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THE UNIVERSITY OF NEW MEXICO

School of Public Administration

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PA 689, Fall 2019—Case Analysis Capstone Course
Kun Huang, Ph.D. Associate Professor of Public Administration
Class Meetings: Wednesday 7-9:30 p.m.
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Office hours: Wednesday 1-3 p.m. and by appointment.

Scope and Purpose of the Course:

This course is a classroom version of the MPA capstone, integrative assignment, the Professional Paper. It is intended to provide opportunities for all students enrolled to analyze case material and ancillary readings. The aim is to produce cogent and insightful critiques of agency, community, policy, and leadership dilemmas and challenges actually faced by public servants in the public and nonprofit sectors, and in cross-sector collaborative management. The vehicle for this exploration, to be undertaken through substantial written assignments and, complementarily, group work and group presentation, will be three case studies specifically chosen by the instructors for the accomplishment of these aims.

In discussing two introductory cases and one more substantial, final case study, and in writing two short case analyses and one long case analysis corresponding to these, students will be integrating knowledge gleaned from their MPA course of study—particularly in the major subdisciplines of organizational theory and behavior, public policy, and cross-sector governance. Students and instructors will draw from their practitioner and life experiences, as well. Finally, they will both draw broadly from the extensive public administration academic and applied literature in informing their analyses of the cases assigned.

Functioning much like a seminar, the course is intended to help students find culmination in their MPA experience, developing and mastering their critical-analytical skills, consistent with core competencies required in the discipline. It also aims to strengthen their research, writing, verbal, and team-based skills in contexts of professional public service in public administration.

The competencies involved (which translate into course priorities) centrally include the following: (1) transparency and accountability; (2) the ability to address the challenges of diversity, globalization, and inter-organizational and cross-sector collaboration; (3) the ability to consciously address institutional constraints and opportunities in the law, economy, and public policy; and (4) the ability to summon the information, methods, sensibilities, and commitments that are essential for efficacy in public service.

There is no required textbook for the course. Course materials, in particular case studies and readings, are posted to the UNM LEARN system. To access LEARN, students need to login to their My UNM

accounts. From there, in the top right-hand corner is an icon labeled "UNM Learn." It is located next to the "logout" icon. Once you click on that, you are in LEARN. From there, you just need to click on the PADM 689 class under "My Courses" and then find the appropriate folder, labeled "Syllabus," "Case Studies," "Readings," etc.

Grading

2 short case analysis (15% each)	30%
6 Reading reflection posting (3 postings, 3 responses, 5" each)	30%
Long case analysis	30%
Group case presentation (1 presentation per group)	10%
	100%

I will assign grades for points earned during the class according to the following scale:
A+ 97 and above A 93-96 A- 90-92
B+ 87-89, B 83-86, B- 80-82
C+ 77-79, C 73-76, C- 70-72
D+ 67-69, D 63-66, D- 60-62
F 59 points and below

Important Accommodation Note:

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Huang within the first two weeks of class, so that reasonable accommodation may be provided. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

Course Requirements—Sources of and criteria for the final evaluation of student coursework:

Acknowledgement of sources is essential, to avoid plagiarism. *Plagiarism, defined as presenting someone else's work as one's own, may result in failure in the paper assignment and may also eventuate in failure in the course. If referred to the University Dean of Students, it may also eventuate in other disciplinary action including suspension or expulsion from the Public Administration program, or from the University. This is consistent with the University's student code of conduct as well as University and School of Public Administration policy.*

Paper revisions: The final case analysis papers may be submitted twice based on the instructors' comments on the first submission, as indicated in the reading and assignment schedule below. Each initial paper submittal is to be proofread, clean, and in final form—***it is not considered a draft***. The paper is to be a finished, proofed, version. The two short case analysis may be revised, rewritten, and
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resubmitted once (based on instructor comments on the first submission) by the dates provided in the final syllabus.

The very best written-analysis and verbal-presentation work is original (don't repeat at great length what is stated in the case), evidence-based, clear, analytical (based on good analysis supported by sound logic and robust sources, e.g. current peer-reviewed journal articles, current books published by respected academic publishers, such as Georgetown University Press, etc.), and of well-sustained, consistently high quality. Expository and analytical quality for written work includes a well-organized paper or essay, paragraphs that correspond to separate topics and subtopics, cogent sentences with appropriate use of adjectives and adverbs, correct syntax, and other basic elements of grammatical, effective writing. Essential in this connection is concise, compelling, clear argumentation and analysis. Written work in every instance should draw on the case study under examination and assigned readings, as well as group presentations and discussions.

Requests for clarification or reconsideration of instructor evaluation of student work: Evaluation of student work is always done with care, rigor, and thoroughness, aiming for fairness and for an assessment that reflects the quality of a student's work. Questions about the evaluation given in any given assignment must be raised in a timely manner, within one week of return of the assignment.

Any explanation of the criteria making for a specific evaluation of student work will be provided only in a one-on-one meeting with the student—such discussions are privacy-protected and confidential and may only be carried out with the individual student involved. In order for a student to receive a 'Pass With Distinction' designation for work in this course, *two SPA faculty and the course instructor have to agree* it is warranted by the quality of that student's work in the long case analysis.

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Case Analysis Guidelines

You are being provided with several guides or sets of suggestions for carrying out a case analysis. Some are from business administration curricula or simply adapted to purposes, only partially overlapping with our own in this capstone course. What is essential for this course is how well you execute your critical written analysis. You will be carrying into your analytical effort everything from theoretical and conceptual frameworks (drawn from your readings, class lectures, discussion, and materials, the whole of your MPA experience) to your own professional experience and expertise. Insight is the key, along with clear communication of it on paper in incisive ways. So is compelling argumentation of whatever position(s) you take with respect to the case material.

Your short case analysis should:
- Follow the required sequence and structure, as specified in the short case analysis guideline.
- Be double spaced, and the pages should be numbered
- Have 1inch margins – top, bottom, left and right
- Use 12 point font size and any version of MS Word. Do not submit a PDF file.

- ▪ Analysis is to be closely proofread, free of spelling, grammar, syntax, and expository quality and clarity errors
- ▪ Use APA citation style

Your long case analysis should be between 12-15 pages long, double space. The structure of the long case analysis should be a scaled-up version of the short case analysis, a detailed guideline will be posted later.

Academic Dishonesty and Plagiarism Policy. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Familiarize yourself with UNM's **Student Code of Conduct** and **UNM's policies** on academic dishonesty**.**

Plagiarism. Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. This includes but is not limited to turning in all or part of an essay written by someone other than yourself (a friend, an Internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source. The University of New Mexico considers plagiarism a serious form of academic dishonesty. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or ideas. If you are unsure of something and are worried you may be plagiarizing, come see me, or go to CAPS. Plagiarism in this course results in one or more of the following consequences: failure of the assignment, failure of the course, and/or disciplinary action by the University. Cite sources carefully, completely, and meticulously; when in doubt, cite. Consult **UNM's Plagiarism Guidelines**, the Pathfinder for UNM's **Student Code of Conduct** and the Dean of Student's **Academic Integrity/Honesty** for more information.

Forms of plagiarism include, but are not limited to, the following:

- Use of direct quotations without the use of quotation marks and referencing of the source of the quotation.

- Incorrect paraphrasing information without proper citation of the source.

- Failure to provide adequate citations for material used.

- The purchase of a scholarly paper or any other academic product from the Internet or any other commercial sources and submitting it as your own work.

- Downloading work from the Internet and submitting it without citation.

- Directly copying and pasting from any source, electronic or written, into any academic assignment without explicit citation of the original source.

- Submission of a work product from a previous course for credit in a current course without direct permission of the instructor.

You are required to submit all your writing assignments through UNM Learn. On UNM Learn SafeAssign compares submitted writing assignments against a database of submitted papers and internet resources and issues an "Originality Report" identifying overlap between the submitted work and other works. This allows the instructor and/or the student to check for potential plagiarism and can create opportunities for students to learn how to properly cite sources or how to paraphrase more appropriately.

When a paper is processed an "Originality Report" is created. A percentage will be generated showing how much of the submitted work overlaps with work in the existing database. You will see the percentage score after your submission. *SafeAssign does not distinguish between uncited and properly cited sources however*. Blackboard gives these rough guidelines:

- *Scores below 25 percent*: These papers may include some quotes or common phrases. There is low probability of plagiarism

- *Scores between 25 and 40 percent*: These papers include extensive quotation or paraphrased material. They may include plagiarism but the Originality Report should be checked to see if sources were properly cited.

- *Scores over 40 percent*: A high probability that text in these papers was copied or paraphrased from other sources. Again the text may be properly cited but a very high score, even if properly cited, may indicate a lack of original work or analysis by the student.

You can also create a free account at (http://ithenticate.unm.edu/) to precheck your papers before your online submission at Learn.

Decorum Guidelines for Distance (Zoom) Students

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance. Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes,distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other

business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

Non-Discrimination and Services for Students with Disabilities

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Accessibility Services at (505) 277-3506.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf).   This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

Assignments and Student Evaluation

 Short Case Analysis
The purpose of the case analysis is to critically and systematically analyze a case. The requirements for case analysis are as follows:

• Use the following memo heading format: To: Professor Huang, From:, Date:, Re:
• Page 1: Subt**itle: The Problem/Situation**
        Succinctly state the situation and identify the problem. Why are you writing this memo?
• Page 2 **Subtitle: Recommendations**
        Briefly state your recommendation(s). Be specific. 2 or 3 actionable recommendation.
• Page 3-5 **Subtitle: Analysis**
        Draw from the group case presentations and assigned case readings as well as external
        sources to analyze the case from at least two focused perspectives. State the relevant
        arguments in support of you recommendation. Why are you making this recommendation?

Subtitle: Likely Consequences
What are the likely consequences or impacts of your recommendation? **Subsection**
Subtitle: Weakness/Limitation/Risk
Address at least one potential weakness of your recommendation.
Subsection Title: Other Options Not Recommended and Why.
What else could be done and why aren't you recommending that course of action?
• You should draw on your knowledge of general public policy and management principles, course readings (especially those assigned for that week) and possibly class discussions. Be clear about the basis for your recommendation by referencing at least three scholarly source, in your analysis or the subsequent subsections. You may cite course readings or other quality sources such as peer reviewed journal articles or books. Include the author's name and date in parentheses for all sources and full reference information if citing an outside source.
• **Unless it is absolutely necessary, avoid direct quotation from the case. Use your own words to paraphrase the expressed ideas in the case.**
  Write in short sentences, short paragraphs. A page should contain at least three paragraphs.
• Submit the case analysis double-spaced, not to exceed 5 pages in length on Learn per the course schedule.

• Grading will be based on your presentation of a logical argument, the extent to which you follow the guidelines above, and clear writing.

Reading Reflection Postings

This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. For many, this course will mark entry to the network governance world. Your mind will want to wander while you are preparing for class meetings. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by 1-2 of the assigned readings for **3 weeks a reflection is assigned** (see weekly assignments in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only requires you to address 2-3 readings. DO NOT USE newspaper articles as your seed reading, only use Academic Journal articles. **Reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for public, nonprofit, healthcare managers and/or policymakers.** Post your reflection to the corresponding UNM Learn discussion string by midnight the day before the class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met.

Reading Reflection Posting Responses

You are required to further online discussion by commenting upon your colleague's postings for

three weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference) .

Reading and assignment schedule (subject to revision):

Aug 21 and 28: **Introduction to the Course.** Discussion of the case method and sample case analysis. Planning sessions for the course.

Two-week sequence on Case 1

Sep 4, 11: Group case presentation (Sep 4).
Reading reflection and responses due Sep 6th

1st Case analysis due: Sep 11th on Learn.

Two-week sequence on Case 2.

Sep 18, 25th, Group case presentation (Sep 18),
2nd Case analysis due: Sep 25.
Reading reflection and responses due Sep 20th

revised 1st case analysis due: Sep 25

Revised 2nd case analysis due: Oct 2nd.

Three-week sequence on Long Case Analysis:
Oct 9, 16th, 23th Group case presentation (Oct 16th)
Reading reflection and responses due Oct 16th

Oct 30th: Career Development Workshop (Panel of Accomplished MPA Alums)

Long Case Analysis Draft turn-in date: Nov 6th
Feedback on Long Case Draft: Nov 20th
Long Case Revised Draft turn-in date: Dec 4th.

Wednesday Nov 6th . *The near-final long case analysis paper is due by 5 pm on. As final and polished a paper as possible, and fully APA-formatted. Earlier submission of final papers is encouraged. This assignment is for a 12-15 page paper.*

Wednesday, Dec 4th. *The final long case analysis paper, fully realized and building on earlier draft submissions is due by 5 pm.* This assignment is for a 12-15 page paper. Earlier submission of final papers is encouraged.