

**Spring 2015**  
**PADM 596**  
**ANALYTICAL RESEARCH METHODS FOR PUBLIC MANAGERS**  
**Thursday 4 - 6:30 pm**  
**Dane Smith Hall 134**

**Instructor: Roli Varma**

**Office:** Social Science Bldg. Room 3014.

**Office Hours:** Tuesday & Thursday 2-3 pm, and by appointment.

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### **Objectives**

This course presents basic concepts and methods in quantitative and qualitative research used in social sciences/public administration. Research is a form of problem solving. The astute researcher matches problems with methods. This course will start you on the track to eventually becoming a sophisticated producer and reader of research. Your major goals in this course are:

1. Appreciate the role of scientific inquiry in social sciences
2. Learn the vocabulary and concepts of research
3. Understand the complexities of data collection
4. Examine ethical issues and standards of conduct concerning research
5. Match research methods to research questions
6. Assess the pros and cons of different research techniques
7. Learn to work with different types of data
8. Research a particular issue

### **Readings**

- Frankfort-Nachmias, Chava., Nachmias, David., & DeWaard, Jack. (2008). *Research methods in the social sciences*. New York: Worth Publishers.
- Additional readings will be posted on the *UNM Learn*.

### **Course Policies**

- As a graduate student, you are expected to take considerable responsibility for the direction and quality of your own learning. You are expected to complete assignments on time, to speak up in class when you have questions and ideas, to contribute to a spirit of cooperative learning, and to demonstrate significant investment in your work. You should not miss classes, arrive late, or come unprepared for the class.
- Academic dishonesty, such as plagiarism or cheating on a paper, will result in an automatic F for the paper. It is acceptable to discuss the work with other students in the class. It is also acceptable to receive a limited amount of help from another student in the class. But, the work you turn in should be your own.

- Use gender-free language in your papers and class discussion. Unbiased language is as much a matter of accuracy as it is of fairness.
- As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.
- Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

### **Course Evaluation/Outcomes**

Students' learning outcomes will be reflected in weekly quizzes/assignments and final research proposal.

#### **Take Home Weekly Assignments (50 Points)**

There are 10 weekly assignments (5 points each), based on the readings and lectures.

#### **Research Proposal (50 Points)**

Students will select a research topic of their choice. They are to write a research proposal, which should be typed, double-spaced, spell checked, proof read, and stapled together. It will be done in two parts:

**(I) Literature Review Paper (20 Points): DUE MARCH 19**

It should include: (i) Title; (ii) Abstract; (iii) Introduction; (iv) Literature Review; and (v) References in the APA style. The maximum length of the paper is about 1,000 words (4-5 pages).

**(II) Methodology Paper (30 Points): DUE APRIL 30**

It should include: (i) Tractable research question; (ii) Well developed research design; (iii) Identifiable the types of data that will be used; (iv) Specification of the research methods that will be employed; and (v) Justification of why the research design and methods identified are preferable to alternative approaches. The length of the paper is about 2,000 words (8 to 10 pages).

#### **Course Grades**

- A+ (96 – 100 Points)
- A (93 – 95 Points)
- A- (90 – 92 Points)
- B+ (86 – 89 Points)
- B (83 – 85 Points)
- B- (80 – 82 Points)
- C (70 – 79 Points)

## **Course Outline**

### **January 15**

**Topics:** Introduction, Syllabus. Using APA.

**Readings:** <http://www.apastyle.org/> (optional); <http://library.nmu.edu/apastyle.htm>

### **January 22**

**Topic:** Research Ethics.

**Readings:** Frankfort-Nachmias et al, Chapter 4

**No Credit Assignment:** Complete IRB Training via CITI. Go to the following link: <http://hsc.unm.edu/som/research/hrrc/training.shtml>, and click on "CITI". After completing all required modules and quizzes for Social and Behavioral Research, print out your curriculum Completion Report and bring to class next week.

### **January 29**

**Topic:** Principles of Scientific Inquiry & Literature Review.

**Readings:** Frankfort-Nachmias et al, Chapter 1; *Conducting a Literature Review*

**Assignment 1:** Pick the topic for your final research proposal and do a literature search. Bring the list of references in APA style in the next class. It should include some books and some peer reviewed journal articles.

### **February 5**

**Topic:** Building Blocks.

**Readings:** Frankfort-Nachmias et al, Chapters 2, 3

**Assignment 2:** To be given in class.

### **February 12**

**Topic:** Measurements

**Readings:** Frankfort-Nachmias et al, Chapter 7

**Assignment 3:** To be given in class.

### **February 19**

**Topic:** Sampling

**Readings:** Frankfort-Nachmias et al, Chapter 8

**Assignment 4:** To be given in class.

### **February 26**

**Topics:** Using Secondary Data

**Readings:** Frankfort-Nachmias et al, Chapter 13; *Illustrative Examples; Using the Manuscript Census in Social Research*

### **March 5**

**Topic:** Qualitative Research, Ethnography, Case Studies

**Readings:** Frankfort-Nachmias et al, Chapters 9, 12; *Origin of Field Research; Anthropological Study of Brady Bar*

**Assignment 5:** To be given in class.

## **March 12: Spring Break**

### **March 19**

**Topics:** Survey

**Readings:** Frankfort-Nachmias et al, Chapter 10; *An Illustrative Example*

**Assignment 6:** To be given in class.

### **March 26**

**Topics:** Interview, Focus Group

**Readings:** Frankfort-Nachmias et al, Chapter 11; *An Experimental Comparison of Open and Closed Questions; Interview Flow Chart*

**Assignment 7:** To be given in class.

### **April 2**

**Topic:** Experiments

**Readings:** Frankfort-Nachmias et al, Chapters 5, 6

**Assignment 8:** To be given in class.

### **April 9**

**Topic:** Writing Proposal

**Readings:** Frankfort-Nachmias et al, Appendix A

### **April 16**

**Topic:** Data Analysis

**Readings:** Frankfort-Nachmias et al, Chapter 14

**Assignment 9:** To be given in class.

### **April 23**

**Topic:** Data Analysis

**Readings:** Frankfort-Nachmias et al, Chapter 15

**Assignment 10:** To be given in class.

## **April 30, Sixteenth Week**

**Topic:** Data Analysis

**Readings:** Frankfort-Nachmias et al, Chapter 16