

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: POSC 112

Year: 2022-2023

Course Title: Introduction to Public Administration

Credit Hours: 3

I. Course Description: This is an introductory level course on public administration in the American context. Students study the development and application of basic principles and concepts underlying how public policies are designed, implemented, and evaluated by federal, state and local bureaucracies in a democratic political system. Prerequisites: Prior completion of, or concurrent enrollment in, ENGL 100 and RDNG 116 if required by placement assessment. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. This course utilizes lecture, small group discussions, guest speakers, and video presentations.
2. Students utilize their Blackboard course shell as a resource/repository for course handouts, calendar of due dates, etc.
3. Students are expected to review current news media in preparation for class discussions/assignments.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe varying theoretical approaches to public administration, noting their strengths and limitations
2. Demonstrate political literacy, including enhanced appreciation of the importance of political participation and public service
3. Demonstrate an understanding of the institutions, processes, and values associated with political behavior
4. Communicate and interact productively with a diverse and changing workforce and citizenry

IV. Tompkins Cortland General Education & SUNY Competency Goals

Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Utilizing assigned readings, class discussions, and competency building exercises/written assignments, students will develop increased awareness of political literacy/processes, public management, leadership, and social equity. Students will be provided with opportunities to question existing biases and belief systems, and recognize the influence of varying social and cultural contexts. Students will explore their own views on democracy, bureaucratic influence, and civic participation to seek out new meanings and solutions generated from new ways of thinking.

Social/Global Awareness

Utilizing assigned readings, class discussions and written assignments, students are exposed to alternate values and perspectives. Students will participate in small group exercises and discussion to acquaint them with social/global priorities, civic engagement, leadership, and public service. Students will be challenged to think about and provide feedback to others in group contexts to appreciate the value of collaboration and cooperation. Students will be provided with opportunities to question existing biases, attitudes and beliefs regarding diverse populations, political philosophies, and worldviews.

Information Management

Students will be asked required to locate, evaluate and synthesize information in completing current event analyses, and final group projects. In doing these assignments, students will be expected to utilize basic level research and documentation skills.

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Democratic Process
2. Social Equity
3. Public-Private Partnerships
4. Contracting
5. Financial Accountability & Transparency
6. Organizational Leadership
7. Civic Participation

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Attendance/Participation	15%
2. Exams	35%
3. Current Event Analysis Paper	25%
4. Final Group Project	25%

VII. Texts – REQUIRED

1. Guy & Ely (2018). <i>Essentials of Public Service: An Introduction to Contemporary Public Administration</i> . Melvin/Leigh
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Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Bowman & West (2015). <i>Public Service Ethics: Individual and Institutional Responsibilities</i> . CQ Press
2. Cropp (2017). <i>E-Government for Public Managers. Administering the Virtual Public Space</i> . Rowman & Littlefield
3. Holzer, Delancer, & Gibson (2015). <i>Innovations in Public and Non-Profit Sectors: A Public Solutions Handbook</i> . Routledge
4. Loader, Vromen, & Xenos (2014). <i>The Networked Young Citizen: Political Participation and Civic Engagement</i> . Routledge
5. Ward & Rivera (2014). <i>Institutionalized Racism, Organization, and Public Policy</i> . Peter Lang Publishing

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IX. Other Learning Resources

Audiovisual: Popular Films – Frost/Nixon, The Public, Selma, Wag the Dog

Electronic:

Budget Shadows - budget simulation game

<http://www.mtgsalvation.com/forums/the-game/legacy-type-1-5/budget-legacy/607937-budget-shadow-competitive-30>

Center on Budget and Policy Priorities <http://www.cbpp.org/>

Public Administration Gateway <https://pagateway.newark.rutgers.edu/>

Research Resources in Public Administration

<https://www.aspanet.org/ASPADocs/PAGateway/PAGatewayManual.pdf>

TV shows and Public Administration

<https://www.hertie-school.org/the-governance-post/2015/11/tv-shows-and-public-administration-a-watching-list/>

What Government Officials Can Do to Raise the Ethical Issues?

<https://www.youtube.com/watch?v=Aql1YWyA0iQ>

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.