University of Oregon
Department of Planning, Public Policy and Management

PPPM 618: Public Sector Theory
Fall 2015 (CRN 15135)

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Email: dmason@uoregon.edu
Office Hours: Mondays 12-2pm, or by appointment

Class Time:
Monday/Wednesday 10-11:20
Room: 112 Esslinger

Overview
This course provides a theoretical and historical base for the Masters of Public Administration and Masters of Nonprofit Management. It is intended to not only introduce you to the ideas of public service, public administration and policy over the past century, but also to enable you to place yourself within the historical debates and to give you the knowledge enabling an almost prescient ability to predict the waves of public and nonprofit sector reforms and backlash in the future. No small task! The emphasis will be on the U.S., but the ideas are relevant to public service professions in other countries. This course occupies a unique introductory niche in the MPA and MNM curricula, concentrating on the history and theory of administering policy for public benefit – big ideas and counterarguments to the big ideas.

Competencies
By completing this course, students will be able to:

- Evaluate the history and trajectory of public administration, the government and nonprofit sectors, and public service.
- Research and present a literature review on a specific topic important to public/nonprofit administration or public policy.
- Identify potential research questions that have yet to be answered.
- Write compelling and persuasive professional communications and research papers.
General Requirements and Information
The format of the course will be readings with lectures and discussions. It is expected that the assigned readings will be completed prior to the date in which they will be covered in the lecture. Any discussions in class, including guest lectures, Salem and Portland Day and discussion of questions brought up by fellow students, are likely to appear on the final exam. In addition, all assigned readings are fair game for inclusion on the final exam unless explicitly exempted. You should write assignments carefully to convey a professional tone and elicit confidence in your work. Prepare you oral presentations well, so that your delivery is fluid and your information is clearly articulated to the class (tips for oral presentations will be provided). I recommend that you read a daily newspaper to keep abreast of current events in the community of your choice.1

Professional Practice
Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities. Students who fail to adhere to these guidelines will be asked to leave for the remainder of the class session.
- I expect all course assignments to be typewritten.

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

Writing Lab
This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must go to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

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

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

1 This is not a course requirement. It is simply a valuable tool for your career.
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: www.libweb.uoregon.edu/guides/plagiarism/students.

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

**Diversity, Inclusion and Respect Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

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

**Sexual Violence, Harassment and Survivor Support**
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal
complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Grade Composition

| In Class Assignment             | Advice for Those Entering Public Service | 5% |
| Portland/Salem Day              | Attendance and discussions               | 10%|
| Memorandum #1                   | The executive search                      | 15%|
| Memorandum #2                   | An ethical and respectful email communications policy | 15%|
| Midterm Exam                    | Not multiple choice, but no long essays, either | 25%|
| Final Paper                     | Topic Paper (Due 12:15, Dec 9)            | 30%|

Grade Distribution

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<th>Grade</th>
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<tr>
<td>A</td>
<td>94-100%</td>
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<td>A-</td>
<td>90-93.99%</td>
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<td>86-89.99%</td>
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Explanation of Grading System

These are the general expectations for all written assignments in this class.

- **C+ and Lower (below 80)**
  - Unacceptable work for professionals or upper level undergraduate/graduate courses
  - Factual errors or calculation errors
  - Poorly written (misspellings, typos, poor grammar, poor sentence structure, poor organization)
  - Graphics poor (inaccurate tables, poor titles, no data sources)

- **B- (81-83)**
  - Below acceptable standards for professionals
  - Minor errors of fact or calculation
  - Poorly constructed text or organization, unclear graphics
  - Rushed or lack of attention to overall product

- **B (84-86)**
  - Meets minimal professional standards
  - Factually and technically correct
Clear message to readers
• May lack precision in language and presentation of data

B+ (87-90)
• Solid professional work
• Factually and technically correct
• Excellent tables and graphics
• Falls short in some areas (content, structure, writing proficiency)

A- (91-93)
• High quality professional work
• Technically, methodologically, and factually 100% accurate
• Fall short of highest quality work in organization, flow of text or presentation
• Clearly conveys conclusions to audience

A (94-99)
• Highest quality work
• Technically, methodologically, and factually 100% accurate
• Efficient language and graphics presented with emphasis
• Easy to navigate and follow, concise and well-constructed writing
• Clear about main points and evidence provided to support these points
• All graphics are clear and titled, sources, labeled

Salem/Portland Day (October 19)
On October 19 we will be traveling to Salem and Portland to meet with leaders in public policy, public administration and nonprofit organizations. We will be leaving early and returning late in the evening. There will be no class this week, and no readings, but be prepared to discuss your experiences following the trip.

If you are unable to participate in the trip due to work, class or family obligations, you may conduct an alternative research assignment. Taking the provided speaker bios, and evaluating the agencies’ or organizations’ websites, conduct a comparison of four of the organizations we are meeting with to comparable groups in other states. For example, how is the state program auditor’s office the same or different from one in another state (of your choice)? What are their stated priorities? What are any apparent opportunities or challenges do the Oregon organizations face? Each comparison should be approximately one (single-spaced) or two (double-spaced) pages, with proper citations of sources. The assignment is due by email to dmason@uoregon.edu by 5pm on Friday, October 23.

Memorandums:
Instructions for Memorandums will be posted on Canvas at canvas.uoregon.edu. The due dates are also on Canvas. Any late assignments will be penalized at 5% per day.

Topic Paper:
The topic paper is a concise 8-10 page literature review (double-spaced) on a topic that you would like to explore further in the context of this course. Your page limit does not include your reference list or any appendices you include. You will receive instructions on how to cite references in your report—please follow them precisely. For the topic (either regarding public policy or public administration), you should review at least six or more articles and/or book chapters from differing published academic sources (peer reviewed journals or books) and provide a summary of “the literature” on your topic, including both historical sources and recent research. The final section of the paper will consist of possible research questions that have not been addressed adequately in the literature you discussed.

You are required to submit an abstract or short outline (including primary sources) of your topic by the fifth week of class. A rubric for grading will be provided on Canvas. In other words, depending on team member contributions, it is possible to have team members earn different grades on the paper and presentation.
The paper should include:

I. An introduction of your topic. A brief overview of what your paper will contain, including your argument/position
II. A literature review of the leading historical sources on your topic
III. Current research on your topic
IV. Gaps in the literature and potential future research questions
V. Brief Conclusion
VI. Reference list, formatted in APA style
VII. Any appendices (not required)

The paper is due no later than 12:15pm on Wednesday, December 9, uploaded to Canvas. Any late papers will be penalized at 5% per day.

Midterm
The midterm exam will rely heavily on all assigned reading material and lecture/discussion material. Salem/Portland Day may also be included. The exam will consist of short-essay answers. Exams will not be given early under any circumstances. A make-up exam will be scheduled for students who miss the regularly scheduled exam due to serious illness or family emergency only.

Readings

- There is one additional case study you will need to access for $3.95 at Harvard Business Publishing here: https://cb.hbsp.harvard.edu/cbmp/access/38252902 (Note, you will need to register for the site to access the coursepack and discounted price.
- Additional readings are listed below and will be provided on Canvas, unless otherwise noted.
Tentative Schedule of Lectures and Readings
(Subject to Change; Any Changes Will Be Communicated by Email and Added to Canvas)

Week 1 (September 28 & 30): The Profession
In-class writing assignment: Advice for Those Entering Public Service

Be prepared to write a short (about one page, single or double-spaced) essay providing advice to a person beginning a career in public service with a government or nonprofit career. This can be directed at anyone, or specifically to yourself upon graduation from UO. Submit online by the end of class.

Readings:

Week 2 (October 5 & 8): The History of Public Administration and Policy
- Due: Memorandum #1, The Executive Search (Upload to Canvas by 11:59 Sunday, October 11)

Readings:
- Dehardt and Denhardt, Chapter 1-2

Week 3 (October 12 & 14): Reinventing Government and The New Public Service

Due: Paper Topic (a paragraph or outline) including 1-2 of your expected primary sources. Uploaded by Sunday, October 18 11:59pm)

Readings:
- Dehardht and Denhardt, Chapters 3-4

Week 4 (October 19): Salem/Portland Day
• No regular class meetings this week. Your grade for the trip will be based on your participation in the discussions with our guest speakers in Salem and Portland.

Week 5 (October 26 & 28): Implementation, Accountability and Ethics

MIDTERM SESSION 2 – short essay answers, based on all readings and discussions to this point (including session 1 this week).

Readings:

• Denhardt and Denhardt, Chapters 6-7
• Behn, Robert D. “Discretion and Trust” (Chapter 5) in Rethinking Democratic Accountability (2001), Brookings Institution Press.

Week 6 (November 2 & 4): Citizen Participation

Due: Memo #2, An Ethical and Respectful Email Communication Policy, Uploaded to Canvas by 11:59, Sunday November 8

Readings:

• Denhardt and Denhardt, Chapter 10

Week 7 (November 9 & 11): Collaboration

Readings:

• Behn, Robert D. “The Cooperation Challenge” (chapter 8 in same book as above).

Week 8 (November 16 & 18): Privatization, Sectoral Division and Roles

Readings:


• Case: High Stakes and Frightening Lapses: DSS, La Alianza Hispana and the Public-Private Question in Child Protection Work, by Pamela Varely (1994), Kennedy School of Government, Harvard University, Case Number C16-94-1326.0.

**Week 9 (November 23 & 25) : Leadership and Entrepreneurship**

• Denhardt and Denhardt, Chapters 8-9

• Case: Michelle Rhee and the Washington D.C. Public Schools, Harvard Kennedy School Cases. This case is in the Harvard coursepack for $3.95. [https://cb.hbsp.harvard.edu/cbmp/access/38252902](https://cb.hbsp.harvard.edu/cbmp/access/38252902)

**Week 10 (November 30 & December 2): Where Do We Go From Here? The Future of Public Administration**

Readings:

• Denhardt and Denhardt, Chapter 11-12


**Final Paper Due: Uploaded to Canvas by 12:15 am, Wednesday, December 9**