

Public Administration 604
Methods of Analysis in Public and Urban Affairs
Spring 2009

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Office Hours: Tuesdays 3:00-5:00pm and by appointment PSFA 177

Introduction:

This course is required for all graduate students enrolled in the Masters Degree Programs in the School of Public Affairs. After completing PA 604, MPA students continue with PA 605 or PA 606, MCP students take CP 625, and MCJC students take PA 606 in order to complete their graduate methods component.

The primary purpose of this course is to provide the student with a working knowledge of the sample survey research process and related statistical techniques. Sample survey research is among the most important means of gathering data in the area of public and urban affairs. The student will be introduced to descriptive statistics, tests of statistical significance, and measures of association, especially as they apply to the analysis of survey data. The student learning objectives for this course are as follows:

- Students will become familiar with the survey research process from the development of the survey instrument to the analysis of survey data.
- Students will understand the importance of a sample, scientific survey in generalizing to large populations.
- Students will be introduced to critical methods of analysis that are particular relevant to the survey research process.

The course will be taught from a practical standpoint. That is, emphasis will be placed on the usefulness of the techniques in hypothetical situations that the student is likely to encounter as a professional. In accordance with this tenor, mathematical theory and formal proofs of the various formulas will be minimized. Students are not expected to become experts in the use of these methods but are expected to gain a basic knowledge of how to use certain techniques and, equally important, when to use them. Clear analytical and scientific thinking will be stressed.

The following quotation addresses the nature and thrust of the course:

“The knowledge which confronts us with dangers by the same token presents us with opportunities. It may be that we will learn enough to destroy ourselves, but if we turn our backs on knowledge, forego the opportunity to ward off danger, we are as if dead already.”

Requirements:

There will be 3 examinations during the semester. The first exam will be closed book. Exams # 2 and # 3 will be open book and open notes. The relative weights of the exams are as follows:

Exam # 1	February 17	20%
Exam # 2	March 24	40%
Exam # 3	May 12	40%

Problems will be assigned for homework but will not be handed in or graded. However, it is highly recommended that students work out the homework problems before they are reviewed in class because they form the primary basis of the exams. While class attendance is not required, it is highly recommended to achieve success in the course.

Readings:

1. Rea, Louis M. and Parker, Richard A., *Designing and Conducting Survey Research*, 3rd. ed., San Francisco, Jossey-Bass Publishers, 2005.

Class Schedule:

Jan. 27	Introduction to Survey Research (Chapter 1)
Feb. 3	Development of the Survey Instrument Levels of Measurement (Chapters 2-3)
Feb. 10	Development of the Survey Instrument (continued) Measures of Central Tendency (Chapter 5 – pp. 89-97)
Feb. 17	Measures of Central Tendency (continued) Exam #1 – through Development of Survey Instrument/Levels of Measurement
Feb. 24	Measures of Dispersion/Normal Distribution (Chapter 5, pp. 98- 109)

- March 3 Sampling Theory/Confidence Intervals
(Chapter 6 and Chapter 7 pp. 127-131)
- March 10 Hypothesis Testing (Chapter 7 – pp. 131-139)
- March 17 Sample Size (Chapter 8)
- March 24 **Exam # 2** (through Sample Size)
- April 7 Sample Selection (Chapter 9)
- April 14 Tests of Statistical Significance and Measures of Association
Chi-Square/Cramer's V G/Gamma (Chapter 10)
- April 21 Tests of Significance (continued)
- April 28 Tests of Statistical Significance (continued)
(Chapter 11 page 202-206)
Independent Samples
Paired Samples
Difference of Proportions
- May 5 Tests of Significance (continued)
- May 12 **Exam # 3**

PUBLIC ADMINISTRATION 497
INVESTIGATION AND REPORT

Instructor : Darrell L. Pugh, Professor of Public Affairs

Email: dpugh@mail.sdsu.edu

Office and Office Hours : PSFA 173, Wednesdays 5:30-7:00pm

Course Objective:

The objective of this course is to provide public administration majors with an opportunity to gain extensive research and writing experience. Each student develops an in-depth understanding of a specialized topic in public administration, city planning, or urban studies by either investigating issues through personal interviews and official publications and by library and Internet research on issues of local, state, or national significance.

Students must meet with me at least three times during the semester to discuss and gauge the student's progress or lack of progress. Failure to do so will result in a grading penalty.

1. Learning Objectives

- To identify a research area of importance to you in the fields of public administration, city planning, or urban studies;
- To formulate questions that will be researched through library research, the Internet, and personal interviews;
- To talk with your faculty advisor on all aspects of this research paper;
- To draft an outline of the research paper you will be writing;
- To write in a clear and convincing fashion;
- To submit a final copy of your research paper with a title page, text, and reference list

2. Role of the Student

The individual student plays a pivotal role in this course. Together, we will come to an agreement relative to the following: a topic, a research design, a meeting schedule, a length for the paper, a reference style, and a submission date for the draft and final paper, and a place for such submission.

3. Role of the Faculty Advisor

For this course, I will serve as:

- RESOURCE PERSON, whom you see for helping locate information
- ADVISOR, who acts as a sounding board for you, provides you with helpful feedback, comments and advice on your approach to the selected topic, and
- EVALUATOR, who provides feedback and grades your paper.

I must ultimately be satisfied with your work. Incompletes are earned. They are not simply given for failing to submit the required paper. In order to earn an incomplete, a student must submit a draft of the paper to me by the date the paper is due. It is your responsibility to contact me. I will not seek you out and ask you if you want an incomplete. If permission is given for an incomplete you and I will meet and agree on the date the paper will be due.

4. **Paper Requirements**

Papers must be related to a public administration topic of interest to the student and Advisor. I must approve the paper topic. I must approve any changes in the paper topic. Students will be required to submit a narrative/outline of what they want to do. This requirement can be found on the last two pages of the syllabus.

1. **Length of Paper:** Each paper must be a minimum of 18-25 double-spaced typed pages of text. Title page, maps, figures, charts, bibliography (references), etc. are not considered text. Students should consult with the APA style manual and be consistent. The APA style manual is discussed later in the course syllabus.
2. **Grades will be based on the following:**
 - Ability to focus the paper on a specific public administration topic that is agreeable to the student and to me;
 - Understanding of the issue(s) involved in the topic
 - Ability to ask the questions you will be researching
 - Ability to write in a clear and understandable fashion – this includes a strong introduction and a discussion of how the paper is organized. The paper must be broken into subsections that flow in a logical direction
 - Evidence that you have clearly researched the topic in and out of the library. This is generally considered to be a review of past research that has been conducted on the topic and a specific field research component of the student's own design. For example, you may want to conduct personal interviews with key individuals within the topic/subject of your paper. Some information can also be found on the Internet
 - Ability to use your viewpoint on the topic being discussed and the formulation of specific recommendations for change or for further research
 - Ability to organize the paper in a clear and organized fashion
 - Proper use of citations and a bibliography/reference list.
3. **It is the student's responsibility to meet with me and arrive at a final paper topic no later than the third week of classes.**
4. **You must see me and submit a one-page description/outline of your paper by fourth week of classes. See the last two pages of this syllabus for the form that must be submitted to me.**
5. **Your paper is due in my office no later than Monday of the last week of classes. Failure to submit the draft by that date will result in a one letter grade grading penalty from the final paper grade. The paper should be delivered to me in my office (PSFA 173) or, in my absence, given to Nancy Flitcraft (PSFA 101).**

Manuscript Preparation

Manuscripts must be configured as follows:

- **Software:** Use MS Word for PC.
- **Type:** Use 12 point Times New Roman type or equivalent at all times.
- **Spacing:** Double-space ALL copy (including quoted matter, notes, references, tables, and captions). Left justify the main text and indent first lines of paragraphs.
- **Margins:** Use page margins of at least 1 inch left and right and 1 inch top and bottom.

- **Graphics:** Group tables or figures together, at the very end of the paper. Place each on a separate sheet and include a caption (number and title). Place captions above tables and below figures and keep them brief — locate explanations in the text. In the text, indicate the appropriate location for a figure or table centered on a separate line, after the first paragraph where it is mentioned. Use the form: [Figure 1 about here]
- **Notes:** Put numbered explanatory notes in endnote form. Use sparingly and keep them brief.

For matters of style — especially text citations and references — refer to the *Publication Manual of the American Psychological Association*, Fifth Edition (American Psychological Association, 2001). More information is available at www.apastyle.org/pubmanual.html.

(a) Examples of Reference Citations

Books

Ackerman, L. (2000). *Identity is destiny*. San Francisco: Berrett-Koehler.

Trout, J. & Miller, S. (2000). *Building bandwidth: Closing the sale online*. New York: HarperBusiness.

(a) Article in Edited Book

Teitz, M. (2000). Reflections and research on the U.S. experience. L. Rodwin & B. Sanyal (Eds.), *The profession of city planning: Changes, images, and Challenges, 1950-2000* (pp.275-304). New Brunswick, NJ: Center for Urban Policy Research.

(a) Article in Journal

Friedmann, J. (1994). The utility of non-Euclidian planning. *Journal of the American Planning Association*, 60, 377-379.

(a) Internet Site

World Tourism Organization. (2002) *Facts and figures*. Retrieved November 8, 2002, from <http://www.world-tourism.org>

(a) Government Publication

Department of Community Affairs. (1998). *Affordable housing needs assessment - state, regional and county summaries*. Tallahassee, FL: author.

(a) Article in Newspaper

Hernandez, R. (2002, April). Political battle looming over superfund plan. *New York Times* (national ed.). p. A22.

(a) Paper presented at a Conference

Rouse, J. (1963, September 26). It can happen here: A paper on metropolitan Growth. Paper presented at the Conference on the Metropolitan Future, Berkeley, CA.

(a) Personal Interview

Caves, R. *Personal Interview*. 15 October 2002.

Citing materials within the text

Using the above reference citations, you would have something like the following two examples:

When simply referring the reader to materials that discuss this general area –

Ex. History is one of the keys to understanding a city (Caves, 2002; Friedmann, 1994; Teitz, 2000).

If you are quoting directly from material that someone else has said or published, you must give the individual(s) credit.

Ex. According to Teitz (2000), “the history of a city can be discussed in three major ways” (p.281).

Paper Components

All papers should have the following components:

1. **Introduction:** Write 3 or 4 pages describing the paper in detail. You should have a **thesis statement** whereby you tell the reader why and how this particular project is useful and what you intend to demonstrate or prove. Include a brief summary of how you plan to proceed in the sections of the thesis that follow.
2. **Literature Review:** Write 3 or 4 pages reviewing the professional literature that relates to your project. This includes books, parts of books, journal articles, professional pamphlets and memoranda, internet sources, etc. This review should provide a framework for your thesis and give it some perspective. Try to determine if similar projects have been undertaken in other parts of the world.
3. **Method of Field Research:** Write 2 or 3 pages showing how you gathered data and/or information for your thesis project. Describe interviews with individuals who are knowledgeable about your topic., describe how you collected data if you did so (survey, observation, etc.), describe how you used internet and library sources, and describe any statistical tool or computer analysis you may have used.

4. **Results and Findings:** Write 5 or 6 pages detailing the results of your research. This part is not an analysis but rather the facts that have unfolded from your work. For example, provide detailed accounts from people that you interviewed. What are the key points from the literature that bear on your project? If you developed tables or graphs, identify salient points from them. If you conducted a survey, simply report the results from each of the questions.
5. **Conclusions:** Write 4 or 5 pages where you analyze the information that you have collected and organized. The conclusions should take the form of policy implications and suggested recommendations. You should determine if your thesis which you put forward earlier is credible or not. These conclusions should be supported by the preponderance of the data and information that you have reported in the “results and findings” section. Finally, you should use the information and analysis to formulate your own opinion about how your research and/or project will have an impact on your subject area.
6. **Further Research:** Write 2 or 3 pages indicating how you could improve your study if you had a chance to conduct it again. Be specific. And then show how your study can be expanded in the future. What are the next steps in this area of research? How will the subject area benefit?

Cheating and Plagiarism

Cheating and plagiarism is taken very seriously by me and by San Diego State University. Submitting work done by someone else and claiming it is your work is wrong and will not be tolerated. Please read the following information taken from the San Diego State University Policy File, revised May 2004. It discusses the seriousness of cheating and plagiarism.

1.0 Institutions of higher education are founded to impart knowledge, seek truth, and encourage one’s development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards but also make the offender liable to penalties explicit in Title 5 of the California Code of Regulations, part 5, sec. 41301(a), as follows:

“41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes that must be campus related:

“(a) Cheating or plagiarism in connection with an academic program at a campus
“A student who has committed either offense may be subject to University disciplinary action.”

2.0 Definitions

2.1 Cheating shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another’s test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

2.2 Plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one’s own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person’s artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one’s own work papers purchased from research companies.

3.0 Academic and Punitive Sanctions: Cheating and plagiarism in connection with the academic program at The University may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion. Academic sanctions are concerned with the student’s grades and are the responsibility of the instructor involved. Punitive sanctions are concerned with the student’s records and status on campus and shall be the responsibility of the University President or designated representative. The Coordinator of Judiciary Procedures shall be the President’s representative in matters of student discipline.

4.0 Due Process in Review of Alleged Violations

4.1 Punitive Sanctions: Only the University President or designated representative shall be authorized to exercise punitive authority over students and in so doing shall be mandated to accord students all the elements of “due process.” The steps set forth in CSU Executive Order 148, “Student Disciplinary Procedures of The California State University,” shall be followed in

the delineation of these matters.

4.2 Academic Sanctions

4.21 The instructor involved shall be expected to determine the type of academic sanction for cheating or plagiarism. Usually, "grade modification" shall be used; however, grade modification shall not be considered punishment and shall be used only if the instructor is satisfied that cheating or plagiarism did occur. The grade modification shall be left to the discretion of the instructor. Grade modification may include (a) a zero or F on the paper, project, or examination, (b) a reduction in one letter grade (e.g., C to D in the course), or (c) an F in the course. In addition to grade modification, certain departments or schools may have policies that state that cheating can show unsuitability for the program or profession. Students should be made aware of the penalties for cheating and of their appeal rights.

4.22 Furthermore, before applying grade modification, the instructor should advise the student of the alleged violation and should have reasonable evidence to sustain that allegation. Reasonable evidence, such as documentary evidence or personal observation or both, shall be necessary for the allegation to be upheld.

4.3 When a student is accused of cheating or plagiarism, the instructor should arrange an informal office conference with the student and at that time advise the student of the allegation as well as the evidence supporting it. The purpose of the office conference shall be to bring together the persons involved to discuss the situation informally and to decide upon an appropriate solution. If more than one student is involved in the incident, the instructor may call the students together to confer as a group if the students so desire. All notes and discussions between the student and instructor shall be confidential, except as may be relevant in subsequent campus disciplinary proceedings or subsequent legal action.

5.0 Disciplinary Record: In order to coordinate information so as to permit appropriate disciplinary action for first-time and repeat offenders, a memorandum describing violations of this policy shall be prepared by the instructor and forwarded to the Office of Judiciary Procedures to be retained on file.

Public Administration 497 Investigation and Report

Please Print Clearly

Name of Student: _____

Red ID #: _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

Telephone: Home: _____ **Work:** _____

Email Address: _____

Final Paper Topic and Title:

Statement About the Project. What is topic? How are you planning to study this topic? How does it relate to public administration or city planning? What will be the final outcome or product when completed? Use back of sheet if needed.

Statement About the Methodology (interviews, library research, personal interviews, etc). How are you going to research the topic? Do not rely on one source of information. Do not simply use sources you find on the Internet.

Provide a list of 3 sources of information you have found on this topic. Give the full citation for each source of information. Your final paper must have a minimum of 10 sources of information listed in its bibliography.

I have read the attached material regarding cheating and plagiarism and understand the seriousness of cheating and plagiarism and will not engage in anything that would be considered cheating or plagiarism.

Signature of Student: _____ **Date** _____

Signature of Advisor: _____ **Date** _____

Original to Advisor. Students are responsible for making a copy for their files.