

# PSC 689

## Research Methods for Public Administrators Buffalo State, SUNY - Spring 2013

### 1 Class Information:

- ⇒ **Instructor:** Nicholas P. Nicoletti
- ⇒ **Office:** 119 Caudell Annex
- ⇒ **Email:** nicolenp@buffalostate.edu
- ⇒ **Class Time:** Monday 7:30 pm - 10:10 pm
- ⇒ **Room:** A108 Classroom Building
- ⇒ **Office Hours:** Monday 3:00 pm - 6:00 pm AND Thursday 11:00 pm - 1:00 pm

### 2 Course Description

In the course of your graduate education research methods is one of the most important elements. New graduate students often enter their Masters or Ph.D. program thinking that they will dive right into substantive material, becoming an expert in their field. This is true, you will take many classes covering a great range of material. You will read scholarly books and articles that create new knowledge and help to answer important puzzles in your field. However, each of these books and articles will have something in common: each author will use a tool from the tool box we call research methods.

Understanding research methods is vital for two reasons. First, you will need a basic understanding of research methods to understand the works in your field. Most scholarly articles from peer-reviewed journals follow a pattern of analysis we call the *scientific method*. Generally, you will find that the authors have identified a puzzle or problem that they believe is important to explain or solve. This question is usually narrow in nature and guided by the extant research. Next, the author will develop an explanation which sheds light on the puzzle or attempts to solve the problem. These explanations can take the form of a framework, theory, or model. Frameworks are fairly abstract and general, while theories and models are more specific, often identifying *causal mechanisms*. Theories are literally stories about how the world works that usually take a causal form: X has a direct effect on Y. Or X effects Z, which indirectly effects Y. Once an explanation has been established the author will then derive testable *hypotheses* or *observable implications* which would follow if the theory were to be correct. Finally, the author will choose an appropriate research tool (e.g. statistical model, experiment, quasi-experiment, qualitative case study, etc.) to test the hypotheses. This process is generally known as the *hypothetico-deductive model* or *scientific method*. While this is just one version of the scientific process, it is the one you will most commonly find in the political science/public administration literature.<sup>1</sup>

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<sup>1</sup>Other models of the scientific method include *model based inquiry*.

You may recall that I said there were two reasons why research methods are vital in your graduate education. The second may be the most important. As a scholar you will want to conduct original research on a topic that interests you. Moreover, as a good public administrator you will need to solve various problems within your institution or agency. At the very least, the Buffalo State, SUNY Masters of Public Administration (MPA) program requires that you complete an original Masters Project/Thesis before degree conferral. Without research methods all of the above will be difficult to complete. Thus, this course will emphasize methods, analysis, and application of research tools needed to be a good public administrator. We will cover basic research design, data collection and structure, variable measurement, probability and sampling, observable and experimental data, hypothesis testing, measures of relationships among variables, and regression analysis and its uses. In addition to learning about the different methods, you will be exposed to the statistical package IBM's SPSS. We will use this program to get you familiar with how to actually conduct statistical analysis and interpret the results.

We have a big task this semester. While we won't be able to cover everything you will need to be a great researcher in this single course, we will give you a great baseline. The research paper will allow you to use what you have learned and possibly explore new methods not covered in class. Students may also want to take the research paper as an opportunity to get a head start on their Master's Project/Thesis. I am looking forward to this semester and a great class!

### **3 Course Expectations**

#### **3.1 Participation (20%)**

The textbook will provide you with an introduction to research methods, while the other readings are a mixture of scholarly books and articles that use these methods to produce knowledge. The readings are theoretically and analytically rigorous. Each student is responsible for reading each assigned reading and coming to class ready to engage the material, identify research questions, theories, hypotheses, and methods. You should be able to offer thoughtful comments about the impact of the research, the quality of the design, and potential extensions or improvements over the current work on any piece of assigned reading. Showing up to class means that you are prepared for me to call on you to discuss any assigned reading for that week of class at any time. A large part of your participation grade is based on the cumulative impact that you have had on the quality of the class.

Students will be asked to act as point person for an article (or set of articles) about once every 2 weeks (but sometimes more or less frequently depending on the number of readings). The point person will introduce the piece and offer a series of questions for discussion about the article. Let me reiterate, however, that each student is responsible for reading each assigned reading. Participation is worth 25% of your total grade.

### **3.2 Homework Assignments (20%)**

In order for students to get acquainted with IMB's SPSS this class will include lab sessions based on the Pollock (2012) workbook. Each lab session will cover different aspects of methods we have already learned and how to use SPSS to conduct these methods. The lab sessions are designed to help students apply what we have learned in seminar. The SPSS workbook contains a series of exercises at the end of each chapter. You will be responsible for completing 4 sets of these exercises, which will be due the class after we cover the material in lab. These may seem easy at first, but they will get progressively more difficult as we go along. The homework assignments are independent assignments and working with others is prohibited.

### **3.3 Cumulative Final Exam (25%)**

At the end of the class students take a two-part Final Exam. The first part is a take-home assignment and the second part is an in-class exam that will take place during the Critique and Evaluation Period (CEP). The exam is designed to test your knowledge of all the material we have learned this semester. The exam will focus on your ability to read and interpret various research methods covered over the course of the semester. The final exam is an independent assignment and working with others is prohibited.

### **3.4 Research Design/Paper (35%)**

Students in this class will design a piece of original research relating to Public Administration and collect data to test the hypotheses generated from the design. Students will ask an interesting question, develop a theory, derive testable hypotheses, and collect data to test the hypotheses. The goal of the paper is making the step toward crafting a piece of research which might appear in scholarly print or solve an agency problem, even though many of you are just beginning to learn the methods necessary to complete the research process.

Your goal should be developing a sound theory, writing a complete literature review, thinking in terms of what data would be needed to test your hypothesis, going through the process of collecting your data, and finally analyzing the data in a results and discussion section. While I do not expect all students to use advanced methodology to test their hypotheses, I do expect students to use some method we have covered in this class (e.g. cross-tabulation, correlation, t-tests, regression analysis, etc.). All students are required to: (1) Find a puzzle or problems that is interesting to them or important to their agency; (2) Conduct a *targeted* literature review on the topic; (3) Develop a framework, theory, or model which explains the puzzle or provides a solution to the problem; (4) Develop hypotheses and observable implications and a research design that can be used to test said hypotheses; (5) Collect the necessary data that would allow for hypothesis testings; and (6) Use a method we have covered this semester (or a method the student has researched on their own) to conduct the hypothesis test analyze the data.

Each paper should include the following sections: (1) **Introduction to the Puzzle**. This section should identify the puzzle or problem and justify its importance. (2) **Review of the Literature**. The literature review should not be a summary of every article you can find on the topic. Students should use the extant literature to target, build and justify their theoretical argument. For example, what have other others said about the topic and what have these authors left out. How does your argument fill a gap in the literature? What are you doing differently to enhance or build on others' arguments or why are others' arguments inadequate or flawed? How will you fix these flaws? Students should refrain from simply summarizing article after article. (3) **Theory**. This section should contain your story for how the world works, focusing on your specific causal mechanisms in detail. (4) **Hypotheses**. This section must include a set of expectations that are derived from your theory. Hypotheses should not be stated in abstract terms; instead they should identify real world variables (data) and the relationships between these variables. (5) **Research Design and Data**. This section must identify the data you will use to test your hypotheses and the research method you will use to analyze the data. (6) **Results and Discussion**. This section should discuss your findings. What are the results of your tests? Did you reject the null? Did your findings corroborate your theoretical expectations? (7) **Conclusion**. This section should conclude by summing up your findings, discussing the limitations to your research design, and discussing avenues for future research.

### 3.4.1 The Grade for the Paper Will Be Divided Into Three Parts

- **Project Outline (5%)**: The outline should include (1) your research question, (2) justification of the theoretical import of your research question (including at least 5 citations of scholarly work on the subject), (3) your theory, (4) your hypothesis (or hypotheses), and (5) what data is required to test your hypothesis (or hypotheses). Please meet with me prior to turning this in if you are unsure what this entails. **The project outline is due on February 25, 2013.**
- **Final Paper (25%)**: Your final research paper and dataset (in SPSS format) must be handed in by **May 6, 2013**. Only hard copy is an acceptable forms of submission (no emails).
- **Presentation (5%)**: All students are required to give a 10-15 minute presentation on **May 6, 2013**. The presentation should include (1) Your Puzzle or Problem, (2) Your Theory, (3) Your Research Design, and (4) Your Results. Students should present items from their literature review sparsely and only if it helps setup their argument.

### 3.5 Classroom Norms and General Information

I know that graduate students understand and will respect the following classroom norms; they are listed just in case. I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, or typing assignments for other courses during this class. Cell Phones should remain off at the start of class. Laptop computers are a privilege

and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussion Board" tab in UB Learns, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window. *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible professor I can be. I will often ask for your feedback during the course and I take your input seriously.

### 3.5.1 Proper Email Etiquette

**This is the format I expect all emails to be sent in:**

To: npn@buffalo.edu  
From: Your Email Address Here  
Subject: Always Include a Subject Line

Dear Instructor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),  
Jane/John Doe Student

## 4 Grading

- \* Participation: 25%
- \* Homework: 30%
- \* Research Paper: 45%

## 5 Grading Distribution

- ✓ A = 94 and Above
- ✓ A- = 90 - 93
- ✓ B+ = 87 - 89
- ✓ B = 84 - 86
- ✓ B- = 80 - 83
- ✓ C+ = 76 - 79
- ✓ C = 70 - 75
- ✓ D = 60 - 69
- ✓ F = 0 - 59

## 6 Required Texts

- ◇ O'Sullivan, Elizabethann, Gary R. Rassel, and Maureen Berner. (2008) *Research Methods for Public Administrators, 5<sup>th</sup> Edition*. New York and London: Pearson Longman. ISBN-13: 978-0-321-43137-0.
- ◇ Pollock, Philip H. (2012) *An SPSS Companion to Political Analysis, 4<sup>th</sup> Edition*. Los Angeles and London: Sage CQ / Press. ISBN-13: 978-1-60871-687-6.
- ◇ Clarke, Kevin A., and David M. Primo. (2012) *A Model Discipline: Political Science and the Logic of Representations*. Oxford: Oxford University Press. ISBN-13: 978-0-19538-220-4.
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on ANGEL. A "+" indicates that the reading is posted on ANGEL. The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

## 7 Recommended Texts

- ◇ Baglione, Lisa A. (2011). *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods, 2nd Edition*. CQ Press. ISBN-13: 9781608719914.

## **8 Academic Honesty:**

Cheating and plagiarism (using someone else's work or ideas without proper citation) will not be tolerated. The Buffalo State policy and definition for plagiarism is available at: <http://library.buffalostate.edu/research/plagiarism.php>. The Buffalo State policy for Academic Dishonesty can be found at [www.buffalostate.edu/academicaffairs/x607.xml](http://www.buffalostate.edu/academicaffairs/x607.xml). The Buffalo State policy and procedure for Academic Misconduct can be found at [www.buffalostate.edu/studentaffairs/x522.xml](http://www.buffalostate.edu/studentaffairs/x522.xml). Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, or electronic devices of any kind (calculators can be utilized if necessary) are banned from all tests and quizzes. Students using electronic devices during tests and quizzes will fail the assignment.

## **9 Special Needs / Disability Services:**

Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the director of the Disabilities Services Office, 120 South Wing, 878-4500. Students with special needs should bring their requirements to my attention in the first week of classes. I will make every effort to assist students with special needs. More information on students with disabilities can be found at: <http://www.buffalostate.edu/disabilityservices/index.xml>.

## **10 Academic Support Programs:**

Buffalo State has great academic support programs which are completely free of charge! All services are accessible to all students. The academic support staff teaches, tutors, counsels and advises students in order to help them achieve their fullest academic, intellectual, and professional potential. You can get more information at [www.buffalostate.edu/academicssupport](http://www.buffalostate.edu/academicssupport).

## **11 Similarity Detection Software:**

I will require students to use similarity detection software (e.g. Turnitin.com) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software. When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and / or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and / or to assist in the identification of acts of academic misconduct.

## 12 Course Schedule

### 12.1 Week 1 - January 28, 2013:

#### 12.1.1 ⇒ Course Introduction and Political Theory

- \* Introduction to the course requirements and overview of the syllabus.
- \* ORB<sup>2</sup>, Chapter 1: Beginning a Research Project: The Preliminary Steps, pp. 1-24.
- \* Shively, W. Phillips. (2011). Chapter 2: “Political Theories and Research Topics”. In *The Craft of Political Research*. Boston: Pearson. pp. 13-31.†

### 12.2 Week 2 - February 4, 2013:

#### 12.2.1 ⇒ Description and Philosophy of Science

- \* ORB, Chapter 2: Designs for Description, pp. 25-55.
- \* **Point Person Readings: Philosophy of Science**
  - ∞ Curd, Cover, and Pincock: Preface-Science and Pseudoscience, pp. xv-2.†
  - ∞ Curd, Cover, and Pincock: Science: Conjectures and Refutations, by Karl Popper, pp. 3-10.† \_\_\_\_\_
  - ∞ Curd, Cover, and Pincock: Logic or Psychology of Research, by Thomas S. Kuhn, pp. 11-19.† \_\_\_\_\_
  - ∞ Curd, Cover, and Pincock: Science and Pseudoscience, by Imre Lakatos, pp. 20-26.† \_\_\_\_\_
  - ∞ Curd, Cover, and Pincock: Why Astrology Is a Pseudoscience, by Paul R. Thagard, pp. 27-36.† \_\_\_\_\_
  - ∞ Curd, Cover, and Pincock: Creation-Science, by Michael Ruse, pp. 37-46.† \_\_\_\_\_
  - ∞ Curd, Cover, and Pincock: Commentary: Science at the Bar—Causes for Concern, by Larry Laudan, pp. 47-52.† \_\_\_\_\_
  - ∞ Curd, Cover, and Pincock: Commentary, pp. 53-73.†
  - ∞ Curd, Cover, and Pincock: Rationality, Objectivity, and Value in Science, pp. 75-78.†
  - ∞ Curd, Cover, and Pincock: The Nature and Necessity of Scientific Revolutions, by Thomas S. Kuhn, pp. 79-93.† \_\_\_\_\_

### 12.3 Week 3 - February 11, 2013:

#### 12.3.1 ⇒ Explanation and Experiments in Political Science and Public Administration

- \* ORB, Chapter 3: Designs for Explanation, pp. 56-100.
- \* **Point Person Readings: Experiments and Quasi-Experiments**

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<sup>2</sup>ORB stands for O’Sullivan, Rassel, and Berner. It designates that the reading will come from that textbook.

- ∞ Morton and Williams. (2013). Chapter 2: "Experiments and Causal Inference", In *Experimental Political Science and the Study of Causality: From Nature to the Lab*. New York: Cambridge University Press.† \_\_\_\_\_
- ∞ James, Oliver. (2011). "Performance Measures and Democracy: Information Effects on Citizens in Field and Laboratory Experiments." *Journal of Public Administration Research and Theory*. 21(3): 399-418.† \_\_\_\_\_

## **12.4 Week 4 - February 18, 2013:**

### **12.4.1 ⇒ NO CLASS - PRESIDENT'S DAY RECESS**

- ★ NO CLASS - PRESIDENT'S DAY RECESS.

## **12.5 Week 5 - February 25, 2013:**

### **12.5.1 ⇒ Measurement and Introduction to SPSS (Class Held in Computer Lab)**

- ★ ORB, Chapter 4: Measuring Variables, pp. 101-132.
- ★ Pollock, Preface, Getting Started, and Chapter 1: Introduction to SPSS, pp. xiii-16.
- ★ Pollock, Chapter 2: Descriptive Statistics, pp. 17-29.
- ★ Pollock, Chapter 3: Transforming Variables, pp. 41-58.
- ★ **PROJECT OUTLINE IS DUE.**

## **12.6 Week 6 - March 4, 2013:**

### **12.6.1 ⇒ Sampling, and Contacting and Talking to Subjects**

- ★ ORB, Chapter 5: Sampling, pp. 133-171.
- ★ ORB, Chapter 6: Contacting and Talking to Subjects, pp. 172-211.
- ★ **HOMEWORK #1 IS DUE.**
- ★ **Point Person Readings: Sampling**
  - ∞ Van Ryzin, Gregg G., Stephen Immerwahr, and Stan Altman. (2008) "Measuring Street Cleanliness: A Comparison of New York City's Scorecard and Results from a Citizen Survey." *Public Administration Review* 68(2): pp. 295-303.† \_\_\_\_\_
  - ∞ Lupia, Arthur. (1994). "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88:63-76.† \_\_\_\_\_

## **12.7 Week 7 - March 11, 2013:**

### **12.7.1 ⇒ Secondary Data Analysis and Comparisons (Class Held in Computer Lab)**

- ★ ORB, Chapter 9: Secondary Data Analysis: Finding and Analyzing Existing Data, pp. 270-298.

- ★ ORB, Chapter 11: Univariate Analysis, pp. 323-367.
- ★ Pollock, Chapter 4: Making Comparisons, pp. 61-74.

## **12.8 Week 8 - March 18, 2013:**

### **12.8.1 ⇒ Statistical Relationships and Significance Tests**

- ★ ORB, Chapter 12: Examining Relationships Among Variables: Tests of Statistical Significance, pp. 368-395.
- ★ **HOMEWORK #2 IS DUE.**
- ★ **Point Person Readings: Significance Tests**
  - ∞ Cohen, Jacob. (1990) "Things I Have Learned (So Far)". *American Psychologist*. 45(12): 1304-1312. † \_\_\_\_\_
  - ∞ Kaiser, Matthias. (1997). "The Precautionary Principle and Its Implications for Science - Introduction". 2(2): 201-205. †
  - ∞ Lemons, John and Shrader-Frechette, Kristin and Cranor, Carl. (1997). "The Precautionary Principle: Scientific Uncertainty and Type I and Type II Errors.". 2(2): 207-236. † \_\_\_\_\_

## **12.9 Week 9 - March 25, 2013:**

### **12.9.1 ⇒ NO CLASS SPRING RECESS - ENJOY THE BREAK!**

## **12.10 Week 10 - April 1, 2013:**

### **12.10.1 ⇒ Making Controlled Examinations (Held In Computer Lab)**

- ★ ORB, Chapter 13: Examining Relationships Among Variables: Contingency Tables with Measures of Association, Analysis of Variance, pp. 436-426.
- ★ Pollock, Chapter 5: Making Controlled Comparisons, pp. 93-109.
- ★ Pollock, Chapter 6: Making Inferences about Sample Means, pp. 123-134.
- ★ Pollock, Chapter 7: Chi-Square and Measures of Association, pp. 139-150.

## **12.11 Week 11 - April 8, 2013:**

### **12.11.1 ⇒ Regression and Correlation (Held In Computer Lab)**

- ★ ORB, Chapter 14: Regression Analysis and Correlation, pp. 430-466.
- ★ Pollock, Chapter 8: Correlation and Linear Regression, pp. 159-173.
- ★ **HOMEWORK #3 IS DUE.**

## **12.12 Week 12 - April 15, 2013:**

### **12.12.1 ⇒ Case Study and Its Design**

- ★ **HOMEWORK #4 IS DUE.**

★ **Point Person Readings: Significance Tests**

- ∞ Gerring, J. (2004). "What is a Case Study and what is it good for?" *American Political Science Review*. 98(2), 341-354.† \_\_\_\_\_
- ∞ Collier, D. and Mahoney, J. (1996). "Insights and Pitfalls: Selection Bias in Qualitative Research." *World Politics*. 49(1): 56-91.† \_\_\_\_\_
- ∞ Mahoney, J. (2000). "Strategies of Causal Inference in Small-N Analysis." *Sociological Methods and Research*. 28(4): 409-415.† \_\_\_\_\_
- ∞ Barzelay, M. (1993). "The Single Case Study as Intellectually Ambitious Inquiry." *Journal of Public Administration Research and Theory*. 3(3): 305-318.† \_\_\_\_\_
- ∞ Mahoney, J. and Goertz, G. (2004). "The Possibility Principle: Choosing Negative Cases in Qualitative Research." *American Political Science Review*. 98(4): 653-670.† \_\_\_\_\_

**12.13 Week 13 - April 22, 2013:**

**12.13.1 ⇒ Regression In Use (Held in Computer Lab)**

- ★ Catching up on SPSS work.
- ★ Any leftover time will be used for students to work on their research paper with instructor assistance.

**12.14 Week 14 - April 29, 2013:**

**12.14.1 ⇒ Research: Theory and Practice**

★ **Point Person Readings: Significance Tests**

- ∞ ORB, Chapter 15: Communicating Findings and Completing the Project, pp. 467-484.
- ∞ Clarke and Primo, *A Model Discipline*, Chapter 1-2, pp. 1-51. \_\_\_\_\_
- ∞ Clarke and Primo, *A Model Discipline*, Chapter 4-5, pp. 52-103. \_\_\_\_\_
- ∞ Clarke and Primo, *A Model Discipline*, Chapter 5-7, pp. 104-166. \_\_\_\_\_
- ∞ Clarke and Primo, *A Model Discipline*, Chapter 8, pp. 168-181. \_\_\_\_\_

**12.15 Week 15 - May 6, 2012:**

**12.15.1 ⇒ 12-15 Minute Research Presentations**

- ★ Each students will present their research paper in approximately 12-15 minute presentations and Q&A sessions.
- ★ **FINAL PAPER DUE.**

## 12.16 Week 15 - May 13 - 17, 2012:

### 12.16.1 ⇒ 12-15 FINAL EXAM

★ FINAL EXAM TBA.

## References

- Baglione, Lisa A. 2011. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods, 2nd Edition*. Washington, DC: CQ Press.
- Clarke, Kevin A. and David M. Primo. 2012. *A Model Discipline: Political Science and the Logic of Representation*. Oxford: Oxford University Press.
- Cohen, Jacob. 1990. "Things I Have Learned (So Far)." *American Psychologist* 45(12):1304–1312.
- Collier, David and James Mahoney. 1996. "Insights and Pitfalls: Selection Bias in Qualitative Research." *World Politics* 49(1):pp. 56–91.
- Curd, Martin, J.A. Cover and Christopher Pincock. 2013. *Philosophy of Science: The Central Issues*. New York and London: W.W. Norton & Company.
- Gerring, John. 2004. "What Is a Case Study and What Is It Good for?" *The American Political Science Review* 98(2):pp. 341–354.
- James, Oliver. 2011. "Performance Measures and Democracy: Information Effects on Citizens in Field and Laboratory Experiments." *Journal of Public Administration Research and Theory* 21(3):399–418.
- Kaiser, Matthias. 1997. "'The Precautionary Principle and its Implications for Science' - Introduction." *Foundations of Science* 2(2):201 – 205.
- Lemons, John, Kristin Shrader-Frechette and Carl Cranor. 1997. "The Precautionary Principle: Scientific Uncertainty and Type I and Type II Errors." *Foundations of Science* 2(2):207 – 236.
- Lupia, Arthur. 1994. "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88(1):63–76.
- Mahoney, James. 2000. "Strategies of Causal Inference in Small-N Analysis." *Sociological Methods & Research* 28(4):387–424.
- Mahoney, James and Gary Goertz. 2004. "The Possibility Principle: Choosing Negative Cases in Comparative Research." *The American Political Science Review* 98(4):pp. 653–669.

- Morton, Rebecca B. and Kenneth C. Williams. 2010. *Experimental Political Science and the Study of Causality: From Nature to the Lab*. New York, NY: Cambridge University Press.
- O'Sullivan, Elizabethann, Gary R. Rassel and Maureen Berner. 2006. *Research Methods for Public Administrators, Fifth Edition*. New York and London: Pearson Longman.
- Pollock, Philip H. 2012. *An SPSS Companion to Political Analysis, Fourth Edition*. Los Angeles and London: Sage/CQ Press.
- Van Ryzin, Gregg G., Stephen Immerwahr and Stan Altman. 2008. "Measuring Street Cleanliness: A Comparison of New York City's Scorecard and Results from a Citizen Survey." *Public Administration Review* 68(2):295-303.