

Analytical Techniques for Public Service I

MPA 2nd Year Core – Tribal Concentration

Fall 2013

Oct. 4-6 ; Oct 18-20; And Nov 1-3

“As an educator and a researcher, I believe that the time has come to break the cycle of dependency, and to begin research from within the tribal paradigms of indigenous cultures.”

- Betty Bastien, Blackfoot Scholar

MEETING DAYS/ROOMS

Days	Lecture RM	Seminar RMs
Oct 4-6	Sem2 B 1107	TBD
TBD	Webinar	
Oct 18-20	Sem2B1107 Sat only: C1105	TBD
TBD	Webinar	
Nov 1-3	Sem2 B 1107	TBD
TBD	Conferences	

FACULTY

Faculty	Email / Phone	Office & Office Hours
Moroni Benally	benallym@evergreen.edu	TBD
Jenny Serpa	serpaj@evergreen.edu	TBD

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.

COURSE DESCRIPTION




Analytical Techniques for Public Service is a two-quarter long Core program for second-year MPA students. While we will focus each quarter on specific approaches to applied public service research, the intent is that the learning objectives of the program will be achieved across both quarters.

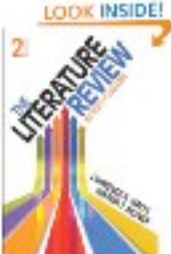

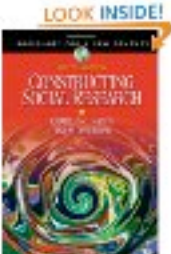



COURSE LEARNING OBJECTIVES

- Understand protections and process of research, including data ownership, Human subjects, & IRB;
- Understand research methodology;
- understand why and when to do research in public service;
- Become competent in quantitative and quantitative data collection and analysis;
- Understand analytical techniques in practice (public policy; budgeting and finance; performance measurement and management; evaluation research; etc);
- Be able to situate analytical techniques in management/public policy; understand the importance of these techniques;
- Become facile with the critiques of analytical techniques not to be a cynic but to be a better user/developer of the techniques;
- Develop skills in communicating about data (displaying data; presentations) and writing research reports; and
- Develop skills to hire, work with, understand, and request projects of professional researchers.

READINGS

BOOKS

	<p>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches John W. Creswell Paperback \$68.00</p> <p>Week 2 – Ch 7,8,9,10</p>
	<p>Case Studies and Theory Development in the Social Sciences (Belfer Center Studies in International Security) Alexander L. George Paperback \$24.47</p> <p>Week 2 – Ch 3,4,5,6</p>
	<p>Indigenous Methodologies: Characteristics, Conversations, and Contexts Margaret Elizabeth Kovach Paperback \$21.80</p> <p>Week 2 – Ch 1,2,3,4 Week 3 – Finish Book</p>

	<p>The Literature Review: Six Steps to Success Lawrence (Larry) A. (Anthony) Machi Paperback \$30.35</p> <p>Week 1 – Ch 1, 2, 3, 4 Week 2 – Finish Book</p>
	<p>Yellow Dirt: An American Story of a Poisoned Land and a People Betrayed - Judy Pasternak Hardcover \$10.40</p> <p>Week 3 (all)</p>
	<p>Constructing Social Research: The Unity and Diversity of Method (Sociology for a New Century Series) Charles C. Ragin Paperback \$40.98</p> <p>Week 1 – Ch 1, 2, & 3 Continued in ATPS II</p>
	<p>The Field Research Survival Guide Arlene Rubin Stiffman Paperback \$7.92</p> <p>Week 1 ch 6 Week 2 ch 8 Week 3 ch 4</p>
	<p>Taking Language Seriously: The Narrative Foundations of Public Administration Research Jay D. White Paperback \$17.25</p> <p>Week 1 – Ch 2, 8, & 9</p>
	<p>Research Is Ceremony: Indigenous Research Methods Shawn Wilson Paperback \$14.81</p> <p>Week 1 (all)</p>

EXPECTATIONS

Human Subjects Review (HSR) is included in assignments for the fall and winter (<http://www.evergreen.edu/deans/humansubjectsreviewapp.htm>). Proceeding with data collection for your research project is dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB. Any major changes to your research tool or sample respondents must also be cleared.

Format of Assignment Submissions: All papers will be submitted to instructors printed, and stapled on their due date. All papers must meet assignment parameters and cite works using the American Psychological Association (APA) citation format (<http://webster.comnet.edu/apa/>). All written work will be of high quality, grammatically correct, clear and without spelling errors. Unless otherwise noted, all papers should: contain the date and assignment name & #; contain the name of the student (and their partners on team assignments); be double-spaced (unless noted); and be size 12, readable font. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant. Check assignment details for each submission.

Late assignments: Turning in assignments late is unacceptable. If you have a need to turn in an assignment late you must contact your 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 end of the quarter the assignment was originally due to ensure course credit.

Participation & Attendance: Students are required to attend each class meeting. 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 must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question to receive course credit.

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 expectations.

Learning Styles: Faculty will actively work toward providing information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, reading unrelated materials, playing with a PDA, tablet, IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

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 (INC) may be offered on case-by-case basis. Refer to MPA student handbook (<http://www.evergreen.edu/mpa/studenthandbook/home.htm>). Credit denial decisions will be made by the faculty team. Denial 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), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements before the due date), or multiple absences may constitute denial of total credit. At the discretion of the faculty, unexcused absences or lack of academic work may result in no credit received (NCR). 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. Students at risk of losing credit will receive written notification at the mid-point of the course.

Evaluation: Written self-evaluations and a seminar faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students. Student evaluations of their seminar faculty are due the Monday of evaluation week. (Students may elect to submit faculty evaluations to faculty directly to Program Secretaries).

Accommodations: are provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy: <http://www.evergreen.edu/policies/g-studentada.htm>

Other 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. We abide by the social contract (<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>), the student conduct code (<http://www.evergreen.edu/studentaffairs/studentconduct.htm>) and the non-discrimination policies and procedures at TESC (<http://www.evergreen.edu/policies/g-nondiscr.htm>). All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

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.

Inclement Weather: In the event of bad weather or emergencies students should check for announcements of campus closures. Students can check TV, radio, or call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel class even if campus is open. If we do this we will send an all-program email prior to 3:00 pm. You are responsible for checking your email.

ASSIGNMENTS

The primary goal for both quarters of ATPS is to give you direct experience with applied research. You will design and implement a research project that informs a public, policy, organizational or social/cultural question or challenge. The course will help you develop your understanding of research design, methods, and analysis. We will work on defining and narrowing research questions, designing instruments to collect qualitative and quantitative data, ensuring the privacy and safety of research participants, collecting and analyzing data and reporting your findings.

Your research projects will be completed in teams. Your research must include two data collection methods: a survey, as well as one qualitative method of collecting data (focus groups, interviews, ethnographic methods, etc.). For this quarter, some assignments will be individual assignments (Idv) and some are team assignments (Team).

Seminar Papers & Questions

Seminar papers are a place for you to “digest” the reading material. What is the author trying to tell you? Try to understand the important points, the line of reasoning, and its applicability to your work &/or the world. Think about the work critically – are there flaws or bias in the work? For comparative seminars (two or more readings), be sure to compare and contrast the different points. See “Template of Analyzing the Logic of an Article” if you need help. **Questions:** We welcome Questions! If you have questions, please contact your faculty or post to moodle. Additionally, **include critically reflective questions about the readings at the end of your seminar papers, this helps us know what to follow up on and can help you in seminar.**

PRE – CLASS TUESDAY Oct 1

Submit by email to both faculty

#1 One Page Student Paper

This is a simple one-page paper to introduce yourselves to the instructors and craft a professional mission statement. A professional mission statement is a statement of where you want to go and what you want to do professionally/in your career. You may wish to do a professional Bio, future goals statement, and a SWOT of your current abilities. It should include what you hope to get out of the class, research and topic interests, and areas you struggle with.

#2 One Page Seminar Paper on White (Ch2,8,9)

#3 Two Page Seminar Paper on Wilson (all) & Smith (Pdf) & Stiffman (ch 8)

#4 One Page Memo on Kuhn

Weekend 1 Oct 4-6

Saturday Oct 5

#5 One Page Memo outlining Draft Idea for Research (Individual)

Identify a research question you would like to pursue. Use Machi/McEvoy to narrow your interest into a specific question and information that is available and needed to conduct the work. Exercises 1.1-1.3 may help in the writing process. This work product will be shared in class and used in the “Market Place”. For the Market place, students will share their individual research ideas and attempt to form groups. Be prepared to “sell” your idea to your peers. Think about the information needed by your peers (so they “buy” your idea) and professors (to assist you in your pursuit) to write this paper. You may not have a specific research strategy, but you may be able to provide thoughts on how you might answer your question or what kind of questions you will need to ask to address the issue. When you are done, ask yourself, “does my description give my colleagues enough information to know whether they would want to explore this with me for two quarters?” By the way, also be ready to let your topic go if you can’t “sell” it to others or if another topic catches your interests. You may also combine interests or pursue new topics during the Market Place.

#6 One Page – SINGLE spaced - Memo: Ethics in Research

Sunday Oct 6

#7 One Page Memo - Idea for Research (Team):

At this point, topics have been chosen and teams formed. Everyone who is going to work together on the project is involved. The topic/research question is becoming more specific. Provide a one-page memo that, as clearly as possible, outlines the research interest/question, its components, how it may be measured, the population you will work with, possible literature or resources you may use, contact information for everyone in the team, a team name, and at least one date your team has scheduled to work together.

Weekend 2 Oct 18-20

Friday Oct 18

#8 Three – Five Page Literature Review – Any Topic (Individual):

This assignment will demonstrate your individual ability to find and critically utilize existing research about a question or issue germane in public policy or administration. The topic may be one of your choosing, but should be culturally relevant and timely – it may, or may not, be the same as your group research project (HINT: you may begin to explore an idea or topic area you are interested in working on for capstone). Choose a minimum of three (3) peer-reviewed articles or papers on your topic, as well as a few non-peer-reviewed pieces, and write a literature review.

A literature review must do these things:

a) be organized around and related directly to a thesis or research question you are developing; b) synthesize results into a summary of what is and is not known; c) identify areas of controversy in the literature; and, d) formulate questions that need further research. Use the Machi/McEvoy to assist in formulating your literature review.

Saturday Oct 19

#9 Six Page Research Question and Literature Review (Team):

This week's assignment is a big leap forward for your research project. First, you should very clearly define your research question by beginning with a very specific problem statement (including answering the "so what?" question). Further clarify the research question, context, history, existing research, and other elements that frame your project, being sure to use scholarly/peer-reviewed source material (CONT. ON NEXT PAGE)

to situate your research question in the literature. What information will help answer your question? What gap in the literature will you be filling? A minimum of 10 unique (mostly peer-reviewed) sources should be used.

Sunday Oct 20

#10 Three – Five Page Proposed Methods and Draft Instrument (Team):

Based on your literature review work as a group and the reading resources from class, provide a brief overview of the research method(s) and their strengths and weaknesses that you plan to use. Include your reasoning and references to similar work. Also include the beginnings of your instrument (survey questions, focus group questions etc).

Weekend 3 Nov 1-3

Friday Nov 1

#11 Eight – Ten Page + HSR, citations, & figures Draft of Full Research Proposal (Team), bring 5 printed copies:

Building on the last assignments, continue defining & clarifying your problem statement and research questions. At this point, answer the following questions: Why does the research matter, who should care, who is the audience and what is the most effective means of communicating the results to them (report, pamphlet, video, presentation, poster, media release, etc.)? What research paradigm(s) or traditions will you draw from and how do the methodological assumptions of your work inform the research question(s)/problems?

Define your potential research participants/respondents (called “subjects” in traditional research parlance). What specific methods will you use to answer your research question? What are you going to measure and how? Define key terms used in your research question(s).

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). Include a draft instrument (survey, interview, or focus group questions plus protocols, cover letter and informed consent). Include a draft Human Subjects Review (HSR) application. Provide a draft timeline & team work plan for next quarter.

Be prepared to have your draft proposal reviewed by others (peer-review) and expect to review proposals by other teams. Be sure to use labels for clarity. See examples of proposals on Moodle.

Saturday Nov 2

#12 Two Page Memo analyzing on Tribal Codes or Policy on research (Individual):

Provide a brief summary then compare and contrast the policies chosen. What is missing? How could the policies be better? What information (research) needs to be done in order to better inform these policies?

#13 Peer Review (Team):

On Friday you received a draft proposal from another group. Review the proposal. Outline the strengths and weaknesses, then provide suggestions to the group. What is missing? How can the research question be clearer? Do the data collection instruments make sense?

Sunday Nov 3

#14 Ten Page + HSR, citations, & figures Final Research Proposal (Team):

Using your previous work and feedback, revise your draft proposal and submit a final polished ready-to-submit-to-IRB research proposal. Remember to pre-test your data collection instruments. This will be reviewed by instructors for completeness and once approved should be submitted to The Evergreen State College Internal Review Board for approval PRIOR to the start of the Winter Quarter/ any data collection.

This means your final paper will include:

- Introduction
- Purpose of the Study
- Guided Research Question
- Literature Review
- Methodology
- Research Methods
- Subjects & sampling
- Delivery to Sample Population
- Assumptions
- Limitations
- Research Timeline
- Human Subjects Review Application (completed and signed)
- Protocols, Script, and Consent for instruments
- Quantitative (Survey) Instrument
- Qualitative collection Instrument
- References

BREIF SCHEDULE

Day	Topic / Activities	Readings Due	Assignments Due
Week 1 Papers Due Tue Oct 1 Class Friday Oct 4	What is Research Presenter: Janet Bushnell	Smith Intro White Ch 2,8,9 Wilson Kuhn Stiffman ch 8	#1 One Page Student Paper #2 One Page Seminar (White) #3 Two Page Seminar (Wilson & Smith) #4 One Page Seminar (Kuhn)
Week 1 Saturday Oct 5	Ethics in Research Presenter: Rosalina James Market Place	Machi/McEvoy intro & Ch 1 IRB & Human Subjects NCAI Policies Tribal Codes	#5 One Page Draft Idea (Idv) #6 One Pg Single Space Memo Ethics & Tribal Codes (Idv)
Week 1 Sunday Oct 6	Research Methods Literature Review	Machi/McEvoy Ch 2-3 Ragin Ch 1-3 Ex. Literature Reviews	#7 One Page Draft Idea (Team)

DATE	WEBINAR		

Day	Topic / Activities	Readings Due	Assignments Due
Week 2 Friday Oct 18	Overview of Research – The Nuts and Bolts	Kovach Ch. Intro,1,2,3,4 Machi/McVoy –rest Creswell Ch 7,8,9,10	#8 Three-Five Page Literature Review (Idv)
Week 2 Saturday Oct 19	SHARED CLASS Participatory Research Presenter: Bonnie Duran	CBPR Articles TBD Example Proposals Stiffman ch 6	#9 Six Page Research Question and Literature Review (Team)
Week 2 Sunday Oct 20	Focus Groups/Interviews Data (Nuts and Bolts) Survey Research - Rea/Parker ws Case Studies	FG & I Articles TBD Qualitative TBD Quantitative TBD George & Bennett ch 3,4,5,6	#10 Three-Five Page Proposed Methods and Draft Tools (Team) CLASS MID-POINT: Check in with Faculty

DATE	WEBINAR		

Day	Topic / Activities	Readings Due	Assignments Due
Week 3 Friday Nov 1	Research in Practice Part 1	Yellow Dirt (all)	#11 Eight-Ten Page Draft of Full Research Proposal (Team)
Week 3 Saturday Nov 2	Research in Practice Part 2 Presenter: <ul style="list-style-type: none"> • Ralph Forquera (SIHB) Urban / National • Deborah Parker (Tulalip) Tribe • Michael Lexington (GAO) State 	Policy Analysis Example Research Articles Kovach –rest Stiffman ch 4	#12 Two Page Analysis (Idv) #13 Peer Review (Idv)
Week 3 Sunday Nov 3	Student Presentations		#14 Ten Page Final Research Proposal (Team)

	Evaluations	Faculty's Evaluation of Student	Student Self Evaluation Faculty Evaluation
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