

PA 546
Research Topics
Spring 2012

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Tuesdays, 6:00 p.m. to 7:30 p.m.
Location: CUPPA 142
Office hours: By appointment

Course Overview

The doctorate in public administration at UIC is fundamentally designed to provide you with the training and education that would enable you to undertake a career in a research oriented department of public administration or in a research position in government, industry or a non-profit. Regardless of which institutional setting you end up, this PhD should also enable you to undertake a career in which advanced analytical training is an important qualification for the job. To that end, this course is designed to introduce you the academic profession and to provide you with experiences that, to the extent possible, mimic the types of tasks that you will be required to carry out in a research position.

The course has three primary goals: integration, training, and professionalization. Integration concerns the melding together and synthesis of the theoretical and empirical literature that you have been and continue to be exposed to. Training refers to the activation of knowledge through exercises meant to teach you how to write as an academic/analyst. Professionalization concerns the exposure to the range of different types of activities, norms and practices that are typical in a research career; in this class we will focus primarily on professionalization in academia.

Under the topic of integration, the course will require students to read and synthesize theoretical and empirical material found in the literature. Students will be required to understand and discuss theoretical perspectives and develop research designs that apply the theoretical perspectives, suggest data collection techniques and identify specific methods for analysis. At a minimum students will be expected to call on knowledge learned in 540, 541, Policy, Organization, and PA Theory courses to help develop research designs.

Student training will include the development of a research paper that will be 1) presented at the annual graduate student research symposium, 2) submitted to a national conference, and 3) submitted to a journal. While some of you have some experience writing academic papers, it is important to have as much experience conceptualizing and writing research manuscripts as possible. You will be introduced to different types of research paper designs, and you will learn to carefully and quickly assess the theoretical and empirical value of a published paper for both your own work and for the literature. Additionally, you will be asked to present your research in three different formats – 5 minute, 12 minute and 30 minute.

Professionalization will encompass the rest of the job description: journal article reviews, grant reviews, grant writing, service, and teaching. You will have practice reviewing articles submitted to journals, reviewing each other's writing, responding to each other's reviews, critiquing presentations and responding to presentation critiques. Another dimension of professionalization is the attendance of research colloquia or presentations. Therefore, you will be required to attend and report on research presentations throughout the year. Finally, we will examine the academic and non-academic job market and discuss how to get a job.

At the end of this class, you should understand what is expected of you in an academic or research career.

Course Requirements

You are required to prepare extensively for class so that you can contribute in a strong and confident manner. You are required to be innovative in your writings, presentations, critiques and comments.

Throughout the year, you will be required to do the following:

1. Research designs – develop 4 research designs throughout the year. These designs will be 3-4 pages in length and will require you to 1) identify a research question; 2) explain why it matters 3) review the literature and develop 3 hypotheses; 4) explain the data source and intended methods. Present each research design in 12-15 minutes.
2. Research Paper – Write a research paper that is submitted to an academic journal. The paper may be co-authored with a faculty member. Preferably you will also present this paper at a conference, and/or the department doctoral student symposium in the spring.
3. Presentations – present the research paper in 1, 5, 12 and 30 minute forms.
4. Article reviews – review four article reviews over the course of the year.
5. Presentation/colloquia attendance and write ups – attend five research presentations throughout the year write a 1-2 page review of the presentation and discussion. Also, critique the research and the presentation for each. Present to the class informally. These may be faculty research presentations, job candidate job talks within the college, dissertation defenses, colloquia, or any other research presentations/forums occurring on campus. You must attend two of these and have critiques submitted by Nov. 9th.
6. Teach a method or theoretical concept to the class. 30 minutes.

Grading

Satisfactory/Unsatisfactory

Required Texts

Turabian, Kate L., et al. 200. A manual for writers of research papers, theses, and dissertations, 7th ed. Chicago, University of Chicago Press.

Miller, Jane E. 2004. The Chicago guide to writing about numbers. Chicago: University of Chicago Press.

A list of additional recommended readings can be found at the end of the syllabus. While these readings are not required, you may find them useful in preparing for comps, developing successful grant proposals, writing effective policy and technical reports, and completing the dissertation.

Note on Academic Misconduct

Cheating, plagiarism and all other forms of academic dishonesty or misconduct are unacceptable and will not be tolerated. Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; **plagiarizing of another's work**; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

PA 545 Schedule			
Class Dates		Topics, Readings, Assignments	Assignment Tally
August	24	<ul style="list-style-type: none"> • Description of course • Discussion of research design assignments – assign literatures • Discussion of research paper ideas – all students will be required to submit a 1 pg. research paper proposal by Sept. 21st. • Discussion of conference proposal submission process 	Integration/ Training/
	31	<ul style="list-style-type: none"> • Class will not meet • Read pgs. 1-61 in Turabian • Work on research designs 	Integration/Training
September	7	<ul style="list-style-type: none"> • Presentation of research designs by students with last names of A-D (must be posted to BB by 12pm day before). • All students not presenting will read the designs posted on BB and prepare a 1 page critique to share in class 	Integration Research Design #1
	14	<ul style="list-style-type: none"> • Presentation of research designs by students with last names of F-L (must be posted to BB by 12pm day before). • All students not presenting will read the designs posted on BB and prepare a 1 page critique to 	Integration Research Design #1

		<ul style="list-style-type: none"> share in class 	
	21	<ul style="list-style-type: none"> Presentation of research designs by students with last names of N-Z (must be posted to BB by 12pm day before). All students not presenting will read the designs posted on BB and prepare a 1 page critique to share in class Research paper proposal due – one page 	<p>Integration/ Research Paper</p> <p>Research Design #1</p>
	28	<ul style="list-style-type: none"> Article review #1 – student will read the article posted in the appropriate folder on BB and submit a 1-2 page review to be discussed in class Discussion of journal review process 	Professionalization/ Training
October	5	<ul style="list-style-type: none"> Article review #2 – student will read the article posted in the appropriate folder on BB and submit a 1-2 page review to be discussed in class Read Turabian pgs. 62-130 	Professionalization/ Training
	12	<ul style="list-style-type: none"> Discussion of key issues in the field of PA – enduring themes versus trendy topics Identify 4-5 important areas of study and assign literatures for research design #2 	Integration/ Training
	19	<ul style="list-style-type: none"> Presentation of research designs by students with last names of N-Z (must be posted to BB by 12pm day before). All students not presenting will read the designs posted on BB and prepare a 1 page critique to share in class 	<p>Integration</p> <p>Research Design #2</p>
	26	<ul style="list-style-type: none"> Presentation of research designs by students with last names of F-L (must be posted to BB by 12pm day before). All students not presenting will read the designs posted on BB and prepare a 1 page critique to share in class 	<p>Integration</p> <p>Research Design #2</p>
November	2	<ul style="list-style-type: none"> Presentation of research designs by students with last names of A-D (must be posted to BB by 12pm day before). All students not presenting will read the designs posted on BB and prepare a 1 page critique to share in class 	<p>Integration</p> <p>Research Design #2</p>

	9	<ul style="list-style-type: none"> Student reports and critiques of research presentations attended – Students must have attended and critiqued at least two presentations by this time, hand in critiques 	Integration/ Training
	16	<ul style="list-style-type: none"> Class will not meet – students will use the time to work on their research papers 	Research Paper
	23	<ul style="list-style-type: none"> The academic job market – how to get an academic job 	Professionalization
	30	<ul style="list-style-type: none"> Present and discuss research papers – students will summarize their research question, motivation for paper, literature review, and hypotheses for the class in a 5 minute presentation 	Training/ Research Paper
December	7	<ul style="list-style-type: none"> First half of research paper due – question, motivation for the paper, literature review, and hypotheses 	Training/ Research Paper

Additional resources (not required for this course):

- Sonja K. Foss and William Waters. (2007) *Destination Dissertation : A Traveler's Guide to a Done Dissertation*. Lanham: Rowman & Littlefield Publishers.
- Gordon B. Davis, *Writing Your Dissertation*, Barron's Educational Series; 2 edition (June 3, 1997)
- Locke, L., Spirduso, W., & Silverman S. (2000). *Proposals that work*. (4th ed.) Thousand Oaks, California: Sage.
- Maxwell, J. (2005). Research Proposals. In *Qualitative Research Design* (2nd ed., pp. 117-137). Thousand Oaks, California: Sage Publications.
- Joseph Barbato and Danielle S. Furlich, *Writing for a Good Cause: The Complete Guide to Crafting Proposals and Other Persuasive Pieces for Nonprofits*, Simon and Shuster, 2000.
- David Bauer, *The "How To" Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants*, 3rd, Oryx Press, Phoenix, AR, 1995.
- Alexis Carter Black, *Getting Grants: The Complete Manual of Proposal Development and Administration*, Self-Counsel Press, Bellingham, WA, 2006.
- Bev Browning, *Grant Writing for Dummies*, 2nd., Wiley Publishing, Hoboken, NJ, 2005.
- Mim Carlson, *Winning Grants Step by Step*, Jossey-Bass Publishers, San Francisco, 1995.
- Arlen Sue Fox and Ellen Karsh, *The Only Grant-Writing Book You'll Ever Need*, Publishers Group West, 2006.

PA 546 Plan

- Finish research paper and present at PA Dept. symposium and/or conference
- Policy briefs
- Listen to job talks by PA job candidates and/or PhD students
- Attend a dissertation defense
- More attendance and critiques of presentations
- Research designs
- How to get a non-academic research job
- Grant applications and funding strategies
- Article reviews

Note: The doctoral student symposium is scheduled for Friday April 20, and Saturday, April 21st. All students are expected to participate by presenting their final paper for this class, and you are encouraged to attend as much of the two days as possible. If you work full-time and cannot attend Friday, you should contact Dr. Rebecca Hendrick to discuss the possibility of presenting on Saturday.

PA 546 Schedule

Class Dates		Topics and Readings
January	10	<ul style="list-style-type: none"> • Review course plan/assignments for semester • Using experimental designs in PA research • In-class exercise • Distribute article for next week
	17	<ul style="list-style-type: none"> • Turn in article review/critique • Discussion of article
	24	<ul style="list-style-type: none"> • Presentation of research designs by students with last names of A-C (must be posted to BB by 12pm day before).
	31	<ul style="list-style-type: none"> • Presentation of research designs by students with last names of D-M (must be posted to BB by 12pm day before).
February	7	<ul style="list-style-type: none"> • Presentation of research designs by students with last names of R-Y (must be posted to BB by 12pm day before).
	14	<ul style="list-style-type: none"> • Writing for non-academic audiences: the policy brief

		<ul style="list-style-type: none"> • Samples and template distributed • Students will prepare a 3-4 page (single-spaced) policy brief on the “<i>State of Citizen Engagement in Local Government</i>” using data from a national survey that will be made available to you in SPSS and Excel formats
	21	<ul style="list-style-type: none"> • Class most likely will not meet. • Work on data analysis/writing policy briefs
	28	<ul style="list-style-type: none"> • In-class critiques of policy briefs • Students must post their briefs to BB by 12pm on 2/27
March	7	<ul style="list-style-type: none"> • Getting a non-academic research job/putting the PhD to use in a public or nonprofit organization. • Guest speaker: Dr. Maria Hibbs, former CEO of CWIC and current Director of the <i>Partnership for New Communities</i> at Chicago Community Trust
	14	<ul style="list-style-type: none"> • Grant applications and research funding strategies. • Students will identify 2-3 prospective funding sources for their dissertation research, and write up a brief paragraph on the requirements of each to be turned in . • Assigned Reading: Grant Writing in Higher Education: A Step-by-Step Guide (selected chapters available on BB)
	21	Spring break, no class
	28	<ul style="list-style-type: none"> • Giving effective research presentations • Guest speaker • Assigned reading: Ch. 13-14 in Turabian,
April	4	<ul style="list-style-type: none"> • Dissertations: proposal and process • Guest speaker: Dr. Valerie Werner • Assigned reading: Chapters 2, 4, 6 in <i>Destination Dissertation</i> (available on BB)
	11	<ul style="list-style-type: none"> • Practice presentations/critiques of doctoral research symposium papers (students with last names A-F)

	18	<ul style="list-style-type: none"> • Practice presentations/critiques of doctoral research symposium papers (students with last names M-Y)
	20-21	<ul style="list-style-type: none"> • PA Doctoral student research symposium
	24	<ul style="list-style-type: none"> • Final research paper due • In-class comp question on research design