

Analytical Techniques for Public Service (ATPS I & II) Fall 2019 and Winter 2020

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.”



Class Meetings

ATPS I (Fall 2019)

Nov 1-3, 15-17, Dec 6-8
1-5p Fri
9a-4p Sat/Sun

ATPS II (Winter 2020)

Feb 7-9, 21-23, Mar 6-8
1-5p Fri
9a-4p Sat/Sun

Class Location

ATPS I (Fall 2019)

Seminar II D 2105
November 16, 2019 Purce Hall 4

ATPS II (Fall 2019)

Seminar II D 2105
February 22, 2019 Purce Hall 4

Faculty Teaching Team

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Course Overview

ATPS I & II is a two-quarter, linked, course that focuses on building research and analysis knowledge, skills, and abilities. We are one of the few MPA programs that provides an opportunity to do a complete research project, from start to finish. You will, in addition to learning about research and analysis in general, design and complete a research project through its various stages: defining the problem, reviewing literature, creating a proposal, completing and filing Human Subjects Review/Institutional Review Board (HSR/IRB) applications, collecting data, analyzing data, and telling the research story through data visualization and reporting.

ATPS I

ATPS I focuses on an applied research design, the development of the research proposal, theoretical foundations, and applied methodologies for consideration. This culminates in submitting a research proposal for faculty review and to the various Institutional Review Boards associated with your project ([Evergreen's Human Subjects Review](#), at the least). Completion of the proposal and submission to the TESC IRB/HSR is a critical point with the overall research project. Learning objectives for ATPS I include:

- Understanding research, why we do research, the research proposal and overall approaches to research.
- Applying Indigenous research methodologies and building on current research platforms.
- Becoming competent in quantitative and qualitative research design.
- Understanding how various research approaches can be used to maintain the status quo or as instruments of positive social, economic, and political change in decision making for our communities.
- Becoming an ethical producer and consumer of research through culturally relevant practices.

ATPS II

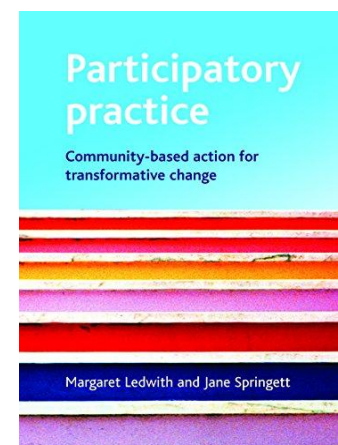
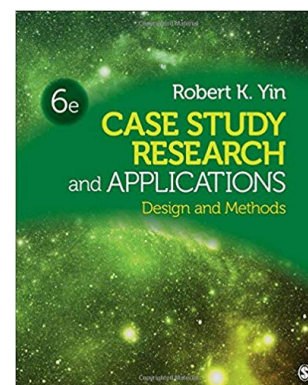
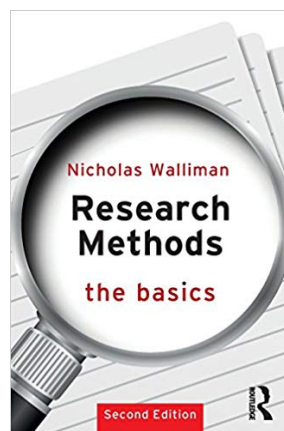
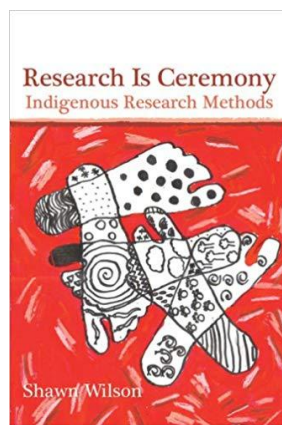
ATPS II focuses on the application of the research proposal and protocols, ultimately leading to the completion of the research project and presentation of the findings. This portion of the class focuses on the data collection and analysis, communicating with data, interpreting and summarizing findings, and presenting findings. Learning objectives for ATPS II include:

- Successfully completing a research project, showing the knowledge, skills, and abilities to do research from start to finish.
- Develop skills as critical producers and consumers of data, information, and analysis.
- Become competent in quantitative and qualitative data analysis and communication.
- Understand the practical applications of analytical techniques for Tribal Governments & Indigenous communities.
- Develop the knowledge to situate social science techniques within the practice of public service.
- Develop the skill of public speaking and presenting findings as information for decision-making.

Fall TG ATPS I - Readings

Books

- Walliman, Nicolas (2017). *Research Methods: The Basics*. (Second Edition). Routledge. **ISBN-13:** 978-1138693999.
- Wilson, Shawn (2009). *Research is Ceremony: Indigenous Research Methods*. Fernwood Publishing Co. **ISBN-13:** 978-1552662816.
- Yin, Robert K. (2017). *Case Study Research and Applications: Design and Methods* (Sixth Edition). Sage Publications. **ISBN-13:** 978-1506336169
- Ledwith, Margaret and Jane Springett (2010) *Participatory Practice: Community -based action for transformative change*. Policy Press. **ISBN-13:** 978-1847420121



Articles

See Canvas and Schedule

Course Policies

Commitment to Providing a Safe Learning Environment

The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College's Title IX Coordinator in certain situations to ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it is up to you to control how your case is handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please contact the following confidential resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221,

jonese@evergreen.edu)

- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to 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.

It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made, then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.

We abide by the [social contract](#): WAC 174-121-01.

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

We abide by the [non-discrimination policies and procedures at TESC](#).

Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty's responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members' primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).

2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email inocenc@evergreen.edu; <https://www.evergreen.edu/policy/studentswithdisabilities>).
3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.
4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

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. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

Reasonable Accommodations

Are 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](#).

Permission to Record Lecture, Workshop and Other Similar Discussions

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of ***Reasonable Accommodations*** (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5

business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

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 a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them. We recommend, if you've not already done so, that you sign up for the [automatic alert system](https://evergreen.edu/emergencyresponse). More, here: <https://evergreen.edu/emergencyresponse>

Communicating

Email and Canvas are our primary and official means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Submissions Format

Unless otherwise stated, all papers should be typed, double-spaced, 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. Students may request resource writing assistance from faculty and/or the Graduate 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 talking to the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After recurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are 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. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit

This MPA Core course is taught a bit differently than other Cores: students will receive 12 graduate credits at **the completion of the Winter quarter** if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see [MPA Handbook](#) for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of each term.

Evaluations

Student self-evaluations are required – posted at the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter – posted to your my.evergreen.edu portal.

As noted above, ATPS is a two quarter course. Successful completion occurs at the end of the second quarter of the course, for 12 credits. Faculty advisors will meet with research teams during the evaluation period, but will not submit evaluations. Any individual concerns can be addressed at the end of the team meetings. Individual evaluations will not be submitted, and individual conferences held, until the end of the Winter term.

Fall TG ATPS I - Assignments

There are two types of assignments: individual and research project team assignments.

- *Individual Assignments* vary and are related to the reading and classroom learning.
- *Research Project Assignments* are team-based and are related to the research project you will design and complete over the two quarters.

Assignments Overview (Fall, 2019)

Individual Assignments	Team Assignments - Research Projects
Key Take-Aways on the four assigned books (four individual assignments) <ul style="list-style-type: none"> - Key take-aways on Walliman. DUE: TBA - Key take-aways on Wilson. DUE: TBA - Key take-aways on readings from Yin. DUE: TBA - Key take-aways on readings from Ledwith and Springlet. DUE: TBA 	<u>Research Project - Assignment #1:</u> Team Members, Topic, etc. DUE: November 2.
Data Equity and Sovereignty Reflection Paper. DUE: Saturday, November 23	<u>Research Project - Assignment #2</u> DRAFT: Literature Review/Annotated Bib. DUE: November 16
Data Collection & Analysis Homework. DUE: December 7.	<u>Research Project - Assignment #3:</u> DRAFT: Introduction and research question(s). DUE: November 17
	<u>Research Project - Assignment #4:</u> DRAFT: HSR applications. DUE: December 6
	<u>Research Project - Assignment #5:</u> DRAFT: Final Proposal. DUE: December 8

Details on Research Project Assignments (Fall, 2019)

Students will work in (3-5 person) teams on research projects across the two quarters. We will bring some project ideas to you (from Tribes and Indigenous communities/organizations). You may also propose a project to us. Two of the most important considerations when thinking about projects are:

- 1) The time to do the research is quite constrained. First quarter, you will propose the project. You will seek [HSR/IRB approval](#) between the first and second quarter and perhaps begin collecting data, as there are only six weeks to collect/analyze/visualize and report on the data in the second quarter. Projects, therefore, need to be “doable” within the constrained time.
- 2) HSR/IRB review is important to all research; this is even more important to research done in Indigenous communities and organizations because of the way Indigenous research and knowledge was/is colonized. Many Indigenous communities and organizations have their own HSR/IRB guidelines and processes; usually it is impossible to attain approval from them within our tight time constraints

Research projects need to include at least one method of primary data collection and analysis (interviews, surveys, focus/community groups, ethnographic methods, public meetings, etc.).

You'll start this work in Fall term by either proposing a topic to us or choosing from the topics/situations we've identified (to be shared with you by October 15). You'll form a research team. You'll draft a research problem statement. Then you will go out and do an extensive review of the literature. The literature will guide you to the "right" research question(s) for your topic/situation.

Once the question(s) are determined, you'll design research (primary and/or secondary data collection and analysis) to answer the question(s).

In Winter term, you'll collect, analyze, and report on your data/information/findings.

In the Fall term you will produce, in the end, a full research proposal and Human Subject Review/Institutional Review Board application(s). The proposal will include:

1. Introduction, including:
 - Problem Statement
 - Definition of the problem/situation you plan to research. Why is this a problem?
 - Construct a research question that drives your research.
 - So What? Why does the research matter, who should care, who is the audience? What approach(es) will you draw from and why?
2. Literature Review:

The literature review summarizes the background of your research problem, as defined by academic and popular literature, starting broadly as you define your topic and narrows down to your particular research question(s). In it all key terms are defined, as is the sample (potential subjects/respondents) and sampling approach.
3. Methods:

Following your literature review, the methods sections outlines and defines the details of your data collection approach/design. What data are you collecting and analyzing? How?
4. Appendices:
 - Data collection instruments
 - HSR/IRB application(s): the Evergreen HSR information is here:
<https://www.evergreen.edu/humansubjectsreview>.

Research Project Assignment #1: Team, Project Topic, and Draft Problem Statement. One Page. DUE: Saturday, November 2.

This assignment documents the teams, project topic, and an outline of what you think the problem is (keeping in mind, problem statements and research questions develop). Each team will submit this document.

Research Project Assignment #2: DRAFT: Literature Review and Annotated Bibliography. DUE: Saturday, November 16.

Based on tools and techniques shared in class, start your reading. While doing so, create an annotated bibliography (more here: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html). Your annotated bib will guide the writing of the literature review (more here: <https://www.uq.edu.au/student-services/learning/literature-review> and here: <http://www.raulpacheco.org/resources/literature-reviews/>).

Research Project Assignment #3: DRAFT: Introduction and Research Question(s). DUE: Sunday, November 17.

Now that you have completed your literature review, it's time to go back and write the introduction which includes: Problem Statement; Definition of the problem/situation you plan to research; Why is this a problem; The research question that drives your research; So What?: why does the research matter, who should care, who is the audience? What approach(es) will you draw from and why?

Research Project Assignment #4: DRAFT: HSR Application(s). DUE: Friday, December 6.

In order to draft the full application(s), you will have a full draft of your research design including the instruments you will use to collect your data, etc. Closely follow the directions.

Assignment #5: DRAFT: Research Proposal. DUE: Sunday, December 8.

This is your full proposal, including your HSR apps. As indicated above, a full proposal includes:

- Introduction: Problem Statement; Definition of the problem/situation you plan to research; Why is this a problem; The research question that drives your research; So What?: why does the research matter, who should care, who is the audience? What approach(es) will you draw from and why?
- Literature Review: The literature review summarizes the background of your research problem, as defined by academic and popular literature, starting broadly as you define your topic and narrows down to your particular research question(s). In it all key terms are defined, as is the sample (potential subjects/respondents) and sampling approach.
- Methods: Following your literature review, the methods sections outlines and defines the details of your data collection approach/design. What data are you collecting and analyzing? How?
- Appendices: Data collection instruments & HSR/IRB application(s).

Details on Individual Assignments (Fall, 2019)

Key Take-Aways From Assigned Books and Classroom Learning. DUE: TBA

Following reading and class discussions, write a key take-aways essay for each of the four books we are reading this term.

Data Collection and Analysis Homework DUE: Saturday December 7

This assignment comes from workshops conducted Friday and Saturday, Dec 6-7., Details distributed in the workshops.

Reflection Paper on Data Equity. 3-5 pages. DUE: Saturday, November 23

Reflect on the data sovereignty readings and panel/workshops, generating a paper that includes reflection on:

- Definition(s) of Data Equity and Sovereignty
- Overall components of Data Equity and Sovereignty
- Challenges of Data Equity and Sovereignty
- The Future of Data Equity and Sovereignty

