

PADP 8110
The Logic of Social Inquiry
Fall 2019

Wednesdays 3:35 – 6:35
206 Baldwin

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Office Hours
Wed. 1:30-3:30

Course Description and Objectives:

This course is designed to provide a doctoral-level examination of the logic of social science inquiry with a focus on such topics as the philosophy of science, theory construction, data collection, concept operationalization, and research design. The main objective is to provide doctoral students a foundation in research methods that they may build upon in subsequent courses and in their careers as social scientists engaged in the study of public administration and public policy.

Students should develop an understanding of and appreciation for the structure and operation of social science, the use of inductive and deductive reasoning, issues associated with measurement, and the strengths and weaknesses of alternative research designs. Students should also acquire knowledge of various modes of observation and data collection, and should be able to use the knowledge from this course to successfully design a research project.

Required Texts:

Singleton, Royce A. and Bruce C. Straits, *Approaches to Social Research*, 6th Edition, (New York: Oxford University Press, 2017).

Godfrey-Smith, Peter, *Theory and Reality: An Introduction to the Philosophy of Science*, (Chicago: University of Chicago Press, 2003).

Riccucci, Norma M., *Public Administration: Traditions of Inquiry and Philosophies of Knowledge*, (Washington D.C.: Georgetown University Press, 2010)

Merriam, Sharan B. and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation*, 4th edition, (San Francisco: Jossey-Bass, 2016).

Additional reading material will be available on UGA's elc system.

Other Titles of Interest:

Bhattacharjee, Anol, *Social Science Research: Principles, Methods, and Practices*, 2nd edition, (Anol Bhattacharjee, 2012).

George, Alexander L. and Andres Bennett, *Case Studies and Theory Development in the Social Sciences*, (Cambridge, MA: MIT Press, 2005).

Gerring, John, *Case Study Research: Principles and Practices*, 2nd edition, (Cambridge, UK: Cambridge University Press, 2017).

King, Gary, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, (Princeton, NJ: Princeton University Press, 1994).

Kuhn, Thomas S., *The Structure of Scientific Revolutions*, (Chicago, University of Chicago Press, 2012).

Okasha, Samir, *Philosophy of Science: A Very Short History*, (Oxford, UK: Oxford University Press, 2016).

Staley, Kent W., *An Introduction to the Philosophy of Science*, (Cambridge, UK: Cambridge University Press, 2014).

Seidman, Irving, *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences*, 5th edition, (New York: Teachers College Press, Columbia University, 2019).

Weiss, Robert S., *Learning from Strangers: The Art and Method of Qualitative Interview Studies*, (New York: The Free Press, 1994).

Much material is available on topics addressed in this course. Students who desire further references to the literature are encouraged to ask for assistance from the instructor.

Course Requirements:

General Participation: As a doctoral seminar, it is imperative that students attend class and actively participate in class discussions. Class attendance is, therefore, required and expected. Weekly meetings will consist of lecture, discussion, and analysis of assigned materials. Students should come to class prepared to actively engage in all activities. To facilitate dialogue, students should identify two to three issues or questions from the assigned reading material each week and be prepared to discuss them. Class participation will count for 20 percent of the final course grade.

Research Design Paper: Students will identify a research topic from the fields of public administration or public policy and will submit a paper that reviews the relevant literature, identifies research questions to be answered, specifies data sources and methods of data collection, and outlines a recommended research design (noting the strengths and weakness of the selected design). The paper must be a minimum of 20 pages in length. Paper topics should be selected in consultation with the instructor. Students may not submit papers that have been developed previously or are being developed concurrently in another class or in consultation with other members of the faculty. The paper will be weighted at 40 percent of the final course grade and is due on **December 13**.

Final Exam: There will be a comprehensive final examination covering selected topics (take-home essay questions). The exam will be designed to test your ability to understand and critically evaluate the reading, lecture, and discussion material covered during the semester. The exam is weighted at 40 percent of the final course grade. It will be distributed on **December 4** and is due on **December 11**.

Academic Honesty: All students must read and abide by the University of Georgia policy regarding academic honesty. All academic work must be performed without any form of cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. The University policy on academic honesty may be accessed at <http://www.uga.edu/honesty/>.

Class Schedule

August 14: AN INTRODUCTION TO THE COURSE

A review of course objectives and requirements...discussion of the nature of social science research and research in public administration and public policy.

Singleton and Straits, Chapters 1 and 2.

August 21: THE PHILOSOPHY OF SCIENCE: PART I

Consideration of the logic of science, deductive and inductive reasoning, conjecture and refutation, paradigms, theory development, and related issues.

Godfrey-Smith, Chapters 1 – 7

August 28: THE PHILOSOPHY OF SCIENCE: PART II

Additional thought on the nature of science including feminism and science, naturalism, scientific realism, explanation, and Bayesianism.

Godfrey-Smith, Chapters 8 – 15

September 4: THE INTELLECTUAL HERITAGE OF PUBLIC ADMINISTRATION

Discussion of the development of Public Administration as an academic discipline and its place in the social sciences.

Riccucci, Chapters 1 – 4.

September 11: EPISTEMIC TRADITIONS IN PUBLIC ADMINISTRATION

A conversation about the generation of knowledge in Public Administration and alternative approaches to research and the development of theory.

Riccucci, Chapters 5 – 8.

Luton, Larry S. 2007. "Deconstructing Public Administration Empiricism," *Administration & Society*, 39: 527 – 544.

Meier, Kenneth J. and Laurence J. O'Toole. 2007. "Deconstructing Larry Luton: Or What Time is the Next Train to Reality Junction?" *Administration & Society*, 39: 786 – 796.

Luton, Larry S. 2008. "Beyond Empiricists Versus Postmodernists," *Administration & Society*, 40: 211 – 219.

September 18: THE ELEMENTS OF SOCIAL SCIENCE RESEARCH

Understanding units of analysis, variables, relationships, causality, and the ecological fallacy.

Singleton and Straits, Chapter 4.

Marini, Margaret, and Burton Singer. 1988. "Causality in the Social Sciences." *Sociological Methodology*, 18: 347 – 409.

Scriven, Michael. 1976. "Maximizing the Power of Causal Investigations: The Modus Operandi Method," in Gene V. Glass, ed., *Evaluation Studies Review Annual, Volume*

I, (Beverly Hills, California: Sage Publications), pp. 101 – 118.

September 25: CONCEPTUALIZATION AND MEASUREMENT

Understanding concepts and variables.... operational definitions.... criteria for measurement quality.... indexes and scales.

Singleton and Straits, Chapter 5.

Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95(3): 529 – 546.

Guajardo, Salomon A. 1996. "Representative Bureaucracy: An Estimation of the Reliability and Validity of the Nachmias – Rosenbloom MV Index." *Public Administration Review*, 56(5): 467 – 477.

Kellough, J. Edward. 1998. "Reliability, Validity, and the MV Index: Toward the Clarification of Some Fundamental Issues." *Public Administration Review*, 58(2): 167-173.

October 2: SAMPLING THEORY

A discussion of probability and nonprobability sampling.

Singleton and Straits, Chapter 6.

Dillman, Don A., Jolene D. Smyth, and Leah Melani Christian. 2009. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*, 3rd Edition, (Hoboken, New Jersey: John Wiley & Sons), Chapter 3.

October 9: EXPERIMENTS AND QUASI-EXERIMENTS

A review of characteristics of experimental and quasi-experimental designs for research...discussion of the concepts of internal and external validity of research designs.

Singleton and Straits, Chapters 7 and 8.

Mohr, Lawrence B. 1995. *Impact Analysis for Program Evaluation*, 2nd Edition, (Thousand Oaks, California: Sage Publications), Chapters 4 and 5.

October 16: SURVEY RESEARCH

An exploration of the development and use of surveys.... Consideration of issues in question construction and survey implementation.

Singleton and Straits, Chapters 9 and 10.

Dillman, Don A., Jolene D. Smyth, and Leah Melani Christian. 2009. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*, 3rd Edition, (Hoboken, New Jersey: John Wiley & Sons), Chapters 4, 5, and 7.

October 23: QUALITATIVE RESEARCH AND CASE STUDIES: PART I

The logic of qualitative field research and the case-study method.

Singleton and Straits, Chapter 11.

Merriam and Tisdell, Chapters 1 – 4.

Maynard-Moody, Steven and Suzanne Leland. 2000. “Stories from the Front Lines of Public Management: Street-Level Workers as Responsible Actors,” in Jeffrey L. Brudney, Laurence J. O’Toole, Jr. and Hal G. Rainey, eds., *Advancing Public Management: New Developments in Theory, Methods, and Practice* (Washington D.C.: Georgetown University Press), pp. 109 – 123.

October 30: QUALITATIVE RESEARCH AND CASE STUDIES: PART II

An examination of the issues associated with the collection of qualitative data.

Singleton and Straits, Chapters 12 and 13.

Merriam and Tisdell, Chapters 5 – 7.

November 6: QUALITATIVE RESEARCH AND CASE STUDIES: PART III

Discussion of the interpretation of qualitative data.

Merriam and Tisdell, Chapters 8 – 9.

November 13: DATA PROCESSING AND ANALYSIS

What do we do with data once they are collected?

Singleton and Straits, Chapters 14, 15, 16, and 17.

Merriam and Tisdell, Chapters 10.

November 20: ETHICS AND SOCIAL RESEARCH

Review of ethical issues in social research . . . consideration of the requirements of Institutional Review Boards for work involving human subjects.

Singleton and Straits, Chapter 3

Baumrind, Diana. 1964. "Some Thoughts on Ethics of Research: After Reading Milgram's 'Behavioral Study of Obedience'." *American Psychologist* 19: 421– 423.

Milgram, Stanley. 1964. "A Reply to Baumrind." *American Psychologist* 19: 848 – 852.

November 27: No Class – Thanksgiving Break

December 4: PRESENTATION OF STUDENT PAPERS

In your presentation, please identify your:

- research question
- units of analysis
- hypotheses

- operational definition of all variables
- sources of data
- methods of data analysis

December 4: **Final Exam Distributed**

December 11: **Final Exam Due**

December 13: **Paper Due**

December 16: **Grades Submitted**

Selected Sources for Archival Data

Current Population Survey (CPS), produced by the National Bureau of Economic Research.

Website: <http://www.nber.org/cps>

The Current Population Survey (CPS) is a monthly survey of about 50,000 households conducted by the Bureau of the Census for the Bureau of Labor Statistics. The survey has been conducted for more than 50 years. The CPS is the primary source of information on the labor force characteristics of the U.S. population. The sample is scientifically selected to represent the civilian non-institutional population. Respondents are interviewed to obtain information about the employment status of each member of the household 15 years of age and older. However, published data focus on those ages 16 and over. The sample provides estimates for the nation as a whole and serves as part of model-based estimates for individual states and other geographic areas.

Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan.

Website: <http://www.icpsr.umich.edu/icpsrweb/ICPSR>

The ICPSR is an international consortium of about 700 academic institutions and research organizations, ICPSR provides leadership and training in data access and methods of analysis for the social science research community. The ICPSR maintains a data archive of more than 500,000 files of research in the social sciences. It hosts 16 specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields.

ICPSR's educational activities include the Summer Program in Quantitative Methods of Social Research, a comprehensive curriculum of intensive courses in research design, statistics, data analysis, and social methodology (see, <http://www.icpsr.umich.edu/icpsrweb/sumprog/>). The ICPSR also leads several initiatives that encourage use of data in teaching, particularly for undergraduate instruction. The ICPSR is a unit within the Institute for Social Research at the University of Michigan and maintains its office in Ann Arbor.

General Social Survey (GSS), produced by the National Opinion Research Center at the University of Chicago.

Website: <http://norc.org/GSS+Website>

The General Social Survey (GSS) is one of NORC's flagship surveys and our longest running project. The GSS started in 1972 and completed its 26th round in 2006. For the last third of a century the GSS has been monitoring social change and the growing complexity of American society. The GSS is the largest project funded by the Sociology Program of the National Science Foundation. Except for the U.S. Census, the GSS is the most frequently analyzed source of information in the social sciences. The GSS contains a standard 'core' of demographic and attitudinal questions, plus topics of special interest. Many of the core questions have remain unchanged since 1972 to facilitate time trend studies as well as replication of earlier findings.

The Roper Center for Public Opinion Research, University of Connecticut.

Website: <http://www.ropercenter.uconn.edu>

The Roper Center for Public Opinion Research is one of the world's leading archives of social science data, specializing in data from surveys of public opinion. The data held by the Roper Center range from the 1930s, when survey research was in its infancy, to the present. Most of the data are from the United States, but over 50 nations are represented.

FEDSTATS

Website: <http://www.fedstats.gov/>

FedStats is a U.S. government website providing access to the full range of official statistical information produced by the Federal Government. The site has convenient searching and linking capabilities to more than 100 agencies that provide data and trend information on such topics as economic and population trends, crime, education, health care, aviation safety, energy use, farm production, and more. FedStats provides access to the full breadth of Federal statistical information.

US Census Bureau

Website: <http://www.census.gov>

This website lists population, health, economic, and many other statistics. It is the leading source of quality data about the people and economy of the United States.

National Center for Health Statistics, Centers for Disease Control and Prevention.

Website: <http://www.cdc.gov/nchswww/>

This Center provides a wealth of information on health-related issues in the United States.

Information is available on the health status of the general population and important subgroups. Data are available that identify disparities in health status and use of health care by race, ethnicity, sex, socioeconomic status, region, and other population characteristics.

National Administrative Studies Project (NASP), Dr. Barry Bozeman, Arizona State University. Website: http://www.rvm.gatech.edu/nasp_omega.htm

A Survey of Managers in Public, Private, and Non-Profit Organizations in Georgia and Illinois. Dozens of papers and several dissertations have been based on analyses of NASP data.