

Analytical Techniques for Public Service
MPA 2nd year core, Fall 2014
Thursdays 6:00pm-10:00pm. *No Saturday class*
Location: TBA

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TESC MPA Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. *We think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Year Long Curriculum at a Glance, 2014-2015 MPA 2nd year core

Quarter	Content Areas	Skill Development Objectives
Fall ATPS I	<ul style="list-style-type: none"> • Philosophies of Social Science • Methods & Methodologies • Limitations of Research & Results • Research in PA context • Ethics & Human Subjects Review • Cultural Relevancy 	<ul style="list-style-type: none"> • Secondary & Original Research • Literature Review • Data Collection instruments • Research Proposal • Human Subjects Review
Winter ATPS II	<ul style="list-style-type: none"> • Analyzing & Interpreting Quantitative & Qualitative Data • Descriptive & Inferential Stats • SPSS • Transforming Data to Information • Research Display • Ethnography & Grounded Theory 	<ul style="list-style-type: none"> • Critiquing & Reading Research Reports • Research Writing • Data Collection • Data Analysis • Communicating w/Data • Research as Story
Spring Capstone	<ul style="list-style-type: none"> • MPA Reflection, Integration, & Demonstration 	<ul style="list-style-type: none"> • Applied learning • MPA mission-centric product representative of your KSAs

Fall 2014 Course Description:

Analytical Techniques for Public Service is a two quarter core program for second year MPA students. Each quarter focuses on specific approaches to applied research in public administration, public policy, and non-profit environments. The learning objectives include:

- Understand research methodology and *why* we do research in public service.
- Become competent in quantitative and qualitative data collection and analysis.
- Understand how various research approaches can be used to maintain the status quo or as instruments of positive social, economic, and political change.
- Understand analytical techniques in practice and be able to situate analytical techniques in contexts of decision making.
- Understand various critiques of different analytical techniques.
- Become a consumer of research.

In the fall, we will respond to questions of research design:

- 1) What is the logic of inquiry best suited for framing the field of public administration?
- 2) What is involved in producing the inputs, outputs, and outcomes for data analysis?
- 3) How are analytical techniques practiced in everyday public service?
- 4) Where does data come from: who generates it, how is it captured, when is it captured?
- 5) How does research in the public sector differ from private or academic research?

Via praxis (combination of theory and applied practice), our goal is to practice research design and analysis. We will examine a multitude of paradigms while applying a variety of research methodologies and methods. Our intent is to gain a better understanding of how to approach, critique, use, analyze, and communicate research in public service.

Books Fall 2014 (required):

Schutt (2011). *Investigating the Social World: The Process and Practice of Research*. 7th edition. Sage Publications. ISBN: 978-1412999809 *textbook used fall & winter quarters*

Week 1: (pick one of these books to read week 1)

Seife (2000). *Zero: The Biography of a Dangerous Idea*. Penguin Books. ISBN: 978-0140296471

OR

Schulz (2011). *Being Wrong: Adventures on the Margin of Error*. Ecco. ISBN: 978-0061176050

Week 2:

Yanow (2002). *Constructing "Race" and "Ethnicity" in America: Category Making in Public Policy and Public Administration*. M.E. Sharpe. ISBN: 978-0765608017

Week 3:

Paulos (2013). *A Mathematician Reads the Newspaper*. Basic Books. ISBN: 978-0465089994

Week 6:

Wheeler (2014). *Naked Statistics: Stripping the Dread from Data*. W.W. Norton & Co. ISBN: 978-0393347777 *used both fall & winter quarters*

Week 9:

Siegel & Davenport (2013). *Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die*. Wiley. ISBN: 978-1118356852

Articles Fall 2014 (required reading to be posted on course website):

Week 4:

McAllister, C., Wilson, P., Green, B., & Baldwin, J. "Come and Take a Walk": Listening to Early Head Start Parents on School Readiness as a Matter of Child, Family and Community Health." *American Journal of Public Health*, Vol 95 Iss 4, April 2005. pgs. 617-625.

Robinson, E. "Mobilizing Voices: A Discussion of Leadership in an Environmentally Contaminated Community." *Qualitative Sociology Review*, Vol. V Iss. 1, April 2009. pgs. 70-99.

Santiago-Rivera, et al. (1998). Building Community-Based Research Partnership: Lessons From the Mohawk Nation of Akwesasne. *Journal of Community Psychology*. V. 26 n. 2 p. 163-174.

Week 8:

Using Social Media In Government: <http://www.howto.gov/social-media/using-social-media-in-government>

Social Media in the Public Sector: <http://inesmargel.wordpress.com/research/>

The Use of Social Media to Dissolve Knowledge Silos in Government:
<http://faculty.maxwell.syr.edu/iamargel/files/Margel%20-%202010%20-%20Minnowbrook.pdf>

The Use (Or Is It Abuse?) of Social Media in Social Science:
<http://www.socialsciencespace.com/2014/02/the-use-or-is-it-abuse-of-social-media-in-social-science/>

Week 10:

Conklin "Wicked Problems & Social Complexity" <http://cognexus.org/wpf/wickedproblems.pdf>

Hardin "The Tragedy of the Commons"
http://www.garretthardinsociety.org/articles/art_tragedy_of_the_commons.html

Resource Books (recommended, not required):

Fink (2012). *How to Conduct Surveys: A Step-by-Step Guide*. (5th ed.)

Krueger & Casey (2008). *Focus Groups: A Practical Guide for Applied Research*.(4th ed.)

Yin (2013). *Case Study Research: Design and Methods*. (5th ed.).

Fall 2014 Schedule (faculty reserve the right to alter the schedule)

Seminar groups will be announced after research project teams form.

DATE	TOPICS/ACTIVITIES	READINGS	DUE
Week 1 10/2	<i>Decisions in Social Science</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Reading Groups 	<u>Reading- Books:</u> <ul style="list-style-type: none"> • <i>Zero OR Being Wrong</i> • Schutt ch. 1 & pgs. 83-90 	Assignment #1 Paradigms & Concept Paper
Week 2 10/9	<i>Big Data & Big Consequences</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Reading Groups 	<u>Reading- Books:</u> <ul style="list-style-type: none"> • <i>Constructing Race & Ethnicity in America</i> • Schutt chs. 11, 12, 13 	Assignment #2 Interpretation & Re-creation of Study, paper #1
Week 3 10/16	<i>Being a Data Consumer</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Reading Groups 	<u>Reading- Books:</u> <ul style="list-style-type: none"> • <i>A Mathematician Reads the Newspaper</i> • Schutt chs. 11, 12, 13 	Assignment #2 Interpretation & Re-creation of Study, paper #2
Week 4 10/23	<i>Designing Research Projects: Literature Reviews, Case Studies, Participatory Action</i> <ul style="list-style-type: none"> ▪ Lecture/Workshops ▪ Project Working Groups 	<u>Reading- Book:</u> Schutt chs. 2 & 15 plus pgs. 311, 347-348 <u>Readings- Articles:</u> 1) Santiago-Rivera, 2) Robinson, 3) McAllister	*Research Project Teams Formed; Time to work on proposal in class.*
Week 5 10/30	<i>Designing Instruments: Surveys, Interviews, Focus Groups, Levels of Measure, Variables</i> <ul style="list-style-type: none"> ▪ Lecture ▪ Workshops 	<u>Reading- Book:</u> Schutt chs. 4, 8, 9	Assignment #3 Draft 1 of research proposal
Week 6 11/6	<i>Designing Instruments: Sampling, Validity, Reliability, Correlation vs. Causation</i> <ul style="list-style-type: none"> ▪ Lecture/Workshops ▪ Seminar 	<u>Reading-Books:</u> <ul style="list-style-type: none"> • <i>Naked Statistics</i> intro plus chs. 1-6 • Schutt chs. 5 & 6 	
Week 7 11/13	<i>Ethics</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar 	<u>Reading- Book:</u> Schutt pgs. 63-83 TESC HSR form online	Assignment #3 Draft 2 of research proposal
Week 8 11/20	<i>Web 2.0 & Social Media in Government Research</i> <ul style="list-style-type: none"> • Guest Speakers • Seminar 	<u>Reading- Book:</u> Schutt pg. 335 <u>Reading- Websites/Articles:</u> See week 8 on p. 3 of syllabus	Assignment #3 Draft 3 of research proposal & HSR
11/24-28	<i>HOLIDAY</i>	<i>HOLIDAY</i>	<i>HOLIDAY</i>
Week 9 12/4	<i>Pitfalls of Prediction: In Academia, Government, & Private Industry</i> <ul style="list-style-type: none"> ▪ Lecture/Workshop ▪ Seminar 	<u>Reading- Book:</u> <i>Predictive Analytics</i>	
Week 10 12/11	<i>Wicked Problems</i> <ul style="list-style-type: none"> ▪ Film: “The Day After Trinity” ▪ Seminar 	<u>Readings-articles:</u> Conklin Hardin	Assignment #3 Final research proposal & HSR

No evals or eval conferences at end of fall quarter. Final two quarter cumulative evals submitted at the end of winter quarter.

Assignment #1: Paradigms & Concept Paper

Due: posted on canvas Thursday 10/2 by 6:00pm.

Part I: using the readings for week 1, assess your own epistemology. Where do your preferences fall in the paradigms of social science? Do you more readily accept one and reject others? Why?

Part II: What topic are you interested in researching for your 2nd year core project? What do you plan to learn by systematically investigating this topic? What do you intend to contribute to public administration by analyzing this issue? Read other papers posted by your classmates and start to form teams of 2 to 3 students based on common interests. Teams will need to be finalized by week 4. After week 4, we will base seminars on the teams you pick (you can work with anyone in the class).

Assignment #2: Interpretation & Re-creation of Study

Paper #1 Due: posted on canvas Thursday 10/9 by 6:00pm. Use Yanow reading for week 2.

Paper #2 Due: posted on canvas Thursday 10/16 by 6:00pm. Use Paulos reading for week 3. Identify one of the major arguments from the book you read for the week. Look up the data and resources cited to support the author's argument. After reviewing the source of the data and interpreting it for yourself, do you come up with the same result as the author? Why or why not? What do the results mean? Why do the results matter?

Assignment # 3: Draft 1 Research Proposal

Due: posted on canvas Thursday 10/30 by 6:00pm. *In teams of no more than 3 students, each team will pick a research topic to study over two quarters (fall & winter).* The research proposal in the fall quarter is the premise for the data collection and analysis in the winter quarter. For the first part of your research proposal, co-write the following pieces: Problem Statement: Identify and define the problem you are going to research. Why is this a problem? So What Statement: why does the research matter, who should care, who is the audience? What paradigm(s) will you draw from and why? Co-draft a guiding research question (proposals may or may not also include hypothesis/null). Include a team work plan/agreements for your project.

Assignment #3: Draft 2 Research Proposal

Due: posted on canvas Thursday 11/13 by 6:00pm. Include revisions from 1st draft. As a team, define your sample (potential subjects/respondents). Include a co-written literature review of at least 20 resources (journals, gov reports, newspapers, etc.) to help inform your team's response to your guiding research question. Select an appropriate method (or mixed method) that will help your team answer your research question: will the team use survey, focus group, and/or interviews? Based upon your research question, what is your research going to measure? List and define your potential variables.

Assignment #3: Draft 3 Research Proposal & Draft HSR

Due: posted on canvas Thursday 11/20 by 6:00pm. Include revisions from previous drafts. As a team, define all key terms used in your research question (and hypothesis if applicable), specify the research variables, and provide a research plan (limitations, assumptions, how you will physically collect the data, access, contact lists, schedule, location, delivery method, feasibility: who, when, what, how). Submit draft instrument[s] (survey, interview, and/or focus group questions plus protocols, cover letter & informed consent). Submit draft HSR application with all 6 questions answered and cover sheet completed.

Assignment #3: Final Research Proposal & HSR

Due: posted to canvas Thursday 12/11 by 6:00pm. **Two separate documents:** 1) Research proposal & 2) HSR application. Give a hard copy of your HSR application packet to your faculty advisor in class. Research proposal is one complete document posted on canvas and the HSR

packet is one complete document posted on canvas and hard copy: includes the HSR cover page filled out & signed, responses to six HSR questions, cover letter to participants, consent form for participants, and instrument. Provided the HSR packet is complete and of high quality, faculty will submit the HSR application to the Deans/review committee for approval. You should hear back from the reviewers in early January via the e-mail address you provided.

Course Policies

Human Subjects Review (HSR) is included in assignments for the fall. Data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB. Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty and possibly TESC IRB.

<http://www.evergreen.edu/humansubjectsreview/application>

Format: All papers should be typed using a computer, double spaced (unless otherwise stated), 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence. ***After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) you may be denied full credit.*** Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may rarely be offered on case by case basis. Refer to MPA student handbook. Full loss of credit decisions will be made by the faculty team. ***Full loss of credit for two terms of core may result in expulsion from the MPA program. Plagiarism (i.e., using other peoples' work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.*** College statement on academic honesty:

<http://www.evergreen.edu/advising/academichonesty.htm> . Failing to complete one or more assignments, completing one or more assignments late, or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The

faculty team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

Evaluation: Written self-evaluations and a seminar faculty evaluation are required for credit at the end of each quarter in our evaluation conference along with faculty evaluations of students. (All evals are to be submitted via my.evergreen.edu.)

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology Use & Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: **Contact faculty** before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Expectations of Students and faculty: to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so).

Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College philosophy.
<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

We will abide by the student conduct code (including academic integrity and plagiarism):
Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

We will abide by the non-discrimination policies and procedures at TESC:

<http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm>

Guest Policy: Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm. You are responsible for checking email and ensuring viable transportation options are available to you.

Events	Fall	Winter	Spring
Begin Quarter	Sept 29	Jan 5	Mar 30
Evaluation Week	Dec 15-19	Mar 16-20	Jun 8-11
End Quarter	Dec 13	Mar 14	Jun 6
Breaks (Thanksgiving, Winter, Spring)	Nov 24-29	Dec 21-Jan 4	Mar 23-29

Graduation June 12th, 2015.

Hooding ceremony approx. 10:00am & campus wide ceremony at 1:00pm.