PADM 537 Seminar in Public Management

Fall, 2020

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Class Time: Wednesday 7-9:30 p.m.   Classroom: ZOOM Link on Learn
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Course Description :

This is a seminar course that introduces students to the broad field of public and nonprofit management in an increasingly interconnected world. One critique of the field is that a strict emphasis on public administration and bureaucratic institutions obscures the crucial relationship between bureaucracies and other political institutions. As such, we will take a broad perspective on the issue of governance and evaluate collaborative capacity within the context of the links or networks between bureaucratic institutions, legislative bodies, executive authorities, court systems, the private market, and civil society institutions operating in cities, states, tribes, and federal level. The course will draw from subfields of public administration, including public management, tribal governance, policy analysis, policy making and implementation networks, nonprofit studies., and will be particularly useful for students interested in such issues as inter-organizational collaboration and competition, organizational/network resilience, network management and leadership.

Course Objectives:

1)   To examine actors, instruments, and implementation of public and nonprofit management
3)   To identity nexus of government and nongovernment actors, including businesses, civil society in policy making and implementation at different jurisdictions
4)   To examine what occurs when "states and/or markets fail " in their responses to systematic shocks, e.g. the current pandemic.
5)   To examine policy frames, processes and institutions in the context of cross-boundary collaboration and competition
6)   To facilitate team-learning and vibrant class discussion

Required Textbook:

Kapucu Naim and Qian Hu (2020). Network Governance. Routledge.

O'Leary Rosemary and Bingham Lisa Blomgren (2009). The Collaborative Public Manager. Georgetown Univ Press.

Journals that publish public and nonprofit management research include:

Administration and Society
American Journal of Public Administration
Governance
Journal of Policy Analysis and Management
Public Administration Review
Public Management Review
Perspectives on Public Management and Governance
 Stanford Social Innovation Review
Nonprofit and Voluntary Sector Quarterly
Voluntas: International Journal of Voluntary and Nonprofit Organizations.
Nonprofit Management and Leadership

Grading

6 Reading reflections and responses	
(3 reflections and 3 responses, 5% each)	20%
Discussion lead	10%
State-Level Responses to Covid-19 analysis paper	30%
State-Level Responses to Covid-19 Presentation	20%
1 article extract	10%
Class participation*	10%
	100%

I will assign grades for points earned during the class according to the following scale:
A+ 97 and above A 93-96 A- 90-92
B+ 87-89, B 83-86, B- 80-82
C+ 77-79, C 73-76, C- 70-72
D+ 67-69, D 63-66, D- 60-62
F 59 points and below

Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and the focused discussion. Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions. A grade of "A" on class participation may be earned by attending all class sessions in their entirety and consistently contributing to class discussions and activities in a way that demonstrates thoughtful consideration of the readings. Participation grades will be negatively affected by missing more than one class session, being disengaged during class, returning late from breaks, coming to class late or without having prepared course readings (read and considered). Please

notify the instructor of medical or family emergencies in a timely fashion so that absences will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

Academic Integrity. Academic integrity encompasses the core values and basic principles of honesty and responsibility that govern our practices as scholars, researchers, and creative artists in the university. Unfortunately, incidents of academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism is the act, intentional or unintentional, of using other people's words or ideas as your own. This trend in part results from the ready availability of papers and resources on the Internet. The university, college, department, and I expect you to write your own papers and to provide full and accurate citations for any specific ideas or language—words, phrases, sentences—that you take from outside sources, including the Internet. Refer to the **UNM Pathfinder** and the **UNM Catalog** for the university's policy on Academic Dishonesty. Following the guidelines of UNM policy, any act of academic dishonesty in this class will be reported to the department and to the Dean of Student's office and may result receiving an F on the assignment, dismissal from class with a final grade of F, and even suspension or expulsion from the university, depending upon the severity of the violation.

Academic Dishonesty and Plagiarism Policy. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Familiarize yourself with UNM's **Student Code of Conduct** and **UNM's policies** on academic dishonesty.

Plagiarism. Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. This includes but is not limited to turning in all or part of an essay written by someone other than yourself (a friend, an Internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source. The University of New Mexico considers plagiarism a serious form of academic dishonesty. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or ideas. If you are unsure of something and are worried you may be plagiarizing, come see me, or go to CAPS. Plagiarism in this course results in one or more of the following consequences: failure of the assignment, failure of the course, and/or disciplinary action by the University. Cite sources carefully, completely, and meticulously; when in doubt, cite. Consult **UNM's Plagiarism Guidelines**, the Pathfinder for UNM's **Student Code of Conduct** and the Dean of Student's **Academic Integrity/Honesty** for more information.

Forms of plagiarism include, but are not limited to, the following:

- Use of direct quotations without the use of quotation marks and referencing of the source of the quotation.
- Incorrect paraphrasing information without proper citation of the source.
- Failure to provide adequate citations for material used.

- The purchase of a scholarly paper or any other academic product from the Internet or any other commercial sources and submitting it as your own work.
- Downloading work from the Internet and submitting it without citation.
- Directly copying and pasting from any source, electronic or written, into any academic assignment without explicit citation of the original source.
- Submission of a work product from a previous course for credit in a current course without direct permission of the instructor.

You are required to submit all your writing assignments through UNM Learn. On UNM Learn SafeAssign compares submitted writing assignments against a database of submitted papers and internet resources and issues an "Originality Report" identifying overlap between the submitted work and other works. This allows the instructor and/or the student to check for potential plagiarism and can create opportunities for students to learn how to properly cite sources or how to paraphrase more appropriately.

When a paper is processed an "Originality Report" is created. A percentage will be generated showing how much of the submitted work overlaps with work in the existing database. You will see the percentage score after your submission. *SafeAssign does not distinguish between uncited and properly cited sources however*. Blackboard gives these rough guidelines:

- *Scores below 25 percent*: These papers may include some quotes or common phrases. There is low probability of plagiarism
- *Scores between 25 and 40 percent*: These papers include extensive quotation or paraphrased material. They may include plagiarism but the Originality Report should be checked to see if sources were properly cited.
- *Scores over 40 percent*: A high probability that text in these papers was copied or paraphrased from other sources. Again the text may be properly cited but a very high score, even if properly cited, may indicate a lack of original work or analysis by the student.

You can also create a free account at (http://ithenticate.unm.edu/) to precheck your papers before your online submission at Learn.

Decorum Guidelines for Distance (Zoom) Students

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance. Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes,distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

Respect the UNM Community by Preserving Health

You have the ability to prevent the spread of COVID-19 and to preserve the health of fellow students, your instructor, staff and the community by following UNM health protocols. The UNM Provost Administrative Directive on Mandatory Student Face Covering and Symptom Reporting of July 9, 2020 requires that all students on UNM-Main and UNM branch campuses wear face masks in the face-to-face classroom and on campus unless they have a specific mask accommodation (confidentially documented with the Accessibility Resource Center). UNM Provost Administrative Directive is consistent with Governor Lujan Grisham's Public Health Emergency Order as amended, and the Public Health Order of the New Mexico Health Secretary. It also requires daily participation in symptom screening through covidscreen, which will be sent via UNM e-mail.

Acceptable masks and mask wearing in class: A two-layer mask that covers the nose and mouth and that is cleaned regularly is acceptable. A face shield is not sufficient protection. It is vital that you wear your mask correctly, covering your nose and mouth. Removing your mask for an extended period to eat or drink in class violates the Provost Administrative Directive and endangers others.

Mask Wearing Accommodation: Individuals with a documented disability or diagnosis may seek accommodation with the UNM Accessibility Resource Center (ARC) (https://arc.unm.edu/). Individuals do not need to reveal private information to an instructor. ARC will require documentation of health requirements, which will be kept confidential. The instructor will be informed only of any need for accommodation.

Consequences of not wearing a mask properly: Unless you have an ARC-approved accommodation, if you don't wear a mask, or if you do not wear a mask properly by covering your nose and mouth, you will be asked to leave class. If you fail to wear a mask properly on more than one occasion, you can expect to be dropped from the class. If you insist on remaining in the classroom while not wearing a mask (without an ARC-determined accommodation), class will be dismissed for the day to protect others and you will be dropped from the class immediately.

Accommodations: In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), 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 I am 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. Contact Accessibility Resource Center at 277-3506 for additional information.

UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact Accessibility Resource Center at arcsrvs@unm.edu or by phone 277-3506.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see page 15 of https://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf) requires that any report of gender discrimination that includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (https://oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: http://undocumented.unm.edu/.

Land Acknowledgement: (see https://diverse.unm.edu on appropriate use) Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

3 Reading Reflection Postings (due midnight Tuesday of the learning week)

This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by 1-2 of the assigned readings for the **weeks a reflection is assigned** (see weekly assignments in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only

requires you to address 2-3 readings. DO NOT USE newspaper articles as your seed reading, only use Academic Journal articles or book chapters. **Reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for public, nonprofit, managers and/or policymakers and cross-boudary or global governance.** Post your reflection to the corresponding UNM Learn discussion string by midnight the day before the class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met.

3 Reading Reflection Posting Responses (due midnight Friday of the learning week)

You are required to further online discussion by commenting upon your colleague's postings for three weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference) .

Discussion Lead

These discussion leadership opportunities are designed to let you take the initiative and bring in outside academic readings (at least 2, peer reviewed, see the list of journals that publish public or nonprofit management research or from high-quality practice/industry sources, such as Wall Street Journal, Economist, Nonprofit Quarterly) to enrich the class learning. Most of the readings assigned for this class are published in peer-reviewed journals. Ideally, the discussion leaders should find articles that are directly connected or relevant to the assigned readings for the week. The co-leaders (2 or 3 students can jointly lead a discussion) need to provide a brief summary of the 2 outside readings, highlight the connections with the assigned readings, and raises three or four questions for the class to discuss. **Powerpoint presentation is required**. **The co-leaders should email the instructor their readings and two questions two days before the actual class to get the instructor approval. I will distribute a guideline for the PowerPoint presentation later.**

1 Article Extract (Due Nov 11ᵗʰ midnight)

Please turn in two documents: one empirical article extracts and the corresponding quantitative (statistical analysis , hypotheses testing, using survey, experimental, existing datasets to test relationships between independent variables and dependent variables in public policy, public administration or civil society) research article or qualitative (interview, focus group, or archival data analysis, answering questions about how from the participants' perspective regarding important issues/policies in public or nonprofit management). **Meta-analysis and theoretical articles may count, but you will need instructor permission before proceeding.** The article needs to be from a peer-reviewed public administration (for a list of PA journals, see https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=soc_publicpolicyadministration) or nonprofit management journals (Nonprofit and Voluntary Sector Quarterly, Nonprofit Management and Leadership, or Voluntas, which publishes research on international nonprofits or journals (published within 10 years) . I may need to see the article to check on your extract. The format of your extract can follow the sample extract or table format (at the end

of this syllabus). You may use the table or type it up in a Word document, as in the posted article extracts.

State-Level Covid-19 Responses and Governance Analysis

The purpose of the analysis is to critically and systematically analyze a state or tribal or the U.S. federal government's response to the Covid-19 pandemic. The requirements for this analysis are as follows:

•• Pages 1-2 Subsection title: **State Background**
> Describe the basic political economy of the state's public administration and public/nonprofit/business sectors, including their sizes, power structures, and healthcare capacity. Cite at least 2 quality sources

• Page 3
> Subsection Title: **The Local/State Responses**
> Succinctly document the Covid-19 responses of state and local government, legislature, and nongovernment actors, including supply chain, civil society, in health, economic, inter-state coordination, and other related domains. Cite at least 2 quality sources to support your summary of responses

> .
• Page 4-6 Subsection title: **Policy Analysis**
> Subsection Title: **Governance Successes and Failures**
>> Analyze the successes and failures of responses of government and
> nongovernment actors. Please specify the health and non-health indicators of successes and failures, and cite at least 3 quality sources to support your assessment.

> Subsection Title: **Policy Options Not Taken and Why.**
> What other policy options were debated but ended up not adopted? Why they were not taken in the state? Cite at least 2 quality sources to support your discussion.

> Subsection Title: **Lessons Learned.**
> What are the lessons we can learn from the failures and successes of the state's responses? How likely are they become part of the policy agenda of the U.S.? any weaknesses, limitations, or risks? Cite 2 sources.

> You are required to use APA citation and reference, for examples and guideline of APA in-text citations, see https://guides.libraries.psu.edu/apaquickguide/intext.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Tentative Schedule, Topics and Assignments.

Aug 19th (Week 1)
Course Introduction

Aug 26th (Week 2)
Public and Nonprofit Management
1. O'Leary Book, Chapter 1 and 3
2. Readings on Learn.
Reading reflections and response due.

Sep 2nd (Week 3) Organizational and Network Goals

1. O'Leary Book, Chapter 4.
2. Readings on Learn.
Discussion leaders needed
Reading reflections and response due

Sep 9th (Week 4) Organizational and Network Leadership.
1. Kapucu, chapter 1 .
Discussion leaders needed
Reading reflections and response due.

Sep 16th (Week 5)   Public and Nonprofit Responses to Environmental Shock
1. Kapucu, chapters 3 and 4.
2. Readings on Learn.
Discussion leaders needed
Reading reflections and response due.

 Sep 23th (week 6): Crisis and Emergency Management
1.   O'Leary Book, Chapters 6, 9. & Kapucu, Chapter 10
2. Readings on Learn.
Discussion leaders needed
Reading reflection due

Sep 30th (Week 7): Multi-level Social Capital and Managerial Networking
1. Kapucu book Chapter 5 and 8
2. Readings on Learn.
Discussion leaders needed
Reading reflections due

Oct 7th   Fall Break, no class.

Oct 14th (Week 8): Managing inter-organizational collaboration and competition.
1. Kapucu book, Chapters 6,7,9.

2. Readings on Learn.
Discussion leaders needed
Reading reflections due.

Oct 2th (Week 9): PBS documentary: Networld Episode 1 Disruption and Episode 3 Networld War.
https://www.amazon.com/Niall-Fergusons-Networld-Season-1/dp/B085XKKX9M

Reading reflections due

Oct 28th (Week 10):   Tribal Governance: Challenges, Opportunities.
Discussion leaders needed
Reading reflections due

Nov 4th (Week 11) Transnational dark networks: terrorist, smuggling networks.

Discussion leaders needed
Reading reflections due

Nov 11th (Week 12). Multi-level resilience to systematic shocks: pandemic, global warming.
Article Extract Due.

Nov 17th (Week 13) State Covid-19 Response Presentations

Nov 25th   Library research, no class.

Dec 2nd   State Covid-19 Response Presentations

Dec 7th   State Covid-19 Response Analysis Paper due midnight on Learn