



## PA 7330 Research Design in Public Affairs Fall Semester 2016

**Instructor:** Dr. James R. Harrington  
**Time:** Thursday 4:00pm-6:45pm  
**Class Location:** JO 3.536  
**Phone:** 972-883-3513  
**E-mail:** [james.harrington@utdallas.edu](mailto:james.harrington@utdallas.edu)  
**Office:** GR 2.820  
**Office Hours:** Tuesday/Thursday 2 to 3 or by appointment

### **Course Description:**

This course will introduce students to the fundamentals of research design and methods in the social sciences. This research design course includes a variety of applied research techniques aimed at enhancing analysis of intra-organizational and extra-organizational settings. Particularly, this course will cover scientific inquiry, experimental designs, quasi-experimental designs, survey research, and measurement. By learning the fundamentals of design and methods, students will be able to evaluate and criticize the validity of research papers in the public affairs literature as well as conduct their own original research. To establish a holistic foundation of research design, both quantitative and qualitative methods will be covered in this course with an emphasis on the importance of using mixed methods in social science research.

### **Learning Objectives/Outcomes**

- Develop a comprehensive understanding of research design in social science research
- Critically evaluate the strengths and weakness of research papers in public affairs research
- Critically identify and implement the most suitable research design for a given research question
- Understand the appropriateness of using different types of methods
- Develop an appreciation for quantitative, qualitative, and mixed methods
- Most importantly, become curious and inquisitive learners. Regardless of your training, you will never learn enough about research design and methods.

### **Prerequisite**

If you have not taken the prerequisite (EPPS 6313 or equivalent) for this class, contact Dr. James Harrington for permission to enroll.

Prerequisite: EPPS 6313 - Introduction to Quantitative Methods - This introductory graduate-level statistics course is geared to the consumption of statistical methods commonly used in social science research. Topics include creating and interpreting graphical and tabular summaries of data, descriptive statistics, basic probability theory, sampling distributions, basic hypothesis testing (t-tests, chi-square tests, and analysis of variance), estimation of population parameters, confidence intervals and correlation. An introduction to regression analysis will also be provided. Topics are supported by computer-supported data analyses.

**Format:** The course will meet from 4:00-6:45 P.M. in GR 2.326 on Thursday from August 25 through December 1. Class sessions will consist of small group activities, exercises, workshops, seminar-style discussions, and lectures.

**Required Texts:**

William R. Shadish, Thomas D. Cook, and Donald T. Campbell, *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*, Boston: Houghton Mifflin, 2002.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications, Incorporated.

Other required readings will be available electronically via our eLearning course page and/or available for reserve at the Eugene McDermott Library.

**Citation Style**

For your papers, you should use either APA or Chicago style. I expect students to be consistent in regards to formatting, citations, and references. For more information, please refer to one of these style manuals.

Turabian, Kate L. 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th ed. Chicago: The University of Chicago Press.

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, 6th Edition.

**Recommended Text (Not Required!):**

Angrist, J. D., & Pischke, J. S. (2008). *Mostly harmless econometrics: An empiricist's companion*. Princeton University Press.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The craft of research*. University of Chicago Press.

King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press.

Wooldridge, J. M. (2012). *Introductory econometrics: a modern approach*. Cengage Learning.

**Grading Policy**

**Assignments**

Research Paper and Presentation	50%	Grading for this course shall be structured as follows: 93-100=A, 90-92=A- 87-89=B+, 83-86=B, 80-82=B- 77-79=C+, 73-77=C, Below 73=F.
Assignments	20%	
Take Home Final Exam	20%	
Class Participation	10%	
Total	100%	

## **Course Requirements**

### *1) Class preparation and participation (10%)*

- Students are expected to do all required readings prior to class and must be able to demonstrate comprehension and adequate reflection of the material. Please note, you are expected to go beyond summarizing the articles in classroom discussion.
- Course discussion should be an interactive dialogue with the instructor and other students that help contextualize the major themes and issues presented in the reading.

### *2) Assignments (20%)<sup>1</sup>*

- One page research proposal (i.e., main research paper)
- Two student-selected presentations to supplement class discussion. Also, summarize an additional article or research technique based on the weekly topic.
- A concise summary of your future research agenda (1 page)
- Conference/Elevator pitch of research interests (1 min and 3 min overview)
- Review a working paper (2-3 pages)
  - More details on these assignments will be posted on eLearning.

### *3) Take-Home Final Exam (20%)*

- Based on the readings and discussion in class

### *4) Research Paper and Presentation (50%)*

- 20 to 30-page research paper on a single topic. This paper will include a literature review, data and method section, data analysis, and a discussion of the findings. You will present your findings the last week of class.

Literature Review	Due October 6
Proposed Methods	Due November 3
Rough Draft	Due November 17
Final Draft	Due December 8

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<sup>1</sup> Further details on all these assignments will be provided on eLearning.

<b>Potential Data Sources:</b>	<b>URL:</b>
Centre for Applied Social Surveys (UK):	<a href="http://www.socstats.soton.ac.uk/CASS">http://www.socstats.soton.ac.uk/CASS</a>
FBI Uniform Crime Reports:	<a href="http://www.fbi.gov/ucr/ucr.htm">http://www.fbi.gov/ucr/ucr.htm</a>
FedStats, compiled by sundry US government agencies:	<a href="http://www.fedstats.gov">http://www.fedstats.gov</a>
General Social Survey:	<a href="http://www.norc.org/projects/General+Social+Survey.htm">http://www.norc.org/projects/General+Social+Survey.htm</a>
Inter-University Consortium of Political and Social Research	<a href="http://www.icpsr.umich.edu">http://www.icpsr.umich.edu</a>
International City/County Management Association:	<a href="http://icma.org">http://icma.org</a>
State Politics and Policy Data Resources:	<a href="http://www.ipsr.ku.edu/SPPQ/research.shtml">http://www.ipsr.ku.edu/SPPQ/research.shtml</a>
Statistical Abstract of the U.S.:	<a href="http://www.census.gov/prod/www/abs/statab.html">http://www.census.gov/prod/www/abs/statab.html</a>
UN Development Program, Human Development Indicators:	<a href="http://hdr.undp.org/en/statistics">http://hdr.undp.org/en/statistics</a>
World Bank, World Development Indicators:	<a href="http://econ.worldbank.org">http://econ.worldbank.org</a>
World Resources Institute, natural resource and climate data:	<a href="http://www.wri.org">http://www.wri.org</a>

## **Course & Instructor Policies**

### **Attendance Policy**

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Because of the importance of attendance and active participation in the design of the course, more than three absences mean that your academic credit for the course is in jeopardy. If for some reason, you must miss a class, please phone or e-mail faculty in advance. It is especially important not to miss course if possible given the course only meets once per week.

### **Late work**

No late paper will be read (any exceptions owing to special circumstances must be arranged in advance of the due date).

### **Electronic Device**

You will be allowed to take notes and access articles on your laptop or tablet. You are expected to use electronic devices for coursework-related activities. Please be respectful to your colleagues and resist the urge to surf the internet. Please remember to keep your cell ringer off during class time.

### **AccessAbility Services**

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions

about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu).

## **Student Conduct and Discipline**

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (<http://catalog.utdallas.edu>).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Code of Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <https://www.utdallas.edu/conduct/>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

*Academic Dishonesty:* Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://www.utdallas.edu/conduct/dishonesty/>.

## **Sharing Confidential Information**

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research

assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

### **Campus Carry**

The University's concealed handgun policy is posted on the campus carry website: <https://www.utdallas.edu/campuscarry/>

### **Student Grievance Procedures**

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

### **Incomplete Grade Policy**

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

### **Withdrawal from Class**

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Office of Community Standards and Conduct request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, *Texas Code Annotated*.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of *TEC 51.911(b)*, and the student and instructor will abide by the decision of the chief executive officer or designee.

### **UT Dallas Syllabus Policies and Procedures**

The information below constitutes the University's policies and procedures segment of course syllabi and may be referenced by faculty members in their course syllabi.

Please use the following permanent address when referring to this page:  
<http://go.utdallas.edu/syllabus-policies>

***The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.***

### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

*“As a Comet, I pledge honesty, integrity, and service in all that I do.”*



## Course Outline

Date	Topic	Assignments Due
Session 1: August 25	Introduction to Research Design	
Session 2: September 1	Validity and Literature Reviews	
Session 3: September 8	Experimental Design	
Session 4: September 15	Quasi-Experimental Designs I	Research proposal
Session 5: September 22	Quasi-Experimental Designs II	
Session 6: September 29	Interrupted Time Series Designs and Regression Discontinuity Designs	
Session 7: October 6	Natural Experiments and Difference-in-Difference Estimation	Literature Review*
Session 8: October 13	Survey Research / Paper Workshop	Future Research Agenda
Session 9: October 20	Survey Research / Paper Workshop	Elevator Pitch
Session 10: October 27	Measurement in the Social Sciences	
Session 11: November 3	Qualitative Methods	Proposed Methods*
Session 12: November 10	Mixed Methods	Review a Working Paper
Session 13: November 17	Application: STATA/SAS Workshop	Rough Draft*
<b>No Class November 24</b>	<b>Thanksgiving Break</b>	
Session 14: December 1	Student Presentations	
Session 15: December 8	Final Exam & Paper Due	Final Exam & Final Paper*

\*Items are deadlines for your main research paper

\*Students are not required to print material available electronically.

## Reading List

### **Session 1: Introduction to Research Design**

Overview of the Course

Overview of Regression Analysis

Overview of STATA/SAS

Shadish, Cook, and Campbell, Chapter 1

### **Session 2: Validity and Literature Reviews**

Shadish, Cook, and Campbell, Chapter 2 and 3

Creswell, Chapter 1 to Chapter 4

Cook, T. D. (2014). "Big data" in research on social policy. *Journal of Policy Analysis and Management*, 33(2), 544-547.

Pirog, M. A. (2014). Data will drive innovation in public policy and management research in the next decade. *Journal of Policy Analysis and Management*, 33(2), 537-543.

Soumerai, S. B., Starr, D., & Majumdar, S. R. (2015). How Do You Know Which Health Care Effectiveness Research You Can Trust? A Guide to Study Design for the Perplexed. *Preventing chronic disease*, 12.

### **Session 3: Experimental Design**

Shadish, Cook, and Campbell, Chapter 8 and Chapter 9

Glazerman, S., Mayer, D., & Decker, P. (2006). Alternative routes to teaching: The impacts of Teach for America on student achievement and other outcomes. *Journal of Policy Analysis and Management*, 25(1), 75-96.

Handa, S., Seidenfeld, D., Davis, B., & Tembo, G. (2015). The Social and Productive Impacts of Zambia's Child Grant. *Journal of Policy Analysis and Management*, 35(2), 357-387.

Wolf, P. J., Kisida, B., Gutmann, B., Puma, M., Eissa, N., & Rizzo, L. (2013). School vouchers and student outcomes: Experimental evidence from Washington, DC. *Journal of Policy Analysis and Management*, 32(2), 246-270.

### **Session 4: Quasi-Experimental Designs I**

Shadish, Cook, and Campbell, Chapter 4

Creswell, Chapter 5 to Chapter 7

Duckart, J. P. (1998). An Evaluation of the Baltimore Community Lead Education and Reduction Corps (CLEARCorps) Program. *Evaluation review*, 22(3), 373-402.

Evans Cuellar, A., McReynolds, L. S., & Wasserman, G. A. (2006). A cure for crime: Can mental health treatment diversion reduce crime among youth? *Journal of Policy Analysis and Management*, 25(1), 197-214.

### **Session 5: Quasi-Experimental Designs II**

Shadish, Cook, and Campbell, Chapter 5

Creswell, Chapter 8

Retting, R. A., & Kyrychenko, S. Y. (2002). Reductions in injury crashes associated with red light camera enforcement in Oxnard, California. *American Journal of Public Health*, 92(11), 1822-1825.

Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. *Journal of Policy Analysis and Management*, 27(1), 122-154.

### **Session 6: Interrupted Time Series Designs and Regression Discontinuity Designs**

Shadish, Cook, and Campbell, Chapter 6 and 7

Grissom, J. A., Nicholson-Crotty, S., & Harrington, J. R. (2014). Estimating the effects of No Child Left Behind on teachers' work environments and job attitudes. *Educational Evaluation and Policy Analysis*, 36(4), 417-436.

Harrington, J. R., Muñoz, J., Curs, B. R., & Ehlert, M. (2016). Examining the impact of a highly targeted state administered merit aid program on brain drain: Evidence from a regression discontinuity analysis of Missouri's Bright Flight program. *Research in Higher Education*, 57(4), 423-447.

Schochet, P., Cook, T., Deke, J., Imbens, G., Lockwood, J.R., Porter, J., Smith, J. (2010). Standards for Regression Discontinuity Designs. Retrieved from What Works Clearinghouse website: [http://ies.ed.gov/ncee/wwc/pdf/wwc\\_rd.pdf](http://ies.ed.gov/ncee/wwc/pdf/wwc_rd.pdf).

### **Session 7: Natural Experiments and Difference-in-Difference Estimation**

Fitzpatrick, M. D., Grissmer, D., & Hastedt, S. (2011). What a difference a day makes: Estimating daily learning gains during kindergarten and first grade using a natural experiment. *Economics of Education Review*, 30(2), 269-279.

Luca, D. L. (2015). Do traffic tickets reduce motor vehicle accidents? Evidence from a natural experiment. *Journal of Policy Analysis and Management*, 34(1), 85-106.

Card, D. & Krueger, A.B. (1994). Minimum Wages and Employment - A Case Study of the Fast Food Industry in New Jersey and Pennsylvania, *American Economic Review*, 84(4).

Neumark, D., & Wascher, W. (2000). Minimum wages and employment: A case study of the fast-food industry in New Jersey and Pennsylvania: Comment. *The American Economic Review*, 90(5), 1362-1396.

### **Session 8: Survey Research**

Groves, Survey Methodology, Chapters 4, 7, 8 and 9.

Research Paper Workshop 1: Be Prepare to Discuss Paper for Feedback

### **Session 9: Survey Research**

Dillman, Don A., 2007, *Mail and Internet Surveys: The Tailored Design Method, Second Edition*, New York: John Wiley & Sons, Chapters 1, 4 and 5 (eLearning).

Research Paper Workshop 2: Be Prepare to Discuss Paper for Feedback

### **Session 10: Measurement in the Social Sciences**

Factor Analysis (see eLearning)

Bohrnstedt, G.W. 2010. "Measurement," in Wright, J.D. and Anderson, A.B. eds., *Handbook of Survey Research, 2nd edition*, Emerald Publishing pp 347-404.

Perry, J. L. (1996). Measuring public service motivation: An assessment of construct reliability and validity. *Journal of public administration research and theory*, 6(1), 5-22.

Waglé, U. R. (2008). Multidimensional poverty: An alternative measurement approach for the United States? *Social Science Research*, 37(2), 559-580.

### **Session 11: Qualitative Methods**

Creswell, Chapter 9

Shadish, Cook and Campbell, Chapter 11

Michael Quinn Patton. *Qualitative Evaluation and Research Methods*. Newbury Park, CA: Sage Publications. Page 162-357.

Tach, L. M. (2009). More than Bricks and Mortar: Neighborhood Frames, Social Processes, and the Mixed-Income Redevelopment of a Public Housing Project. *City & Community*, 8(3), 269-299.

Tracy, S. J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative inquiry*, 16(10), 837-851.

Whittemore, R., Chase, S. K., & Mandle, C. L. (2001). Validity in qualitative research. *Qualitative health research*, 11(4), 522-537.

## **Session 12: Mixed Methods**

Creswell, Chapter 10

Shadish, Cook and Campbell, Chapter 14

Axinn and Pearce, Mixed Method Data Collection Strategies, Chapters 1 and 2

Kling, J. R., Liebman, J. B., & Katz, L. F. (2005). Bullets don't got no name: Consequences of fear in the ghetto. *Discovering successful pathways in children's development: Mixed methods in the study of childhood and family life*, 243-281. <http://scholar.harvard.edu/lkatz/publications/bullets-dont-got-no-name-consequences-fear-ghetto>

Edin, K., & Pirog, M. A. (2014). Special Symposium on Qualitative and Mixed-Methods for Policy Analysis. *Journal of Policy Analysis and Management*, 33(2), 345-349.

## **Session 13: Application: STATA/SAS Workshop / Research Paper Workshop**

## **Session 14: Student Presentations**

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

**These descriptions and timelines are subject to change at the discretion of the Professor.**