

PADP 8110
The Logic of Social Inquiry
Fall 2023

Tuesdays 3:55 – 6:45
Baldwin Hall, Room 302

Dr. J. Edward Kellough
280 C Baldwin Hall
email: kellough@uga.edu

Office Hours: Tuesdays 3:00 – 3:55
Other hours by appointment

Course Description and Objectives

This course is designed to provide an 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 links provided and simply download the book as a pdf file.

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).

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

Attendance and Participation: As a doctoral seminar, it is imperative that students attend class and actively participate in class discussions. Class meetings will consist of lecture, discussion, and analysis of assigned materials. Students should come to class prepared for each session. Class participation will count for **10 percent** of the final course grade.

Research Design Paper: Students will identify a research topic from the field 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), and specifies a method of data

analysis. 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 5**.

Student Presentations: Students will present and critique two articles from those listed on the syllabus and marked with an asterisk. Articles available for presentation are available on eLC. Presentations may be up to 20 minutes in length and should make use of PowerPoint slides, videos, or other media. Think of your presentation as an opportunity to inform the class (and your instructor) of the major points covered in the selected article. A written summary of your presentation should be distributed to everyone in class. Student presentations will count for **10 percent** of the final course grade.

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 material covered during the semester. The exam is weighted at **40 percent** of the final course grade. It will be distributed on **November 28** and is due on **December 12**.

Grades

Grades are based on an evaluation of each of the class components weighted as noted above.

<u>Course Component</u>	<u>Weight</u>
1. Attendance and Participation	10%
2. Research Design Paper	40%
3. Student Presentations	10%
4. Final Exam	<u>40%</u>
	100%

Course Policies

Academic Honesty: Students must 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/>.

Computers, Cell Phones, and other Electronic Devices: You may bring a laptop computer to class, and you are encouraged to do so. You may, of course, also bring your cell phone, iPad, or other similar device. Please make sure that your phone is silenced during class time.

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.

Prohibition on Recording Lectures: In compliance with University of Georgia guidance, students may not make visual or audio recordings of any aspect of this course, unless they have written authorization from the UGA Disability Resource Center. Students who have a recording accommodation agree in writing that they:

1. Will use authorized recordings only for personal academic purposes during the specific course.
2. Understand that faculty members have copyright interests in their class lectures and agree not to infringe on these rights in any way.
3. Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
4. Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
5. Will erase/delete all recordings at the end of the semester.
6. Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Preferred Name and Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

CLASS SCHEDULE

August 22: 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 29: 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 5: 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 12: EPISTEMIC TRADITIONS IN 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 19: EPISTEMIC TRADITIONS IN PUBLIC ADMINISTRATION (continued)

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 26: 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 3: 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 10: 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 17: 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 24: SURVEY RESEARCH

An exploration of the development and use of surveys.

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 31: 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 7: 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 14: DATA ANALYSIS AND EVALUATION RESEARCH

What do we do with data once they are collected? What is program evaluation?

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

November 21: 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 28: PRESENTATION OF STUDENT PAPERS

In your presentation, please identify your:

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

Final Exam Distributed

December 5: No Class Meeting

Paper Due by 4:00 pm to kellough@uga.edu

December 12: No Class Meeting.

Final Exam Due by 4:00 pm to kellough@uga.edu

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 remained 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 a variety of topics

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.