

V185 Management of Public Problems and Solutions Spring 2023

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Office hours: By appointment

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Overview

Ever wonder why some public programs seem to work so well in some cases but so poorly in others? One of the most important answers is management. This course will focus on introducing you to the major concepts of management in the public sector but will also touch on cases in the private and non-profit sectors. It will help you understand the ways in which organizations in these sectors are different, the ways in which they collaborate with one another to solve public problems, and the unique skills required by managers to oversee those collaborations. It will provide this content in a problems-focused approach, where students can see how management choices, both good and bad, affect real world outcomes for citizens.

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.

Course Methodology

Each topic in the sections below will be introduced via an interactive lecture and emphasized through an interactive class exercise. Various methods of interactive teaching will be used in this course such as small groups, role plays, case studies, and experimental exercises to ensure the retention of material.

Required Text

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

Grading

To pass the course, students must demonstrate at least minimum attainment of the learning objectives. All of your work should reflect critical thinking, intellectual effort, and attention to detail.

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 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

Teamwork is a vital part of any organization. The best way to learn to work as a team is to actually do so. As such, this course requires a group project with the intent of teaching you to manage a project as well as how to work in and manage a team. Each group will write an analysis paper of a major public management problem. Papers should be 12-15 pages (not including works cited page) and should include at least 15 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. During the third week of class, you will be assigned to a team and will be given a topic to research. More details will be discussed in the third week of classes but note that there will be three due dates for the project including 1) detailed outline of the paper, 2) rough draft and 3) submission of the final paper. These are listed in the course outline below.

Attendance and Participation: 10% of final grade

Attendance is required for this course. Each student will be granted three “free” absences. After this, I will deduct 10% from your attendance grade for each day you are absent. You will be expected to sign an attendance sheet every day in class (starting the second week of the semester). The sheet will be at the front of the room and can be signed at the beginning of class or right after class. It is your responsibility to make sure that you sign in every day. You do not need to provide any reason or

explanation for your absence except in cases of a major assignment or exam, but please do contact me in case of extenuating circumstances such as prolonged serious illness or serious family emergency.

***Health and Safety Note:** While attendance is important and you should make it your goal to come to every class meeting, it is not so important that you should jeopardize your health or the health of those around you. Please do not come to class if you are sick or are potentially contagious. If you are not feeling well, I encourage you to get tested for COVID-19 as soon as possible and contact me via email to discuss accommodations for missing class.

POLICIES AND PROCEDURES

O’Neill School expectations of civility and professional conduct¹

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

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

¹ These expectations are excerpted from the O’Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

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.

Counseling and Psychological Services

For information about services offered to students by CAPS:

<http://healthcenter.indiana.edu/counseling/index.shtml>

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-religious-observances/index.html>

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>

Civility

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching or other university activities 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.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources visit

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken, and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserve@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

Academic Integrity

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. When you borrow the words or ideas of another person, you must give attribution. This responsibility to give attribution includes instances in which you are paraphrasing what someone else has said. Otherwise, you are "stealing" another person's intellectual property and offering it as your own.

Presenting others' work as your own on a written assignment or cheating on an exam will result in 0 for that particular assignment. A second infraction will result in failing grade for the course. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the professor. More information IU's policies regarding academic misconduct can be found at:

<https://studentcode.iu.edu/responsibilities/academic-misconduct.html>

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

COURSE OUTLINE

Note: All test and assignment due dates, readings, and the course schedule listed below are subject to change at the instructor’s discretion. Students will be given reasonable notice in class of any changes, and any changes that occur will be posted as announcements in Canvas.

Date	Lecture Topics	Assignments and Due Dates
1/9	Lecture 1 - Introduction to class and social science basics	
1/11	Lecture 2 – What is public management?	Kettl Chapter 3
1/16	MLK JR Day (NO CLASS)	
1/18	Lecture 3 – What is a public organization?	Rainey – Chapter 3 (in Canvas)
1/23	Lecture 4 – Similarities and differences between public and private organizations	Rainey – Chapter 3 (in Canvas)
1/25	Lecture 5 – The role of the nonprofit sector	Vaughn and Arsenault (in Canvas)
1/30	Lecture 6 – Privatization and contracting out	Johnston and Romzek (in Canvas)
2/1	Lecture 7 – Management by collaboration	Agranoff (in Canvas)
2/6	How to write research papers & Review for Exam 1	Pennock, chapters 2-4 (in Canvas)
2/8	Exam 1	
2/13	Lecture 8 – Decision making processes in organizations (part I)	Kettl Chapter 10
2/15	Lecture 9 – Decision making processes in organizations (part II)	Kettl Chapter 10 (cont'd)
2/20	Lecture 10 – The ins and outs of accountability	Kettl Chapter 1
2/22	Case Study #1: The administrative state	“The Administrative State: Enforcement of Speeding Laws and Police Discretion” Kettl pg. 68
2/27	Lecture 11 – Ethics and Public Management	Implementing the ASPA Code of Ethics (in Canvas)
3/1	In class work on management problem	
3/6	Lecture 12 – Social equity and public policy	Bearfield et al (in Canvas) Management Problem Analysis Detailed Outline Due
3/8	Case Study #2: Racial bias and public policy	“ As Cameras Track Detroit’s Residents, a Debate Ensues Over Racial Bias (New York Times) ” (in Canvas)
3/13-3/17	SPRING BREAK (No Class)	
3/20	Lecture 13 – Administrative burden	Lowrey (in Canvas)
3/22	Lecture 14 – Representative Bureaucracy	Riccucci and Van Ryzin (in Canvas)
3/27	Exam 2	

3/29	Lecture 15 – Federalism and intergovernmental relations	O’Toole (in Canvas)
4/3	Case Study #3: Federalism and policy conflict on immigration	“What are sanctuary cities? (KQED News)” (in Canvas)
4/5	Lecture 16 – Are only public organizations affected by regulation?	Kettl Chapter 13
4/10	In class work on management problem	
4/12	Lecture 17 – The process of rulemaking	Management Problem Analysis Rough Draft Due
4/17	Case Study #4: Changes to Title IX	“Here’s How Title IX Could Change Under Biden’s Proposed Rule” (in Canvas)
4/19	Lecture 18 – Emergency management and contingency planning	Christensen et al. (in Canvas)
4/24	Case Study #5: Flint, Michigan water crisis	“Nothing to worry about. The water is fine: How Flint poisoned its people (Guardian)” (in Canvas)
4/26	Wrap up and review session / Work on management problem analysis final papers	
4/28		Management Problem Analysis Paper Due
5/1	Exam 3 (Finals week)	