online evaluation form, please click on the following link: http://professionalstudies.slu.edu/evals.

Everyone will fill out the Dept of Political Science paper evaluation forms. This means that SPS students will need to fill out two evaluation forms, the one online for SPS and a paper evaluation form. The course evaluation will be filled out on the last night of class before the final exam.

Writing Services

I encourage you to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any kind of writing project, multimedia project, and/or oral presentation. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-3484 or visit http://www.slu.edu/writingservices.xml.

COURSE OUTLINE

Topics and Required Readings

Readings are chapters from American Public Service in the 21st Century
Case Study: from The Public Administration Case Book

Session 1: June 2
The Context & Nature of Public Administration

➤ Review of syllabus, objectives & expectations; instructor and student introductions
Introduction
Readings: Chapter 1

Session 2: June 4
➢ The Scope & Purpose of Public Administration
   Readings: Chapter 2

Session 3: June 9
➢ Institutional Structure of Public Administration
   Readings: Chapters 4 & 5

Session 4: June 11
Theories & Behavior of Public Organizations

➢ Organization Theory
   Readings: Chapters 7 & 8

Mark Alexander

Session 5: June 16

➢ Civil Society and Public Administration
   Readings: Chapter 6

➢ Memo #1 Due

Session 6: June 18
Theories & Behavior of Public Organizations

➢ Leadership
   Readings: Chapter 10

Case Study Discussion:
• Holy Spirit Book-keeper
• Oakdale Administrator

Session 7: June 23

➢ Organizational Decision Making
   Readings: Chapter 9

Mark Alexander

Case Study Discussion:
• Rio Estrecho Authority
• U.S. Coast Guard

Session 8: June 25
Core Functions of Public Administration
- **Public Policy & Policy Analysis**
  Readings: Chapter 11

  Case Study Discussion:
  - Medical School
  - Islamic Center

Session 9: June 30

- **Performance Management & Evaluation**
  Readings: Chapter

- **Memo # 2 Due**

Session 10: July 2

*Core Functions of Public Administration*

- **Public Budgeting & Finance**
  Readings: Chapter 13

  Case Study Discussion:
  - Stoughton City Budget
  - University Phone Center

Session 11: July 7

- **Personnel Management**
  Readings: Chapter 14

  Watch *The Fog of War* and *Unknown Known*. Class discussion next session.

Session 12: July 9

*Leadership & Decision Making*

- **The Fog of War & Unknown Known Discussion** (Paper due prior to class)

- **Managing Information Technology & E-government**
  Readings: Chapter 15

Session 13: July 16

*Issues in Public Administration*

- **Privatization**
Readings: Chapter 12

Session 14: July 18

- Ethics and Accountability in Public Service
  Readings: Chapter 3

  Case Study and Online Discussion:
  - Social Security Administration
  - Grassroots Change Initiative, Inc.
  - ReadNow!

- Memo #3 Due

Session 15: July 25

- Course wrap-up, catch-up
- Summary and review of course
- Paper due for Ph.D. students