PADM 7130 **-** Research Methods for Public Administrators
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Course Description:
This course is structured in survey format to inform the public administration student about research methods in public administration. The prerequisite class for this course is PADM 6130 or its equivalent.

Course Objectives:
At the end of this course the student will be able to:

1) Establish a theoretical foundation for conducted scientific research in public administration.

2) Identify current and future trends that are emerging in research methods in public and non-profit organizations.

3) Apply and employ various research methods that will allow them to properly conduct research in public administration.

Topical Outline:

The topics that will be discussed throughout the semester will include, but not limited to, research design construction, theory development, and approaches to research design techniques (both qualitative and quantitative).

Teaching Strategies:
Lectures, class discussion, individual written and oral projects, and weekly assignments.

Delivery
Fall 2021: Delivery method is online: 1. On eLearn, TSU's learning management system. 2. We will meet on zoom every other week following a schedule that we will decide at the beginning of the semester.

Course schedule

The course schedule is at the end of this syllabus. You are responsible for keeping up with assignments, readings, and due dates. While due dates will not change, I reserve the right to adjust content pacing based on class progress.   Any substantive changes will be announced in eLearn in the News area on our course home page. You are responsible for reading all News posts and checking in to eLearn frequently (at least several times per week) during the semester to stay current in the course activities. Detailed learning objectives are provided in each content module on eLearn and should be your primary guide as you read assigned materials in what to focus on and what to study. It is strongly recommended that you build a set of study notes as you work through each module based on these learning objectives.

Instructor

Dr. Angela Paez (PÄ ês)

Email. anicho10@Tnstate.edu . I will do my best to reply your emails within the next 24 hours during the business week and before noon on Monday for weekend emails. I check messages via the Email tool on eLearn once a day; if you need a prompt reply from me, I encourage you to reach me using my @tnstate email address.

If I need to contact you I will use your @tnstate email address and/or your email via eLearn. If you prefer to be contacted via a different email address, please let me know.

Office hours. Mon – Fr, 9:00 am – 11am I will be available to talk over the phone or zoom. We can also schedule conversations via chat on eLearn. If you want to make use of the chat option, please send me an email and I'll be happy to send you the link to access the room. Although I will consistently have office hours, I will be happy to schedule appointments at other times/ days of the week, if that is more convenient. I provided you with my phone number so we can connect.

Please keep in mind that I do not respond to text messages and I am not likely to be available at times different from those previously agreed on for appointments. I am always happy to talk to my students, but meetings, research, and academic commitments make it essential for us to make appointments to assist in planning and make the best use of your time.

I will make every effort to work with you. Please do not hesitate to contact me at any point during the semester.

eLearn or computer account problems

Call the Help Desk 24 hours a week, 7 days a week at 615-963-7777. You may also email them at helpdesk@tnstate.edu

Required Text:

Babbie, E. R. (2020). The practice of social research. Cengage learning.

Other readings will be available on eLearn.

Library resources

You will need to conduct research using legitimate and credible sources for this course. We have an excellent learning environment available downstairs in the first floor Avon Williams Campus library, with quiet spaces for study as well as a computer lab just outside the library. The public administration collections are largely housed in this library, with extensive print books and journal collections (in addition to the resources available off campus through the Library e-journal and e-book collections. The Library is open Mon-Sat (hours). You are strongly encouraged to take advantage of these resources, as well as seeing assistance from our Embedded Librarian, Mr Christian Langer (clanger@tnstate.edu). The Library catalog and links to full-text journal database ("Periodicals – Full Text Finder") are available online.

Course policies

Grading

Submitting work on time

Assignments are due to the appropriate eLearn Dropbox by 11:59PM on the due date. Remember that if the www.tnstate.edu website is down, you should try to access eLearn directly at https://elearn.tnstate.edu/. If you are unable to submit to eLearn, you must submit your discussion posts or other assignment BY EMAIL TO YOUR INSTRUCTOR BY THE DUE DATE/TIME. Plan so that last-minute computer issues do not derail your submission of assignments on time.

I reserve the right not to accept late work for a grade. All deadlines are announced in advance to allow you to plan for completion. Late work may be assessed a substantial penalty or receive a zero depending on the reason and degree of lateness. The value I emphasize in making decisions about late work is equity, which includes weighing the efforts of students who also had demands on their time, but submitted work on time nonetheless. Most of the students in our program work full-time, and many have family commitments. Forgetting a deadline or not planning well to allow completion of work, given other demands on your time, is not a sufficient reason for not submitting an assignment on time. Job expectations and non-emergency family events are also time commitments you should seek to plan around, not appeal to at the last minute as an excuse.

Feedback, Turnitin, and Original work

I provide specific feedback to your assignments via Turnitin. This tool allows me to leave comments directly on your text, highlighting sections with strong arguments, good references, etc. I also provide comments on arguments that need to be strengthened or that are unclear. It is very important for me to provide you with information that will allow you to achieve the highest performance possible. Please make sure you make use of this feedback for following assignments; it will help clarify my expectations of your work and how I apply grading criteria.

In order to access my feedback, please make sure you know how to navigate Turnitin on eLearn. I posted a video (eLearn/News area) showing you how to access Turnitin and my feedback.

Another great advantage of Turnitin is that it allows you to check on the originality of your work and make sure you are using sources correctly. This is particularly relevant for direct quotes (in other words, when you copy and paste directly from the textbook or other sources). I would highly encourage you to upload your assignments on to Dropbox with enough time before the deadline; allow Turnitin (it usually takes around 30 minutes) to generate a score that shows what percentage of your work is original and what percentage corresponds to direct quotes of other sources. If your Turnitin score is high, it is likely that you won't get a good grade in the assignment since you are using quotes from other authors in a higher proportion than the analysis you are providing.

Keep in mind that the use of references (this means direct and indirect quotes) is necessary to strengthen your analysis, but it is your analysis that I will focus on when grading. This means that in my grading I focus on your original work for this class and consequently I pay special attention to how you analyze direct and indirect quotes of different sources. I understand if sometimes you want to build on the work that you have submitted for other classes or assignments. If that is the case, please keep in mind that Turnitin also checks on the database of papers submitted to TSU (either for this class or others). Thus, Turnitin will highlight direct quotes from assignments or papers submitted to TSU, even if it is your own work. If this is the case, I would encourage you to cite yourself (e.g. if I was citing myself I would do: Paez, year when the assignment was submitted) so it's clear to me that you are using sources and citations correctly. Finally, please keep in mind that I'm grading original work for this class so your Turnitin score should reflect this.

 Please watch the video I posted on eLearn to have more information on the relevance and significance of the Turnitin report.

Course elements and weights in course grade

Assignment	Percentage of the grade
Class participation and discussion	
Presentation	10
Class attendance and participation in discussions	15
Research memos (Lowest grade will be dropped)	10

Final presentation	20
Research proposal	
Draft	15
Final deliverable	30

Scale (text descriptions adapted from TSU Catalog)

- A: 90% - 100% - Excellent: work of exceptional quality which indicates the highest level of attainment on an assignment.
- B: 80% - 89% - Good: work above average which indicates a high level of achievement.
- C: 70% - 79% - Work of average quality representing substantial fulfillment of the minimum essentials of an assignment.
- D: 69% - 60% - Poor: representing passing work but below the standards of graduation quality. Some minimum essentials not completed.
- F: 59% and below - Failure: representing unacceptable performance on an assignment. Few to no minimum essentials completed. May be assigned for plagiarism or academic dishonesty by the instructor (for an assignment or the course; see TSU Catalog, *Academic and Classroom Conduct*).

Provisions for extra credit

Any extra credit opportunities are available to all students; please note that no make-ups will be offered for extra credit and I do not make special provisions for individual students to receive extra credit.

A total of up to 2 percentage point total on the final grade is available:

- **1 percentage point on the final grade**: 0.5 point for turning in your University course evaluation in myTSU (Banner Services link; Fall/Spring) and 0.5 point for turning in the Department End-of-Course Survey receipt (Fall/Spring/Summer) by the date announced in class to the appropriate eLearn dropboxes. Receipts do not show the instructor how you answered items on the surveys, only that you completed them on a given date and time.

Semester Reading & Assignment Schedule

Date due	Topic	Task/Assignment
Week 1. August 16-20	Introductions. Class methodology.	Review syllabus and material on eLearn Class goals. Learning objectives.
Week 2. August 23-27	**Research Design and the Scientific Process** Social science research. Why do we study research methods? - In Academia - In policy-making	Little, D. (2012). Varieties of social explanation (Vol. 141). Boulder: Westview Press. New intro (see file on eLearn). Ospina, S. M., & Dodge, J. (2005). Narrative inquiry and the search for connectedness: Practitioners and academics developing public administration scholarship. Public administration review, 65(4), 409-423. Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. Teaching Public Administration, 36(3), 237-258.
Week 3. August 30-September 3	**Research paradigms:** Where do we come from? Where are we headed? Current research problems in PA. How do we conduct research for these issues? Does it vary from previous stages in the evolution of PA?	Babbie ch 2 O'Leary, Rosemary. "Minnowbrook: Tradition, idea, spirit, event, challenge." Journal of Public Administration Research and Theory: J-PART (2011): i1-i6. (Intro on Minnowbrook). Gooden, S., & Portillo, S. (2011). Advancing social equity in the Minnowbrook

		tradition. Journal of Public Administration Research and Theory, 21(suppl_1), i61-i76. Bowornwathana, B. (2010). Minnowbrook IV in 2028: From American Minnowbrook to Global Minnowbrook. Public Administration Review, 70, s64-s68.
Week 4. September 7-10	The end goal: A research proposal. A dissertation.	Dissertations: Fulls, Mark A. Public service motivation in the Volunteer State: An inquiry into the nature and causes of public service motivation among attorneys employed by the state of Tennessee. Link. Lovett, Kenyatta. The diffusion of governance in state economic development. Link. Roberts, Julie. Interjurisdictional Collaboration: What Motivates Jurisdictions to Collaborate? Link. You will need to log into your TSU library account to access these files. If you have problems accessing these links, please search for the documents in the library catalog. The professor will share a research proposal with the class during the session.
Week 5. September 13-17	Sampling	Babbie, ch 7 Rainey, H. G. (2011). Sampling designs for analyzing publicness: Alternatives and their strengths and weaknesses. Journal of Public Administration Research and Theory, 21(suppl_3), i321-i345. Wright, B. E. (2004). The role of work context in work motivation: A public sector application of goal and social cognitive theories. Journal of public administration research and theory, 14(1), 59-78.

Week 6. September 20-24	**Structuring a research project** Conceptualization, Operationalization, and measurement. Research designs.	Babbie, ch 4 and 5. Haverland, M., & Yanow, D. (2012). A hitchhiker's guide to the public administration research universe: surviving conversations on methodologies and methods. Public Administration Review, 72(3), 401-408.
Week 7. September 27-October 1	**Quantitative Social Research Design** Quantitative Data Analysis. Multivariate Analysis. Descriptive Analysis	Babbie, ch 14-15. Blåka, S., Jacobsen, D. I., & Morken, T. Service quality and the optimum number of members in inter-municipal cooperation. The case of emergency primary care services in Norway. Public Administration. Draft of the research proposal due September 26 by 11:59pm CST via Dropbox
Week 8. October 4-8	**Qualitative Social Research Design.** Qualitative field work. Qualitative Data Analysis.	Babbie, ch 10 and 13. Ospina, S. M., Esteve, M., & Lee, S. (2018). Assessing qualitative studies in public administration research. Public Administration Review, 78(4), 593-605.
Week 9. October 11-15	**Specific topics on research design.** Mixed methods	Hendren, K., Luo, Q. E., & Pandey, S. K. (2018). The state of mixed methods research in public administration and public policy. Public Administration Review, 78(6), 904-916. Du Plessis, P., & Majam, T. (2010). Mixed method research–a new paradigm?. Journal of public administration, 45(3-1), 456-472. Singh, G., & Slack, N. J. (2020). New Public Management and Customer

		Perceptions of Service Quality–A Mixed-Methods Study. International Journal of Public Administration, 1-15.
Week 10. October 18-22	Check ins – session 1	<mark>Sign-up sheet:</mark> click [here](#).
Week 11. October 25 – October 29	Specific topics on research design. Case Studies	Bailey, M. T. (1992). Do physicists use case studies? Thoughts on public administration research. Public Administration Review, 47-54. Stewart, J. (2012). Multiple-case study methods in governance-related research. Public Management Review, 14(1), 67-82. Gezelius, S. S., & Hauck, M. (2011). Toward a theory of compliance in state-regulated livelihoods: A comparative study of compliance motivations in developed and developing world fisheries. Law & Society Review, 45(2), 435-470.
Week 12. November 1-5	Ethics in research. IRB.	Marcus Gaddy and Kassie Scott. 2020. [Principles for Advancing Equitable Dara Practice](#). Washington, DC: The Urban Institute. Available at: https://www.urban.org/sites/default/files/publication/102346/principles-for-advancing-equitable-data-practice_0.pdf Kate Murphy. 2017. "[Some Social Scientists Are Tired of Asking for Permission](#)." The NY Times, May 22, 2017. Available at: https://www.nytimes.com/2017/05/22/science/social-science-research-institutional-review-boards-common-rule.html

		IRB website
Week 13 November 8-12	How do we fund research?	Konieczko and Palmaro. 5 Tips to find funding for your research. August 25, 2020. Elsevier Connect. How to win a research grant. July 18, 2019. Times Higher Education. Auranen, O., & Nieminen, M. (2010). University research funding and publication performance—An international comparison. *Research policy*, *39*(6), 822-834. Neema and Chandrashekar. Research funding – why, when, and how? 2021 Jan-Feb. Indian Dermatology Online Journal. Not required: *Grants 101. A short summary of federal grants. Grants.gov. *Grants 101. Grant lifecycle timeline. Grants.gov.
Week 14 November 15-19	Presentations	
Finals November	Presentations	

22-24		
		Research proposal. Due via Dropbox 11/25 by 11:59pm CST