



School of Planning, Public Policy and Management



PPPM 633 Public Management

Spring 2024 (CRN 34153)

Course Time: Tuesdays/Thursdays 8:30-9:50

Course Location: Allen Hall 101

Instructor

Professor Benjamin Clark (you can call me Ben or Dr. Clark, or Professor Clark)

Hendricks Hall 147b

[Send Messages via Canvas](#)

Office Hours: Tuesdays from 11 to 12 (before class) in the Lawrence Hall Wilcox Hearth Café (2nd floor of Lawrence).

Schedule meetings outside of office hours via my online calendar: Book an appointment with me

<https://outlook.office.com/bookwithme/user/12a3f7f2bbe24f42986e784155b8bb4d@uoregon.edu?anonymous&p=plink>

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 to build 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:

1. *Compare, contrast, and discuss* the reasons behind many administrative failures
2. *Describe and break down* how organizational structure and culture affect management outcomes
3. *Propose and defend* managerial and administrative solutions
4. *Write concisely and convincingly* recommending a specific course of action
5. *Present and explain* managerial ideas to an audience

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). [Free E-book access through the UO library.](#)
- O'Leary, Rosemary. 2019. *The Ethics of Dissent: Managing Guerrilla Government*. Third edition. Washington, D.C: CQ Press.
- Schwabish, Jonathan. "Better Presentations: A Guide for Scholars, Researchers, and Wonks." [Free E-book access through the UO library.](#)
- See Canvas: Other readings and announcements will be posted on Canvas.

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-	

Assignments and Activities

Grading rubrics are posted on Canvas for each assignment. Refer to those before asking how the work will be graded. Please check Canvas for the specific date and time each assignment is due. Detailed descriptions of assignments (except for participation) can be found on Canvas which each graded item.

Assignment	% of Grade	Course Objective
1: Class participation	20%	1 – 3
2: Reflection Memos		1 – 3
a. Cases & Simulations	5%	1 - 5
b. O’Leary Book	7%	1
a. County Day	3%	2 & 5
b. Project	4%	5
4: In-Class Quick Presentations (x2)	5%	1 - 5
5: Visual Abstract	5%	4 - 5
6: Team Project	50%	4 & 5
1. Outline	2.5%	--
2. Interim report	2.5%	--
3. Full Report	30%	4
4. Blog Write-Up	10%	4
5. Presentation	5%	5
7: Academic Integrity Pledge	1%	
Optional Assignments		
O1: Interview a Public Manager (optional)	2%	1 - 2
O2: Interview Skill Articulation (optional)	2%	5
O3: Find & Apply Job/Internship (optional)	2%	4

Career Competencies: In addition to the course objectives listed on the first page, this course also seeks to develop career competencies. Where appropriate, these career competency logos below will be included in assignments and course tasks as a way to identify when these are being activated.



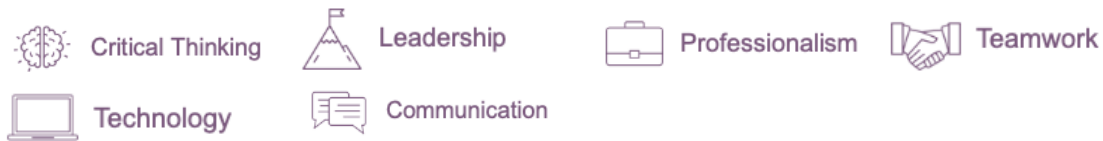
Class participation: Your participation will be based on your preparation for class, your involvement in class discussions, and your insights into the issues, readings, and cases discussed. It would be best if you were prepared to be an active participant in discussions, including cases.



Cases and Simulations: The cases and simulations are not specifically graded but are an important part of skill-building and critical reflection in this class. Reflections on these cases/simulations are graded.



In-Class Quick Presentations: Students benefit immensely from practicing the skills needed to give professional presentations. Presentations are more than a PowerPoint slide deck thrown together using a pre-made template provided by Microsoft. In these assignments, you will be given a range of tasks in class to assess, create, or fix presentations.



Visual Abstract: The purpose of the assignment is to help you use course concepts to understand a public management research article related to diversity, equity, and/or inclusion, to select some of the most important information for a particular audience, and to translate that information for your audience in an accessible way.



Class Reflections: Reflecting on what we have learned and experienced is an important part of experiential learning. This course uses a number of different assignments to activate your learning in different ways through doing.

1. Cases/Simulations: In many weeks, we will do in-class case analysis or simulations. At the conclusion of these classes, you will briefly reflect on what you have learned from these experiences. You will write no more than a single page of text, but 2-3 paragraphs will suffice typically. These will be handed in at the end of these classes (**handwritten**).
2. County Day: We will spend a day visiting with local government managers. You will be asked to reflect upon this experience with a 1-page (single-spaced) reflection memo. **Canvas Submission.**
3. Guerrilla Government: You will write a 2-page reflection on Rosemary O’Leary *Ethics of Dissent*. For this reflection, please canvas for the questions to answer as you read the book. **Canvas Submission.**
4. Group Project: At the end of the term, you will reflect upon working with a client and working with a group on a project that ties together different topics of the course. You will reflect upon this experience with a 1.5-to-2-page memo (single-spaced). **Canvas Submission.**



Team project: In your team projects, you will work on a research project in groups of 2-4, 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. These projects will give you 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 suggest you begin working in earnest as soon as the projects are assigned (perhaps the same day you get the project details).



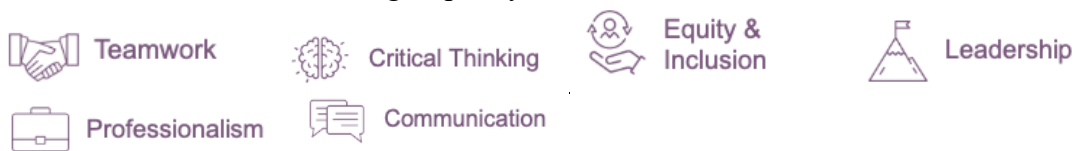
Project Outline: The outline is a one or 2-page document that shows your project’s tasks, when you expect to complete those tasks, and who is primarily responsible for those tasks (I don’t want to see “everyone” except for perhaps on your presentation). Assign people to be mainly responsible for parts of the project and list who will assist with those tasks. **This is due in week three.**



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 six 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 six.**



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 Ben before turning it 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.**



Presentation: You will present as a group at the end of the term—usually the first week of June. Each presentation is, at most, 10 minutes long. All group members should be actively involved in presenting their findings. The presentation should demonstrate what you learned in your project, focusing on public management insights—being sure to answer the question, “So what does this mean for public managers?” **The presentations will be scheduled early in the term. Please check Canvas and class announcements for the specific date.**

Presenting information clearly and concisely without putting your audience to sleep is an essential skill in any organization (public, private, or non-profit). “Presentation Zen” (by Garr Reynolds) is an excellent 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 an excellent book for helping you take wonky, data-driven analysis and put it into a digestible format for the non-technical audience. 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., free!!!).



Blog Write-Up: You will write a concise 1-page (single-spaced) Blog Post that outlines the findings from your whole report. This will be written in a professional (i.e., non-academic) manner to be consumed by practitioners in the field of public administration. These posts will be shared publicly on the PPPM or IPRE blogs and may also be shared via PPPM/College of Design social media. **This is due in week 11.**



Optional Assignments

Three assignments in this class are completely optional. These assignments allow you to add to your toolbox and give you some added flexibility in how you would like to complete assignments in this class. By that, I mean that by adding extra points (“extra credit”) to your grade, you could choose to complete these assignments instead of or in addition to other work in the class. These assignments are designed to build career competencies to prepare you for your career in public service.

O1-Interview a Public Manager (optional): Students benefit immensely from conducting informational interviews with alumni or other professionals in their field – yet they are often reluctant to take the risk of asking for an interview. This assignment walks you through the process.



O2-Interview for a Job (optional): The purpose of the assignment is to give you a chance to practice your interviewing skills through the Big Interviewing online interviewing system. You’ll be asked 8 interview questions. Answer the questions as though you’re interviewing for a job you’ve had in the past, one you have now, or one you’d like to have in the future.



O3-Find & Apply Job/Internship (optional): In this assignment, you'll use any open job or internship that interests you and write a cover letter and resume that convinces the employer that you're someone they should interview. This will need to be done by Tuesday of Week 3 (Professional Development Week) so you can bring your materials to the 'jobs & internship' class session.



Communication



Career & Self
Development



Leadership



Professionalism

COURSE OUTLINE

Readings	In-Class Activity	Assignment Due	Learning Objectives
Week 1: Introduction & Accountability I			1
2-Apr Deep Dive on This Course			
4-Apr Hill & Lynn, Introduction, Chapters 1, and 2			
Week 2: Accountability II			1 & 5
9-Apr Hill & Lynn, Chapter 3	Case: NSA Surveillance (Hill & Lynn Book)		
11-Apr Schwabish Chapters 1 - 3	Building your presentation (fix broken; build new)		
Week 3: Professional Development Week			2 & 5
16-Apr Jobs and Internships		Optional Assignment 3 due	
18-Apr Lane County Day, no readings		Project outline	
Week 4: Collaborative Styles			1
23-Apr Schwabish Chapters 4 - 7; Readings on Canvas	Building your presentation (fix broken; build new)	County day reflection	
25-Apr Case and readings on canvas	Simulation: LEGO Scrum Simulation		
Week 5: Guerrilla Government			1
30-Apr Whole O'Leary Book		Reflection on Book	
2-May Readings on canvas	Guest lecture: Former Ambassador		
Week 6: Governance & Administrative State			2
7-May Hill & Lynn, Chapter 4-5			
9-May	Case: State of Missouri's Reform of Its Juvenile Justice System (Hill & Lynn Book)	Interim Report	

Week 7: Management Tools, Rules, & Regulations			2
14-May	Hill & Lynn, Chapters 6, 8 & 9		
16-May	Case TBD	Visual Abstract	
Week 8: Power & Privilege			1, 2, & 3
21-May	Readings on canvas		
23-May	Case on canvas	Simulation: Uncertainties in Negotiated Rule Making	
Week 9: Managerial Heuristics & Style			2 & 5
28-May	Hill & Lynn, chapter 10 & 11		
30-May	Schwabish Chapters 8 - end of book	Practice Presentations	Optional Assignments 1&2 Due
Week 10 : Pulling the 3-D together			1 - 2
4-Jun	Hill & Lynn, Chapter 12		
6-Jun	Case: Carter Racing		
Week 11: Presentations and Project Due			1-5
	Presentation to Board of Commissioners - Dated TBD		Full report; blog post; Presentation; project reflection

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

Class FAQ

How much work should I expect to do for this class? 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 about 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.

What kind and level of participation is expected in class? Students are expected to have obtained and read readings before class starts. If you do not understand the material, bring your questions, but do not use this as an excuse not to read. Reading is your first exposure to materials, which facilitates deeper in-class discussion. I expect all students to participate in the discussions in class. This doesn't mean you have to have your hand up all class long with answers to all questions. Instead, I would like regular, informed participation throughout the term while you are in the classroom.

What does professional practice mean in the context of this class? You are expected to behave professionally.

- All students should treat one another and the instructor professionally and respectfully.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- All course assignments should be completed using a word processor (of your choice, but specific document formats may be required that is assignment specific).

What should I do if I miss a class? If you must miss a class, please arrange to get class notes from a classmate. I will not provide my notes to students. I may or may not post my slides from class on Canvas. If I choose to post slides, it will be after a class has ended.

What happens if I turn in an assignment late? Please provide the instructor with a "Student Religious Accommodation Request" form by the end of the second week of the term. The form can be found here: <https://registrar.uoregon.edu/calendars/religious-observances>. This accommodation cannot be made if this form is not received on time.

I have created several optional assignments to help you boost your grade to fill in for assignments that may have been missed or turned in late. Extensions on the assignments' deadlines will be allowed only in rare circumstances. Five points will be deducted for the first hour the assignment is late, 10 points for the second hour, 20 points off after 12 hours, and five additional points for every 12 hours thereafter.

What is your incomplete policy? You are expected to turn in all assignments at the designated time. Following university policies, 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."

How long will it take for me to respond to a question via email? How long until a grade is posted? I strive to respond within one business day if you contact me with a question. This means during work hours, 9-5 on weekdays. It is not likely that I will respond over the weekend. If you want me to review your written assignments before turning it in, please send it two weeks before the due date. I strive to grade all assignments, quizzes, and exams within a week of the due date. Sometimes, it may take longer than that.

Why should you reach out to me? Talking with my students about our course material and public administration is a true pleasure. Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take at UO? Please be in touch!

Please also be in touch to tell me how you are doing in these difficult times—are you having a tough week? Having trouble with some aspects of the course? I want to strategize with you. I will do everything I can to help you succeed. I want you to succeed and change the world for the better.

What kind of citations and references should I be using? I'd like for you to use an in-text citation format for your written work, excluding exams. MLA, Chicago, and APA styles are acceptable. Please be consistent and accurate in using in-text citations, quotes, and your reference list at the end of your document. Ignorance of academic misconduct around citations/references is not an acceptable excuse.

Reference management software like Zotero or RefWorks or EndNote are fantastic time savers and are highly suggested. These tools help to store, manage, and format references that will save you hours of headaches. I use Zotero (a lot!!) and can advise on that software package. This research guide from the UO library can be a great help: <http://researchguides.uoregon.edu/citing-plagiarism/citationtools>

Will we be looking at issues of equity and inclusion in this class? Absolutely. 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 cut across planning, public policy, and management issues. The content of this course refers to equity and inclusion in discussing how climate change policy decisions include or exclude groups of people in society. We will specifically discuss how our privilege can affect how we view what programs or policies to enact and how they impact other groups in society.

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 affect 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 75% of the readings in this class include at least one author who is not a white male. 68% of the readings have a female author or co-author. About 10% have an author from outside the United States. And about 5% of the writings include an author who is black.*

Can I use Generative AI (tools like ChatGPT) for my assignments? Academic integrity is our foundation as a community of learners. It defines the values we uphold and expresses a shared understanding of why we do so. This includes a commitment to truth, personal integrity, and certain standards and shared values on which membership in this community is based. By submitting an assignment for evaluation in this class, you assert that it accurately reflects the facts and to do so, you need to have verified the facts, especially if they originate from generative AI resources; you assert that all your sources that go beyond common knowledge are suitably attributed. Common knowledge is what a knowledgeable reader can assess without requiring confirmation from a separate source; you assert that you have respected all specific requirements of your assigned work, in particular requirements for transparency and documentation of the process, or have explained yourself where this was not possible. If any of these assertions are not true, *whether by intent or negligence*, you have violated your commitment to truth and possibly other aspects of academic integrity. This constitutes academic misconduct and will be treated like any other incident of academic misconduct.

In sum, you can use it but do so carefully and thoughtfully. Do not expect ChatGPT or other tools to do a good or adequate job on their own to complete assignments. You will need to do reading, understand

materials for the class, and synthesize this new knowledge in a way Generative AI cannot (yet) do. Please cite your sources, including GenAI, where appropriate. The plagiarism-checking tools the UO provides look for GenAI content and score it. Your instructors will also read your work, check references, and scrutinize your work.

TLDR version: Be careful when using GenAI tools. Cite where and how you use GenAI. And, yes, you still need to work independently of GenAI for exams. I wouldn't recommend using GenAI for anything beyond an outline, but I won't sit behind you when you write, either.

University Policies

Academic Disruption due to Campus Emergency: 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 cannot meet face-to-face, students should immediately log onto Canvas, read any announcements, and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) 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. 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. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Accessible Education: The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for various disabilities – apparent disabilities, such as mobility or physical disability, or non-apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoac@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

Accommodations for Religious Observances: The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website

(<https://registrar.uoregon.edu/calendars/religious-observances>) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

Inclement Weather: Class is generally expected to meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced via Canvas and email. Expect a class to be taken to Zoom instead of canceling class altogether. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/content/inclement-weather-immediate-updates>.

Reporting Obligations: I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at investigations.uoregon.edu/how-get-support. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Mental Health and Wellness: Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/>

Land Acknowledgement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, descendants are citizens of the Confederated Tribes of Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

Projects and classes take place at various locations in Oregon and I wish to acknowledge and express respect for the traditional homelands of all of the indigenous people of Oregon. This includes the Burns Paiute Tribe, the Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians, the Confederated Tribes of the Grand Ronde Community of Oregon, the Confederated Tribes of Siletz Indians of Oregon, the Confederated Tribes of the Umatilla Indian Reservation, the Confederated Tribes of Warm Springs, the Coquille Indian Tribe, the Cow Creek Band of Umpqua Tribe of Indians, and the Klamath Tribes. We also express our respect for all other displaced Indigenous peoples who call Oregon home.