

**V185 Management of Public Problems and Solutions
Fall 2020**

Instructor: Profesor Claudia N. Avellaneda

Office: SPEA 453

Class instruction: class meets online with a combination of synchronous and asynchronous instruction

Thursday 3:15-4:00 pm: Voluntary synchronized Zoom meeting:

Instructor's Zoom office hours: Thursday 4-4:30 pm

Instructor's email: cavellan@indiana.edu

Teaching Assistants (TAs):

Sydney Bunch sydbunch@iu.edu **Office hours: Tuesday: 11-noon via Zoom**

Amanda Miller: acm4@iu.edu **Office hours: Thursday: 1-2 pm via Zoom**

I. COURSE DESCRIPTION

Worldwide governments face different problems and unexpected challenges. While some governments fare well in responding to these challenges, others fail to do so. For instance, some cities seem to be well prepared to respond to natural disasters while others, such as Flint, MI, responded poorly to the water crisis. This variation in government response can be explained in terms of *management*. This course will introduce you the major concepts of management across three sectors: public, private and non-profit sector. The course will help you understand (i) the ways in which organizations in these sectors are different; (ii) the ways in which these three sectors collaborate to solve public problems, (iii) and the skills necessary to manage these collaborations. The course will use a problem-focused approach, where students will see how management choices, both good and bad, affect real world solutions and outcomes for citizens.

II. LEARNING OBJECTIVES

By the end of the semester, students will be able to:

- Correctly apply basic concepts in public management to real-world problems and solutions in conversation and writing.
- Compare and contrast the key similarities and differences in management in the public, private, and nonprofit sectors.
- Describe the ways in which the public, private, and nonprofit sectors collaborate to solve problems.
- Conduct an introductory analysis of ethical issues that arise in the provision of public goods and services.
- Understand opportunities and barriers to equity, representation, and diversity in public programs and related implications for citizens.
- Distinguish between normative and empirical arguments and evaluate evidence presented to support claims made by policy proposals.
- Establish a mindset of openness and tolerance while learning different perspectives about the design and implementation of policy.
- Better evaluate the validity of sources/references of information as applied to research on management problems and solution.
- Briefly summarize key findings from government or think tank reports.

- Make recommendations on a major real-world management problem, after first identifying major actors, decisions, outcomes, and timelines.

III. SYNCHRONIC AND ASYNCHRONIC INSTRUCTION

Asynchronous Instruction: Given the coronavirus pandemic and the large number of students in our class, our class will be completely online. The web-based instruction still offers opportunities to engage students in class discussion and work sessions via Zoom both asynchronously and synchronously.

Lectures and class assignments will be asynchronous. Class topics are organized into modules. Material for each module (readings, power point, case studies, and assignments) will be under the respective module. **Please email any of our TAs, Sydney at sydbunch@iu.edu or Amanda at acm4@iu.edu , if you encounter problems in getting access to the material on Canvas.**

Lecture materials and case study discussions will be published on Canvas and be made available at least 24 hours before class would meet. **For each lecture, students will complete a daily attendance quiz. On the days that a case study is scheduled, there will be a discussion post where students will be asked to post a response and then comment on at least two other classmate's posts. The quiz and the three discussion posts are due by 6 PM on the day of class.**

Synchronous Instruction. **Starting the second week of class, I will offer an optional (but highly encouraged) live Zoom discussion meetings every Thursday during 45 minutes of our allotted class time, that is from 3:15 pm to 4:00 pm.** This live Zoom discussion offers students the opportunity to ask questions about the lecture materials and discuss course content. I will provide the Zoom links for these live discussions on Canvas ahead of time. Live discussions will be recorded and uploaded, so everyone can have access to them at any time. Depending on your participation and our needs, frequency and length of these live discussions may vary. I will announce any changes to the scheduled live discussions via Canvas at least 24 hours before the discussion session.

Professor Avellaneda's Zoom office hours: In addition to our synchronized live Zoom discussions, I will offer Zoom office hours every Thursday during the remaining 30 minutes of our allotted class time, that is from 4:00 pm to 4:30 pm.

IV. TEACHING PHILOSOPHY

Throughout my academic career, I have been motivated by several instructors. Hence, I believe that the quality of a class is determined not only by the content of the material but also by the instructor's enthusiasm, commitment, and capacity to convey information. For this reason, my role as an educator goes beyond providing basic knowledge to inspiring students to be both analytical thinkers and self-directed learners. These skills should contribute to students' academic and personal enrichment. My task then includes knowing the facts, being able to communicate them efficiently, and providing students with "spaces" to pursue further

knowledge. I create these spaces by emphasizing critical thinking through class discussions, individual presentations, and writing assignments. The measure of my effort is students' learning and further interest. If students comprehend the material and find personal interest in the foundations I offer, then I will be gratified as an educator.

V. REQUIRED TEXT

Kettl, Donald F. 2017. *The Politics of the Administrative Process*. Seventh Edition. Washington, DC: CQ Press (ISBN: 978-1506357096).

The remaining readings will be available on Canvas under the respective module.

VI. DESCRIPTION OF COURSE REQUIREMENTS

Grading

To pass the course, students must demonstrate at least minimum attainment of the learning objectives. Your performance should reflect critical thinking, intellectual effort, and attention to detail. **Grading will be based on the following:**

- 75% - Three individual exams: 25% each one**
- 15% - Management problem analysis**
- 10% - Daily Attendance Quizzes and Case Study Discussion Posts**

Final Grade Range	Letter Grade
$\geq 97\%$	A+
$97\% > x \geq 93\%$	A
$93\% > x \geq 90\%$	A-
$90\% > x \geq 87\%$	B+
$87\% > x \geq 83\%$	B
$83\% > x \geq 80\%$	B-
$80\% > x \geq 77\%$	C+
$77\% > x \geq 73\%$	C
$73\% > x \geq 70\%$	C-
$70\% > x \geq 67\%$	D+
$67\% > x \geq 63\%$	D
$63\% > x \geq 60\%$	D-
$60\% > x$	F

Exams: 75% of final grade (3 exams, 25% each)

This course will have three exams that will be composed of multiple choice as well as short answer/ essay questions. Exams will cover materials presented in lecture and in the assigned readings. Each exam is worth 25% of the final grade (75% total). The dates for each exam are listed in the course outline below.

Management Analysis Paper: 15% of final grade

Whether you are working for a government agency, a private firm, or a nonprofit organization you will depend on information produced by others in order to make decisions. You will also be expected to analyze such information for your employer to help them make decisions. This assignment will give you practice in developing these skills. You will choose from a list of topics and will then write a research paper analyzing your chosen topic. Papers should be 7-10 pages (not including works cited page) and should include at least 10 sources from legitimate and trustworthy outlets (such as peer-reviewed journal articles, university press books, and national newspapers such as the New York Times or Washington Post). Papers must use Times New Roman 12-point font, with double spacing and 1-inch margins on all sides. More details will be discussed in the third week of classes, but note that there will be three due dates for the Analysis Paper including 1) rough draft of introduction, 2) detailed outline of the paper, and 3) submission of the final paper. The due dates for each part of the assignment are listed in the course outline below.

Daily Attendance Quizzes and Case Study Discussion Posts: 10% of final grade

Daily attendance quizzes and case study discussion posts are used to track engagement with the course. Each day of lecture material will have an associated short quiz (between 5 and 10 questions) that must be completed by 5:00 PM (EST) on the day of the class. These quizzes will cover readings, lectures, and additional videos. This material will be posted at least 24 hours before the scheduled class meeting time, which means that you have flexibility to access the required readings and lecture videos at any time, so long as you are able to complete the attendance quiz by the 5:00 PM due date. If, for some reason, you are unable to access the material for a given day, please contact me via email or Canvas message as soon as possible.

On the days with an assigned case study, there will be discussion threads on Canvas with associated question prompts related to the case. As is the case with the lecture materials, case study materials (including the discussion prompts) will be posted at least 24 hours before the scheduled class meeting time. Students are to post a well thought and reasoned response to the prompt, as well as comments to two other classmate's responses. Posts and comments should engage with the case material in a meaningful way and should be respectful of others. It is perfectly fine to voice a disagreement with a classmate or with elements of the case itself, but it is not acceptable to engage in personal insults or any other behavior that violates IU and O'Neill standards regarding civility in the classroom. In your discussion post, for example, you can point out relevant data and examples, similarities/dissimilarities to other cases, and relationships/connections to earlier discussions/topics. Discussion posts and comments are also due by 6:00 PM (EST) on the day of the class. For example,

This course requires extensive discussions. **You are expected to read the assigned text(s), including cases and exercise materials prior to attending the relevant class.** Lecture quizzes require reading the assigned material for the respective topic.

The three lowest grades from the quizzes and discussion posts will be dropped. Please think of this as the equivalent of a “free absence” policy during a traditional residential course, which is designed cover items such as colds, stomach viruses and/or other illnesses, medical appointments, funerals, and any other miscellaneous events. These things will inevitably come up during the semester, so you do not need to provide any reason or explanation for missing an attendance activity. Note that this also means that you should save your “drops” for those days when you really need to use it. If you are experiencing an extenuating circumstance such as prolonged serious illness, extended technology problems that prevent you from being able to access the course materials, or a serious family emergency, please contact me as soon as possible.

VII. POLICIES AND PROCEDURES

Questions About Your Grade: Grading errors do sometimes occur, and I am happy to correct these. However, any questions or concerns you may have about how tests and assignments were graded must be addressed by email within one week of the release of the grade. Please send an email stating your reason for concern; you will receive a careful review and a written reply. If you still have questions, we can discuss these further via Zoom.

Missing Exams: Make-up exams will be offered only when a student has a valid excuse that can be documented. Valid excuses must be discussed in advance except in emergency situations that make contacting the instructor impossible. Excuses that may be considered include serious illness of yourself or a family member, attendance at funerals, and participation in IU collegiate athletics. All excuses should be submitted to by e-mail with documentation and an explanation. If you know in advance that you have a conflict with a scheduled test, contact me right away.

Late and Missing Work: All work is due as stated in the course outline. Late work will not be accepted. Students with missing work will receive a zero for that assignment. If you have an emergency that comes up, please contact me as soon as possible.

Religious Observation: In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-relig>

Instructor Accessibility: When you have doubts about readings or concepts addressed in class, please do not hesitate to ask me for additional clarifications, either during my Zoom office hours or during our Zoom discussion sessions. **I am committed to facilitate your learning.** In fact, besides the standard three office hours, you can schedule an appointment with me on any other day that my schedule permits.

Communication between Faculty and Students: In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff **must originate from an Indiana University email account. Email messages must have SPEA V185 Management of Public Problems** in the message subject line and must be sent from the IUB email account. Otherwise, the messages may be treated as spam and deleted unread. I guarantee to respond to your email as soon as I have access to it. However, I want you to be aware that I attend conferences, and I may not have constant access to the Internet. Therefore, be patient regarding email responses. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Canvas, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUB email to another account can be found at:

<http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30>

Classroom Conduct: Students are expected to respect the instructor and their classmates. Inappropriate expressions and behaviors are intolerable in my class. Each of us may have different opinions on the topic under discussion. Indeed, I encourage disagreement with the ideas of others, including mine. However, disagreement and discussions should be constructive rather than disruptive, and I reserve the right to manage the discussion in an orderly fashion. If your conduct during the class seriously disrupts the atmosphere of mutual respect I expect in this class, I will ask you to have a personal interview with me, and if your disruptive behavior continues, I will contact the Office of Students Affairs for further disciplinary procedures.

Classroom Civility: Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Likewise, harassment of any sort will not be tolerated in this class. These behaviors are distracting to the instructor and classmates, and O'Neill faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to O'Neill, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. For more information regarding disability services for students, see <http://www.indiana.edu/~iubdss/>. Any student requiring accommodation related to a disability must provide documentation from the Disability Service for Students office.

Academic Dishonesty: I expect all students' academic conduct to conform with SPEA's and IU's Student Code of Ethics. IU faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iu.edu/~code/code/index.shtml> so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the *Code of Student Rights, Responsibilities, and Conduct*, a student must give credit to the work of another person when he/she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Revision of the Syllabus: I may modify the course schedule or reading assignments at any time. If so, I will announce them through the Canvas announcements. Please read the Canvas announcements.

Copyright Statement: The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, exams, in-class materials, review sheets, etc. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

University Resources: IUB offers several resources to help you succeed through the University Center for Academic Excellence and the Counseling Center. Please, take advantage of their assistance; good students become better students by using them.

Course Withdrawals: Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal

slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)	Week 1 (last day)
Withdrawal with automatic <u>grade of W</u> (Advisor signature IS required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with <u>grade of W or F</u> (Advisor and instructor signatures ARE required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

Incompletes: A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines in awarding incompletes which may be accessed at the Office of the Registrar’s website at:

http://registrar.indiana.edu/stu_grades.shtml

Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

COURSE OUTLINE

Date	Lecture Topics	Assignments and Due Dates
8/21	Lecture 0 – Introduction to class and discussion of syllabus	
8/23	Lecture 1 – What Does Government Do?	Kettl Chapter 2 (in canvas)
8/28	Lecture 2 – What is a Public Organization?	Bozeman – Chapter 1 (in Canvas)
8/30	Lecture 3 – Similarities and differences between public and private organizations	Bozeman – Chapter 2 (in Canvas)
9/4	Lecture 4 – Case: Public private partnerships in the war on terror	<u>Tech companies and terrorism article</u>
9/6	How to make an argument, and discussion of white paper assignment	Gordon (in Canvas) and Lynn (in canvas)
9/11	Lecture 5 – The role of the nonprofit sector Other: Discussion of management-problem group project.	Salamon pg 1611-1634 (in Canvas)
9/13	Lecture 6 – Review of all sectors in side-by-side comparison	
9/18	Exam 1	
9/20	Lecture 7 – Decision-making processes in organizations (part I). Deadline to submit members of (i) management-problem group project and white paper project.	Kettl Chapter 10
9/25	Lecture 8 – Decision making processes in organizations (part II)	Kettl Chapter 10 (cont'd)
9/27	Lecture 9 – The Ins and Outs of Accountability	Kettl Chapter 1
10/2	Lecture 10 – Case: The Administrative State	“The Administrative State: Enforcement of Speeding Laws and Police Discretion” Kettl pg. 68
10/4	Lecture 11 – Social Equity and Public Policy	Frederickson (in Canvas)
10/9	Lecture 12 – Managing diversity and representation in organizations	Selden and Selden (in Canvas) Problem Selection Due
10/11	Lecture 13 – Federalism and Intergovernmental Relations	O’Toole (in Canvas)
10/16	Lecture 14 – Case: Conflicting State and Federal Policies for Marijuana	“The Dude’ and Seattle’s Police: Conflicting Marijuana Policies” Kettl pg. 395
10/18	Lecture 15 – Implementation and Performance Other: Review for Exam 2	Sabatier (in Canvas)

10/23	Exam 2	
10/25	Lecture 16 – Are only public organizations affected by regulation?	Kettl Chapter 13
10/30	Lecture 17 – What happens when public organizations have to buy?	Bovaird (in Canvas)
11/1	Lecture 18 – Case: Fighter jets cost how much?	Fiscal Times article Detailed outline for management problem assignment due
11/6	Lecture 19 – Crisis Management	Christensen et al (in Canvas)
11/8	Lecture 20 – Case: (Mis)managing Flint’s Water Crisis What to do (and not do) in Crisis Management	Dixon article
11/13	Lecture 21 – Innovation	Berry and Berry (in Canvas)
11/15	Lecture 22 – Case study on innovation, in-class assignment	(in Canvas). White paper summary due
11/20	Thanksgiving Break	
11/22		
11/27	Lecture 23 – Organizational use of social media and other communication strategies	
11/29	Group Presentations	
12/4	Group Presentations	
12/6	Group Presentations	Management Problem Analysis Paper Due
12/11	Exam 3 (Finals week) on Tuesday at 4 pm.	