

MPA ELECTIVE II FALL 2012

**The Evergreen State College
Masters of Public Administration Program
Fall 2012 – Case Studies for Policy Analysis Decision-Making and
Education in Public Processes**

**Nov 9-11 and Nov. 30- Dec.2.
Fri 5-9. Sat 8:30-5 Sunday 8:30-5
Seminar Rooms: Sem II, A2107**

Faculty

<u>E-mail</u>	<u>Phone Office</u>	<u>Office hours</u>
Linda Moon Stumpff	stumpffl@evergreen.edu	ext 6845 Lab 1- 3005 5-6pm class days or by appt.

MPA Mission

“You must be the change you wish to see in the world.”
—Mohandas K. Gandhi

Evergreen 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;
- value fairness and equity;
- advocate powerfully and imagine new possibilities and accomplish positive change in our workplaces and in our communities.

Elective Description Fall 2012

**CASE STUDIES FOR POLICY ANALYSIS, DECISION-MAKING AND
EDUCATION IN PUBLIC PROCESSES**

This course offers opportunities to select apply and design case studies for use in the public arena. A broad range of topics to include environmental, social, cultural, financial, international, ecological, and managerial issues is encouraged for student research. Class members will construct and de-construct cases as they participate in active case studies. Examples are drawn from Evergreen’s Enduring Legacies Project, the Kennedy School, SUNY Cases and other case collections. Cases are approached as a unique research tool for interdisciplinary research particularly in areas where cultural, ecological interact. As such they provide a deeper framework for qualitative or quantitative research methods. Students will identify topics for case writing and develop structures for writing cases for application in areas like decision-making, environmental education, conflict-management international issues or leadership challenges. Class activities include readings and seminars, participating in case workshops, a literature review, a 4-5 page paper on cases, and an initial draft of a case written on a student-selected case topic.

Learning Objectives

1. Examine, evaluate and situate contemporary ideas about using cases as a research tool for interdisciplinary studies employing both qualitative and quantitative data
2. Participate in the analysis of cases on social, financial, environmental and cultural issues as a mean of exploring practical and useful alternatives and as a framework for decisions.
3. Improve skills in critical thinking, analysis, and writing, speaking, and working effectively in teams.
4. Broaden understanding of laws and policies by analyzing and critiquing international, tribal, local and state issues in the realm of public policy and international relations
5. Develop skill in articulating comparisons between different policy systems

Expectations

Students

- Attend every class; be on time.
- Comply with TESC Social Contract (<http://www.evergreen.edu/about/social.htm>) and Student Conduct Code (<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>)
- Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
- Full credit and a positive evaluation depend on timely completion and submission of assignments and regular attendance and participation in class. **Missing more than one weekend class meeting in any given quarter and/or consistently submitting assignments late will result in no credit.**
- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves.
- Computer and Internet access are required outside class.
- No electronic devices (other than laptops used expressly for class work and any aids necessary for access) are allowed in class.
- Students are expected to complete a faculty evaluation. Students are required to complete and submit a self-evaluation to faculty before the evaluation conference to receive credit. Student evaluations of faculty must be submitted at the evaluation conference to faculty or to the program secretaries (Lab II, 2250).
- Any deviation from these expectations must receive prior approval from your seminar faculty.

Faculty

- Faculty members are expected to be prepared for class, responsive to student questions and to promptly return student work.
- Faculty members can be expected to be reasonably available to students during office hours, by email and by appointment.

Required Readings

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SOME OF THESE BOOKS MAY BE AVAILABLE IN THE BOOKSTORE. HOWEVER BECAUSE OF THE SMALL SIZE OF GRADUATE ELECTIVES YOU ARE STRONGLY ADVISED TO ORDER THEM ONLINE OR THROUGH YOUR FAVORATE BOOKSTORE.

1. Ellet, William (2007) “Te Case Study Handbook: How to read, discuss and write persuasively about cases.” Harvard Business School Press
2. Yin, Robert K., (2008 or 2009) Case Study Research: Design and methods, Sage Publications Thousand Oaks, California.
3. Gilliam, Bill, Case Study Research Methods (2995 or later) Sage Publications, Thousand Oaks, California
4. Stake, Robert E. “The Art of Case Study Research” Required for graduate credit students only.
5. Additional articles and cases will be posted on Moodle and/or passed out in class.

The following book is recommended for students pursuing international or multi-cultural case options. It is not required.

- Ostrom, Elinor “Governing the Commons: The Evolution of Institutions for Collective Action,” Cambridge University Press, 1990. ISBN 0-521-40599-8, 280 pp. Read all
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All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty.

1. **Seminar papers.** Ellet and Yin seminar papers due first day (Friday) of first session. Giliam paper due first Friday of second session. Stake seminar paper due Sunday of second session. All seminar papers are to be in Word or compatible program and the length is 1-2 pp. Concise writing bringing out key points with supporting critique is valued. Hard copy is to be turned in at the time of seminar.
2. **Literature Review.** A literature review of 10-12 books or articles on the topic of case study research is due on Sunday of the first session. This assignment is for graduate credit only. Senior undergraduates will prepare a 2-3 page paper comparing two books on case study research. The books for this assignment do not include required reading books for this class.
3. **Case study analysis paper.** This activity will be completed as homework before the second session. A written research paper 4-5 pages will analyze the structure, effectiveness and usefulness of 3 or four published cases. In addition, the critique should include what target audiences the cases can be used for—uses may include research, training, environmental education, etc. Brief presentations and group work on these papers will be held Sunday of the first session.
4. **Case Study paper, 6-8 pp. plus a Reference Page.** The major assignment of the course is a completed draft of an original case prepared by an individual student or two students in a team. The goal of this assignment is to expand your ability to write, critique and use cases in a variety of contexts. In the first session, you’ll chose potential topics and participate in a workshop on creating cases. Research for cases should be

exhaustive. This means a complete search of secondary resources (published reports, governmental documents, press accounts, academic research, internet sites and other background documents and materials). You may wish to do some interviews. Be aware that you may only ask for descriptive information that is available to the public from your interviewees. Do not ask them about their personal opinions or to critique their organizations. In other words, ask about the facts. You may not ask any personal questions about the respondent or their views about other people in the organization. **(Because of the time frame, we cannot ask you to perform more in-depth interviews because that requires a Human Subjects Review application and that could not be completed in time).** Do choose a topic for your case that lends itself to research within our limited timeframe – this means information is readily available and, if needed, participants need to be available for interviews (phone or email availability counts). The case is due on Sunday of the final session and should also be posted to Moodle. Plan to make a 15 minute presentation of your case using visuals of your choice including Powerpoint..

Presentation. Sunday Second Session.. Each presentation will be 15 minutes for delivering findings and conclusions. Five additional minutes are allowed for questions and answers. A visual aid is required and should follow the following guidelines:

- If using a power point presentation, it may not be more than 15 slides.
- If using a handout, it may not be more than 2 pages, single sided, double spaced, 12 point font or larger and must have a graphic.
- If using a poster/display, it must be large enough for all to see, have no more than 3 colors and use a graphic.
- If using a video, it may not be more than 7 minutes long and should be of good quality. Hearing assistance devices are available in the classrooms.

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Any photographs or graphs/charts should have a summary notes about what is being displayed. Things to think about for visual aid: contrast, background color (dark colors require a dark room), limiting red and green (colorblindness), font size, readability, universal design access.