

**PADM 500 Introduction to Public Management & Policy**  
Fall Semester, 2024

Instructor: Kun Huang, Ph.D. Associate Professor of Public Administration  
Class Time: Mon 6-8:30 pm Dane Smith Hall 134  
Check- in hours: Tuesday and Thursday 11-12 pm Social Science Building 3030, by  
phone or Zoom  
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**Course Description**

Welcome to PADM 500. As a core course in the MPA curriculum, PADM 500 offers a survey of the major issues in the study of public administration in US. The course aims to ground our study in important theoretical developments in the field. Most of the material covered is drawn from the literature in public administration, public policy, and nonprofit management. Key areas of discussion within this seminar will be: environment of public administration, organizational goals and effectiveness, public policy, tribal leadership and governance, nonprofit sector, networks and partnerships . The course contains academic and practitioner-oriented case materials and assignments in an effort to help you bridge the gap between theory and practice and to encourage you to think how public management might apply in a variety of public and nonprofit settings.

**Course Objectives**

By the end of this course, the successful student will be able to:

1. have a solid understanding of central public policy and management challenges
2. develop analytic and writing skills to express oneself effectively in major theories of public administration and public policy.
3. be familiar with the ways scholars engage core ideas and questions in public sector , nonprofit and tribal leadership and governance.
4. Demonstrate the capacity to think critically about their field and emerging topics
5. relate academic research to their roles and responsibilities as public, nonprofit and tribal leaders
6. work effectively in a group/team

**Learning outcomes.**

1. Develop the ability to lead teams of people towards shared goals
2. Develop the ability to manage conflict and competition and recognize/promote teaming, mentorship and citizenship behavior in groups/teams.
3. Demonstrate the capacity to enhance leadership and organizational resilience to different types of shocks.

4. Acquire the skills to leverage data or published evidence to support writing and presentations.
5. Develop the capacity to strategically engage in public policy making and implementation networks
6. Foster public service value through effective and equitable public/nonprofit and community partnerships.

### Grading

|  |            |
|--|------------|
| 2 article extracts (10” each)                                    | 20%        |
| 4 Reading reflection posting ( 2 postings, 2 responses, 5” each) | 20%        |
| Discussion co-lead   | 10%        |
| Research paper   | 30%        |
| Research paper presentation                                      | 10%        |
| class participation*   | <u>10%</u> |
|  | 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

### Credit Hour Statement

This is a three credit-hour course. Class meets for two 75-minute sessions of direct instruction for fifteen weeks during the Fall 2024 semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

### Required Textbook

1. Hildreth, W. Bartley, Gerald Miller, and Evert L. Lindquist. (2019). Handbook of Public Administration. 4th ed. Milton: Taylor & Francis Group. Ebook available at UNM Library : [ProQuest Ebook Central - Book Details](#)[Links to an external site.](#)

2. Birkland, T.A. (2019). *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making 5th Edition*. Routledge. Powell, W. W., & Bromley, P. (2020).

Suggested Textbook:

The nonprofit sector : a research handbook (Third edition). Stanford University Press. Ebook available at UNM Library: [The Nonprofit Sector : A Research Handbook, Third Edition: University Libraries - Discovery \(EDS\) \(unm.edu\)](#).

Weekly required readings, including journal articles, are posted in Modules on UNM Canvas. You are expected to read them before the class meets for the week.

### Communication Response Time

I will respond to messages received via email or the Canvas Inbox within 72 hours. I may/probably will respond earlier, but if you do not receive a reply from me within 72 hours, please re-send your message.

### Grading and Feedback Time

Grades will be posted on UNM Canvas within 10 calendar days of the due date.

### **Caregiver Responsibilities Policy**

I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges that require you to miss a class, or if your caregiving responsibilities are interfering with your ability to engage in remote learning, please contact me . There may be some instances of flexibility we can offer to support your learning.

### **School-Life Conflict**

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your graduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my check-in hours, please email to set up a time that works for you or arrange a meeting by Zoom.

### Late Work Grace Period:

Once in the semester, if needed, you may turn in an assignment up to 3 days (72 hours) late for full marks. In order to receive full marks on your assignment, you must notify the instructor at least 24 hours prior to the original due date that you will be using your late-work-grace period. You do not need to provide a reason for using your grace period.

### Religious Observance and Cultural/Native American Holiday Policy:

The university is committed to accommodating any students who have conflicts with scheduled exams, assignments, or other required attendance due to religious, cultural, or Native American tribal obligations, provided adequate notice is given. If your observance will cause you to miss class at any point in this semester, please reach out to me in advance so that we can establish accommodations for your absence.

#### COVID-19 Health and Awareness.

UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need to stay home, please communicate with me at [khuang@unm.edu](mailto:khuang@unm.edu); I can work with you to provide alternatives for course participation and completion. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

#### Support:

[Student Health and Counseling \(SHAC\) at \(505\) 277-3136. If you are having active respiratory symptoms \(e.g., fever, cough, sore throat, etc.\) AND need testing for COVID-19; OR If you recently tested positive and may need oral treatment, call SHAC.](#)

[LoboRESPECT Advocacy Center \(505\) 277-2911 can offer help with contacting faculty and managing challenges that impact your UNM experience.](#)

Accommodations: UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or by phone at 505-277-3506.

[Support: Contact me at \[ \] or in office/check-in hours and contact Accessibility Resource Center \(<https://arc.unm.edu/>\) at \[arcsrvs@unm.edu\]\(mailto:arcsrvs@unm.edu\) \(505\) 277-3506.](#)

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 case studies. 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 these will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

**Academic Integrity.** You are capable of meeting my expectations for this course. If you are concerned about how well you are doing in this course, please come speak with me instead of considering academic misconduct. 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 can also create a free account at (<http://ithenticate.unm.edu/>) to precheck your papers before your online submission at Canvas.

### **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

### **Title IX**

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and

sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please 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.

**Respectful and Responsible Learning:** We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. *Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively.* Off-campus paper writing services, problem-checkers and services, websites, and AIs can produce incorrect or misleading results. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>).

**Support:** Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and are other resources are available through **Student Learning Support at the Center for Teaching and Learning**.

**Connecting to Campus and Finding Support:** UNM has many resources and centers to help you thrive, including **opportunities to get involved**, **mental health resources**, **academic support such as tutoring**, **resource centers** for people like you, free food at **Lobo Food Pantry**, and **jobs on campus**. Your advisor, staff at the **resource centers** and **Dean of Students**, and I can help you find the right opportunities for you.

## **Tentative Schedule, Topics and Assignments.**

Aug 19<sup>st</sup> (Week 1)  
Course Introduction

Aug 26th (Week 2)

History and Unique Distinctions between Public and Nonprofit management

1. Hildreth, 2019. Chapters 2 Transfer-of-Ideas Approach to the History of PA and 3 The Administrative Presidency
2. Powell, 2020. Chapter 2. A History of Associational Life and the Nonprofit Sector in the U.S.
3. Jordan, Christian H., & Zanna., Mark P. 1999. How to read a journal article in social psychology. In R.F. Baumeister (Ed.), The Self in Social Psychology, pp.461-470. Philadelphia: Psychology Press.
4. Stivers, C. 1995. Settlement women and bureau men PAR 55: 522-29.

Sep 2nd Labor Day, No class.

Sep 9th (Week 3 )

### **Environment of Public Administration and Policy**

*Birkland, 2019. Chapters 1 and 2.*

Hildreth, 2019. Chapters 6 Federalism and Multilevel Governance, Chapter 9 The Many Publics of Government Organizations.

Frumppkin, P. & Reingold, D. 2004. Why programs get replicated. The Nonprofit Quarterly, 11(3): 46-59.

Aufrecht, S.E. & Case, D.S. 2005. Indian 78, Washington state 0: stories about Indians and the law. Public Administration Review, 65(4), 450-461

Sep 16 & 23th (Week 4 and 5)

### **Goals and Effectiveness in Organizational and Policy Setting.**

*Birkland, 2019. . Chapter 3 and 4.*

**Powell, 2020. Chapter 7. Nonprofits as Boundary Markers and Chapter 8. Politics, Philanthropy and Inequality.**

1. Abzug R. & Sabrin, M. 2010. Social justice through health care financing: the birth and signaling of a new nonprofit field. Nonprofit and Voluntary Sector Quarterly.
2. Hambrick, D.C. On the staying power of defenders, analyzers, and prospectors. Academy of Management Executive, 17(4):115-118.



Sep 30th Public Policy -Agenda Setting (Week 6)

*Birkland, 2019. Chapter 6 and 7*

**Powell, 2020. Chapter 20 Advocacy, Civic Engagement, and Social Change.**

1. Kingdon, J. 1995. How does an idea's time come? In Agendas, Alternatives, and Public Policies. Chapter 1, pp.1-20. New York: Addison, Wesley, Longman.
2. Stone, D. 1989. Causal stories and the formation of policy agendas, Political Science Quarterly.

Oct 7<sup>th</sup> Advocacy in Policy Making and Implementation (Week 7)

*Birkland, 2019. Chapter 9 and 10.*

Powell, 2020. Chapter 21. The Changing Face of Nonprofit Advocacy.

**1-page final paper proposal due on Canvas**

Oct 14<sup>th</sup> Motivation and Organizational Behavior (week 8)

1. Hildreth, 2019. Chapter 15. Modernizing Human Resources Systems for the Public Sector.
2. Lipsky, M. 1980. Street-level bureaucracy: Dilemmas of the individual in public services. Russell Sage Foundation, New York.
3. Moynihan, D.P., & Pandey, S.K. 2007. The role of organizations in fostering public service motivation. PAR, 67(1):40-53.

Oct 21<sup>st</sup> (week 9) Managerial Networking and Interorganizational Networks.

1. Hildreth, 2019. Chapter 11. Complexity in Public management and Chapter 12. How Complexity Informs Public Policy and Administrative Practice: Selected international Cases
2. Kettl, D. 2006. Managing boundaries in American administration: the collaboration imperative. Public Administration Review, Special Issue, 10-19
3. Agranoff, R. 2006. Inside collaborative networks: ten lessons for public managers. PAR. 56. Special Issue, 56-65.

**Oct 28<sup>th</sup> (week 10) Nonprofit Management : Leadership and Governance**

1. Powell, 2020. Chapter 14: Social Entrepreneurship and Chapter 15 Nonprofits and the Environment: Using Market Forces for Social Good.
2. Suarez, D.F. 2010. Street credentials and management backgrounds: careers of nonprofit executives in an evolving sector. NVSQ, 39(4), 696-716.
3. Zaieznik, A. Jan 2004. Leaders and managers: Are they different? Harvard Business Review.

Nov 4<sup>th</sup> (Week 11) Tribal Leadership and Governance

Case 3: Ridderbusch, K. 2019. How The Eastern Cherokee Took Control Of Their Health Care. Kaiser Health News.

Nov 11<sup>th</sup> (Week 12) **Comparative Public Administration.**

**Nov 18<sup>th</sup> Research Paper Presentation**

**Nov 25<sup>th</sup> Thanksgiving, no class.**

**Dec 2<sup>nd</sup> Research Paper Presentation.**

Dec 9<sup>th</sup> Research Paper Presentation

**Research paper due on Canvas on Dec 11<sup>th</sup>.**

No final exam for this course.

All readings listed above are required and should be prepared for discussion on the date indicated. All the readings, including cases, will be available on-line through the university's UNM Canvas. You should be able to access UNM Canvas to download readings and syllabus now.

### **Assignments and Student Evaluation**

#### **2 Reading Reflection Postings**

This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. For many, this course will mark re-entry to the

academic world. Your mind will want to wander while you are preparing for class meetings. 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 **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 requires you to address **more than 1 readings**. DO NOT USE newspaper articles as your seed reading, only use Academic Journal articles. **Reflect on major themes of the readings, note points of connections among readings, or points that you disagree, and consider what the reading means for public, nonprofit and tribal leaders and/or policymakers.** Post your reflection to the corresponding UNM Canvas discussion string by midnight the Friday 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.

## **2 Responses to Peer Reading Reflections**

You are required to further online discussion by commenting upon your colleague's postings for two weeks. You are also required to draw from an external source, **meaning a published academic or practitioner source outside of the assigned reading** (published within last 10 years, use APA citation and reference) and **attach the PDF or the link to the source**, for peer and instructor easy access to the cited article.

### **Discussion Co-Lead**

These discussion leadership opportunities are designed to let you take the initiative and bring in outside academic readings (at least 3, peer reviewed public administration, public policy or nonprofit journals, or from high-quality practice/industry sources, such as Harvard Business Review, Nonprofit Quarterly) to enrich the class learning. (for a list of PA journals, see [https://scholar.google.com/citations?view\\_op=top\\_venues&hl=en&vq=soc\\_publicpolicyadministration](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 ( published within 10 years) . Most of the readings assigned for this class are published in peer-reviewed journals. Most, if not all, of them are about public and nonprofit organizational management and behavior in the U.S. Organizations or networks operating in public, nonprofit and tribal context or other countries have been published. 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 3 outside readings, highlight the connections with the assigned readings, and raise three or four questions for the class to discuss. **Powerpoint presentation is required. The co-leaders should email the instructor their readings and three or four discussion questions three days**

**before the actual class to get the instructor approval. I will distribute a guideline for the PowerPoint presentation later.**

## **Research Paper**

### **Final Paper**

Students are required to write a final paper at the end of the semester. This is an individual project, coauthors of two to three students are encouraged. You can choose from following two options:

#### ***A Case Study of A 501(c)(3) Nonprofit, Public, or Tribal Organization or Policy Issue.***

If you choose this option, you need to conduct a case study of a public, nonprofit or tribal organization focusing on **ONE** of the eleven weekly main themes discussed in the classes. Within the chosen theme, you will identify a specific topic or question for examination. To collect the information on your chosen topic, you'll obtain access to a nonprofit, public or tribal organization or public policy issue of your choice and interview 1-2 leader(s) of the organization or policy makers/entrepreneurs/advocates (required) and review relevant documents (if needed). The paper should have 10-12 double-spaced pages (Times New Roman, 12-point font, and 1-inch margins). The paper should consist of following elements:

- 1) *Introduction*: introduce the paper, identify its topical areas, and raise the question(s) the paper aims to answer, need to articulate the value of answering the questions.
- 2) *Background*: a description of the background of the organization, including its brief history, mission, and programs, or policy issues, including its scope, causes, probable solutions.
- 3) *Literature review*: A review of concepts, theories, and studies related to your chosen topic, specifically providing support for your interview questions.
- 4) *Methods*: A brief discussion of data collection, including interviewee profile, . mode of interview : zoom or in-person, individual interview; focus group; observation; document review, key interview questions ) .
- 5) *Findings and Discussion*: A discussion of the findings in the chosen topical area. The discussion should adequately address the question(s) raised in the introduction .
- 6) *Conclusion* .
- 7) *References in APA style* .
- 8) *Appendix including tables, figures, and endnotes if applicable.*

#### **B. Responses to Complex Shock and Governance Analysis**

The purpose of the analysis is to critically and systematically analyze a public or nonprofit organization, a partnership that involves a public or nonprofit organization, or an inter-organizational network's response to a complex shock, e.g., natural disasters, hacking and

ransom attack, Jan 6<sup>th</sup> attack on Congress, wildfire, urban heat waves. The requirements for this analysis are as follows:

•• Pages 1-2 Subsection title: **Org/Network Background**

Describe the organization, partnership or network mission/goals/purposes, sizes, age, formal/informal governance structures, key stakeholders, and policy domains. Cite at least 2 quality sources

•Page 3-4

Subsection Title: **The Org/Network Responses to Complex Shock**

Succinctly describe the complex shock, including its nature, source if known, relative frequency, and scope of influence/damage. What did the organization, partnership, or the network do to mitigate the damage and adjust/restore/resume its operations? Cite at least 4 quality sources to support your summary of responses

• Page 5-7 Subsection title: **Policy Analysis**

Subsection Title: **Governance Successes and Failures**

Analyze the successes and failures of responses or policies of the organization, partnership, or the network. Also, analyze the network's resilience to the systemic shocks, in terms of bounce-back from disruption and innovation to prepare the organization, partnership or network for future crises. Please specify the types of indicators of successes and failures (see McConnell, A. 2010. Policy Success, Policy Failure, and Grey Areas , Journal of Public Policy, 30(3):345-362) 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 by the actors? Cite at least 2 quality sources to support your discussion.

Subsection Title: **Lessons Learned. 8-10**

What are the lessons we can learn from the failures and successes of the actors' responses that could help NM's public, nonprofit or tribal leaders? How likely are they become part of the policy agenda of peer actors? any weaknesses, limitations, or risks? Cite 2 sources.

## **2 Article Extracts (Due Oct 21st)**

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](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.

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>.

**Final Project Proposal** Students are required to submit a proposal (400 words) in mid-semester that identifies the topical interest, states the research question(s), and discusses why this topic is important to study or why you are interested in it. You need to clearly state which option you choose at the beginning of the proposal.

**Final paper** should be submitted in the UNM Canvas under Assignment.

**APA Citation Style.** Assignments and final research proposal should strictly follow APA citation style. The following websites provide basic guidelines:  
<http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.lcc.edu/library/help/citation/apaonline.aspx>