School of Planning, Public Policy and Management

PPPM 633 Public Management
Spring 2020 (CRN 35291)
Course Time: Tuesdays/Thursdays 10:00-11:20 AM
Course Location: Microsoft Teams Group and if we are lucky Education 117

Instructor
Benjamin Clark
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Email: bclark2@uoregon.edu
Office Hours: After class on Tuesdays 11:30 to noon (longer if people are waiting) on Teams.
Or by appointment (https://benclark.youcanbook.me) on Zoom
(https://uoregon.zoom.us/my/benclark).

Course Description
This course introduces students to the basic principles, issues and practices involved in the management of public organizations. The course emphasizes the development of both substantive knowledge and practical skills. The course will address public management through three lenses: structure, culture and craft, addressing real-life scenarios and the strategic choices facing leaders in the public sector. The course draws heavily on student participation in discussions of theoretical readings and real-world cases, toward the goal of building student capacity to prevent, diagnose, and remedy managerial challenges in complex organizational, social, economic, and political environments.

Learning Objectives
By the end of this course, students should be able to:
- Understand reasons behind many administrative failures
- Understand how organizational structure and culture affect management outcomes
- Propose and defend managerial and administrative solutions
- Recognize political trade-offs and opportunities for advocacy
- Write succinct and convincing memos and reports recommending a specific course of action
- Present and explain managerial ideas to an audience

Course Website
The class syllabus, announcements, and other materials will be posted on the class Canvas page. Please check the course website frequently for updates.

Required Materials
- Hill, Carolyn J. and Laurence E. Lynn, Jr. 2015. *Public Management: Thinking and Acting in Three Dimensions, 2nd Edition* (Washington, DC: CQ Press). [Do not purchase 1st edition]
- *Better Presentations* by Jonathan Schwabish. Free E-book access here (you will need to log-in with your UO credentials to get access). You can also buy this book on your own if you want to.

- Other readings will be posted on Canvas—all will be required unless otherwise noted on the syllabus.

Assignments and Course Grades

1: Class participation	10%
2: Online Discussion Questions	25%
3: Exam	25%
4: Team Project	40%
a: Outline	2.5%
b: Interim report	2.5%
c: Full Report	20%
d: Memo	10%
e: Presentation	5%

** Please note that there will be no extra credit assignments in this course.

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also encouraged to continue the readings and other assignments as outlined on this syllabus or subsequent syllabi.

Expectations of Written Work

All written should be properly cited using either APA (author/date) formatting, or Chicago-style footnotes. All documents should use a 11 or 12-point font with 1-inch margins. Please use a font with serifs when writing (Times New Roman is a good one)—do not use a sans-serif font such as Helvetica. Follow these rules and it is an easy first step toward full-credit on your work. Everything should be free from errors (grammar and spelling). See later section in the syllabus on plagiarism as well—ignorance is no excuse.

Assignments

Class participation: Participation will be based on your preparation for class, your involvement in class discussions, and your insights into the issues, readings, and cases discussed. You should be prepared to be an active participant in discussions –including cases.

Online Discussion Questions: Questions will be posted each week to accompany recorded lectures and the textbook. You will respond to these questions and to posts by your classmates. I would like for you all to not just post your thoughts but also reflect on what your classmates are saying. Don't feel like you have to reply to every comment made by everyone in the class, but some you should have some interaction with others.

Exam:
The final exam will be written by you, the students. Based on the learning objectives of the class, the materials we have covered, you will write the questions throughout the term. The writing of the questions will be based on the following formula that you each of you will be required to submit to me prior to the end of week 9 of the course. Each of you will be required to submit one question—and a portion (5 points out of 100 on your final exam will be awarded to you simply by doing this task (well). If you do not submit a question, or you do not put clear effort into answering all 3 parts of this question

formula (see below), then those points will either not be awarded or will be reduced at the instructor's discretion. You'll need to provide the following to me (please submit in this format to Canvas):

1. The intended learning outcome of the question. What is it that you want a student to demonstrate knowledge of? The learning objectives of this course are a good starting place.
2. The problem situation. What is the context of the question? This helps student's ground their understanding of the question in the real world and better link it to the theoretical material in the course.
3. The essay question. This essentially combines the previous two points. What aspects of the problem situation do you want the student to probe to demonstrate the learning outcome? This should take the form of application or integration (see the syllabus for definitions of these).[1]

Team project
In your team projects you will be work on a research project in groups of 3-5 working on a real-world problem/issue. You will be assigned to groups by your instructor. You will work with this team throughout the course on the project. You will be assigned a topical area with details on what your project seeks to achieve. The intent of these projects is to give your more opportunities to work on applied learning projects in PPPM. This will be particularly helpful for MPA/MNM students in their first year, to be better prepared for capstone projects (if you are an MPA student) or non-profit consultancy (MNM students). Your scope of work will be clearly defined in the first two weeks of the class, and I would suggest that you begin working in earnest as soon as the projects are assignment (perhaps the same day you get the project details).

Project Outline: The outline is a 1 or 2-page document that shows the tasks of your project, when you expect to complete those tasks and who is primarily responsible for those tasks (I don't want to see "everyone" except for perhaps on your presentation). Assign people to be primarily responsible for parts of the project and list who will assist on those tasks. **This is due in week 3 and turned in on Canvas (check specific date and time it is due on Canvas).**

Interim report: This 1 to 2 -page memo is due in week six to provide an update on your research project. This report is a "memo to file" (the file is your professor in this case) that will demonstrate how far you have come in the first 6 weeks of the course on your project. It will have the following sections: 1) Progress on assigned tasks to date; 2) Work left to be done; and 3) challenges in the project that may prevent us from completing this project on time (and what you are doing to make sure that is not going to happen). **This is due in week 6 and turned in on Canvas (check specific date and time it is due on Canvas).**

Full report: The full report should be between 8-10 pages. If the group feels they need to exceed this page limit for any reason, you should check with Dr. Clark prior to turning in. The report should be written as if you are addressing a government client, not an academic audience. Your report should include the following sections: 1) Introduction (gives a background on your project and your findings); 2) Literature Review (what has been done previously on our topical area and what are the key findings from those studies); 3) a brief description of the work you did on in your project; 4) the findings of your project; 5) conclusions that public managers can draw from your project. Each project will be different so what goes into each section for each group may look different. **This is due in week 11 and turned in on Canvas (check specific date and time it is due on Canvas).**

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[1] In good academic form, I am giving credit to this way of crafting questions, wording of the question creating, administering this exam to Christopher Goodman of the Northern Illinois University.

Memo: You will write a concise 1-page memo (single-spaced) that outlines the findings from your full report. **This is due in week 11 and turned in on Canvas (check specific date and time it is due on Canvas).**

Presentation: You will present, as a group, at the end of the term. We hope to present at Harris Hall, Lane County Public Service Building, Eugene on June 2nd. Presentations are planned to take place tween 8:00 AM and 12:00 that day. Each presentation will last no longer than 20 minutes. All group members should be actively involved in presenting your findings. The presentation should focus on demonstrating what you learned in your project, with a focus on public management insights—being sure to answer the question of "so what does this mean for public managers?" A grading rubric will be posted on Canvas for this assignment. Refer to that before asking how the assignment will be graded. **This will take place on June 2. If you have other classes on the 2nd let me know in week 1 we can schedule your presentation around it.**

Being able to present information clearly and concisely without putting your audience to sleep is a very important skill in any type of organization (public, private, or non-profit). "Presentation Zen" (by Garr Reynolds) is a great guide to improving your presentations and presentation style. "Slide:ology" (Nancy Duarte) can help with presentation design as well. "Better Presentations: A Guide for Scholars, Researchers, and Wonks" (by Jonathan Schwabish) is a great book for helping you take wonky, data-driven analysis and put it into a digestible format for the non-technical audience (I recommend my capstone students buy this book). I have copies of all three books in my office. Schwabish's book is available as an e-book from the UO library (i.e. it is free!!!).

NOTE: If it becomes clear we will not be able to have in-person meetings, this assignment will be shifted to either the team making a high-quality video that can be shared with the client(s) or an online presentation via a platform like Zoom or Teams. If you have a preference on the format of presentation please let me know. The video format of presenting your work would be available even if we meet in person on June 2nd. If you plan on doing the video format you need to let me know well ahead of time so we can discuss what I mean by high-quality (I'm not looking for an Oscar winner, just don't want it to be junk either).

All written work is submitted via Canvas. All quizzes are on to be done on Canvas. Exam will be administered via Canvas as well—though it may be an in-class exam.

Grading Scale

100	A+	85-89	B+	70-74	C+	55-59	D+	<45	F
95-99	A	80-84	B	65-69	C	50-54	D		
90-94	A-	75-79	B-	60-64	C-	45-49	D-		

Grade Guidelines
- A+ =signifies that a student has exceeded an exceptional level of achievement. This should be a rare grade.
- A =signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels.
- B =signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- C =signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.

- D =signifies inadequate understanding of the material. Non-passing grade. The student will earn university credit, but will not satisfy major or minor core requirements.
- F =signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. The student does not earn credit.
- Y =signifies no basis for grading; should not be used if the student attempted a substantial fraction of the course.
- I =signifies that a small, but important part of the course was unfinished. An incomplete is awarded at the discretion of the instructor and should be accompanied by a clear written (or emailed) explanation to the student about the remaining work and deadline. The student has one year to complete the incomplete. After the year, the grade automatically converts to an F.
- P= indicates a passing grade, when a student has earned a letter grade of C- or better.
- N =indicates a non-passing grade, when a student has earned a letter grade of D or lower.

Professional Practice
This course is a core course in the Master of Public Administration degree program. As such, students are expected to behave in a professional manner at all times.
- Students should treat each other, the instructor, and the client organizations with professional courtesy and respect.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom workspace is a place of focused learning and production. This environment requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities.
- You are expected to be engaged in the team process and to make positive contributions during all team meetings. If you are having an issue with your team, we expect you to proactively address the issue or ask for assistance.

Course Workload
A general guideline for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four-credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course.

Documented Disabilities
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Email
Please use the email addresses provided in the syllabus to communicate with your instructors. Prior to asking questions we ask that you make sure that you have reviewed Canvas and the syllabus prior to sending a note about course logistics.

Late Work Policy
Written work will be submitted via Canvas. This provides a clear record of when things were turned in. You may be asked to bring written assignments to class for discussion purposes, but all work will be submitted electronically. All work needs to be turned in on time prior to class on the day it is due. Work turned in up to one hour last receives a half-grade deduction. Each hour after than is a full-grade deduction for each hour. Late assignments (without grade deduction) are only accepted in extreme

circumstances and only with documentation to support your need for turning it in late. If answers to an assignment are given in class, late work will not be accepted unless the extreme circumstance policy is met.

Let me know of any exam or assignments that overlap with religious festivals (Yom Kippur, Eid, Diwali, etc.) that are not university holidays, and I am happy to find an alternative. Let me know if you need any accommodations in class/exams on a festival day (e.g., if you are fasting).

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Academic Misconduct
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at: http://dos.uoregon.edu/conduct) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Ignorance is not an excuse for plagiarizing. You are expected to understand what is and is not plagiarism. Additional information about a common form of academic misconduct, plagiarism, is available at: http://researchguides.uoregon.edu/citing-plagiarism. University policy can be found here: http://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code.

Equity and Inclusion
Diversity and Respect Statement that includes the Bias Response Team
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas, and backgrounds which are the lifeblood of the university.

Course content, class discussions, projects, activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or

discrimination, you may report this (anonymously, if desired) to the Bias Response Team at http://bias.uoregon.edu or brt@uoregon.edu

Equity and Inclusion Statement
As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion are topics that cut across issues of planning, public policy and management. The content of this course relates to equity and inclusion in discussing issues of how policy and management decisions include or exclude groups of people in society. We will specifically discuss how our privilege can play a role in how we view what programs or policies to enact and how they impact other groups in society. This course was designed to be inclusive of different voices in public administration. More than 90% of the readings in this class include at least one author that is not a white male. 87% of the readings have a female author or co-author. And nearly 20% of the writings include an author that is black.

Classroom Behavior
Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. We can disagree and be respectful of one another.

Prohibited Discrimination and Harassment Reporting
Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available in the Employee Responsibilities section of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.
The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Communication and Responsiveness of your instructor
I will strive to respond to your emails in a timely manner. I typically only respond to email during work hours 9-5 week days. Notes sent outside of those hours may take longer to respond. It may take a day or two to respond to emails—I frequently have more than 100 students at a time, thus there are a lot of people to correspond with. Grading assignments typically takes a week from when it is submitted for

grades to be posted and feedback to be provided. There are times when it takes longer than this, but I do try my best not to go beyond 7 days.

COURSE OUTLINE

Readings (all readings should be done by Tuesday of assigned week)	Notes
Week 1: Introduction	
• Hill & Lynn, Chapters 1 and 2	
Week 2: Structure I	
• Hill & Lynn, Part II Introduction, Ch4 & Ch 5 • CASE: Austin Energy (Hill & Lynn, C4)	
Week 3: Structure II	Outline Due Thursday at 10AM
• Hill & Lynn, Ch6 & Ch7 • CASE: Fracking Regulation (Hill & Lynn C7 case)	
Week 4: Privilege and Management	
• Ijeoma Oluo, 3 Chapters from "So You Want to Talk About Race" • Wilkins & Williams "Representing Blue: Representative Bureaucracy and Racial Profiling in the Latino Community" • Wilkins & Williams "Black or Blue: Racial Profiling and Representative Bureaucracy" • CASE: "Inclusive Management: Planning "Green Grand Rapids" by Kathryn S. Quick and Martha S. Feldman (on canvas) • What Exactly is a POC? https://www.youtube.com/watch?v=zTEXm8b9nwo	
Week 5: Local Government Week & Managing Dissent Within Government	
!!LOCAL GOVERNMENT WEEK!! Local government leaders to talk about their experiences in a variety of jobs and tasks. Mostly Lane County employees, but others will be involved too. • Dissent Articles on Canvas	
Week 6: Group Meetings with Ben	Interim Report Due Tuesday at 10AM
Each group will meet with Ben this week to discuss interim reports and project progress No formal class, just meetings with been via Teams (or in person if we are on campus again).	
Week 7: Culture	
• Hill & Lynnn Ch 8 & 9 • CASE: Corrosive Culture (Hill & Lynn Ch 9)	
Week 8: Craft	
• Hill & Lynn, Ch10 & Ch11 • CASE: Paul Vallas: CEO, Superintendent (Hill & Lynn C11 case)	
Week 9: Craft Continued	
• Hill & Lynn, Ch12 • CASE: The Space Shuttle Columbia Accident in 3D (Hill & Lynn C12 case)	

Week 10 : Technology in Government	
• Donald Norris and Chris Reddick. 2013. "Local e-government in the United States: Transformation or incremental change?" Public Administration Review, 73(1): 165–175 • Riccucci, Norma M., Gregg G. Van Ryzin, and Huafang Li. 2016. "Representative Bureaucracy and the Willingness to Coproduce: An Experimental Study." Public Administration Review 76 (1): 121–30. • Hamidullah, Madinah F. Social Media and Public and Nonprofit Organizations. In 'Managing the Next Generation of Public Workers: A Public Solutions Handbook.' • Staci M. Zavattaro, Arthur J. Sementelli, A critical examination of social media adoption in government: Introducing omnipresence, Government Information Quarterly, Volume 31, Issue 2, April 2014, Pages 257-264 • Kagarise, Warren. 2016. Social City Hall. In 'Social Media for Government: Theory and Practice.' Edited by Staci M. Zavattaro, Thomas A. Bryer • The City that Incorporated Social Media into Everything Just Doubled Down https://elgl.org/the-city-that-incorporated-social-media-into-everything-just-doubled-down/ • CASE: "Social Media and the Government Employee: Reconciling Our Public & Private Digital Identities" (by Stephen Kleinschmit and B. Joon Kim).	**!!Final Presentations June 2nd 8-noon!!**
Week 11	
Final Exam 8:00 Wednesday, June 10 **Final Report and Memo due June 8 at noon**	

**Syllabus is subject change. All changes will be announced in class on or Canvas.