

**University of Texas / Lyndon B. Johnson School of Public Affairs
(60149/60013) PA 385D/PA 325: Advanced Public Management:**

Managing Global Public Affairs

Syllabus for Fall Semester 2024

Thursdays 9AM to noon, SRH 3.314

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Consultations: by appointment in person or by video conference. I am eager to engage students on course topics and on international careers. Please contact me to set up a time. I welcome individual and group consultations.

Attendance Policy: In-person, unless excused for cause in advance. Attendance and discussion blog contributions are the two elements making up the participation grade (20% of final grade).

Screen Policy: Use of electronic devices for notetaking is allowed during class sessions.

Recording Policy: To encourage free exchanges, recording of class proceedings is prohibited.

AI Policy: AI tools are allowed to aid in research, but not to aid in drafting assignments.

Learning Objectives:

The course's three learning objectives are:

- 1) Acquire specific knowledge about managing global operations for public affairs organizations (i.e., operations outside the headquarters country of government, intergovernmental, government contractor, and not-for-profit organizations);
- 2) Develop understanding of global public affairs operational dynamics primarily from the perspective of a practitioner; and
- 3) Enhance briefing and writing skills.

Course Modification

This syllabus and the related modules tab represent an outline for our study of this subject. While I intend to follow this outline, I may adjust it as the semester progresses. As an example, a guest speaker opportunity may arise unexpectedly. Should such revisions become necessary, I will make them in ways that do not cause significant or sudden changes of workload. In the event of an adjustment, the class agendas found in the modules will be updated, but not the syllabus.

I will publish the syllabus and related course material over the summer. I may then tweak it up to one week prior to the first day of class (i.e., 22AUG). During the first day of class, I will open discussion on modest proposed adjustments, additions and deletions to the course to satisfy student learning interests and preferences. Bring your proposals. I will then publish a revised syllabus, modules, etc. prior to class 2 (04SEP). After that date, only the class agendas published in the modules will be subject to alteration if circumstances require.

Course Structure:

The course is divided into 4 units consisting of 13 classes and a summation/final exam on class 14. See the modules for a listing of units, classes, and dates.

Unit 1 "What's So Different?" consists of four classes covering organizational issues.

Unit 2 "Management for Aliens" consists of two classes covering issues around a manager operating in a foreign country and supervising a mixed team of expatriates and host country personnel (cross cultural factors).

Unit 3 "Personnel" consists of three classes covering staffing, local hire, and expatriate issues.

Unit 4 "Threats" consists of four classes covering internal controls, security, crisis, and extreme situations.

I conduct the course as a mixture of lectures, class discussion, guest speakers, and various media. Readings and other media are mostly by practitioners, although there is also some academic and theoretical content. There is an assigned text for you to acquire (see below). Class participation is measured by attendance and contributions to a weekly discussion blog.

Community of Learning and "Practitioner Perspective"

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. I expect LBJ students to be familiar with the University's policies on academic honesty, and to abide by them.

Students are not in competition with one another. I do not grade on a curve. Students are graded on the degree to which they achieve the assignment's desired outcome and learning objective. In class discussions, share your experiences, skills, and insights. If you have a question about an assignment or about course topics, then I prefer that you raise them in class so that all can benefit from the response rather than approaching me individually. (If for some reason you feel you must raise a question directly with me, then you are free to do so.) Students are responsible for knowing key points discussed in class whether or not they were present. I urge all students at the beginning of the semester to make note sharing arrangements with a classmate.

During my first academic year as a professor, I learned a lot from students. I aim to continue doing so. I welcome student contributions and suggestions. I do not always choose to apply student suggestions.

As I understand it, the LBJ School faculty is composed of about two-thirds academic scholars and one-third "professors of practice." I am a member of the latter category. (This strikes me as a healthy mix.) Consequently, the course is run on workplace principles and dynamics. The writing assignments use an office format and a general public format rather than a scholarly format. Workplace values include punctuality, preparedness, participation, adaptability, and commitment to maintaining a comfortable, open, and friendly environment where we may respectfully challenge one another's ideas, including mine. Your active participation in our weekly discussions plays a vital role in the educational process. You should come to class having completed all the readings, prepared to engage with your classmates and me by contributing your comments, critiques, and questions.

Media Assignments:

- I will post to Canvas module class reading assignments no later than one week prior to the relevant class. These will be a mix of analyses, narratives, and book chapters.
- Some class modules include a "dig deeper" list of recommended media. You will not be assessed on this material. Some of this media may be helpful for writing and briefing assignments.
- The only book to be acquired is Managing Overseas Operations (MOO) by Amb. (ret) Tibor Nagy and Amb. (ret) Greg Engle. I will assign chapters from this book throughout the course. Read it critically. (I recommend that you read and listen to everything critically.) Take notes on course-relevant facts, concepts, and dynamics, and on points of agreement and disagreement. I registered MOO with the UT Coop. It is available for order online as a paperback.

Assessed Assignments:

- There are two writing assignments. The first uses the format of a professional briefing memo. The second uses the format of a think tank or media article.
- A "mini-seminar" on memoranda and article drafting is included in class 1.
- An oral presentation (briefing) assignment is informed by a mini-seminar also scheduled for class 1.

20% Midterm examination covering units 1 & 2 administered at the top of class 7 (10OCT).

20% Final examination covering units 3 & 4 administered at the bottom of class 14 (12DEC24).

20% 10 discussion blog contributions (With attendance, comprises the participation grade), due no later than 24 hours prior to relevant class beginning with class 2, i.e., first blog post is due Wednesday 04SEP at 0900.

15% Memorandum on approved research topic (due on an individually agreed date). See Canvas assignments tab for a list of suggested topics. You may opt to propose your own topic.

15% Article on approved research topic (due on an individually agreed date). See Canvas assignments tab for a list of suggested topics. You may opt to propose your own topic.

10% Oral presentation (briefing) on research project with bullet points (due on an individually agreed date). See Canvas assignments tab for a list of suggested topics. You may opt to propose your own topic.

Examinations: The purpose of the examinations is to assess acquisition of facts and comprehension of concepts and dynamics: that which resides between your ears. Electronic devices are used to submit examination responses but not as reference tools during the examination. Honor code applies.

My top goal is for each student to achieve the learning objectives. Some of the nuances and "feel" for the art of managing in a global context are not assessable. I aim to teach beyond that which can be assessed. Content that may strike some as "irrelevant non sequiturs" get at the unassessable bits. I will highlight in lectures and class discussions specific facts, concepts, and dynamics which could potentially be referenced in an examination. If I neglect to highlight assessable material, then please remind me to do so.

Discussion Blog: I will list topics for each of the ten discussion blogs no later than one week prior to due date. Timely responses that engage the topic meet the criteria (see Canvas assignment and rubric tabs for details). Responses are due 24 hours prior to class (i.e., 0900 Wednesday). Responses should be brief, yet comprehensive. You unlock

access to your classmates' blog posts once you submit yours. This is the main method I use to determine the class participation grade (20% of overall grade), along with attendance.

Writing Assignments (memorandum and article on approved topics): As public policy students at the LBJ School, you are expected to produce fluent and lucid writing. I strongly recommend that you ask someone able to do so to proofread your writing. I will supply some tips during our drafting mini-seminar. Any assignment with more than three spelling or grammar mistakes per page may be returned to you and incur a one-day late penalty.

Class 1 (29AUG) includes a "mini-seminar" on drafting memoranda and articles. I will provide a list of potential writing assignment topics. I am receptive to students' topic proposals. The two writing assignments will require research. A student/instructor consultation will determine the individual due date. The topic's relevance to a specific course session plays a role in determining that date. For more details on these two assignments, see the Canvas assignments tab. I will also supply examples, templates, and rubrics for these two writing assignments.

Oral presentation (briefing) of a research project (with bullet points):
Class 1 (29AUG) includes a mini-seminar on oral presentations/briefings. I will provide a list of potential topics. I am receptive to students' topic proposals. The presentation will require research. A student/instructor consultation will determine the individual due date. The topic's relevance to a specific course session plays a role in determining that date. For more details on this assignment, see the Canvas assignments tab. I provided an example of a briefing bullet points document in the assignment tab.

Schedule of Assessed Assignments (also see assignments tab and Calendar):

To be individually scheduled with me: memorandum, article, and oral presentation (briefing).

Discussion Blog contributions no later than Wednesday 04SEP (class 2), 11SEP (class 3), 18SEP (class 4), 02OCT (classes 5 & 6), 09OCT (class 7), 16OCT (class 8), OCT23 (class 9), OCT30 (class 10), 13NOV (classes 11 & 12), 20NOV (class 13).

Midterm Examination covering units 1 & 2: 10OCT

Final Examination covering units 3 & 4: 05DEC

Grading:

All assignments are graded on a 100-point scale. I will grade on the following scale:

A: >94; A-: 90-93; B+: 87-89; B: 84-86; B-: 80-83; C+: 77-79; C: 74-76; C-: 70-73.

[NOTE: according to Graduate School rules, a student must earn at least a C (i.e. at least 74/100) to pass the course.]

Writing assignments have individualized due dates. Since students co-determine the date, I expect on time delivery. Late writing assignments are penalized one-half grade (B+ becomes B). Papers turned in more than 24 hours after the deadline are marked down a full grade. Papers over 48 hours late are marked down a grade and a half. In exceptional circumstances, I will grant an extension. Inform me of such circumstances as much in advance as possible.

UT and LBJ School information for students:

Please see the Simple Syllabus for comprehensive and current information for student review.

Course Schedule: See modules.