The Workshop in International Public Affairs is the capstone course in the Master of International Public Affairs (MIPA) program. It provides practical experience applying many of the skills acquired over three semesters of prior coursework to problems faced by real-world clients.

This culminating experience is the ideal equivalent of the thesis for the MIPA degree at the La Follette School of Public Affairs. It is a research-based, analytical, evaluative, and prescriptive response to a client about a policy issue with a substantive international component. It requires students to work in teams to produce carefully crafted policy reports that meet high professional standards. In past years, MIPA students have produced reports on a wide range of issues for clients across the globe—in Geneva, Paris, Rome, Berlin, Trømso, Dhaka, Mexico City, Chicago, and Washington, D.C. One of the first policy reports produced by MIPA students was selected for publication in a January 2003 capstone project symposium in the *Journal of Public Affairs Education*. A 2011 policy report for the Millennium Challenge Corporation resulted in the adoption of three new recommended indicators that weave gender equity into decisions about whether the United States government should give a country development aid.

Be prepared to work: the workshop is demanding and fast-paced from the start. On January 26, soon after our organizational meeting, I will assign you to one of three teams to work together throughout the semester to produce a policy report. A first, substantially complete draft is due March 16, only seven weeks later.

**Reading Materials**


**Policy Report: Expectations and Evaluation**

The workshop and my evaluation of your performance are organized around the team project, which culminates in a policy report. Individual and team assignments throughout the semester all
contribute directly to the report. The report itself is no longer than 50 pages single-spaced in length, excluding front matter and a list of referenced works, with no more than 25 pages devoted to the body of the report itself and, as necessary, 25 pages to appendices. In addition to presentation of the project on April 27, each team is expected to present the project to the client. This presentation may occur after the end of semester, depending on arrangements with the client. Also, the report is due May 1—but your work does not end on that date: production editing will require your coordination with La Follette School Senior Editor Karen Faster after the end of semester to produce a final report, meeting professional standards, provided to the client and posted on the La Follette School website by June 1. Reports that in my evaluation fail to measure up in quality of content are ultimately not distributed to clients or posted on the La Follette School website.

In addition to the report in its various drafts and an oral presentation of it, I take into account individual assignments and peer evaluations of your contributions to the project as a team member. In evaluating contributions of peers, I ask you to consider: involvement (attending and participating in meetings), contributions (planning the project, specifying work, ideas, research, analysis, writing), reliability (meeting deadlines, completing work), and collegiality and respect for others. If I observe team consensus about significant differences in contributions, I may raise or lower the final grade of relevant team members more than is reflected in the percentage indicated below. Also, I will not serve as a reference for any student whose peer evaluations indicate poor performance.

I describe individual and team assignments in detail as the semester progresses. In addition to those listed below, expect a few ungraded team assignments.

Three Individual Assignments: 25 percent

I1: 15 percent, project background, due February 2
I2: 5 percent, policy brief, due March 23
I3: 5 percent, policy recommendations, due March 23
I4: ungraded, but see above, peer evaluations, due May 4, dropbox submission only

Eight Team Assignments: 75 percent

T1: 5 percent, project work plan, due February 9
T2: 5 percent, references, due March 9 to Karen Faster only, this percentage based entirely on her evaluation of production readiness of these references as well as third draft
T3: 20 percent, first draft, due March 16
T4: 5 percent, policy brief, due April 13
T5: 15 percent, second draft, due April 17, shared with client on April 21
T6: 10 percent, oral presentation on April 27
T7: 15 percent, third draft, due May 1, also to Karen Faster for production editing

Unless otherwise specified, assignments are due in the workshop Learn@UW website assignment "dropbox" by 9:00 a.m. and in hard copy. For hard copy submissions, bring to the workshop
meeting, if we are meeting; otherwise, place in my La Follette School mailbox by 9:00 a.m. For submissions to Karen Faster, send as a Word e-mail attachment to kfaster@lafollette.wisc.edu and place a hard copy in her La Follette School mailbox—both by 9:00 a.m. Also, each team must set up an appointment with Karen Faster to discuss production issues before the spring recess.

Working with Clients

Working with real-world clients can be a rewarding experience. It can also be frustrating. Frustrations are typically due to mistaken or unclear expectations. As part of the workshop, it is your job to understand and appreciate your client’s expectations, to correct any mistaken expectations early, and to adjust appropriately to feedback. When it is not possible to integrate client feedback into the work, communicate this to the client professionally and in a timely way to ensure appropriate expectations. Clear communication and coordination with the client and within the team is crucial for project success.

I expect you to communicate with your client at least seven times throughout the semester, by e-mail through an assigned team liaison or in team conference phone meetings. Specifically, I require you to communicate: (1) in an introductory e-mail message from the team liaison, by the end of January, (2) before and after completion of the first draft, ideally at least once in a team conference phone meeting, (3) for specific feedback on the second draft, which is shared with the client, (4) before completion of the third draft, (5) for specific feedback on the policy brief, and (6) with an oral presentation.

Ethics and Confidentiality

The La Follette School requires that teams maintain the highest level of ethics and integrity throughout the workshop experience. This includes observing research ethics, including meeting human subjects requirements for research, and holding your work in confidence. If you have not listened to and successfully completed the human subjects module test at the university’s IRB website, take (or retake) the test. I want to see documentation that you have taken the test.

Each team must discuss and decide how to share and post project documents in the course of work. The La Follette School requires students to sign a confidentiality agreement, stating: “The ideas, concepts, data, and recommendations generated in the process of conducting the workshop team project are confidential and are 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, directly or indirectly, without the prior consent of the workshop instructor and the client. This includes any discussion of the project and any dissemination of draft or final documents.”

Academic Integrity

You must uphold the reputation of the La Follette School with academic integrity in your work. For example, I expect you to acknowledge all ideas and evidence that are not your own through proper citation, using direct quotes where appropriate. This is very important. I will not tolerate
plagiarism or any other form of falsification. If you do not adhere to standards of academic integrity, you will fail to receive credit on assignments, fail the workshop, fail to graduate—or be subjected to more severe academic penalties. It is not always easy to know when rephrased thoughts and ideas must be acknowledged. If you are unsure about what constitutes plagiarism, consult http://writing.wisc.edu/Handbook/QPA_plagiarism.html from the Writing Center website—and consult me or Karen Faster if you are uncertain in any specific instance.

Style Guidelines

For a wide variety of useful editorial resources put together by Karen Faster, go to http://www.lafollette.wisc.edu/research-public-service/publications/editorial-resources. In particular, you must use the workshop report template materials at that site. I recommend you use the same format for your various individual and team assignments. To view previous reports, go to http://www.lafollette.wisc.edu/research-public-service/workshops-in-public-affairs. For the policy brief, both individual and team assignments must follow the template on the Learn@UW workshop site.

Schedule

**January 26:** organizational meeting with me
L185 Education Building

**Before January 31:** group liaison e-mails client to introduce team members

**February 2:** teamwork and project management
Assignment I1, project background, due today
Joint session with PA 869, 6203 Social Science Building

• Bardach, “Part I: The Eightfold Path,” 1–78.

**February 9:** group meetings with me at prearranged times
Assignment T1, project work plan, due today
201 Observatory Hill Office Building

**February 16:** sources and citation management, report production
Joint session with PA 869, 6203 Social Science Building

• Review http://www.lafollette.wisc.edu/research-public-service/publications/editorial-
resources.

February 23: data visualization and presentation
Joint session with PA 869, 6203 Social Science Building

• U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute, Making Data Talk: A Workbook.

March 2: group meetings with me at prearranged times
201 Observatory Hill Office Building

March 9: group meetings with me at prearranged times, as necessary
Assignment T2, references, due today
201 Observatory Hill Office Building

March 16: no group meetings with me
Assignment T3, FIRST DRAFT, due today

March 23: group meetings with me at prearranged times
Assignments I2 and I3, policy brief and recommendations, due today
201 Observatory Hill Office Building

March 28–April 5: spring recess
Reminder: you must meet with Karen Faster to discuss production issues before spring recess

April 6: group meetings with me at prearranged times, as necessary
201 Observatory Hill Office Building

April 13: group meetings with me at prearranged times, as necessary
Assignment T4, policy brief, due today
201 Observatory Hill Office Building

April 17: assignment T5, SECOND DRAFT due today, shared with client after group meetings with me on April 20
April 20: group meetings with me at prearranged times
201 Observatory Hill Office Building

April 27: assignment T6, ORAL PRESENTATION of report, today
8:30 a.m.–4:30 p.m., joint session with PA 869, location TBA

May 1: assignment T7, THIRD DRAFT, due today for production editing and final evaluation

May 4: group meetings with me at prearranged times
Assignment T8, peer evaluations, due today
201 Observatory Hill Office Building