



SAINT LOUIS  
UNIVERSITY

College of Arts and Sciences

## SYLLABUS

### POLS 5310: Issues in U.S. Public Administration

Fall 2016

Week 1 - August 24  
Week 2 - August 31  
Week 3 - Sept. 7  
Week 4 - Sept. 14  
Week 5 - Sept. 21  
Week 6 - Sept. 28  
Week 7 - Oct. 5  
Week 8 - Oct. 19  
Week 9 - Oct. 26  
Week 10 - Nov. 2  
Week 11 - Nov. 9  
Week 12 - Nov. 16  
Week 13 - Nov. 23  
Week 14 - Nov. 30  
Week 15 - Dec. 7

Time: Weds. 7:00 pm - 9:30pm

#### PROFESSOR:

Robert Cropf, Ph.D.  
Phone: 314-977-3936

E-mail: [cropfra@slu.edu](mailto:cropfra@slu.edu)

Office hours: By appointment (contact Mary Lapusan ([lapusanm@slu.edu](mailto: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 POLS 593 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 speaker, case studies, etc.

### **Required Texts:**

*American Public Service in the 21<sup>st</sup> Century* by Robert A. Cropf

*The Public Administration Case Book* by Cropf, Kohler, Loutzenhiser

*Classics of Public Administration* by Shafritz and Hyde

### **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 class discussions
  - B. Contribution to discussion of case-studies
  - C. Asking questions and generally contributing to student-led discussions of assigned readings
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- 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 must view the movies *Fog of War* (2003) and the *Unknown Known* (2013) which are available online through IMC. Each student will then write a reaction paper of 4-5 double-spaced pages. The object of the paper is to compare and contrast Robert McNamara and Donald Rumsfeld in terms of their leadership approaches and how effective or non-effective these approaches were. In other words, did their respective approaches allow them to achieve their objectives? The film and students reactions will be discussed in class. (Due Oct. 26)

## 3. 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 memo. Your memo you should refer to appropriate public administration concepts and literature to demonstrate your knowledge of concepts covered in the course. The memos should be 4-5 pages in length so your writing should be succinct.

In the memos address a fictitious chief administrator or elected leader. Please follow all the segment guidelines from the website. It is good to get into the practice now of writing structured arguments. The reason for structure is that it applies organization and logical flow to your writing and makes it easier for your

audience to understand, which is ultimately the point of your writing whether professional or personal.

Memo topics:

1. Identify an important trend (for example, globalization, terrorism, etc.) affecting public administration and why you think it is important. Discuss the ethical implications for administrators of this trend. (Due Sept.7)
2. The United States is a diverse society, particularly in urban areas. This has had a tremendous impact on our political system and government as this year's presidential race has brought to the forefront of the policy debate. In this assignment, a racial incident in your city has prompted the mayor to revise the city's diversity policy. She has instructed you to write a section entitled, "Why Diversity is Important for the City's Workforce". Outline for her the key issues you see driving this policy. (Due Oct.5)
3. For this assignment, write a memo describing a new policy initiative requiring a federal grant that your city wants to start. The grant is to help cities fight terrorism and gun violence. Why should the city move on the initiative? Who will it help? Describe the steps that it would take to be accomplished and the political challenges you see to its being successfully implemented. (Due Nov.9)

#### 4. Leading Class Discussions

Every student will be responsible for leading the class discussion of an assigned reading from the *Classics of Public Administration* text or a case study from the Public Administration case study book. This entails a) providing a short description of the article, b) identifying the article's key points and why they're important and c) answering questions on the article from the professor and the class.

#### 5. Final exam

There will be a final exam, which will be very likely take-at-home. I will provide details on the final later in the semester. Most likely it will be short-essay format.

A research paper will be required of Ph.D. students rather than the final exam.

#### Evaluation

Course grade will be calculated from the following 4 components:

Attendance/Participation/	15% (20% for Ph.D. students)
Film interpretation assignment	25% (Not required for Ph.D. students)
Administrative Memos	30%
Exams or Paper	<u>30% for Ph.D. students (50%)</u>

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 Integrity Syllabus Statement**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

[http://www.slu.edu/Documents/provost/academic\\_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf](http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf).

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at:

<http://www.slu.edu/x12657.xml>

### **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; 314-977-3886) and share the basic fact 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 address: <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) .

### **Student Success Center Syllabi Statements**

In an effort to be inclusive of students' learning styles and needs with regard to academic support, the following statement has been developed for use in course syllabi which identifies resources for student support in various areas of learning. As faculty members construct their syllabi for future courses, it is requested that they update materials to include new language regarding academic and career related support offered to students through the Student Success Center.

The syllabus statement will be available throughout the year by visiting the following websites, but we encourage you to place these resources on any departmental websites you feel necessary:

- Student Success Center: [www.slu.edu/success](http://www.slu.edu/success)
- Reinert Center for Transformative Teaching & Learning: [www.slu.edu/ctl](http://www.slu.edu/ctl)

### **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, a one-stop shop, which 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 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 services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to [www.slu.edu/success](http://www.slu.edu/success).

### **Disability Services Academic Accommodations Syllabus Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

## COURSE OUTLINE

### Topics and Required Readings

Readings are chapters from *American Public Service in the 21<sup>st</sup> Century*  
Case Study: from *The Public Administration Case Book*  
Classics is Shafritz and Hyde, *Classics of Public Administration*

#### Class 1 (Aug. 24) :

*Review of syllabus, objectives & expectations; instructor and student introductions*

Introduction

Readings: Chapter 1

#### Class 2 (Aug. 31):

*The Growth of Government and Administration*

Readings: Chapter 2, Classics (Wilson: Study of Administration; Weber: Bureaucracy)

#### Class 3 (Sept.7):

*Ethics*

Readings: Chapter 3, Classics (Adams: Unmasking Administrative Evil)

Case Study Discussion:

- Holy Spirit Book-keeper
- Southern Medical School

Memo # 1 Due

#### Class 4 (Sept. 14):

*Political Ecology of Public Administration*

Readings: Chapter 4; Classics (Rosenbloom: Public Administrative Theory and the Separation of Powers)

#### Class 5 (Sept. 23):

*Federalism*

Readings: Chapter 5: Classics (Wright: Intergovernmental Relations: An Analytic Overview)

Case Study Discussion:

- Oakdale Administrator

- Rio Estrecho Authority

### **Class 6 (Sept. 30):**

#### ***Civil Society***

Readings: Chapter 6; Classics (Bennigton & Moore: Public Value: Theory and Practice)

#### **Case Study Discussion:**

- Grassroots Change Initiative
- Social Security Administration

### **Class 7 (Oct. 5):**

#### ***Organizational Theory***

Readings: Chapter 7; Classics (Taylor: Scientific Management; Gulick: Notes on the Theory of Organization)

#### **Case Study Discussion:**

- U.S. Coast Guard
- Crime Victim Support Center

### **Memo #2 due**

### **Class 8 (Oct. 12):**

#### ***Organizational Dimensions***

Readings: Chapter 8; Classics (Bennis: Organizations of the Future; Lipsky: Street-Level Bureaucracy)

#### **Case Study Discussion:**

- Medical School
- Islamic Center

### **Class 9 (Oct. 19):**

#### ***Motivation, Decision-Making, and Organizational Culture***

Readings: Chapter 9; Classics (Ott: Organizational Culture Perspective; Maslow: A Theory of Human Motivation; McGregor: Theory Y)

#### **Case Study Discussion:**

- ReadNow!

- Community Health Center

#### **Class 10 (Oct. 26):**

##### **Leadership**

Readings: Chapter 10. Watch *The Fog of War* and *Unknown Known*. Class discussion next session.

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

#### **Class 11 (Nov.2):**

##### **The Policy Process**

Readings: Chapter 11; Classics: Dror: Policy Analysts; Kingdon: Agendas, Alternatives, and Public Service)

#### **Class 12 (Nov.9):**

##### **Privatization (Guest Speaker)**

Readings: Chapter 12; Classics: National Performance Review: From Red Tape to Results)

#### **Memo # 3 Due**

#### **Class 13 (Nov.16):**

##### **Budgeting and Public Finance**

Readings: Chapter 13; Classics: Congressional Budget Office: Using Performance Measures in the Federal Budgeting Process; Caiden: Public Budgeting Amidst Uncertainty and Instability)

##### **Case Study Discussion:**

- Stoughton City Budget

#### **Class 14 (Nov. 23):**

##### **Human Resource Management**

Readings: Chapter 14; Classics: Krislov: Representative Bureaucracy; Thomas: From Affirmative Action to Affirming Diversity)

##### **Case Study Discussion:**

- University Phone Center

#### **Class 15 (Nov. 30):**

## **Managing Information Technology & E-government**

Readings: Chapter 15; Classics: Nye: Information Technology and Democratic Governance)