

WORKSHOP IN PUBLIC AFFAIRS
Public Affairs 869, Spring 2009 Th. 1:20-3:15,
Note place of meeting for each session is different

Karen Holden
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General Course Information

PA 869 is the capstone course for La Follette students in the MPA program. It is designed to provide the practical applications of skills acquired during the previous three semesters of course work. While many La Follette courses have students working on real world problems, often for actual clients, this course is designed specifically to have students work *as a team* on a policy issue proposed by an actual client before whom you will present your report. As in the public policy world, you will work in a team with individuals selected based on relevant skills and knowledge to produce a report that is well documented, well written and edited, and extremely professional in content and appearance. The report is being written for the client and thus will require students working with the clients to discover the best way to approach the issue and explore it in a way most useful for the client's purposes. While effort has been made to find projects consistent with the diversity of La Follette students' interests, a challenge for each student will be to discover how to add value to the analysis using the student's particular skills and knowledge.

The course will use the theory and the methodological tools of economic, political, and statistical analysis that you have acquired in previous courses. Prerequisites assumed are PA 818, PA 880 and Public Affairs 873 (concurrent enrollment in the last is OK). Please talk to me if you have not fulfilled all the course prerequisites.

The class times are for both all-class meetings and to assure the all members of a group are available to meet during that period as a group separately, with their clients, or with me. Hence, DO NOT make any other appointments during the scheduled class period.

Disabilities/conflicts. Please inform me if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be strictly maintained. Certain accommodations may require the assistance of the UW's McBurney Disability Office - <http://www.mcburney.wisc.edu/>

Section Registration:

The project on which you work determines the PA 869 section for which you must be registered. If you initially registered in the other section, change your section. This is to assure your receiving emails that are sent out to the individual section and that you are graded by your section's instructor.

Course Components

Forty-eight Hour Exercise. A characteristic of most policy analyst and public administration jobs is the frequent need to respond very quickly to a request for advice, often on issues about which you have no prior knowledge. In class on the date specified below, each student will be given a short description of a public policy problem that Congress has recently dealt with or that will soon be on their agenda. You will have 48 hours to analyze the problem and write a short decision memo recommending a course of action to the chair or the ranking minority member of a congressional committee. Memos will be due as specified below. The 48 hour exercise is worth 20% of your grade.

Other Individual Assignments. Students will also be asked to complete three other individual project-related assignments in addition to the 48 hour exercise. You will be allowed (in fact, you are encouraged) to discuss all assignments with other students, however, your written memorandum must be entirely by your own hand. The projects are: the review of 2007 Workshop reports (5%), and the peer evaluation of team projects (10%) are written assignments to be handed in and shared with peers; the third is an evaluation of team member's contributions (5%) which is held in strict confidentiality.

Group Project. The heart of the Workshop (and 60 percent of the grade) is the Group Project. As the instructor for the Workshop, my responsibility is to set up the projects, provide guidance as needed, provide targeted feedback, and evaluate the end products. Thus, while I provide general oversight for the projects, the students meet with the client to decide on the specific issues to be addressed and devise a work plan and implement it.

Assignment due times. Assignments are due on the assigned date, at the class or team meeting when due on a Thursday or by 10 a.m. on non-Thursdays.

ASSIGNMENT DUE DATES AND WEIGHTING

<i>Individual Assignments (NG=no grade given)</i>		<i>Due Date</i>
#1: Review of 2008 Projects	5%	February 5
#2: 48 Hour Exercise	20%	February 12-13
#3: Peer evaluation of team project	10%	April 13
#4: Peer Evaluation	5%	After Client Presentation
TOTAL FOR INDIVIDUAL WORK	40%	
 <i>Team Assignments</i>		
#1: Problem Statement	NG	January 29
#2: Work Plan	NG	February 19
#3: Revised Statement/work plan	5%	March 5
#4: Presenting Visual Date	5%	April 2
#5: First Draft	10%	April 6
#6: Second Draft (including citations)*	10%	April 20
#7: Power Point Draft	NG	April 23
#8: Final Draft*	25%	April 30
#9 Practice Presentation	5%	May 7
TOTAL FOR TEAM WORK	60%	

NG=not graded

Note: dates may change depending on when final presentation to clients is scheduled.

* Grades on these drafts take into account Karen FASTER's check sheets on team's meeting the formatting requirements and responsiveness to her questions.

Course Materials:

Textbooks: Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, CQ Press, 2007. This book is available at the Underground Textbook Exchange, 664 State St.

Other assigned readings are posted on the course web page at <https://learnuw.wisc.edu/>
There are several resources that students should access as needed. Do not be shy about doing so as many of these services are designed specifically for graduate students engaged in academic and professional research and report writing.

The Writing Center: the main web site is at: www.wisc.edu/writing. There are some excellent writing handouts at <http://www.wisc.edu/writing/Handbook/index.html>

The Library: For searching material and list of workshops: <http://library.wisc.edu/>. If any group feels they need a review of library research and information on organizing reference material, please see me as we may find we need one.

Software Training: There is free training for students. If you are not very familiar with Excel and Power point, I urge you to sign up or have at least one member of your team do so. . See <http://www.doit.wisc.edu/training/student/index.aspx>. There are several timely courses in excel and power point.

Other Information

Ethics and Confidentiality: La Follette requires that the student teams maintain the highest level of ethics and integrity throughout the Capstone Course experience. This includes observing research ethics, including meeting human subjects requirements for research, and holding your work in confidence. The Human Subjects policy is posted on the Learn@UW website.

Students may be asked to sign a “Confidentiality Agreement.” This agreement will be strictly enforced. This agreement states: “The ideas, concepts, data, and recommendations generated in the process of conducting the Workshop’s team projects are confidential and are to be used for the purposes of the client and for the educational experience provided in the Workshop only. Accordingly, they may not be passed on to any third party, either directly or indirectly, without the prior consent of the Workshop Instructor and the client. This includes any verbal discussions of the project, and any dissemination of draft or final documents.” Consequently, one topic to be discussed by each team is how project documents are to be shared and posted. Students will have access to a project site on Google.Docs that allows sharing with access limited to authorized individuals.

It is important you acknowledge all ideas that are not your own through proper citation. This issue is **very** important but it is not always easy to identify when rephrased thoughts and ideas must be acknowledged. Refer to writing center web site for plagiarism subtleties. In adhering to rules for proper citation it is important to be aware when taking notes in meetings, when ideas must be attributed to other individuals.

Course Schedule and Assignments

<u>Week</u>	<u>Date</u>	<u>Topics and Assignments</u>
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PRIOR TO CLASS: Send resume to kcholden@wisc.edu; project preference sheet should be filled out and brought to class.

Be sure your DoIT email is current as all emails will be sent to the class list.

1. January 22: All class meeting (both Workshop sections meet together-- 2270 GRAINGER)

Jan 23. *Assignments made to project teams by the end of the day and assignments sent to both sections.*

2. January 29 Individual Team meetings 2321 Engineering Hall.

1:20-1:50 Project 1-DHS

1:55 –2:20 Project 2--GAO

2:25-2:50 THE FULL SECTION (Andy Lambert to talk about Google docs)

2:55 – 3:15 Project 3-DCFS

Read: Dan Bednarz and Donna J. Wood, “Policy Analysis and Teams: People, Tasks, and Trust,” in *Research in Teams: A Practical Guide to Group Policy Analysis*, (Englewood Cliffs, NJ, Prentice Hall, 1991), 3-15.

Due: Team assignment #1: Each team should draft a 1-2 page problem statement including background justifying investigation of the problem and a very preliminary work plan (a list of potential tasks). These should be sent to me via email by 10 a.m. on January 29th. These may and should be done using the information provided by the client’s project description.

Access IRB student training (see memo on Learn@UW) and bring documentation of completion of training

3. February 5 All class meeting: What is Policy Analysis? Discussion of 2008 projects

Read: Juliet Musso, Robert Biller, and Robert Myrtle, “Tradecraft: Professional Writing as Problem Solving,” *Journal of Policy Analysis and Management*, vol. 19, no. 4 (2000): 636–646.

David Weimer, “Professional Writing: The Policy Memorandum” (September 2006).

Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 2nd edition (Washington, D.C.: CQ Press, 2005), 1–59.

Teams: By this date you should have contacted your client about meeting setting up your first meeting, even perhaps have done so already. After reviewing the project statement with me (last week), you should send it to your client for comment.

Feb 5: Individual assignment # 1 due in class: Do the assigned readings and then read one of the reports that were written spring 2008 for Public Affairs 869 (domestic issues, my section), as assigned to each team below. They are available online at <http://www.lafollette.wisc.edu/publications/workshops.html>. Write a short (2 page) critique of it. In writing your critiques consider how closely the authors have followed Bardach’s policy analysis model and Musso et al’s writing guidelines. Consider any IRB issues that may have arisen in the conduct of the research.

GAO Team---Read the GAO report: Retirement Income Security

DHS Team—Read the DHS: Fee for Service in Medicaid

DCFS Team—Read the JLC report: Treatment of Juveniles

4. Feb. 12 **Individual assignment #2: 48 hour exercise.**

Wednesday February 11: 48 Hour Exercise will be emailed to you at 1:30

Friday February 13: 48 Hour Exercise Due: Email your 48 Hour Exercise to KH by 1:30

5. February 19: **Individual team meetings:** Project problem statements, human subjects issues, confidentiality concerns

Read: Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. Chicago: University of Chicago Press, Chapter 7: "Making Good Arguments: An Overview," pp. 88-93.

Read: David L. Weimer and Aidan R. Vining, "Toward Professional Ethics, in *Policy Analysis: Concepts and Practice*, 4th edition (Upper Saddle River, N.J.: Pearson Prentice Hall, 2005), 39–53.

Team assignment # 2: Each team should prepare a project work plan draft, listing tasks and responsibilities. The plan should be specific about project tasks and how they will be accomplished and by whom. Discuss challenges you can now identify and what assistance you expect to need and from whom.

6. Feb. 26 **Team Meetings with instructor.**

We will go over your work plan and how you have worked with your clients.

7. March 5 **All class meeting:** Editor's dreams

Karen Faster discusses editorial requirements for team policy reports. These are also summarized online at <http://www.lafollette.wisc.edu/publications/style.pdf>.

Team assignment #3: Bring revised problem statements and work plan drafts.

8. Week of March 12 **Team Meetings with instructor** (to be scheduled as necessary) You should already be writing your draft at this point. Meeting to review first draft plans

9. **March 19** No class: *spring break*

10. March 26: **Team Meeting with instructor:** This is an important meeting for addressing critical issues before the first draft is due. Any issues of analysis, writing, cooperation need to be brought up and discussed.

11. April 2 **All class meeting:** Visually Displaying Data

Team Assignment #4: Analysis and display of data. "Is a Picture Worth a Thousand Words?"

Read:

- Howard Wainer, "Understanding Graphs and Tables," *Educational Researcher*, Jan./Feb. 1992. <http://www.jstor.org/view/0013189x/ap040209/04a00040/0>
- Jack Hartley, "A Postscript to Wainer's "Understanding Graphs and Tables." <http://www.jstor.org/view/0013189x/ap040213/04a00080/0>
- Aaron Wildavsky, "Analysis as Art" from *Speaking Truth to Power*, pp. 1-19.
- Bardach, Part II: Gathering Data for Policy Research and Part III: "Smart (Best) Practices" Research.

12. April 9 **Class Meeting with Karen Faster followed by team meetings with instructor:** First draft discussion, checking references, visuals, tables.

April 6 **Team assignment #5:** First drafts of team projects (including citations and preliminary tables, graphs)—sent to KH and individual reviewers.

April 13 –**Individual assignment #3** Peer review of team project. Submit review to authors with copy to me no later than 10:00 a.m.

13. April 16 **Team Meetings with instructor** : how to take account of all critiques

April 20: **Team assignment #6 Second draft of team project due** (with hard copy due by 10:00 a.m. to Karen FASTER).

14. April 23 Team meetings in my office
Team Assignment #7 (send by 10 a.m.)
Power Point presentation draft due
Title and client name(s) as it will appear on front page is to be finalized.
15. April 30 Team Meeting in my office.
Team Assignment #8: Final report (at the latest by this date)
16. May 7 In-class Power Point practice presentations of final reports to faculty and staff.

Presentations to clients (as scheduled early in the semester)—likely window: May 7-15

(FYI: Commencement is May 16)

Note: **Individual assignment #4:** Peer evaluation of individual contributions will be emailed immediately after final presentation to clients.

More Information on content and delivery of Team Project Reports

Preliminary problem statement. This should be submitted via email attachment (word). The statement should include the correct and complete name of the client as it will appear on the cover of the report.

Detailed project work plan, listing expected tasks (e.g., background work, data collection, analysis, writing, topic allocation), responsibility of team members, and dates for each. This should reflect feedback by instructor and client on problem statements. This document should be continuously revised over the semester as you modify your work plan. This should be submitted via email attachment (word).

First draft: This should be submitted via email attachment (word) to both me and to the students assigned to critique your draft report, plus a hard copy in my mailbox.
In addition, each team must send by email the following information to both Karen FASTER (kfaster@lafollette.wisc.edu) and me:

- Full and correct name of team members as you'd like it to appear on the report, phone numbers and e-mail addresses; indicate which team member is to be Karen FASTER's main contact for editing issues.
- Full title of report and name correct, full name of client
- Date, time and city of presentation. If presentation is not in Madison or Milwaukee, indicate the probable time and day of departure.
- Number of reports to print for client

Second draft. This should be submitted via email attachment (word) to both me and to Karen FASTER (kfaster@lafollette.wisc.edu) plus a hard copy in each of our mailboxes.

- Reference list must be complete and punctuated correctly and consistently.
- Every source in the report must be in the reference list, and every item in the reference list must be cited in the paper.
- Draft must follow style guidelines discussed in class.

Power Point presentation draft: This should be submitted via email attachment (word) to me.

Final report: Due date will be specified for each project or by April 30 at 10 a.m.

Each team must turn in:

To both Karen FASTER and me:

- Electronic and hard copy of report
- Three to four sentences that summarize the report for the School's web site
- Acknowledgments (can be included in report's word-processing file)
- Executive summary (can be included in report's word-processing file)
- [Note: The Forward is written by Karen Holden and sent separately]

To Karen FASTER only:

- Excel files for all figures and tables
- Separate word-processing file with title of report, and names of client and authors as they should appear on cover (do this even if this information is included in the full report).

To Karen Holden only:

- Final electronic version of Power Point presentation.