Global Policy Area and Master of Development Practice
Capstone Workshop

Humphrey School of Public Affairs, University of Minnesota

Spring 2018 PA 8081 (3cr)
Tuesdays, 4:40pm to 7:25pm

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Office hours:

Before spring vacation: Monday and Wednesday 1:30-2:30 and 4:30-5:30 and by appointment
After spring vacation: Mondays 4:45pm-5:45pm and by appointment

I hope to meet with one or more capstone members by arrangement each week sometime
between 4:40 and 7:00pm on Tuesdays. If that isn’t possible, stopping by during my office hours
is also fine – but please let me know you are coming.
Global Policy Area Capstone Workshop  
Spring 2018 Meeting and Assignment Schedule

Spring 2018

There will be two meetings of all teams under Kudrle and Wilsey supervision during the Spring semester for:

- Team presentations of projects and project updates
- Team practice client and other presentations
- Team discussion across projects to share ideas, questions

These meetings will be held on Tuesday, March 6 and Tuesday, April 17 from 4:30 to 7:30 in Blegen 230 (the meetings will go this late only if necessary)

Two peer evaluations are due on the marked folders on the Moodle site: February 26 and April 3

Each team should aim for a draft of the final report by April 16 and to schedule a local presentation to an interested group followed by the client presentation of the finished product in the last week of April

Course Description

This capstone course is designed for students in the global policy area (GPA) of the MPP program, the MDP program, and students in any degree program or concentration at the Humphrey School with an interest in working on projects that have an international, global or transnational perspective, realized through the work of the client organization, with a particular focus on projects for government, for-profit, or nonprofit organizations engaged in foreign and security policy, human rights, humanitarianism and other international issues. This class will be taught cooperatively with the Master of Development Practice (MDP) capstone, taught by Dave Wilsey, and the GPA capstone workshop (PA 8081), taught by Global Policy Area faculty members Mary Curtin, Sherry Gray, and Robert Kudrle.
This course will allow students to learn by doing on projects organized in Fall 2017 and completed in May 2018. A capstone course is a culminating experience – a course designed to provide opportunities for students to integrate knowledge from their core, concentration, and elective courses, to gain insight into the meanings of professionalism and professional practice, and to reflect on the norms of a discipline or profession. At the Humphrey School, capstones have been designed to give students exposure to the policy process through projects and other assignments with emphases on integrating aspects of research or analysis, policy-making, management, science, and technology. Students learn by practicing skills learned in this and other courses, through feedback from clients or partners, and from reflection on their experiences.

This course is designed to help students learn in five domains of professional work: Empirical, methodological, theoretical, interpersonal, and ethical. Students will gain empirical knowledge and perhaps new facts about the challenges of international and/or institutional development, practice different methodologies to produce policy relevant information, and gain new interpersonal skills through students work with teammates and students clients. And in wrestling with complex problems and questions of fact and value, students will gain new insights into the ethical dimensions of professional practice.

The GPA capstone workshop will be mostly self-taught in that students will learn by listening, doing (action), practice and reflection. The faculty advisor will provide guidance and serve as an advisor or coach. Teammates will review and critique written work and presentations. The client will also provide useful feedback and constructive criticism.

Teams will assign tasks, including how frequently, where, and when students meet. The critical issue is to begin work on tasks early, to stay on task and to always save time for analyses and for revising and rewriting the final written product.

Course Objectives

The principal objectives of the GPA capstone workshop are for students to practice using the knowledge and skills students have acquired at HHH while working as a member of a team on a research or analysis project. The specific objectives of the GPA capstone workshop are to:

- Negotiate with a client organization a memorandum of agreement (MOA) and prepare a scope of work or services that outlines research/ analysis to be completed;
- Conduct and complete research/analysis outlined in project MOA and scope of work;
- Work together with consulting team colleagues to respond appropriately to client and relevant stakeholder(s) needs and expectations during project implementation;
- Prepare draft and final professional report(s) or written product (written deliverable product) and perhaps a poster summary of students research or analysis;
- Present students findings to students client organization and to other professionals, including to audience(s) a the University of Minnesota; and
- Reflect on student’s own performance as well as the performance of student’s teammates.
An additional objective is for students to learn to recognize the myriad ways that public goals, objectives, policies, programs, projects and initiatives interrelate across sectors of society and academic disciplines or professions. All public policy issues of significance involve the public, private and nonprofit sectors and are multidisciplinary and cross-cultural, and involve diverse sets of stakeholders, participants, audiences, and may have international, transnational or global consequences or influences. To address significant issues, therefore, students must have an understanding of the respective roles of each sector and the ways that tensions among them may be addressed or resolved and be able to address complex issues within a diverse and comparative framework.

Course Assessment (student grades)

Grades in this course will be based primarily on the quality of the final report or written product (written deliverable product) for the client organization, with evaluation from the client and the faculty advisor both, although the client is best positioned to assess the project as a whole. Other grades will derive from faculty advisor assessment of the quality of students’ presentation(s) to the client and in class and of each student's individual contributions to the team effort both in and out of class sessions throughout the semester. Each student will be involved in the evaluation process through periodic self-evaluation and evaluation of teammates.

Teams should ensure regular updates to their faculty advisor. All team members are expected to participate equitably in planning and executing any fieldwork, meeting the client and faculty advisor, preparing deliverables, and presenting findings.

Team grades (each member of the team receives the same grade) will comprise 70% of each student’s total grade:

Scenario for a team grade of “A”. A team defines a research or analysis question clearly; proceeds from a well written plan of work; consults with the client regularly to ensure that the research or analysis remains relevant; executes original data collection (e.g., survey research or analysis, key informant interviews) or well defined secondary analyses of existing data; prepares final draft reports for review; revises and rewrites draft reports; and summarizes recommendations clearly in presentations. The team submits a final report or written product (written deliverable product) on time that adds value to the client, provides new understanding of a problem or course of action, is well organized, includes no typographical errors, and includes appropriate citations and supporting material in appendices. In addition, the team makes no errors of fact in its presentation or its report and bases all conclusions on evidence and sound logic. The final report or written product (written deliverable product) presents a story that is clear, cogent, and persuasive.

Individual grades (30% of each student’s grade) will vary among team members and be based upon the following assessments: faculty advisor observation of individual contribution to classroom discussion, team presentations and team meetings; client feedback, two self-reflection papers, and three peer evaluations (the latter two of the three peer evaluations will carry the most
weight). At HHH, students are not hesitant to identify teammates who have failed to show initiative or complete assignments, and clients can be equally forthcoming. The most common problem within teams that leads to significant variation in grades is the failure by individuals to do their fair share of the work. This problem generally stems from different priorities and commitment to the class and the project. Sometimes, individuals who have been pegged as free-riders by their teammates or the client have complained that they didn’t realize their team members or client felt they weren’t doing their fair share of the work. This is not an excuse that will mitigate adverse effects on a student's grade.

**Course Policies**

**Student Conduct Code:**
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Scholastic Dishonesty:**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; 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, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

**Academic Freedom and Responsibility:**
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.