POSC 3372 / MLPOS 5372 Public Personnel Administration.
Spring 2017

Dr. Gautam Nayer
Meeting Time: 8:30am-11am
Office Hours: after class or by appointment
E-Mail: gnayer@yahoo.com

Required Texts:
• The 5 Elements of Effective Thinking by Edward B. Burger and Michael Starbird
  ISBN: 0691156662

2) Public Personnel Management- Current Concerns, Future Challenges, 5th Edition
ISBN-10: 0205012671

ISBN-10: 081298160X

Course Description:
A survey of the basic principles, functions, and constitutional issues involved with managing public employees. Specific functions addressed include planning, job analysis, position classification, recruitment and selection, staffing, performance management, application of information technology, appraisal, labor-management relations, training, and other personnel functions.

Course Learning Objectives:
At the end of the semester, students should be able to:

• Identify, understand, and synthesize the historical ideas, schools of thought and literature in American public administration and public policy with regard to decision-making, and its relationship with public policy, with a focus on the classic works in the field.
• Compare and contrast the various schools of thought within public administration and identify their pros and cons, from both a scholarly and practical perspective.
• Illuminate many of the most significant current issues and debates in public administration theory and practice, using the classic writings and authors in the field.
• Appreciate the major intellectual traditions in public administration and possess a
broad understanding of the theoretical approaches that have defined the field.
• Analyze the scholarly and practical contribution of the important authors and schools of thought in the field.

As a practical matter, the material discussed in the course will form the basis for the literature relating to the theoretical and historical foundations of public policy and public administration in public personnel administration that students are expected to have mastered for the MPPA degree.

Exams and Grading:

There will be a total of 3 exams and BlackBoard class participation for the class. The following is the grading breakdown for the course:

• Exam #1: 25%- Emailed to me by Friday, March 3, 2017 at 11:45pm.
• Class participation- Classroom weekly discussions and emailing me: 15%
• Exam #2: 25%- Emailed to me by Friday, April 7, 2017 at 11:45pm.
• Final exam: 35%- Emailed to me by Monday, May 8, 2017 at 11:45pm.

Students are expected to keep up with the readings and to submit written materials on time, and to participate actively and constructively in class. Doing the classroom discussions and on time is critical. All written work is expected to be of high quality. That is, it should be logically organized, complete, and lead the reader to a conclusion. Spelling, grammar, punctuation, proper referencing, and organization will be graded as well as content and presentation. All quotations and significant paraphrases should be properly cited.

*** I am requiring at least 50% of the class to send me at least 2-3 questions by Thursday at midnight for discussion each week for Saturday morning class. At the beginning of the semester, students’ names will be randomly drawn out so we can set up a schedule for each week. I intend to divide up the class fairly so each week we have enough discussion questions and you are expected to stick to the schedule. You must email me each week by Thursday night.

Finally, I would prefer not to be punitive and remove 5 points on each occasion on the Class Participation Grade for each student who forgets to send in the assigned discussion questions, but as students know, professors can amend the syllabus even in the middle of the semester. The Class Participation Grade is 15% in total and I would like to award all points to all students. Students who still want to send in questions even if they are not on the schedule can and should if they want to, but the students assigned weekly are required to send in questions.

*****Please see schedule below: This is rotational each week
<table>
<thead>
<tr>
<th>Week 2</th>
<th>January 28</th>
<th>Questions/Comment From: Phil, Elizabeth, Erisa</th>
<th>First week readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Feb 4</td>
<td>Questions/Comments From: Jakob, Jennifer, Liz and Resha</td>
<td>Second week readings</td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 11</td>
<td>Questions/Comment From: Phil, Elizabeth, Erisa</td>
<td>Third week readings</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 18</td>
<td>Questions/Comments From: Jakob, Jennifer, Liz and Resha</td>
<td>The Five Elements of Effective Thinking - Chapters 1 through 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb 25</td>
<td>Questions/Comment From: Phil, Elizabeth, Erisa</td>
<td>The Power of Habit - Read Chapter 1, 2, 3</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mar 4</td>
<td>Questions/Comments From: Jakob, Jennifer, Liz and Resha</td>
<td>The Power of Habit - Read Read Chapter 4, 5, 6, 7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar 11</td>
<td>Spring Break!</td>
<td>No reading</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mar 18</td>
<td>Questions/Comment From: Phil, Elizabeth, Erisa</td>
<td>The Power of Habit - Read Chapter 8, 9</td>
</tr>
<tr>
<td>Week 10</td>
<td>Mar 25</td>
<td>Questions/Comments From: Jakob, Jennifer, Liz and Resha</td>
<td>Read Chapter 1-2-3- PPA textbook (Ricucci)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Apr 1</td>
<td>Questions/Comment From: Phil, Elizabeth, Erisa</td>
<td>Read Chapter 3-4-5- PPA textbook (Ricucci)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr 8</td>
<td>Questions/Comments From: Jakob, Jennifer, Liz and Resha</td>
<td>Read Chapter 6-7-8- PPA textbook (Ricucci)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Apr 15</td>
<td>Questions/Comment From: Phil, Elizabeth, Erisa</td>
<td>Read Chapter 9-10-11- PPA textbook</td>
</tr>
<tr>
<td>Week 14</td>
<td>Apr 22</td>
<td>Questions/Comments From: Jakob, Jennifer, Liz and Resha</td>
<td>Read Chapter 12-13-14 PPA textbook</td>
</tr>
<tr>
<td>Week 15</td>
<td>Apr 29</td>
<td>Questions/Comment From: Phil, Elizabeth, Erisa</td>
<td>Read Chapter 15-16 PPA textbook</td>
</tr>
<tr>
<td>Week 16</td>
<td>May 6</td>
<td>Questions From: everyone! – 1) What did you enjoy, hate the most, learn the most from this class</td>
<td>Read Chapter 17</td>
</tr>
</tbody>
</table>

**Analytical Essays/Exams:**

All work submitted must be typewritten and double spaced, using a 12 point font, with 1
inch margins on all four sides and properly footnoted. Plagiarism will result in a failing grade. The grading of the essay will be based on:

• Your ability to provide an analytical viewpoint on the topic to back up your opinions provided with research materials.
• Clarity and organization of the essay.
• Appropriate citations and reference throughout the essay (footnotes, bibliography, etc.).
• Correct grammar, spelling and form.
• **Unexcused late essays will be reduced by one-half a grade per day.**
• The exams (analytical essay) should between 10-15-20 pages in length.

**Class Rules:**

As a graduate-level course, this course expects full, active and relevant participation from every student throughout the semester. Please do NOT suddenly wake up in the middle of the semester and start classroom discussions.

• **Class Attendance and Class participation is required and worth 15% of your overall grade.**
• Reading course assignments is expected.
• Showing respect and open to new ideas to other students and the professor is expected. I can’t stress it enough- be nice to each other even if you disagree.
• Make up work will be limited to special circumstances (and with prior notification only).
• Plagiarism and other forms of cheating will result in a failing grade. This means you will FAIL the assignment completely. There is no need to cheat or plagiarize.

**In Class and Online Attendance and Miscellaneous:**

I do take roll each week. UST requires I am aware of students who are in each class in order to get to know the students on a personal level as well as to keep track of students who log on class regularly. With such intimate classes as offered at the University of St. Thomas, when weeks go by and you do not make an effort to participate in class or attend class your absence is quite noticeable. I like to have you in class. I value your input. But I make the presumption that since you are in a Master’s program and that you are a reasonably responsible adult. It bothers me very little if you have found someone or something better than attending my class. Of course, it bothers me very little to flunk you as result of your finding that someone/something be
ter. If you don’t show up for class and/or blow-off or do extraordinarily poor on the exams, you may be looking at crime or a job in the fast food industry as a succinct alternative to the stresses of higher education.

**Academic Integrity:**
“It would have been better if he had never been born”—Mark 14:21.

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else’s words or ideas without proper attribution) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy and reported to the University’s Academic Misconduct Committee.

As stated in the Academic Misconduct Code for the University of St. Thomas, academic misconduct includes: (a) cheating (using an authorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement; (b) assisting others in any such act; or (c) attempting to engage in such acts.

Plagiarism is using the work or another person and claiming it as your own. The most common types of plagiarism include:

- Using a paper or portion of a paper prepared by someone else;
- Quoting someone else's language or words without proper quotation or citation; and
- Paraphrasing someone else's ideas, framework, or insights without giving credit to the original author in a citation.

Academic misconduct in any form is unacceptable and suspected violations will be pursued aggressively.

Students with Disabilities:

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability, which will make it difficult for you to carry out the work as outlined in this syllabus, please notify me and the Office for Counseling and Testing Services in the first week of the course so that we may make appropriate arrangements. All information and documentation of disability is confidential. Course materials are available in alternative formats upon request.