PA 5920: Skills Workshop  
Section 5: Humphrey Public Affairs Review Board

Fall Semester 2015  
1.5 Credits  
1:00-3:45 PM, Sept. 25, Oct. 9 and 23, Nov. 6 and 20  
HHH 15

HPAR Faculty Advisor:  
Barbara Crosby  
Office Location: HHH 240  
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HPAR Student Managing Editor:  
Karl Schuettler  
Office Location: HHH 295, Cube 5  
Email: schue155@umn.edu

Course Description

This course is designed to assist members of the editorial board for the Humphrey Public Affairs Review (HPAR). It will meet five times over the course of the semester to provide logistical and technical guidance for the board as it prepares its fall edition.

Participation in this course is encouraged, but not required, for HPAR board members. HPAR board members who are not enrolled in the course may attend workshops as their schedules allow, and are responsible for staying in touch with their fellow board members when they cannot attend. If necessary, the HPAR managing editor may call for additional board meetings over the course of the semester. Editing teams and senior editors will also meet independently of the class as they go through the editing process.

Course Objectives

Through this course, students will:

• Contribute to the HPAR visioning process  
• Develop a more thorough understanding of APA style and conventions  
• Learn how to give writers appropriate feedback and constructive criticism  
• Work with authors and an editing team to produce publication-worthy articles  
• Engage in HPAR outreach efforts and plan a launch party for the Fall 2015 issue  
• Submit one piece for publication in The Forum, the opinion and commentary section of HPAR
Course Requirements and Grading

20% Analysis of another school’s public affairs journal (Due Oct. 9)
30% Submission to The Forum (Due to by Oct. 23)
50% Participation
This course will consist of two written assignments in addition to attendance and participation. Assignments are due to humphreyreview@gmail.com prior to 1:00 PM on the date of the class.

The first assignment involves a two-page analysis of a student-run policy journal from a different university. Students should explore other journals, note their strengths and weaknesses, see what HPAR might learn from comparable journals, and seek inspiration for possible innovations. A sample list of journals is attached to the end of this syllabus, though students are free to investigate other journals as well.

All students enrolled in the course are also required to submit one piece to The Forum, HPAR’s space for exchange of opinions among members of the Humphrey School and its broader community. The piece will conform to The Forum’s standard guidelines for submission. The final due date is October 23, though early submission is encouraged so that example Forum pieces may appear on the HPAR website early in the semester.

Most of this course’s grade is based on participation. HPAR members enrolled in the course are expected to attend all five sessions and attend meetings scheduled by individual editing teams. While students will most likely face scheduling conflicts over the course of the semester, students should make every effort to communicate these conflicts to the managing editor or senior editors, and should look for ways to contribute when they do miss class. The managing editor will communicate any concerns with board members’ participation efforts to any board members in question before the end of the semester.

Above all, the managing editor expects team members to remain engaged and communicate any issues that may arise. HPAR requires a team effort and participation from all board members. Students who do not feel comfortable discussing any issues with the managing editor should bring their concerns to senior editors or the faculty advisor.

University Policies and Other Notes

Student Conduct Code

The mental and physical health and safety of all members of the University community is of utmost importance to HPAR and its mission to foster an open academic discussion in the Humphrey community. All students are expected to adhere to the University of Minnesota’s Student Conduct Code. The Conduct Code establishes spaces for University students, faculty, staff, and guests to engage in academic inquiry without threats of violence or intimidation. For further information, see also the University Equal Opportunity Policy.
Disability Services

The University of Minnesota aims to provide reasonable accommodations for all students registered with the Disability Resource Center. Students with disabilities should work with advisors in the Disability Resource Center, the managing editor, and the faculty advisor so as to arrange any necessary accommodations. Every effort will be made to enact such accommodations. For more information on the Disability Resource Center, visit https://diversity.umn.edu/disability/home, email ds@umn.edu, or visit its offices at 16 Johnston Hall.

Sexual Harassment

According to the Board of Regents’ Policy, sexual harassment is defined as “unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) Submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment in any University activity or program.” Report any misconduct to the Office of Equal Opportunity, 419 Morrill Hall.

Academic Dishonesty

As HPAR is a public forum for scholarly and intellectual discourse, its academic integrity is paramount to its success. According to the Office of Student Conduct and Academic Integrity, “Scholastic dishonesty means plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.” Any incidents of academic dishonesty will be prosecuted using the university’s disciplinary procedures.
Course Schedule

Sept. 18: Visioning and Outreach
- Group discussion on HPAR format, and roles and expectations within the organization
- Plan outreach strategy for solicitation of submissions
- Discuss selection criteria for submissions: what makes for a compelling submission?
- Mapping exercise to establish goals and a vision for a successful HPAR
- Establish HPAR mission statement and sign student group constitution

Oct. 9: Copy Editing
Due: Investigation of another policy journal
- Overview of APA style
- Discuss the role of the editor and the extent of recommended changes to submissions
- Discuss evaluation criteria for data visualization and photo essay submissions

Oct. 23: Giving Feedback
Due: Submission to The Forum
- Presentation on how to give constructive criticism
- Develop a format for returning comments to authors

Nov. 6: Editing Check-In
- Editing teams share issues and connect with one another
- Follow up on any questions about APA style and editing roles

Nov. 20: Fall Issue Rollout
- Discuss any lingering editing issues
- Plan release of Fall 2015 edition
- Discuss lessons learned and begin plans for Spring 2016 edition
## List of Comparable Policy Journals

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<tr>
<th>SCHOOL</th>
<th>NAME of JOURNAL</th>
<th>URL</th>
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<tbody>
<tr>
<td>American University</td>
<td>The Public Purpose: An Interdisciplinary Journal</td>
<td><a href="http://www.american.edu/spa/publicpurpose/index.cfm">link</a></td>
</tr>
<tr>
<td>Carnegie Mellon - Heinz School of Public Policy and Management</td>
<td>The Heinz School Review</td>
<td><a href="http://journal.heinz.cmu.edu/">link</a></td>
</tr>
<tr>
<td>Columbia University - School of International and Public Affairs</td>
<td>Journal of International Affairs</td>
<td><a href="http://jia.sipa.columbia.edu/">link</a></td>
</tr>
<tr>
<td>Duke University - Sanford School of Public Policy</td>
<td>Sanford Journal of Public Policy</td>
<td><a href="http://sites.duke.edu/sjpp/">link</a></td>
</tr>
<tr>
<td>Georgetown Public Policy Institute</td>
<td>The Georgetown Public Policy Review</td>
<td><a href="http://gppreview.com/">link</a></td>
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<td></td>
<td>Harvard Journal of Hispanic Policy</td>
<td><a href="http://isites.harvard.edu/icb/icb.do?keyword=k71111">link</a></td>
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<td></td>
<td>Journal of African American Public Policy</td>
<td><a href="http://isites.harvard.edu/icb/icb.do?keyword=k74757">link</a></td>
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<tr>
<td>NYU - Robert F. Wagner Graduate School of Public Service</td>
<td>The Wagner Review</td>
<td><a href="http://www.thewagnerreview.org/join/submit-your-work/">link</a></td>
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<tr>
<td>Pepperdine</td>
<td>Pepperdine Policy Review</td>
<td><a href="http://publicpolicy.pepperdine.edu/policy-review/2009v2/">link</a></td>
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<tr>
<td>Princeton - Woodrow Wilson School</td>
<td>Journal of Public and International Affairs</td>
<td><a href="http://www.princeton.edu/jpia/">link</a></td>
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<tr>
<td>The Cornell Institute for Public Affairs</td>
<td>Cornell Policy Review</td>
<td><a href="http://blogs.cornell.edu/policyreview/">link</a></td>
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<tr>
<td>UCLA - Luskin School of Public Affairs</td>
<td>Critical Planning</td>
<td><a href="http://gsa.asucla.ucla.edu/services/publications/critical-planning">link</a></td>
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<tr>
<td>University of California Berkeley - Goldman School of Public Policy</td>
<td>Goldman School PolicyMatters</td>
<td><a href="http://www.policymattersjournal.org/">link</a></td>
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<tr>
<td>University of Chicago - Harris Graduate School of Public Policy</td>
<td>Chicago Policy Review</td>
<td><a href="http://harrisschool.uchicago.edu/applied-experience/student-organizations/cpr">link</a></td>
</tr>
<tr>
<td>University of Michigan - Gerald R. Ford School of Public Policy</td>
<td>Michigan Journal of Public Affairs</td>
<td><a href="http://www.mipa.umich.edu/about.shtml">link</a></td>
</tr>
<tr>
<td>University of Southern California - Price School of Public Policy</td>
<td>Policy and Practice: The student-run journal of the USC Sol Price School of Public Policy</td>
<td><a href="http://www.usc.edu/schools/price/students/review_journal">link</a></td>
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<tr>
<td>University of Texas at Austin - LBJ School of Public Affairs</td>
<td>LBJ Journal of Public Affairs</td>
<td><a href="http://www.lbjjournal.com/">link</a></td>
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<tr>
<td>University of Virginia</td>
<td>Virginia Policy Review</td>
<td><a href="http://virginiapolicyreview.com/">link</a></td>
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