



湖北工业大学  
HUBEI UNIVERSITY OF TECHNOLOGY

<b>Course Title</b>	Fundamentals of Public Administration
<b>Course Code</b>	POLS 1093
<b>Semester</b>	Fall 2026
<b>Course Length</b>	8 Weeks, 60 Contact Hours
<b>Credits</b>	4
<b>Instructor</b>	TBA
<b>Office</b>	TBA
<b>Email</b>	TBA
<b>Prerequisite</b>	N/A
<b>Antirequisite</b>	POLS 1091 Fundamentals of Public Administration (5 Weeks)

### Course Description:

This course serves as an introduction to the discipline of public administration. This class explores the various theories and practices that have led to, and continue to dominate the profession and study of public administration. The major topics of interest that will be discussed in this class include the politics of government bureaucracy, managing and leading public organizations, the core functions of government administration such as budgeting, public policy implementation and human resources management, and current trends emerging from the 21st century that are directing and influencing public administration.

### Course Goals:

Students who successfully complete this course will demonstrate competency in the following general education core goals:

- **Critical Thinking Skills** – Students will engage in analytical thinking, demonstrating the ability to critically evaluate, synthesize, and apply knowledge to complex problems, and construct well-reasoned solutions and arguments.
- **Independent Research and Inquiry** – Students will conduct independent research, utilizing academic resources to explore relevant topics, formulating research questions, analyzing data, and presenting findings in a coherent, scholarly manner.
- **Problem-Solving and Application** – Students will apply theoretical concepts and methodologies learned in the course to real-world problems, demonstrating the ability to develop practical solutions informed by academic inquiry.
- **Global and Cultural Awareness** – Students will gain awareness of the global and cultural contexts relevant to the course, appreciating diverse perspectives and considering the implications of their studies in a broader, international context.

**Student Learning Outcomes:**

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

- Identify key functions, structures, and roles within public administration;
- Understand the relationship between politics and bureaucracy;
- Apply management and organizational theories in public-sector contexts;
- Analyze budgeting processes, ethics, and administrative law;
- Evaluate reforms, accountability mechanisms, and diversity challenges;
- List the steps necessary to implement human resource planning and forecasting for a small company;
- Distinguish between policies and rules and formulate policy statements.

**Textbooks/Supplies/Materials/Equipment/ Technology or Technical Requirements:****Required:**

- Mac Holzer and Richard W. Schwester, *Public Administration: An Introduction*, Routledge, 3rd edition 2020.
- Shafritz, J.M., et al, *Introducing Public Administration*, Routledge, 10th Edition, 2023.

**Supplementary:**

- Starling, Grover, *Managing the Public Sector*, Cengage Learning, 9th Edition, 2010.
- Don Kettl, *The Politics of the Administrative Process*, 7th ed, CQ Press, 2017.

**Course Requirements:****Participation (5%) & Weekly Quizzes (10%): 15%**

Active participation and consistent engagement are essential in developing the critical thinking skills required in public administration. Students are expected to attend all lectures, contribute meaningfully to class discussions, and complete brief weekly quizzes that reinforce foundational concepts. These low-stakes quizzes assess understanding of lecture content and assigned readings while encouraging continuous learning. Participation is evaluated based on the frequency and quality of contributions to in-class activities, group discussions, and question-based sessions.

**Case Study Memos (3 × 5%): 15%**

Students will submit three individual case study memos during the course, each analyzing a real-world administrative issue or policy decision. Each memo should clearly identify the central problem, provide relevant contextual background, evaluate administrative responses or alternatives, and conclude with a recommendation. This assignment allows students to apply theoretical knowledge to practical scenarios and demonstrate analytical writing skills in a concise, policy-oriented format. Each memo is limited to approximately 750–1,000 words.

**Midterm Exam (short-answers + application): 25%**

The midterm examination assesses students' comprehension of core concepts, key administrative theories, and institutional structures covered in the first half of the course. The exam includes short-answer definitions, conceptual distinctions, and one or two applied essay questions that require students to interpret or critique administrative practices.

**Group Project/Presentation: 15%**

In small groups of 2-3 people, students will research and develop a presentation on a selected topic related to public administration, such as performance measurement, public budgeting, administrative reform, or intergovernmental relations. The group will present their findings in class, highlighting the problem area, comparative perspectives, and potential administrative solutions. This collaborative project emphasizes teamwork, public speaking, research synthesis, and the ability to communicate complex ideas effectively. Peer and instructor evaluations will both contribute to the final grade.

**Final Exam (comprehensive): 30%**

The final examination is cumulative and evaluates the full range of topics discussed throughout the course, including administrative theories, ethics, budgeting, personnel management, and governance structures. The exam will consist of both short-answer and essay questions that challenge students to synthesize material, make cross-topic connections, and apply their learning to hypothetical or real-world scenarios.

<b>Assessments: Activity</b>	<b>Percent Contribution</b>
Participation & Weekly Quizzes	15%
Case Study Memos	15%
Midterm Exam	25%
Group Project/Presentation	15%
Final Exam	30%

**Grading:**

Final grades will be based on the sum of all possible course points as noted above.

<b>Grade</b>	<b>Percentage of available points</b>
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	64-69
D-	60-63
F	0-59

**Course Schedule:**

*The schedule of activities is subject to change at the reasonable discretion of the instructor. Minor changes will be announced in class, major ones provided in writing.*

<b>POLS 1093 Schedule</b>		
<b>Lecture</b>	<b>Topic</b>	<b>Readings</b>
L1	Introduction to Public Administration Definitions, historical development, scope, relevance to governance	Shafritz Ch.1

L2	Public vs. Private Administration Similarities, differences, roles in modern society	Mac & Richard Ch.3
L3	Bureaucracy and Organizational Functions Key bureaucratic structures, hierarchy, roles, classical models	Mac & Richard Ch.1
L4	Administrative Theories I: Classical and Neoclassical Weber, Taylor, Fayol, Gulick, Simon	Mac & Richard Ch.2
L5	Administrative Theories II: Contemporary Approaches Systems theory, public choice, NPM, governance theory	Mac & Richard Ch.2
L6	The Policy Process and Administrative Role Policy cycle stages: agenda-setting to evaluation	Shafritz Ch.2 <u>Case Study</u> <u>Memo#1 due</u>
L7	Decision-Making and Implementation Rationality, bounded rationality, discretion, street-level bureaucrats	Mac & Richard Ch.7
L8	Law, Regulation, and the Administrative State Delegated legislation, administrative law, accountability	Mac & Richard Ch.7
L9	Human Resource Management in the Public Sector Recruitment, merit systems, training, performance management	Mac & Richard Ch.6
L10	Public Budgeting and Financial Management Budget cycles, program budgeting, transparency, auditing	Mac & Richard Ch.9
L11	Ethics and Integrity in Public Administration Professional values, ethical dilemmas, codes of conduct	Mac & Richard Ch.5
L12	<b>Midterm Examination</b>	/
L13	Public Sector Reform and Innovation Efficiency, NPM reforms, digital governance	Mac & Richard Ch.8 <u>Case Study</u> <u>Memo#2 due</u>
L14	Public Service Delivery and Performance Managing for results, service evaluation, citizen-centered approaches	Mac & Richard Ch.10
L15	Organizational Behavior in the Public Sector Motivation, leadership, change management, culture	Shafritz Ch.14
L16	Comparative Case Study: Bureaucracy in the U.S. and Canada Parliamentary vs. presidential systems, centralized vs. federal models	handouts
L17	Comparative Case Study: Administrative Reform in OECD Countries New Public Management, performance measurement	handouts
L18	Comparative Case Study: Civil Society & NGOs NGO regulation in China, third-sector roles in Western contexts	Handouts <u>Case Study</u> <u>Memo#3 due</u>
L19	Decentralization and Intergovernmental Relations Devolution, subsidiarity, coordination challenges	Shafritz Ch.5
L20	E-Government and Digital Transformation ICTs, service automation, transparency tools	Shafritz Ch.9
L21	Crisis and Emergency Management Institutional resilience, preparedness, coordination under stress	Shafritz Ch.13
L22	Social Equity and Inclusion in Public Administration Representation, access, fairness, outcomes	Shafritz Ch.3
L23	Transparency, Participation and Open Government Citizen engagement, FOI laws, consultation mechanisms	Shafritz Ch.13
L24	Final Exam Review and Policy Synthesis Thematic links, sample questions, exam strategy	/
L25	Group presentations and Peer Review	/
/	<b>Final Exam</b>	/

**Accommodation Statement:**

Academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

**Academic Integrity Statement**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

**Other Items:****Attendance and Expectations**

All students are required to attend every class, except in cases of illness, serious family concerns, or other major problems. We expect that students will arrive on time, be prepared to listen and participate as appropriate, and stay for the duration of a meeting rather than drift in or out casually. In short, we anticipate that students will show professors and fellow students maximum consideration by minimizing the disturbances that cause interruptions in the learning process. This means that punctuality is a must, that cellular phones be turned off, and that courtesy is the guiding principle in all exchanges among students and faculty. You will be responsible for the materials and ideas presented in the lecture.

**Assignment Due Dates**

All written assignments must be turned in at the time specified. Late assignments will not be accepted unless prior information has been obtained from the instructor. If you believe you have extenuating circumstances, please contact the instructor as soon as possible.

**Make-Up Work**

The instructor will not provide students with class information or make-up assignments/quizzes/exams missed due to an unexcused absence. Absences will be excused and assignments/quizzes/exams may be made up only with written documentation of an authorized absence. Every effort should be made to avoid scheduling appointments during class. An excused student is responsible for

requesting any missed information from the instructor and setting up any necessary appointments outside of class.

**Access, Special Needs, and Disabilities**

Please notify the instructor at the start of the semester if you have any documented disabilities, a medical issue, or any special circumstances that require attention, and the school will be happy to assist.