

PADP 8110

The Logic of Social Inquiry Fall 2020

Tuesdays 3:55 – 6:45
Baldwin Hall, Room 202

Dr. J. Edward Kellough
276 Baldwin Hall
email: kellough@uga.edu
706-542-0488 (Office)
706-424-1125 (Cell)

Meetings outside of class
may be arranged by email and
conducted via Zoom or phone
I will also be in the office on
Tuesdays from 2:30 to 3:55 pm.

Coronavirus Information for Students

Face Masks

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering (i.e., a face mask) while inside campus facilities/buildings where six feet of social distancing may not always be possible. Face mask use is in addition to and is not a substitute for social distancing. Anyone not using a face mask when required will be asked to wear one or must leave the area. Note that face shields are not a substitute for face masks. Reasonable accommodations may be made for those who are unable to wear a face mask for documented health reasons. Students seeking an accommodation related to face masks should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue

to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Email

Check your email regularly so you don't miss important information, and also check the University [COVID-19 website](#) for updates and resources, this web site includes links from student affairs with helpful, up-to-date messages for students.

Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for students seeking mental health services:

(<https://www.uhs.uga.edu/bewelluga/bewelluga>)

and crisis support:

(<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Additional resources can be accessed through the UGA App.

Course Description and Objectives

Our course (PADP 8110) will be delivered in a face-to-face format until the Thanksgiving break. Class sessions following Thanksgiving will be conducted synchronously online. Students should not attend face-to-face sessions if they are experiencing any of the known symptoms of the Coronavirus such as fever or chills, cough, shortness of breath, fatigue, muscle or body aches, headache, or loss of taste or smell. For further information please see the UGA COVID-19 website at: <https://www.uga.edu/coronavirus/info.php>.

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)

Yin, Robert K., *Case Study Research and Applications: Design and Methods*, 6th Edition, (Thousand Oaks, California: Sage Publications, 2018).

Note: The Riccucci text is available through the UGA Library as an e-book, so you do not have to purchase it. Below is a link to its record in the library catalog. You can connect from there to the full text using the "ProQuest Ebook Central" link and simply download the book as a pdf file. There are also two other GALILEO-provided links to this e-book, so there's plenty of access.

https://galileo-usg-uga-primo.hosted.exlibrisgroup.com/permalink/f/ljaoc7/01GALI_USG_ALMA51151949420002931

Additional reading assignments and related course materials are available on UGA's eLC system.

Other Titles of Interest

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).

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. We will meet weekly in-person prior to the Thanksgiving break. Meetings after Thanksgiving will be conducted online via Zoom. Class meetings will consist of lecture, discussion, and analysis of assigned materials. Students should come to class prepared to actively engage in all activities. 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 for answering the questions identified (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 11**.

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 8**

and is due on **December 15**.

Course Policies

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. UGA Student Honor Code requires all students to commit to the following statement: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." The University policy on academic honesty may be accessed at <http://www.uga.edu/honesty/>.

Computers, Cell Phones, and other Electronic Devices: You should bring a laptop computer to class. You will find it useful for course work and a computer will be necessary when we move to online instruction at the end of the semester. You may, of course, also bring your cell phone, iPad, or other similar device. However, while you are in class, please refrain from using these devices for activities unrelated to course work.

Students with Disabilities: If you have a disability and would like to request specific accommodations, please contact your instructor. If you plan to request accommodations for a disability, please register with the UGA Disability Resource Center, 114 Clark Howell Hall, Athens, GA 30602. Phone: 706-542-8719, Email: drc@uga.edu.

CLASS SCHEDULE

August 25: 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.

September 1: 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

September 8: 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 15: 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 22: 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 29: THE ELEMENTS OF SOCIAL SCIENCE RESEARCH

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

Singleton and Straits, Chapter 4.

Scriven, Michael. 1976. "Maximizing the Power of Causal Investigations: The Modus Operandi Method," in Gene V. Glass, ed., *Evaluation Studies Review Annual, Volume 1*, (Beverly Hills, California: Sage Publications), pp. 101 – 118.

October 6: CONCEPTUALIZATION AND MEASUREMENT

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

Singleton and Straits, Chapter 5.

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 13: 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 20: 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 27: 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.

November 3: QUALITATIVE RESEARCH AND CASE STUDIES: PART I

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

Singleton and Straits, Chapter 11.

Yin, Chapters 1 – 3.

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.

November 10: QUALITATIVE RESEARCH AND CASE STUDIES: PART II

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

Singleton and Straits, Chapters 12 and 13.

Yin, Chapters 4 – 6.

November 17: DATA PROCESSING AND ANALYSIS

What do we do with data once they are collected?

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

November 24: 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.

Note: In-person instruction concludes after this session. All remaining sessions will be conducted synchronously online via Zoom.

December 1: PRESENTATION OF STUDENT PAPERS (ONLINE - synchronous)

In your presentation, please identify your:

- research question
- units of analysis
- hypotheses
- operational definitions of variables
- sources of data
- method of data analysis

December 8: PRESENTATION OF STUDENT PAPERS (ONLINE - synchronous)

Final Exam Distributed

December 11: **Paper Due**

December 15: **Final Exam Due**

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 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.