

**THE PENNSYLVANIA STATE UNIVERSITY–HARRISBURG
SCHOOL OF PUBLIC AFFAIRS**

**COURSE SYLLABUS
PADM 575: ADVANCED RESEARCH DESIGN
SPRING SEMESTER 2008**

Prerequisite:	PADM 570
Class Days and Hours:	Wednesdays, 6:15– 9:00p.m.
Classroom:	258E Olmstead
Instructor:	Dr. Göktuğ Morçöl
Office:	160W Olmstead
Office Hours:	3:30 – 5:30 p.m., Tuesdays at Penn State East Gate Center 3:30 – 5:30 p.m., Wednesdays at 160W Olmstead [Please email the instructor to set up an appointment.]
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Weather-Related Class	
Cancellation Information:	http://www.hbg.psu.edu/ ; or call 717-948-6000, 717-948-6029

I. PURPOSE AND DESCRIPTION OF COURSE

This course is designed to introduce students to methodological issues and help them develop their research design skills. The contents of the course will help Ph.D. students prepare for their preliminary and comprehensive examinations and dissertation proposals.

The ontological, epistemological, and methodological issues will be discussed in the first part of the class. In the rest of the semester, the assumptions of and issues in quantitative, qualitative, and mixed methodologies and the specifics of research designs from these methodological perspectives will be discussed.

Students should come to classes having read assigned readings and participate actively in class discussions. Students will also write book review essays and a research design proposal during the semester. They will present and discuss their proposals in the class.

II. BOOKS AND OTHER READING MATERIALS

Required Books

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

Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed*. Cambridge, UK: Cambridge University Press.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods and approaches*. Thousand Oaks, CA: Sage.

Supplementary Readings (Related to Required Readings)

Collier, D. (1995). Translating quantitative methods for qualitative researchers: The case for selection bias. *American Political Science Review*, 89(2), 461-466.

Flyvbjerg, B. (2004). A Perestroikan straw man answers back: David Laitin and Phronetic political science. *Politics & Society*, 32(3), 389-416.

King, G., Keohane, R. O., & Verba, S. (1995). The importance of research design in political science. *American Political Science Review*, 89(2), 475-481.

Laitin, D. D. (1995). Disciplining political science. *American Political Science Review*, 89(2), 454-460.

Laitin, D. D. (2003). The Perestroikan challenge to social science. *Politics & Society*, 31(1), 163-184.

Rogowski, R. (1995). The role of theory and anomaly in social-scientific research. *American Political Science Review*, 89(2), 467-470.

Schram, S. F., & Caterino, B. (Eds.) (2006). *Making political science matter: debating knowledge, research, and method*. New York: New York University Press.

This book includes chapters on the methodological debates that ensued the “Sokal hoax,” Flyvbjerg’s book *Making Social Science Matter* (2001), and the “Perestroika movement” in political science.

Tarrow, S. (1995). Bridging the quantitative–qualitative divide in political science. *American Political Science Review*, 89(2), 471-474.

Style Manual for All Class Papers

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, DC: American Psychological Association.

An abridged version of this manual is also available:

Publication manual of the American Psychological Association (special ed.). (2006). Washington, DC: American Psychological Association.

Books Recommended for Further Reading

Writing Dissertations and Theses

Oliver, P. (2004). *Writing your thesis*. Thousand Oaks, CA: Sage.

Rudenstam, K. E., & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process* (2nd Ed.). Thousand Oaks, CA: Sage.

Writing Proposals

Locke, L. F., Spirduso, W. W., Silverman, S. J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5th Ed.). Thousand Oaks, CA: Sage.

Punch, K. (2006). *Developing effective research proposals* (2nd Ed.). Thousand Oaks, CA: Sage.

Ward, D. (Ed.). (2006). *Writing grant proposals that win* (3rd Ed.). Boston: Jones and Bartlett Publishers.

Literature Reviews

Fink, A. (2005). *Conducting research literature reviews: From the Internet to paper* (2nd Ed.). Thousand Oaks, CA: Sage.

Galvan, J. L. (2005). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Glendale, CA: Pycszak Publishing.

Hart, C. (1999). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage.

Hart, C. (2001). *Doing a literature search: A comprehensive guide for the social sciences*. Thousand Oaks, CA: Sage.

Pan, M. L. (2004). *Preparing literature reviews: Qualitative and quantitative approaches*. Glendale, CA: Pycszak Publishing.

Philosophy of Science and Epistemology

Kasser, J. L. (2006). *Philosophy of Science* (Lectures in audio and video formats). Chantilly, VA: The Teaching Company. [Available at <http://www.teach12.com>]

General Methodological Issues and Multiple Perspectives

Axinn, W. G., & Pearce, L. D. (2006). *Mixed method data collection strategies*. Cambridge, UK: Cambridge University Press.

Bernard, H. R. (1999). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Brewer, J., & Hunter, A. (2005). *Foundations of multimethod research: Synthesizing styles*. Thousand Oaks, CA: Sage.

Creswell, J. W., & Clark, V. L. (2006). *Designing and conducting mixed method research*. Thousand Oaks, CA: Sage.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

This book explains different terminologies and epistemologies used in social research.

Goertz, G. (2006). *Social science concepts: A user's guide*. Princeton, NJ: Princeton University Press.

Jupp, V. (2006). *The SAGE dictionary of social research methods*. Thousand Oaks, CA: Sage.

Kaufman, A. S., & Kaufman, N. L. (2005). *Essentials of research design and methodology*. Hoboken, NJ: John Wiley & Sons.

This book includes chapters on both quantitative (e.g., experimental, time-series) and qualitative methodologies (e.g., focus groups). It is an introductory textbook.

Morgan, G. (Ed.). (1983). *Beyond method: Strategies for social research*. Newbury Park, CA: Sage.

This book includes chapters on multiple methodological perspectives, including configuration, quasi-experimentation, action research, interpretive interactionism, life history methodology, cognitive mapping, structuralism, dramatism, critical theory, synthesisism, collaborative inquiry, realism, and dialectical method.

O'Leary, Z. (2005). *Researching real world problems: A guide to methods of inquiry*. Thousand Oaks, CA: Sage.

Williams, M. (2006). (Ed.) (2006). *Philosophical foundations of social research methods* (4 Vols.). Thousand Oaks, CA: Sage.

Quantitative Methods

Allison, P. D. (1998). *Multiple regression: A primer*. Thousand Oaks, CA: Sage.

Bartholomew, D. J. (Ed.) (2006). *Measurement* (4 Vols.). Thousand Oaks, CA: Sage.

Berk, R. A. (2004). *Regression analysis: A constructive critique*. Thousand Oaks, CA: Sage.

DeVellis, R. F. (2003). *Scale development: Theory and applications* (2nd Ed.). Thousand Oaks, CA: Sage.

Elliott, A. C., Woodward, W. A. (2006). *Statistical analysis quick reference guidebook: With SPSS examples*. Thousand Oaks, CA: Sage.

Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th Ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

- Hao, L., & Naiman, D. Q. (2007). *Quantile regression*. Thousand Oaks, CA: Sage.
- Kaplan, D. (Ed.). (2004). *The SAGE handbook of quantitative methodology for the social sciences*. Thousand Oaks, CA: Sage.
- Kurpius, S. E. R., & Stafford, M. E. (2006). *Testing and measurement: A user-friendly guide*. Thousand Oaks, CA: Sage.
- Lipsey, M. W. (1990). *Design sensitivity: Statistical power for experimental research*. Thousand Oaks, CA: Sage.
- Long, J. S. (1997). *Regression models for categorical and limited dependent variables*. Thousand Oaks, CA: Sage.
- Mertler, C. A., Vannatta, R. A. (2006). *Advanced multivariate and statistical methods*. Pyrczak Publishing.
- Meyers, L. S., Gamst, G., & Guarino, A. J. (2006). *Applied multivariate research: Design and interpretation*. Thousand Oaks, CA: Sage.
- Myers, J. L., & Well, A. D. (2003). *Research design and statistical analysis* (2nd Ed.). Mahwah, NJ: Lawrence Erlbaum.
- Raudenrush, S. W., & Bryk, A. S. (2002). *Hierarchical linear models: Applications and data analysis methods*. Thousand Oaks, CA: Sage.
- Schultz, K. S., & Whitney, D. J. (2005). *Measurement theory in action: Case studies and exercises*. Thousand Oaks, CA: Sage.
- Singh, K. (2007). *Quantitative research methods*. Thousand Oaks, CA: Sage.
- Spicer, J. (2004). *Making sense of multivariate data analysis: An intuitive approach*. Thousand Oaks, CA: Sage.
- Viswanathan, M. (2005). *Measurement error and research design: A practical approach to the intangibles of research design*. Thousand Oaks, CA: Sage.
- Vogt, W. P. (2005). *Dictionary of statistics & methodology* (3rd Ed.). Thousand Oaks, CA: Sage.
- Warner, R. M. (2007). *Applied statistics: From bivariate through multivariate techniques*. Thousand Oaks, CA: Sage.

Qualitative, Ethnographic, and Phenomenological Methods (General)

Anfara, V. A., & Mertz, N. T. (2006). *Theoretical frameworks in qualitative research*. Thousand Oaks, CA: Sage.

Atkinson, P., Delamont, S., & Coffey, A. (2007). *Handbook of ethnography*. Thousand Oaks, CA: Sage.

Bailey, C. A. (2006). *A guide to qualitative field research* (2nd Ed.). Thousand Oaks, CA: Sage.

Barbour, R. (2007). *Introducing qualitative research: A student's guide to the craft of doing qualitative research*. Thousand Oaks, CA: Sage.

Bazeley, P. *Qualitative data analysis with NVivo*. Thousand Oaks, CA: Sage.

Berg, B. L. (2006). *Qualitative research methods for the social sciences* (6th Ed.). Boston: Allyn and Bacon.

This book includes chapters on dramaturgical interviewing, focus groups, ethnography, sociometry, historiography, case studies, and content analysis.

Bloor, M., & Wood, F. (2006). *Keywords in qualitative methods: a vocabulary of research concepts*. Thousand Oaks, CA: Sage.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Clarke, A. E. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.

Crang, M., & Cook, I. (2007). *Doing ethnographies*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2006). *Qualitative inquiry and research design* (2nd Ed.). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.) (2003). *Strategies of qualitative inquiry* (2nd Ed.). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *The landscape of qualitative research: Theories and issues* (2nd Ed.). Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2003). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.

- Denzin, N. K., & Lincoln, Y. S. (Eds.) (2005). *The Sage handbook of qualitative research* (3rd Ed.). Thousand Oaks, CA: Sage.
- Fetterman, D. M. (1998). *Ethnography: Ste-by-step*. Thousand Oaks, CA: Sage.
- Flick, U. (2006). *An introduction to qualitative research* (3rd Ed.). Thousand Oaks, CA: Sage.
- Golden-Biddle, K., & Locke, K. D. (2006). *Composing qualitative research: Crafting theoretical points from qualitative data* (2nd Ed.). Thousand Oaks, CA: Sage.
- Grbich, C. (2007). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- Hesse-Biber, S. N., & Leavy, P. (2005). *The practice of qualitative research*. Thousand Oaks, CA: Sage.
- Holliday, A. (2007). *Doing and writing qualitative research* (2nd Ed.). Thousand Oaks, CA: Sage.
- Lewins, A., Silver, C. (2007). *Using software in qualitative research: A step-by-step guide*. Thousand Oaks, CA: Sage.
- Madison, D. S. (2005). *Critical ethnography: Methods, ethics, and performance*. Thousand Oaks, CA: Sage.
- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th Ed.). Thousand Oaks, CA: Sage.
- Maxwell, J. A. *Qualitative research design: An interactive approach* (2nd Ed.). Thousand Oaks, CA: Sage.
- Miles, M. B., & Huberman, M. (1995). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Northcutt, N., & McCoy, D. (2004). *Interactive qualitative analysis: A systems method for qualitative research*. Thousand Oaks, CA: Sage.
- Patton, M. Q. (2001). *Qualitative research and evaluation methods* (3rd Ed.). Thousand Oaks, CA: Sage.
- Reed, J. (2006). *Appreciative inquiry: Research for change*. Thousand Oaks, CA: Sage.

Richards, L., & Morse, J. M. (2007). *Readme first for a user's guide to qualitative methods* (2nd Ed.). Thousand Oaks, CA: Sage.

Rose, G. (2006). *Visual methodologies*. Thousand Oaks, CA: Sage.

Schwandt, T. A. (2001). *The SAGE Dictionary of qualitative inquiry*. Thousand Oaks, CA: Sage.

Silverman, D. (2004). *Doing qualitative research: A practical handbook* (2nd Ed.). Thousand Oaks, CA: Sage.

Silverman, D. (2004). *Qualitative research: Theory, method and practice* (2nd Ed.). Thousand Oaks, CA: Sage.

Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction* (3rd ed.). Thousand Oaks, CA: Sage.

Stanczak, G. C. (2007). *Visual research methods: Image, society, and representation*. Thousand Oaks, CA: Sage.

Ten Have, P. (2004). *Understanding qualitative research and ethnomethodology*. Thousand Oaks, CA: Sage.

Willis, J. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. Thousand Oaks, CA: Sage.

Wolcott, H. F. (2001). *Writing up qualitative research* (2nd Ed.). Thousand Oaks, CA: Sage.

Yanow, D. (2000). *Conducting interpretive policy analysis*. Thousand Oaks, CA: Sage.

Yanow, D., & Schwartz-Shea, P. (Eds.). (2006). *Interpretation and method: Empirical research methods and the interpretive turn*. Armonk, NY: M. E. Sharpe.

Surveys and Interviews

Chambers, R. L., & Skinner, C. J. (Eds.). (2007). *Analysis of survey data*. Indianapolis, IN: Jossey-Bass.

Czaja, R., & Blair, J. (2005). *Designing surveys: A guide to decisions and procedures*. Thousand Oaks, CA: Sage.

- Dillman, D. A. (2006). *Mail and Internet surveys: The tailored design method*. New York: Wiley.
- Fink, A. (2002). *The survey kit* (2nd Ed.). Thousand Oaks, CA: Sage.
- Fink, A. (2002). *The survey handbook* (2nd Ed.). Thousand Oaks, CA: Sage.
- Fink, A. (2006). *How to conduct surveys: A step-by-step guide* (3rd Ed.). Thousand Oaks, CA: Sage.
- Fowler, Jr., F. J. (2001). *Survey research methods* (3rd Ed.). Thousand Oaks, CA: Sage.
- Gubrium, J. F., & Holstein, J. A. (Eds.) (2003). *Postmodern interviewing*. Thousand Oaks, CA: Sage.
- Holstein, J., & Gubrium, J. F. (Eds.) (2003). *Inside interviewing: New lenses, new concerns*. Thousand Oaks, CA: Sage.
- Orcher, L. T. (2007). *Conducting a survey: Techniques for a term project*. Glendale, CA: Pyrczak Publishing.
- Rubin, H. J., & Rubin, I. (2005). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Sapsford, R. (2006). *Survey research*. Thousand Oaks, CA: Sage.
- Sue, V. M., & Ritter, L. A. (2007). *Conducting online surveys*. Thousand Oaks, CA: Sage.
- U.S. General Accounting Office Program Evaluation and Methodology Division. (1993, October). *Developing and using questionnaires* (Publication No. GAO/PEMD-10.1.7). Accessed on December 24, 2007 at the General Accountability Office Archive Online via <http://archive.gao.gov/t2pbat4/150366.pdf>
- U.S. General Accounting Office Program Evaluation and Methodology Division. (1991, June). *Using structured interviewing techniques* (Publication No. GAO/PEMD-10.1.5). Accessed on December 24, 2007 at the General Accountability Office Archive Online via <http://archive.gao.gov/t2pbat7/144388.pdf>.
- U.S. General Accounting Office Training Institute (1992, July). *Questionnaires and structured interviews*. Accessed on December 24, 2007 at the General Accountability Office Archive Online via <http://archive.gao.gov/t2pbat6/148943.pdf>.

Willis, G. B. (2005). *Cognitive interviewing: A tool for improving questionnaire design*. Thousand Oaks, CA: Sage.

Documentary/Archival Research

Mcculloch, G. (2004). *Documentary research*. London: Routledge.

Scott, J. (Ed.) (2006). *Documentary research* (4 vols.). Thousand Oaks, CA: Sage.

Content/Narrative Analysis

Atkinson, P., & Delamont, S. (Eds.) (2006). *Narrative methods* (4 Vols.). Thousand Oaks, CA: Sage.

Ckandinin, J. D. (2007). *Handbook of narrative inquiry*. Thousand Oaks, CA: Sage.

Czarniawska, B. (2004). *Narratives in social science research*. Thousand Oaks, CA: Sage.

Daiute, C., & Lightfoot, C. (Eds.) (2004). *Narrative analysis: Studying the development of individuals in society*. Thousand Oaks, CA: Sage.

Dodge, J., Ospina, S. M., & Foldy, E. G. (2005). Integrating rigor and relevance in public administration scholarship: The contribution of narrative inquiry. *Public Administration Review*, 65(3), 286-300.

Elliott, J. (2005). *Using narrative in social research*. Thousand Oaks, CA: Sage.

Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd Ed.). Thousand Oaks, CA: Sage.

Lindlof, T. R., & Taylor, B. C. (2002). *Qualitative communication research methods* (2nd Ed.). Thousand Oaks, CA: Sage.

Neuendorf, K. A. (2002). *The content analysis guidebook*. Thousand Oaks, CA: Sage.

Ospina, S. M., & Dodge, J. (2005). Its' about time: catching method up to meaning—The usefulness of narrative inquiry in public administration research. *Public Administration Review*, 65(2), 143-154.

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.

Reissman, C. K. (1996). *Narrative analysis*. Thousand Oaks, CA: Sage.

Reissman, C. K. (2007). *Narrative methods for the human sciences*. Thousand Oaks, CA: Sage.

U.S. General Accounting Office Program Evaluation and Methodology Division. (1996, September). *Content analysis: A methodology for structuring and analyzing written material* (Publication No. GAO/PEMD-10.1.3). Accessed on December 24, 2007 at the General Accountability Office Archive Online via <http://archive.gao.gov/f0102/157490.pdf>.

Case Studies

George, A. L., & Bennett, A. (2005). *Case studies and theory development in the social sciences*. Cambridge, MA: MIT Press.

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

U.S. General Accounting Office Program Evaluation and Methodology Division. (1990, November). *Case study evaluations* (Publication No. 10.1.9). Accessed on December 24, 2007 at the General Accountability Office Archive Online via <http://archive.gao.gov/f0202/143145.pdf>.

Yin, R. K. (2002). *Case study research: Design and methods* (3rd Ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2003). *Applications of case study research* (2nd Ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2003). *Case study research: Design and methods* (3rd Ed.). Thousand Oaks, CA: Sage.

Comparative Methods

Ragin, C. C. (1989). *The comparative method: Moving beyond qualitative and quantitative strategies*. Berkeley, CA: University of California Press.

Focus Groups

Krueger, R. A., Casey, M. A. (2000). *Focus groups: A practical guide for applied research* (3rd Ed.). Thousand Oaks, CA: Sage.

Morgan, D. L., & Krueger, R. A. (1997). *The focus group kit* (6 vols.). Thousand Oaks, CA: Sage.

Stewart, D. W., & Rook, D. W. (2006). *Focus groups: Theory and practice* (2nd Ed.). Thousand Oaks, CA: Sage.

Action Research

Greenwood, D. J., & Levin, M. (2006). *Introduction to action research: Social research for social change*. Thousand Oaks, CA: Sage.

Herr, K., & Anderson, G. L. (2005). *The action research dissertation*. Thousand Oaks, CA: Sage.

McIntyre, A. (2007). *Participatory action research*. Thousand Oaks, CA: Sage.

Reason, P., & Bradbury, H. (2006). *The SAGE Handbook of action research*. Thousand Oaks, CA: Sage.

Stringer, E. T. (2007). *Action research* (3rd Ed.). Thousand Oaks, CA: Sage.

Tang, Y., & Joiner, C. (2006). *Synergic inquiry: A collaborative action methodology*. Thousand Oaks, CA: Sage.

Whitehead, J., & McNiff, J. (2006). *Action research:: Living theory*. Thousand Oaks, CA: Sage.

Naturalistic Inquiry

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Erlandson, D. A., Skipper, B. L., & Harris, E. L. (1993). *Doing naturalistic inquiry: A guide to methods*. Thousand Oaks, CA: Sage.

Feminist Research

Hesse-Biber, S. N. (2006). *Feminist research practice*. Thousand Oaks, CA: Sage.

Hesse-Biber, S. N. (2006). *Handbook of feminist research*. Thousand Oaks, CA: Sage.

Social Network Analysis

Carrington, P. J., & Wasserman, S. (Eds.) (2005). *Models and methods in social network analysis*. Thousand Oaks, CA: Sage.

de Nooy, W., Mrvar, A., Batagelj, V. (2005). *Exploratory social network analysis with Pajek*. Cambridge, UK: Cambridge University Press.

Knoke, D., & Yang, S. (2007). *Social network analysis* (2nd Ed.). Thousand Oaks, CA: Sage.

Scott, J. (2000). *Social network analysis: A handbook*. Thousand Oaks, CA: Sage.

Wasserman, S., & Faust, K. (1994). *Social network analysis: Methods and applications*. Cambridge, UK: Cambridge University Press.

Agent-based Models

Gilbert, N. (2007). *Agent-based models*. Thousand Oaks, CA: Sage.

Fuzzy Sets

Ragin, C. C. (2000). *Fuzzy-set social science*. Chicago: The University of Chicago Press.

Smithson, M., & Verkuilen, J. (2006). *Fuzzy set theory: Applications in the social sciences*. Thousand Oaks, CA: Sage.

Meta-Analysis

Hunter, J. E., & Schmidt, F. L. (2004). *Methods of meta-analysis: Correction error and bias in research findings*. Thousand Oaks, CA: Sage.

Lipsey, M. W., & Wilson, D. B. (2000). *Practical meta-analysis*. Thousand Oaks, CA: Sage.

Research Methods Journals

You can find information about the recent developments in research methods at the most sophisticated level in research methods journals. Sage is the leading publisher of research methods books and journals. The following is a list of the Sage journals on research methods.

Journal of Mixed Methods Research
Philosophy of the Social Sciences
Qualitative Inquiry
Simulation & Gaming
Social Science Computer Review *American Journal of Evaluation*
Cross Cultural Research
Cultural Studies/Critical Methodologies
Evaluation
Evaluation Review
American Educational Research Journal
Educational Evaluation and Policy Analysis
Educational Researcher
Journal of Educational and Behavioral Statistics
Review of Educational Research
Review of Research in Education

III. ASSIGNMENTS AND EVALUATION

Book Review Essays

Students will write one or two book review essays during the semester. The first review essay will be on the King, Keohane, and Verba book. The second essay will be on the Flyvbjerg book. Students have the option to write one combined essay on these two books. If they choose

to write one essay, it should be 18-20 pages long (double-spaced; with one-inch margins at top, bottom, and sides; and with 12 font size). If they write separate essays, each essay should be 9-10 pages long (double-spaced; with one-inch margins at top, bottom, and sides; and with 12 font size).

Research Design Proposal

Students will also prepare a research design proposal on a topic of their choice in public management, public policy/policy analysis, or organization theory. The objective of this exercise is to help students prepare for their preliminary and comprehensive examinations and dissertations. They should talk with the instructor to develop their proposal topics before proceeding with their research.

The contents of the Creswell book and the class discussions on it should be the bases of developing the research proposals. Although the Creswell book presents the basics of research design, students must read additional books and/or articles on methodological and design issues and discuss them in their proposals. Students are required to read at least one of the books that are listed under “Books Recommended for Further Reading” in this syllabus or another book or a group of articles that are not on the list. The “additional readings” listed at the end of the chapters of the Creswell book may be used as additional sources. Students should discuss with the instructor which additional books or articles they will read before the presentations and discussions of their proposals in the class (see the schedule).

The research design proposals should have two components: (1) a discussion of the topic and research question(s)—including why this topic and research question(s) are important and what are the theoretical issues underlying them—and (2) a research design that would help answer the research question(s). The first component should be supported with a basic review of relevant literature. This literature review does not need to be extensive, however. The main focus of the research design proposal should be on the second component: research design. The research design proposed in the paper should be compatible with the research question(s) asked in the first part of the paper. The design also should be methodologically coherent. In other words, the methods chosen should be consistent with the student’s epistemological and methodological assumptions. We will cover these epistemological and methodological issues when we discuss the King, Keohane, and Verba and Flyvberg books in the class. The three approaches described in the Creswell book—quantitative, qualitative, and mixed approaches—provide a good framework for articulating a methodologically coherent research design, but, depending on their specific preferences, students may need to be more specific in their discussions. For instance a research design based on feminist methodology or action research would need to be more specific than what Creswell’s tripartite classification suggests.

The design described in the paper should also be elaborate. Students must read books and/or articles in addition to the ones we will discuss in the class and incorporate the contents of their readings into their papers, as mentioned above.

Written research proposals will be submitted for grading at the end of the semester (see the schedule). Written proposals should be 20–30 pages long (double-spaced; with one-inch margins at top, bottom, and sides; and with 12 font size).

Class Presentations of Research Design Proposals

Students will present their research design proposals in the class (see the schedule). The instructor and the other students in the class will comment on and critique these presentations with the purpose of improving them. Coherent and elaborate presentations of the proposals are expected. The instructor's evaluations of these presentations will contribute significantly to his overall assessment of students' class participation grades (see the grading policies).

Submitting Review Essays and Proposals

All class papers (review essays and research design proposal) should be submitted electronically through turnitin.com. The instructor will inform students about submission procedures in the class and at the course web site (ANGEL).

Policies Regarding the Protection of Human Subjects

Although the instructor does not expect students to conduct empirical studies for this class, and therefore there is no need for an Institutional Review Board (IRB) or Office of Research Protections (ORP) review, the following information is presented for exceptional cases that may require reviews. If there is any possibility that a student will conduct an empirical study (broadly defined; ask the instructor about the broad definition) in the preparation of his/her research proposal, he/she may need to obtain an approval from Penn State's ORP or IRB. The instructor will clarify issues regarding the ORP and IRB approvals in the class. However, if there is any need for clarification regarding the procedures they should follow in preparing their research proposals, students should consult with the instructor and/or the Penn State Office of Research Protections officials.

The information about empirical studies that involve "human subjects" (interviews, surveys, or even secondary data analysis.) can be found at the Penn State Office of Research Protections (ORP) at <http://www.research.psu.edu/orp/areas/humans/policies/index.asp>.

Normally class projects are exempt from the Office of Research Protections (ORP) reviews or the Institutional Review Board (IRB) reviews. However, students must keep in mind that they should not present or publish the findings/results of their class projects outside the class any time in the future. If there is a possibility that they may use their results outside the class any time in the future, they should submit a proposal for IRB approval BEFORE THEY BEGIN THE EMPIRICAL PART OF THEIR PROJECT. It is recommended that students read the IRB policies related to class projects at <http://www.research.psu.edu/orp/areas/humans/policies/guide4.pdf>. If there is any need for clarification regarding the procedures they should follow in their projects, students should consult with the instructor and/or the ORP experts.

Writing Style

In all class papers (essays and the research proposal), students should use the editorial and citation styles of the American Psychological Association (both styles are described in detail in the APA style manual (*Publication Manual of the American Psychological Association*)). Also they should read the instructor's "Guidelines for Writing Class Papers" (posted at the course web site). The instructor will discuss writing and style issues in the class. It is expected that students are familiar with the basic style guidelines. If students have questions, they should look up the "Guidelines for Writing Class Papers" and APA style manual and/or ask the instructor.

All assignment and project papers should be written clearly, coherently, and concisely. All papers must be paginated properly. They should be divided into appropriate sections, with clear section headings. (See the APA style manual for the appropriate uses of section headings.) In research proposals, appendices must be used sparingly. When used, appendices must include only the material (tables, figures, lists, etc.) that cannot fit into the main body of the text and that are necessary to explain or illustrate one or more points made in the main text. When used, the length of an appendix must be kept to a necessary minimum. When used, the material in an appendix must be referred to and discussed in the main text. If the requirements mentioned in this paragraph are not met in a paper, the instructor will deduct points from the student's grade.

Academic Integrity

The instructor will enforce the academic integrity policies of the Pennsylvania State University at Harrisburg (see <http://php.scripts.psu.edu/dept/iit/hbg/academics/Policies/g8.php>). Students should understand particularly the definitions of the following terms and avoid committing the defined acts:

Plagiarism: The fabrication of information and citations; submitting others' work from professional journals, books, articles, papers, electronic sources of any kind, or the

submission of any products from commercial research paper providers regardless of what rationales a vendor uses; submission of other students' papers or lab results or project reports and representing the work as one's own; fabricating, in part or total, submissions and citing them falsely. Note: Copying and pasting any materials from the World Wide Web is plagiarism.

Acts of Aiding and Abetting: Facilitating acts by others; unauthorized collaboration of work; permitting another to copy from an exam; permitting another to copy from a computer program; writing a paper for another; inappropriately collaborating on home assignment or exam without permission or when prohibited, etc.

Submitting Previous Work: Submitting a paper, case study, lab report or any assignment that had been submitted for credit in a prior, or concurrent, class without the knowledge and permission of the instructor(s).

Failure to Cite Electronic Resources Regardless of the Source: All electronic resources must be cited in every report, paper, project, portfolio, or any other document submitted for evaluation by an instructor.

The issues of academic integrity are also discussed in the document “Guidelines for Writing Class Papers.” The instructor will discuss these issues in the beginning of the class (see the schedule).

Email and ANGEL as Communication Media

The instructor will use email and ANGEL (Penn State’s course management system) to communicate with students and post announcements about the class. Students are expected to have access to email and ANGEL. Penn State makes email accounts available to all students and allows them automatic access to ANGEL once they sign up for a class. It is the student’s responsibility to activate their email accounts and link them to their personal accounts (if they use separate personal accounts); the instructor expects that students’ accounts will be set up properly to receive class-related email messages. The “ANGEL Help and Information Guide” is available at

<http://angelkb.ais.psu.edu/display/1n/index.asp?c=&cpc=&cid=&cat=&catURL=&r=0.6094782>.

Students may also contact Carol A. McQuiggan, Instructional Designer and e-Learning Support Specialist, Penn State Capital College, at (717)948-6542 or cam240@psu.edu.

When they send email messages to the instructor, students should be as specific as possible in the subject lines and main texts of their messages. (Because of the concerns about computer viruses, the instructor may not respond to messages that are not properly labeled in their subject lines or are not specific enough in their main texts.) When students email their

proposals and papers to the instructor, they should include all the material in one file (not separate files for the text, references, figures, etc.).

Grade Distribution and Grading Scale

First book review essay	20%
Second book review essay	20%
Research proposal	50%
Instructor's evaluation of class participation	10%

The instructor will use the following grading scale.

Points	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
60-69	D
0-59	F

Deferred Grades

Students may request a deferment of their final grade for the course, only if they have a legitimate reason (e. g., personal or family emergencies, unusual personal hardships, or job-related obligations). The instructor will determine if the reason is acceptable. See the Penn State deferred grade policies at <http://www.psu.edu/dept/oue/aappm/G-3.html>.

Students with Disabilities

The official Penn State policy is as follows:

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, you may contact your instructor or Lynne Davies at (717) 948-6025 (Student Activities, Room: W117).

Attendance Policy

Class attendance is crucial for a successful completion this course. Students with legitimate excuses not to attend a class session should inform the instructor of their reason, preferably before the class session, or as soon as possible.

IV. SCHEDULE, TOPICS, AND READING ASSIGNMENTS

[The instructor may make changes in the following schedule to accommodate students' needs or in the cases of unexpected developments, such as emergencies and school closings. He will notify students of the changes as soon as it becomes feasible.]

January 16: Organizational meeting, introduction, and discussion of writing guidelines
Required Readings: "Guidelines for Writing Class Papers" (Download it from the ANGEL web site for the course.)

Section I: Methodological Perspectives and Issues

January 23: Conceptual Bases of Research Design: Science, Knowledge, and Inquiry
Required Readings: King, Keohane, & Verba, preface and chapter 1(pp. 1-12 only)
Flyvbjerg, chapter 1
Creswell, preface and chapter 1

January 30: Design Basics and Descriptive Inference
Required Readings: King, Keohane, & Verba, chapters 1 (pp. 13-33) and 2

February 6: Causal Inference and Determining What to Observe
Required Readings: King, Keohane, & Verba, chapters 3 & 4

February 13: Understanding What to Avoid and Increasing the Number of Observations
Required Readings: King, Keohane, & Verba, chapters 5 & 6

February 20: Making Social Science Matter
Required Readings: Flyvbjerg, chapters 2, 3, 4, 5, 6, & 7

February 27: Making Social Science Matter
Required Readings: Flyvbjerg, chapters 8, 9, 10, & 11

Section II: Designing Research

March 5: Research Design
Required Readings: Creswell, chapters 2, 3, & 4

BOOK REVIEW ESSAYS ARE DUE. UPLOAD YOUR ESSAYS TO TUNITIN.COM

March 12: SPRING BREAK, NO CLASS

March 19: Research Design

Required Readings: Creswell, chapters 5, 6, 7, & 8

March 26: Research Design

Required Readings: Creswell, chapters 9, 10, & 11

Section III: Presentation and Discussion of Research Design Proposals

April 2: Presentation and Discussion of Research Design Proposals

April 9: Presentation and Discussion of Research Design Proposals

April 16: Presentation and Discussion of Research Design Proposals

April 23: Presentation and Discussion of Research Design Proposals

April 30: Presentation and Discussion of Research Design Proposals

May 7: **RESEARCH DESIGN PROPOSAL IS DUE. UPLOAD YOUR PAPER TO TUNITIN.COM**