PUAD 703/GOVT 753

Third-Party Governance

George Mason University
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Texts

- Stephen Goldsmith and William D. Eggers, *Governing by Network: The New Shape of the Public Sector* (Washington, DC: Brookings Institution, 2004).

- Steven D. Levitt and Stephen J. Dubner, *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* (New York: HarperCollins, 2005).

- Lester M. Salamon, ed., *The Tools of Government: A Guide to the New Governance* (New York: Oxford University Press, 2002).

- Richard H. Thaler and Cass Sunstein, *Nudge: Improving Decisions about Health, Wealth, and Happiness*, Revised and Expanded Edition (New York: Penguin Books, 2009).

- Case study materials on Blackboard.

(Please note that you are to access some of the course materials on Blackboard, as indicated in the reading assignments below. Although you likely already know this, you can access Mason's Blackboard account in this way:
- Open a browser, type in the web address: http://myMason.gmu.edu
- Enter your Mason NetID (the first portion of your e-mail address, before the @).
- Enter your Password (PatriotPass credentials).
- Click the Login button.
- Choose the Courses Tab, located across the top of the myMason Portal.
- Locate the Bb 9.1 Course List Module.
- Select the title of your course to access course materials.)

Course Summary

Increasingly, governments at all levels (Federal, state, and local) in this country and in many other developed countries have stepped back from delivering services and mandates directly and instead have governed via third-party actors: non-profits, for-profits, and other levels of government. This has happened for a variety of reasons which we will cover in the course. And it appears to be a trend that is increasing.

Thus it's important for you to understand how and when this works well, and some of the reasons why it doesn't work well when it doesn't, because if you stay in public administration, you will likely either be managing such third parties from the government side, or working for an organization that is partnered in one of these networks.

Third-party governance works through **networks** of partners, and it delivers services to end-users, such as students (student loans) and low-income citizens (Section 8 housing, Medicaid, etc.), using a large variety of **tools**, such as grants, contracts, tax expenditures, vouchers, regulations, etc.

So this course is about networks and tools.

On the network side, it's about the task of creating and successfully managing networks of third-party actors, including picking them in the first place. That involves a lot of negotiation and trust, and successfully doing this entails avoiding the most common problems that experience shows can arise. You do this in part by understanding the incentives that exist in the relationship for various partners, with many of those incentives potentially hidden to the network organizer until something bad happens that makes the unintended consequences visible. We'll cover the main features of network design and operations in the front part of the course.

On the tools side, it's about the great variety of tools currently available to the government manager who designs and runs the network—tools that your third-party actors could potentially use to deliver the services to the end-users that your agency wants to help. We're going to go through the advantages and disadvantages of each of the major tools in the middle of the course.

We'll look at both networks and tools in the context of what current thinking in social psychology and behavioral economics tells us about how people actually make choices and respond to incentives, with an eye to tweaking our network's tools via what's been called *choice architecture* so that the tools are more likely to be most beneficial to the end-users, and designing our new network with an eye to finding, and taking into account, our partners' overt and covert incentives when operating in this network.

All the readings and lectures in the course are aimed at one thing: to equip you to do an analysis of, and set of recommendations for, a real network with tools run by a real government agency, and to write that up as your final course paper.

This paper is an opportunity for you to do three things:
- Show your research and analytical skills,
- Demonstrate what you've learned in the course, and
- Have some fun by engaging your creative side.

Learning Outcomes

- Understand and apply the basics of creating and successfully running the kinds of networks of partners that are increasingly common as a means of delivering government services.

- Understand and apply the basics of all of the most common tools used by such networks to deliver services.

- Improve, via practice, your oral and written communications skills, including writing and presenting your final paper.

  (Note: I suggest that you work quite hard at improving these oral and writing skills, in this course and everywhere else. That's because as you move up in any bureaucratic hierarchy, the percentage of your job that is outside representation increases, and at the top, that outside representation is MOST of the job, as you can see with University Presidents. The people above you who will decide among candidates will therefore be placing more, and then

more, and then even more emphasis on how correctly and effectively a given candidate speaks in public and writes. Solve the problems now, or get passed over later. I'll help you with that.)

Instructor's Advice on Class Participation and Papers

We will have some short tests on ideas in the readings and lectures, but this is basically a discussion-and-papers class. Thus you will want give some thought to how you can perform well in both areas. See below for more discussion of these topics, but I strongly recommend the following:

- Class participation. It will be easy to fall behind in the published and case study readings. Don't let it happen. To be fair, I'm going to need to take attendance and keep track of how each person is participating in each class. Without the readings, you won't perform as well as you would have even if you're scintillating. And please note that while I tried to space out the reading load as evenly as possible (except at the end, where readings are light, to allow for final paper presentations), there are places where it bunches up, so you may want to read ahead at some points.

- Papers. Style counts, because it affects how clearly and easily the reader understands you. Readers are balky; they'll only give you so much room before they're focusing more on stylistic infelicities and misspellings than on your content. You don't want that to happen to me at midnight when I'm grading your paper. You should use "Strunk and White" (William Strunk, Jr. and E.B. White, *The Elements of Style*, 3rd Edition, [New York: Macmillan, 1979]) as your style reference. It's amazingly short (fans call it "the little book") and amazingly good, and it's even available online at http://www.bartleby.com/141/. If you read and absorb it, I won't guarantee that you'll write more beautifully, but I do guarantee that you'll write more clearly, concisely, and elegantly. (Note: I'm using contractions in this syllabus because I want an informal tone. When you are writing your papers, generally don't use them unless you're quoting someone who uses them, since they are still not considered appropriate for formal writing.)

  Also: *Please* follow the specific instructions for each of the papers below. Don't give me your impression of what I asked for, or what you think I should have asked for; give me exactly what I asked for. This is like a test: I grade by looking at what I told you to do for that paper and seeing if you have given me what I have specified, and how well you've done those things.

  Also: **don't cite from *Wikipedia***. I follow Middlebury College's rule on this, for the same reasons they note: as an open source edit encyclopedia, where an

expert and a bored Internet vandal down the street have the same authority to change text, it's interesting, useful, often a good place to check as a starting point, and prone to errors. You probably wouldn't be doing this in any case for this course, but I give this warning in all my classes.

Also: **late papers will normally be reduced one full grade**.

Course Requirements and Grading Criteria

I will base course grades on the following criteria:

Class participation, including presentation of your final paper to the class	30%
Agency/Network Target & Approach paper	Required but no grade
Test 1	10%
Summary/Outline of Final Paper	10%
Test 2	20%
Final Paper	30%

<u>Class Participation</u>.

See above. I can't give you good credit for class participation if you're not there physically, not there mentally (alert), not taking part in the discussions, or not giving evidence of having done the readings both for the previous class sessions and for the current session. I will try to structure the class to aid broad participation even of those with a more reserved conversational style, but you must also have the will to think and make a case aloud, on the fly—to engage. **<u>Absences</u>**: Your participation grade consists of the sum of your participation at each class plus your oral presentation of your research paper at the end of the course. <u>If you *must* be absent for some serious reason</u>, such as a required work trip or a family health emergency, <u>it is possible to make up the participation grade for one or two classes</u>, using the following method:

- Give me <u>advance notice via e-mail or my cell phone</u>, providing your explanation.

- <u>Provide me with a 1-2 page paper</u> that summarizes and critiques the readings for that class session. You can email that or give me a hard copy at a subsequent class. I don't grade these, but if you don't follow this procedure,

you lose the class participation credit for the affected class session. Any make-up paper is due no later than COB at the last course session.

- <u>Get class notes</u> from another member of the class so that you don't miss things that would be useful for your papers.

This make-up procedure applies to absence from ANY class for ANY reason, *including the first class, which you may have missed because you switched from another class, etc.* The default is that I WILL deduct for any missed class unless you choose to prevent that by getting the makeup paper to me.

<u>Papers and Tests</u>.

Agency/Network Target and Approach Paper. This can be quite short, as in 1-2 paragraphs if you wish (although the more detail you can provide at this point, the better I can give you specific feedback). I want you to:

- <u>Name the government agency</u> (Federal, state, or local) that will be the subject of your final research paper, <u>and the specific networ</u>k of agency plus third-party providers that you will analyze and recommend for improvements in that paper.

- <u>Explain why you've chosen this target, and state what, if any, connections </u>you or your current place of work has with this network. NOTE: IT'S VERY MUCH TO YOUR ADVANTAGE, IN TERMS OF MAKING IT EASIER TO DO A BETTER JOB AND GET A BETTER GRADE, IF YOU CHOOSE A NETWORK WHERE YOU ARE AN EMPLOYEE OF EITHER THE GOVERNMENT AGENCY OR ONE OF THE THIRD-PARTY PROVIDERS IN THE NETWORK.   There are two reasons for that:

    - As an insider, you will likely have much better access both to key people involved with the network whom you can interview; and to internal documents, like emails and reports, that provide evidence of weaknesses and strengths in the network as it is currently configured and managed.

    - This paper, if focused on REAL problems with the network from the perspective of your employer, and providing REAL (as in practical and cost-effective) solutions to those problems, has the potential to change things for the better in the real world AND to give you positive visibility at work with the people above you, which might lead to good things for you even if the organization doesn't implement your suggestions.

BUT—if you don't have this opportunity, it will not count against you in this case.

- ▪ <u>Lay out briefly what you already know, or think you know</u> (i.e., via the rumor mill or preliminary research or whatever), about what entities are currently in the network and whether the results the network has been producing are, on the whole, good or bad.

The purpose of this paper is make sure that you've taken some of the early steps that are necessary to produce the final research paper by this point in the course (i.e., that you've given this some thought, made some choices, and taken the necessary actions), and to give me something concrete to which I can react and give you feedback.   In brief, it's to assure that you haven't gone off the rails (e.g., taken on too big or small a task or otherwise there are danger signs.)

This paper is due at Class 4.

Tests 1 and 2.

This is predominantly a papers-and-discussion course. I'm going to have two tests because I need some feedback that you have learned key concepts from the readings and lectures as well as class discussion. And while I will try to have at least some commentary at the end of many of my lectures on key concepts from the readings, that is secondary to my covering the case study materials in detail, so you won't be able to rely on lecture notes and give little attention to the readings. Therefore you'll need both good lecture notes (creating these is an important skill in graduate school) and effective coverage of the readings in preparation for the tests.

I'll provide more information on the structure of the tests closer to the dates that you'll take them, but you should know that I intend them to have essentially the same structure. Also: the reason I've pegged the first at only 10% of your grade and the second at 20% has nothing to do with one being more important than the other.   It's simply so that if you get hammered on the first one, you can see what you did wrong and then do much better on the second, to even things out. Plus I pay attention to, and weight somewhat, better performance over time in the course.

The two tests occur at Classes 7/8 and 13.

Summary/Outline of Final Paper. I want about 5 pages, probably in outline form, filled in as much as you can with what you've found, that summarizes what you're going to

present in the final research paper. Please see below for the structure I want for the final paper, and just fill that in with what you've got to date. You get to change what's in this as much as you want for the final paper; this is just where you are at the time this summary is due.

The purpose of this exercise is to give me a chance to give you some specific feedback on your approach at this point, so that you have less at risk for the final paper, and so that you can consider other directions and ideas that might make your paper better.

The Summary/Outline is due at Class 9.

Final Research Paper.

1. Basic Requirements.

   ▪ **The range is 15-25 pp.** This is simply an expansion of the draft version, with more details. I'm requiring a minimum of 15 pp (excluding the title paper, the required bibliography, and any appendices), and I'm giving you a broad range beyond that (up to 25 pp excluding the things noted above) because each of you will likely be working with a different network, and some will be much larger than others or potentially have many more problems to recognize, analyze, and recommend about than others.

   ▪ Shorter is actually harder when you've got a fair amount of data and some imaginative but workable recommendations—but that will force you to be clear and concise, and a lot of clear, insightful content in a short space usually impresses, as with poetry or really good song lyrics. Plus rightly or wrongly, middle managers in action enterprises tend to pride themselves of being busy and preferring the Executive Summary approach, like the top managers above them.

   ▪ Give careful thought to suggestions I've made on the summary/outline version of the final research paper; you don't have to follow those, but if you toss one, have a good reason in your mind why you did that. And here's a trick in case you just CAN'T get all the good stuff in that short a space: figure out ways to put things in Appendices if needed—no space limits there.

2. Required Paper Format

   ▪ Normally in my courses I leave a lot more room for individual formats in the final long paper. I'm making an exception here because of two special features of this course:

- The unusually large amount of specific information that you need to cover and master. I can measure your mastery of the material to some extent through the two tests. But both of those are focused on your mastery of the many pieces of jargon (specialized vocabulary used by insiders in a profession, and the characteristic concepts that that vocabulary summarizes) that you will encounter in both the readings and lectures. I'll explain early in the course why it's important for you to master this jargon—and that is in part so that you can USE those ideas in your analysis.

  But that's just a piece of what you need to know by the end of the course. So one reason I'm using a required format for your final paper is that the paper itself will be another device I can use to see what you've learned in the course, and whether you can apply it to a real-life situation.

  In brief, the final paper in this course, unlike in my other ones, will function both as a research paper AND as a kind of take-home exam, where you'll be required to show that you know some of the key ideas about both network management and tools (like vouchers, grants, etc.) that networks use to deliver services, and have considered whether each applies in your case or not, and why.

  (For example, as you know, I'm a professional consultant, and I teach a Mason MPA course called Doing Consulting. The final paper there is very different, with a lot more room for individual structure choices, because the paper there starts not from a hypothetical problem—that a given network needs improvement, and we posit that the network managers want you to suggest improvements—but from a REAL problem that organization insiders have, because they've identified it for you, and you have their full cooperation in researching to solve it.)

- The unusually large variety in the networks about which you can choose to do research and write recommendations. I've got an apples and oranges problem here in comparing your papers, so a more fixed format helps me be fairer to you.

So here's the required format:

I. Environmental Scan
- That's a fancy way of saying you do some research on the context in which the network has to operate, and in particular on the context,

both general and specific, that your research suggests will prevail for the next 5-10 years.

- That's worth doing in this case because networks are very labor-intensive to set up and manage, even with good tech tools, so you want to be able to convince people that your improvements have a good chance of succeeding over a period of time, not just under current conditions.

- I want you to have two categories here: General (as in what social, economic, and political conditions are likely to be significant in the US over the next 5-10 years) and Specific (ones that are likely to have a direct impact on the members of this network, how it can operate, and the clients/end-users to which it delivers the government services.)

- This is about futurism, a notably chancy business, and it's a big topic, so I want a summary here. This is just background for your paper, but your recommendations should flow, in part, from what you surmise here, based on your research—that gives your recommendations increased plausibility.

- This is about projecting from current EXTERNAL trends (trends in society as a whole, outside of the agency) to a certain extent. Some examples:

  - <u>Robots, including automous ones.</u> Definitely coming quickly; most economists see automation as FAR more important in terms of "creative destruction" in the economy—loss of jobs in one sector, creation of new ones in new sectors—than off-shoring or dumping. Job loss and insecurity for any reason can lead to a turn to "strong men" in democracies and more dramatic assertions of central authority over civil society.

  - <u>Immigration.</u> Not about to go away any time soon as long as many state actors see advantage in proxy wars (of which we saw a lot during the Cold War), and many countries not in proxy wars are failed states in various degrees (e.g., Venezuela.) You know the consequences.

  - <u>The revolution of fundamental science in medicine.</u> We're close to a lot of elimination of disease, including genetically-based disease, because of rapid increases in our understanding of basic science in biology, using tools like CRISPR. The tech revolution continues

apace, but it's going to be overshadowed by the biological revolution.

- Quantum computing. It's advancing. This will make our cellphones look like 2+2 calculators.

- Power generation by fusion. Still waiting on this one, but we are inching to a solution here, and when this is commercialized, electricity will be close to free (the fuel is a natural component of oceans.)

- Sources for this. There are lots on the Internet. For trends in the sciences and their implications, see back issues of *Science News.* You don't have to spend a lot of time or paper space on this; you want to be able to say to yourself "What kind of a network will best be able to adapt to and be successful in the foreseeable, likely near-future?"

- This is also about INTERNAL trends, as in trends INSIDE the target agency and its partners—to the extent you can identify these. This might include trends in agency size, hiring, mandates from Congress, etc. that might affect tool choice or network management (e.g., less permitted hiring leading to more need for advanced IT to increase productivity of each worker and more pressure to govern-by-network.)

II. Key Goals of the Service

- What's this program supposed to do? Who is it supposed to help?

III. SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis of the Network and Tools Now

- Describe the actors—which government agency is leading? Who has been chosen to be its third-party partners?

- What are the tools being used (e.g., vouchers, grants, etc.) by the partners to deliver the services to end-users?

- How does that work? (These actors, with these tools.)

- How WELL (efficiently and effectively) does that work?

- What are the chief problems in the current situation? Are the current network and tools designed in the optimal way to provide the RIGHT incentives and to eliminate or reduce the WRONG incentives?

- In light of the environmental scan, what problems are likely to emerge in this current network-and-tools design in the next 5-10 years if nothing changes?

- Some sources here:

  1. Agency's website and partners' websites.

  2. Printed materials from agency and partners—brochures, annual reports, application materials, promo materials describing the services the network provides.

  3. Government oversight reports, including CRS reports; GIPRA reports; GAO reports; agency Inspector General reports; and hearings by the authorizing, appropriations, and government oversight committees. Use Library of Congress's THOMAS portal to find some of this.

  4. Scholarly research articles and books, via the GMU Library portal (word-searches).

  5. Catalog of Domestic Assistance.

  6. Grants.gov

IV. Key Goals of a Redesigned Network and Set of Tools

- List these.

- They should all follow logically from the findings of your SWOT analysis above.

V. Network Management Options

- I want you to do something here that you WOULDN'T likely do as a consultant: visibly consider in your paper ALL the main options for network management that you've learned in the course, chiefly from the network management text but also from Salamon (as relevant), the lectures, cases, etc. That's because this paper is in part a "show what

you know" piece like a take-home exam, and in part because you are building ground to propose new solutions to the current and foreseeable problems.

- Quickly dispose of those that don't apply in this case (explaining briefly why), narrow down to real possibilities, then narrow the selection further, showing how some that look good on the surface wouldn't likely work in this particular situation. Include things you want to AVOID in the redesign as well as things you want to maximize.

- Now you've got a short list. Part of this short list will likely be management techniques that aren't currently being employed but should be, management techniques that are being employed but poorly, and also current partners that need to do things differently (talk about incentives here—use what you learned in *Freakonomics*) or need to be replaced by others in the community, either of the same type or different types.

V. Tool Options

- Do the same analytical steps here that you just did with Network Management Options, talking about changes in the choice architecture (perhaps defaults, etc.) that demonstrate what you learned in *Nudge*.

VI. Recommendations
- Provide recommendations for a new (or tweaked) *network* management system, with a new (or tweaked) network partners list.

- Provide recommendations for a new (or tweaked) set of *tools* to be used by the network partners to deliver the services to the end-users. Explain how your recommended mix of tools allows the strengths of some tools to compensate for the weaknesses of other tools and vice-versa, so that this is logically the optimal mix for current and projected situations. Show use of Salamon's Chapter 18 (Accountability) in your reasoning on a better package of tools; you don't have to agree with everything in that chapter, just show me that you've considered the criticisms there.

- In creating this new structure, determine how you will handle evaluation of your new system compared to the current one (if yours were implemented). Specify what you will use for baseline

measurements of the current system of network and tools, and show how you will be able to repeat the measurements after your recommended system has been up and running for a while, so that you will have both metrics and qualitative indicators before and after the change, to test for degree of improvement.

▪ In creating the new structure, give special consideration to <u>network design, incentives, and flexibility.</u> This is so that your new network-and-tools design has a better chance of adapting to new environmental conditions you CAN'T currently anticipate by projecting trend lines from known innovations and the implications of those trends, and new tools we can't see now. What <u>structures</u> do you have in your design to accommodate changes over the life of the network, e.g. the steering committee of partners that's described on p. 149 of the Network book?

▪ WITH BOTH NETWORK OPTIONS AND TOOL OPTIONS, BE SURE TO CONNECT YOUR RECOMMENDATIONS IN A VISIBLE WAY TO THE EVIDENCE YOU HAVE UNCOVERED IN YOUR RESEARCH OF SPECIFIC PROBLEMS AND NEEDS. It should be very clear to the reader that this is not just your personal opinion but a set of recommendations that flows clearly and logically from the evidence you've uncovered.

(Note: where you are trying to solve a real problem identified by insiders, with the help of those insiders, as in the consulting course I teach, I emphasize that you always, as the consultant, have to be careful not to suggest or imply that you understand the facts and the culture of the organization to the extent that insiders do, because if you do, you'll cease to be credible to insiders. So you always base your recommendations on the logic that flows from your research data.)

The Final Research Paper is due at Class 14.

Oral Presentations of a Summary of Your Final Research Paper. You're going to give an oral summary presentation of your research paper at Session 14 or 15. You'll have 12 minutes to cover all the items above, and then have 3 minutes of Q&A. (If it's a small class we'll have more time available, so I'll be more relaxed with this timing.) If you like tech presentations like PowerPoint you can do that, but if so be prepared for tech glitches by having copies of your PP for class members in case of trouble.

I'm actually not expecting a tech presentation—that's just an option. I'm expecting what you'd do for office colleagues if you'd been assigned a project and told to report

to the group as you all sit around the boardroom table. Don't try to read the report word-for-word or you'll likely run out of time before the end; use underlining or highlighting of topic sentences and key concepts, or do a bulleted outline of the report.

Oral Presentations of the Final Papers will take place at Sessions 14 and 15.

Class Schedule and Assignments

1. January 28
    a. Topic--Introduction: Where We're Going (Course Mechanics), and the Non-Profit Sector in the U.S. & How That Affects Third-Party Governance
    b. Readings:
        i. Salomon, Chapter 1

REMINDER: YOU WILL NEED TO HAVE YOUR AGENCY AND ITS NETWORK TOPIC IN PLACE NO LATER THAN THE WEEK BETWEEN CLASS SESSIONS 3 AND 4 (SOONER THE BETTER), SO THAT YOU CAN TURN IN THE AGENCY/NETWORK TARGET AND APPROACH SHORT PAPER AT SESSION 4. SEE COURSE DESCRIPTION ABOVE.

2. February 4
    a. Topic: Networks, Part I—Basics and Managing the Network
    b. Readings:
        i. *Governing by Network,* Chapters 1-6. (This looks like a lot of reading, but it's a clear and fast read, with summaries at the end of each chapter.)

3. February 11
    a. Topic: Networks, Part II—Managing the Network (concluded), and Choosing and Managing Your Partners: Hidden Incentives.
    b. Readings:
        i. *Governing by Network*, Chapters 7-8.
        ii. *Freakonomics*, Introduction and Chapters 1-3.
        i. Handout (on Blackboard) on Professionalism—PRINT, READ, AND BRING PRINTED DOCUMENTS TO CLASS FOR CLOSE READING.

4. February 18
    a. Topic: Networks, Part III—Tweaking Your Network's Tools to Fit How End-Users Actually Choose: Choice Architecture.

      b. Readings:
          i. *Nudge*: Introduction, Chapters 1-5, and Chapter 17.
      c. Papers and Tests: Agency/Network Target and Approach short paper due.

5. February 25
      a. Topic: Tools, Part I—Direct Government and Government Corporations
      b. Readings:
          i. Salamon, Chapters 2-3.

      c. Papers and Tests:
          i. Agency/Network Target and Approach short paper comes back to you.

6. March 4
      a. Topic: Tools, Part II—Economic and Social Regulation.
      b. Readings:
          i. Salamon, Chapters 4-5.
         ii. NAGPRA Case (on Blackboard)—PRINT, READ, AND BRING PRINTED DOCUMENTS TO CLASS FOR CLOSE READING.

March 11—NO CLASS; GMU FALL BREAK

7/8. March 18
      a. Topics: Tools, Part III—Government Insurance and Public Information
      b. Readings:
          i. Salamon, Chapters 6-7
         ii. American Evolution Case (on Blackboard)—PRINT, READ, AND BRING PRINTED DOCUMENTS TO CLASS FOR CLOSE READING.
      c. Papers and Tests: Take Test 1 at this session.

9. March 25
      a. Topic: Tools, Part IV—Taxes and Tradable Permits
         ii. Salamon, Chapters 8 and 13
        iii. Appreciated Property Case (on Blackboard) —PRINT, READ, AND BRING PRINTED DOCUMENTS TO CLASS FOR CLOSE READING.
      b. Papers and Tests:
          i. 5-page draft/outline of Final Paper due.
         ii. Test 1 comes back to you.

10. April 1
    a. Topic: Tools, Part V—Contracts and Purchase-of-Service Contracting
    b. Readings:
        i. Salamon, Chapters 9-10
        ii. Consulting Contract Case (on Blackboard)—PRINT, READ, AND BRING PRINTED DOCUMENTS TO CLASS FOR CLOSE READING.

    c. Papers and Tests:
        i. 5-page draft/outline of Final Paper comes back to you

11. April 8
    a. Topic: Tools, Part VI—Grants and Loans
    b. Readings:
        i. Salamon, Chapters 11-12
        iii. Getting Grants Case (on Blackboard) —PRINT, READ, AND BRING PRINTED DOCUMENTS TO CLASS FOR CLOSE READING

12. April 15
    a. Topic: Tools, Part VII—Vouchers and Torts
    b. Readings:
        i. Salamon, Chapters 14-15
        ii. Tort Case (on Blackboard) —PRINT, READ, AND BRING PRINTED DOCUMENTS TO CLASS FOR CLOSE READING.

13. April 22
    a. Topic: Tools, Part VIII—Accountability in Third-Party Governance, and Brief Presentations
    b. Readings:
        i. Salamon, Chapter 18
        ii. Accountability Case (on Blackboard)—PRINT, READ, AND BRING PRINTED DOCUMENTS TO CLASS FOR CLOSE READING.

    c. Group Discussion of Current Status of/Problems with Final Papers
        i. Students will each do 5 minute presentations of the main highlights of their final paper to date, including:
            1. Name of agency and the network where you are providing analysis and recommendations.

            2. Status of project.

        3. Items, if any (e.g. problems) about which the student invites comments from the instructor or other students.

    ii. This will be done in full group session unless a larger class size calls for breaking into small groups and summary reporting at the end to the full group.

    iii. The purposes of this discussion are:
        1. To expose students to the variety of projects being pursued and how different agencies and networks lead to different approaches.

        2. To give students feedback from others that may help them solve problems with the project.

  d. Papers and Tests: Take Test 2 at this session.

14. April 29
  a. Topic: Oral Presentations (15-minute total) of Final Papers Begin
  b. Readings: None
  c. Papers:
    i. Final Papers Due.
    ii. Test 2 comes back to you.

15. May 6
  a. Topic: Oral Presentations Conclude, and Professor's Final Remarks
  b. Readings:
    i. None

  c. Papers: Final Papers come back to you

Please keep your GMU email account from going over quota. If that happens, you won't receive emails I'm sending to the class about changes we have to make due to weather problems, etc. If you don't check your GMU email because you have it bounce to your Outlook or other regular email account, you WILL go over quota sooner or later, since it copies but doesn't delete when it sends to your regular account. Just go in at least once, preferably at the beginning of the term, and clear out the emails and you probably will be OK.

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

As with other Mason courses, you are expected to know and abide by Mason's Honor Code.

OTHER USEFUL CAMPUS RESOURCES:

- WRITING CENTER: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu

- UNIVERSITY LIBRARIES "Ask a Librarian"
  http://library.gmu.edu/mudge/IM/IMRef.html

- COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;
  http://caps.gmu.edu