# **P**AD7756**** Advanced Quantitative Methods for Public Administration & Policy II

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| **Professor:**  Dr. Andrew Sullivan | **Semester:** Fall 2022**Room:** DPAC 205**Meeting Date/Time:** Wed 6:00-8:50pm |
| **Office:** DPAC 448G**Hours:** Tue. 9am-12pm; Wed. 4pm-6pm. Also by appointment:<https://calendly.com/andrewsullivanucf>  | **Phone:**  Will provide in class**E-mail:** Andrew.sullivan@ucf.edu  |
| **Please note:** I prefer being contacted by email. I am frequently on the internet and will gladly respond to your course-related emails within 48 hours. |
| **Course Text(s):** The following are the required text(s)/readings for the course:* Cunningham, S. (2021). *Causal Inference: The Mixtape*. Yale University Press. (There is a free version online)
* Angrist, J. D., & Pischke, J.-S. (2009). *Mostly harmless econometrics : an empiricist’s companion*. Princeton: Princeton University Press.

The following are the recommended texts for the course:* Wooldridge, J. M. (2016). *Introductory econometrics: A modern approach*. Sixth Edition.
* Wooldridge, J. M. (2010). *Econometric Analysis of Cross Section and Panel Data*. Second edition

**Software:**I will mostly be teaching using Stata. Based on my understanding students should have access to a lab with Stata. Otherwise, a 6-month Stata student license is available for $48 on their website. A single Stata license is also good for 3 devices. The *Causal Inference* book has sample code we will be using in Stata. The book provides similar code samples for R and Python. I expect problem sets to be submitted using Stata, but feel free to replicate the practices in R or Python if that is your preferred software. |

**Course Description**

## This course introduces selected multivariate statistical and quantitative models and their application to the field of public administration. It is the second part of a two-course sequence in quantitative analysis at the School of Public Administration. Students are expected to have basic knowledge about linear regression analysis, their estimation and interpretation, and model assumptions, which are covered in PAD 7701. This course will go more in depth with regression techniques and move into applied quasi-experimental and causal methods. This course will focus on the interpretation and application of each model, as well as their mathematical basis.

**Course Objectives**

The fundamental purpose of this course is to develop the skills necessary to conduct high-quality empirical social science research. Students must be able to understand both the theory and application of statistical methods in the social sciences.

* Theory: students will be familiar with the statistical assumptions underlying the use of multivariate regression and quasi-experimental techniques, under what conditions these assumptions are violated, the implications for your research of violating these assumptions, and alternative estimators that help correct for these violations.
* Practice: students must be able to demonstrate a working knowledge of how to diagnose and test empirical models. Additionally, students must master the techniques for correcting models that violate statistical assumptions.

## Attendance Policy

## Attendance is not required. However, it would be extremely difficult to do well in this course if you do not attend class. Missing a week could put you behind on your assignments and course discussion. If you know you have to miss a class, please do your best to let me know ahead of time. You are expected to actively participate in the discussion.

## Course Requirements

### Assignments

Writing Ability: Successful graduate-level work requires reasonable proficiency in writing skills (grammar, spelling, syntax, use of paragraphs and punctuation), as well as proper documentation of sources and citation of references. **All assignments must be uploaded to Webcourses**, unless otherwise noted.

**Late and Makeup Work**

**There is no late penalty**. However, no work will be accepted after midnight on December 9 (the Friday of exam week). That said, please do your best to turn in assignments on time. Failing to do so likely lead to falling behind in the course and not understanding the material.

## Evaluation and Grading

**Grading Scale**

93-100 A; 90-92 A-

87-89 B+; 83-86 B; 80-82 B-

77-79 C+; 73-76 C; 70-72 C-

67-69 D+; 60-66 D

<60 F

The professor reserves the right to add points to students’ scores or adjust the grading scale (in the students’ favor) at any time.

### Research Paper (40%)

*The research paper proposal is due on September 28*

*The final research paper is due on November 23*

A major requirement for the course is to complete an empirical paper in which you: 1) implement one of the methods covered in this course; 2) discuss in detail potential threats to validity; and 3) offer a thorough analysis of potential violations of the assumptions underlying your model. The paper should highlight your empirical work; the literature review and discussion of theory should be shorter than in a paper submitted for publication. However, you must provide sufficient theoretical justification for the type of model you estimate as well as the variables incorporated into it. Students will present their work in the last meeting.

The proposal should be a paragraph or two about your research question and motivation. Then there should be a short description of potential data sources and empirical approach. Please reach out if you do not know where to find data to answer your question and I will try to help. I will also provide some sample data sources commonly used in public administration and policy research.

The paper will *not* be graded based on having “good” findings or estimating the perfect model. Instead, view it as a chance to explore a new method or try something. However, I do expect a completed estimation and results. The rest of the grade will be based on your ability in describing your process and research decisions, accurately describing your estimation method, and assumptions. If you can’t test an assumption or a model, these limitations or sources of endogeneity should be discussed.

### Problem Sets (2 for 20% each)

*Due October 5 & November 2*

This course takes a “hands-on” approach to learning how to use econometrics in implementing well-crafted and theoretically driven research designs. The aim of the course is to prepare you to publish in top public administration and policy journals, where expectations of analytical rigor have increased significantly over the past several years. A series of challenging problem sets will require you to use Stata to conduct the econometrical analysis. You are encouraged to work in pairs on the problem sets.

**Article Critique (10%)**

*Due at various times*

Each student will analyze a scholarly article (can be working paper or published) that makes causal claims. Students will write a critique and present their critique to the class during a class session. The schedule will be set during the first course period. The critique should be 3-5 pages and presentation under 10 minutes (plus questions from the class and instructor).

**Peer Review (10%)**

*Due November 30/December 9*

Each student will write a referee report on a peer’s final paper and act as a discussant following that student’s presentation. You should share the referee report with the student you are reviewing in addition to me. You will act as a discussant during presentations on November 30 and turn in the report to the peer and myself by December 9.

### Other Class Policies

### Financial Aid Attendance Requirement

All faculty members are required to document students' academic activity at the beginning of each course. Completing your Online Course Expectations Assignments will meet this requirement and document that you began this course. This assignment must be completed by Friday at 5pm of the first week. Failure to do so will cause a delay in the disbursement of your financial aid.

**Inclusion, Safety, and Disability Accommodation at UCF**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and http://cares.sdes.ucf.edu/. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. For more information on diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact: Title IX – EO/AA - http://www.eeo.ucf.edu/ & askanadvocate@ucf.edu Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu Diversity and Inclusion Training and Events – www.diversity.ucf.edu Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/ UCF Compliance and Ethics Office - http://compliance.ucf.edu/ & complianceandethics@ucf.edu Ombuds Office - http://www.ombuds.ucf.edu

**Classroom Decorum**

Throughout the semester, there might be times where you disagree with a fellow student. I expect you to engage in conversations that explore difficult issues critically while respecting each other. Please use appropriate language and tone when exploring these issues with each other. It is my discretion to remove students from class for not exhibiting proper tone and respect.

**Writing Center**

If you need help with writing assignments throughout the semester, please visit: <http://uwc.cah.ucf.edu/>. You will note that there is an option for an online consultation, so no need to drive to campus. You may also find value in trading drafts with other students.

**Academic Honesty**Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF’s policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF’s Golden Rule defines plagiarism as follows: “whereby another’s work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.”

## Students will be held to the terms of academic honesty as dictated by UCF. Plagiarism, copying, and all other types of cheating will not be tolerated. All abuses will be reported to the University. Students found guilty of academic dishonesty may receive an "F" in the course, be asked to leave the University, or suffer other consequences. Students should refer to the Golden Rule <http://goldenrule.sdes.ucf.edu/> for further clarification of this issue. Turnitin.com is an online system, which determines if work has been copied from another source. Turnitin is integrated to Webcourses at UCF.

Note for this course: The research paper can be built from work done for another class. However, it must still meet the requirements for the paper.

## Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Accessiblity Services](https://webmail.ucf.edu/owa/redir.aspx?C=Kv53e-NZeU-b0MmDwuta29zaRp_6YtMI6Bb7kO6XU0VcC352EA6mLSJJ7Q11S3OBxYD1K-hOa00.&URL=https%3a%2f%2fsas.sdes.ucf.edu%2f), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

**UCF Library**

Students who are logged into Webcourses@UCF and click on a Library link will automatically have access to library resources. They will no longer need to login to online Library services if they are already logged into an online course. For students outside of online courses, they can now login to the Library using their PID and PID password instead of their library number. Distance students or branch campus students will no longer need to get a UCF ID card with a library number to access library resources from off campus.

## Webcourses@UCF

While this is a face-to-face course that meets every week, some components of the course have been web enhanced using UCF’s learning management system, Webcourses@UCF. If you have never taken an online course at UCF prior to this class, I strongly recommended that you review the Webcourses@UCF Student Tour online at <http://online.ucf.edu/support/webcourses/other/student-tour/>. Please let me know if you have any questions about using Webcourses@UCF.

**E-mail**

Here are a few other suggestions regarding email:

* Please include “Subject” headings (e.g., Problem Set 1).
* Be patient. You can usually expect a response within **48 hours during the week**. I do not respond as often on weekends.
* Remember that e-mail communication does not have the face-to-face communication benefits of voice inflection, body language, etc. As a result, it is very easy for misunderstandings to occur with email. If you have any questions about any e-mail I send, you should talk to me before or after class or schedule an appointment to meet with me.

## Cell Phones, iPads and Computers

Please make sure your phones are silenced and away. If you must take a call, please step into the hallway and return when ready.

Laptops are great tools for taking notes, but if I see one of your classmates (or me) is distracted by what you’re doing, I will ask you to shut it down. Please don’t let your laptops distract yourselves or me.

## Religious Observances or Military-Related Responsibilities

If you experience a scheduling conflict or need accommodation for religious observance or military-related responsibilities, please speak with me.

## Notice of Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this classroom environment and your use only. All copyright materials are credited to the copyright holder.

**UCF Creed**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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| **Integrity** | I will practice and defend academic and personal honesty. |
| **Scholarship** | I will cherish and honor learning as a fundamental purpose of my membership in the UCF community. |
| **Community** | I will promote an open and supportive campus environment by respecting the rights and contributions of every individual. |
| **Creativity** | I will use my talents to enrich the human experience. |
| **Excellence** | I will strive toward the highest standards of performance in any endeavor I undertake. |

## UCF School of Public Administration Values

The UCF School of Public Administration is dedicated to advancing public service values and civic leadership in all programmatic areas. For our faculty, staff, and students, public service values are demonstrated by adhering to ethical principles of behavior and by acting in a professional manner

### Ethical Principles

We advocate the following ethical principles of conduct as the foundation of public service:

* **Integrity** – to serve in a honest, transparent manner while honoring promises;
* **Benevolence** – to promote the public good, avoid doing harm, and respect the worth of each individual;
* **Fairness –** to act in way that is just and equitable to all, while avoiding undue burden on the most vulnerable in our society; and
* **Social Justice** – to identify and address the unfair burdens experienced by groups of individuals through intentional and unintentional policies, laws, and societal projects and practices.

### Professional Principles

We advocate the following professional principles to advance public service as a profession:

* **Commitment** – to pursue a passion for the public interest with accountability and transparency;
* **Competence** – to utilize the most current knowledge, skills, and abilities to serve the public interest with efficiency and objectivity;
* **Scholarship** –tocherish and honor learning that enriches the human experience;
* **Stewardship** – to accept responsibility for decisions and actions regarding the protection of public resources;
* **Diversity and Inclusiveness –** to respect and value all perspectives and experiences, creating an environment that is open to all; and
* **Leadership –** to inspire others to advance the public interest while actively promoting democratic participation and collaboration**.**

**Tentative Course Outline**:

All reading is to be finished before class that date. \* indicates supplemental reading (i.e., not required). MH=Mostly Harmless. CM=Causal Mixtape

**(August 24) Overview**

*Subtopics: Roadmap for semester; Intro to Stata*

* MH: Ch. 1
* CM: Introduction; Directed Acyclical Graphs
* Dague, L., & Lahey, J. N. (2019). Causal inference methods: Lessons from applied microeconomics. *Journal of Public Administration Research and Theory*, *29*(3), 511-529.
* Zhu, L., Witko, C., & Meier, K. J. (2019). The public administration manifesto II: Matching methods to theory and substance. *Journal of Public Administration Research and Theory*, *29*(2), 287-298.
* \*Holland (1986). Statistics and causal inference. *Journal of the American Statistical Association.*
* \*Conaway, C., & Goldhaber, D. (2020). Appropriate standards of evidence for education policy decision making. *Education Finance and Policy*, *15*(2), 383-396.
* \*Athey, S., & Imbens, G. W. (2017). The state of applied econometrics: Causality and policy evaluation. *Journal of Economic Perspectives*, *31*(2), 3-32.
* \*Shadish, Cook, & Campbell (2002). *Experimental and Quasi-Experimental Design for Generalized Causal Inference*, Ch. 1.
* \*CM: Probability theory and statistics review (stop at subsection “Summation Operator”)

**(August 31) Experiments**

* MH: Ch. 2
* CM: Potential Outcomes Causal Model
* Gubits, D., Shinn, M., Wood, M., Brown, S. R., Dastrup, S. R., & Bell, S. H. (2018). What interventions work best for families who experience homelessness? Impact estimates from the family options study. *Journal of Policy Analysis and Management*, *37*(4), 835-866.
* Mackenzie‐Liu, M., Schwegman, D. J., & Lopoo, L. M. (2021). Do foster care agencies discriminate against gay couples? Evidence from a correspondence study. *Journal of Policy Analysis and Management*, *40*(4), 1140-1170.
* Anderson, D. M., & Stritch, J. M. (2016). Goal clarity, task significance, and performance: Evidence from a laboratory experiment. *Journal of Public Administration Research and Theory*, *26*(2), 211-225.
* \*Dynarski (2003). Does aid matter? Measuring the effect of student aid on college attendance and completion. *American Economic Review*.
* \*Bozeman & Scott (1992). Laboratory experiments in public policy and management. *Journal of Public Administration Research and Theory.*
* \*Orr (1999). *Social Experiments*. Ch. 1.
* \*Darolia, Koedel, Martorell, Wilson, & Perez-Arce (2015). Do employers prefer workers who attend for-profit colleges? Evidence from a field experiment. *Journal of Policy Analysis and Management*.

**(September 7) Regression 1**

*Subtopics:* Deriving the OLS estimator; OLS assumptions

* CM: Probability theory and statistics review (start at subsection “Summation Operator”)
* MH: Ch. 3
* Wooldridge: Chapter 3

**(September 14) Regression 2**

*Subtopics:* OLS assumptions; Linear probability models/probit/logit; Interaction variables

* Wooldridge, Section 6.2, 7.4, and 7.5
* Headley, A. M. (2021). Accountability and police use of force: Interactive effects between minority representation and civilian review boards. *Public Management Review*, 1-23.
* Hemelt, S. W., & Stange, K. M. (2016). Marginal pricing and student investment in higher education. *Journal of Policy Analysis and Management*, *35*(2), 441-471.
* Chen, X., & Sullivan, A. A. (2022). Should I Stay or Should I Go? Why Participants Leave Collaborative Governance Arrangements. *Journal of Public Administration Research and Theory*.
* Huang, X., & King, C. (2018). Food insecurity transitions and housing hardships: Are immigrant families more vulnerable?. *Journal of Urban Affairs*, *40*(8), 1146-1160.
* \*Amirkhanyan, A. A., Cheon, O., Davis, J. A., Meier, K. J., & Wang, F. (2019). Citizen participation and its impact on performance in US nursing homes. *The American Review of Public Administration*, *49*(7), 840-854.
* \*Flink, C., Walter, R. J., & Xu, X. (2021). Policy Diffusion in a Redistributive Policy: Affordable Housing and State Housing Trust Funds. *State and Local Government Review*, *53*(3), 187-209.
* \*Carroll, D. A., & Yu, H. H. (2022). Perception or Reality: An Examination of Police Misconduct, Organizational Justice, and Promotion Opportunities in the NYPD. *The American Review of Public Administration*, 02750740221094468.
* \*Valero, J. N., Lee, D., & Jang, H. S. (2021). Public–Nonprofit Collaboration in Homeless Services: Are Nonprofit-Led Networks More Effective in Winning Federal Funding?. *Administration & Society*, *53*(3), 353-377.

**(September 21) Panel Data and Fixed Effects 1**

* MH: Ch. 5 (stop at “Differences-in-Differences”)
* CM: Panel data
* Ba, Y., Berrett, J., & Coupet, J. (2021). Panel data analysis: A guide for nonprofit studies. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 1-16.

**(September 28) Panel Data and Fixed Effects 2 – Research Proposal due**

* Abadie, A., Athey, S., Imbens, G. W., & Wooldridge, J. (2022). *When should you adjust standard errors for clustering?* (No. w24003). National Bureau of Economic Research.
* Xu, Z., Hannaway, J., & Taylor, C. (2011). Making a difference? The effects of Teach for America in high school. *Journal of policy Analysis and Management*, *30*(3), 447-469.
* Cheng, Y. (2019). Nonprofit spending and government provision of public services: Testing theories of government–nonprofit relationships. *Journal of Public Administration Research and Theory*, *29*(2), 238-254.
* Hatch, M. E., & Rigby, E. (2015). Laboratories of (In) equality? Redistributive Policy and Income Inequality in the A merican S tates. *Policy Studies Journal*, *43*(2), 163-187.
* \*Sullivan, A., Kim, S., & Lee, D. (2021). Applying organizational density to local public service performance: separating homeless service outcomes from outputs. *Public Management Review*, 1-24.
* \*Noonan, D. S., & Sadiq, A. A. A. (2018). Flood risk management: exploring the impacts of the community rating system program on poverty and income inequality. *Risk analysis*, *38*(3), 489-503.
* \*Stevens, K. A., & Carroll, D. A. (2020). A comparison of different carbon taxes on utilization of natural gas. *Energy and Climate Change*, *1*, 100005.
* \*Cordes, S. A., Schwartz, A. E., & Stiefel, L. (2019). The effect of residential mobility on student performance: Evidence from New York City. *American Educational Research Journal*, *56*(4), 1380-1411.
* \*Horn, K., & Merante, M. (2017). Is home sharing driving up rents? Evidence from Airbnb in Boston. *Journal of Housing Economics*, *38*, 14-24.
* \*Sullivan, A., & Yokokura, K. (2022). Exploring unsheltered homelessness, migration, and shelter access in Kentucky. *Cityscape*, *24*(1), 287-306.

**(October 5) Difference-in-Differences 1 – Problem Set 1 due**

* MH: Ch. 5 (starting at “Differences-in-Differences”)
* CM: Difference-in-Differences
* St. Clair, T., & Cook, T. D. (2015). Difference-in-differences methods in public finance. *National Tax Journal*, *68*(2), 319-338.
* Lee, D., & McGuire, M. (2017). Intergovernmental alignment, program effectiveness, and US homelessness policy. *Publius: The Journal of Federalism*, *47*(4), 622-647.

**(October 12) Difference-in-Differences 2**

*Subtopics:* Variation in treatment timing; multiple treatments

* Roth, J., Sant'Anna, P. H., Bilinski, A., & Poe, J. (2022). What's Trending in Difference-in-Differences? A Synthesis of the Recent Econometrics Literature. *arXiv preprint arXiv:2201.01194*.
* Goodman-Bacon, A. (2021). Difference-in-differences with variation in treatment timing. *Journal of Econometrics*, *225*(2), 254-277.
* Schwartz, A. E., Horn, K. M., Ellen, I. G., & Cordes, S. A. (2020). Do housing vouchers improve academic performance? Evidence from New York City. *Journal of Policy Analysis and Management*, *39*(1), 131-158.
* Shybalkina, I., & Bifulco, R. (2019). Does participatory budgeting change the share of public funding to low income neighborhoods?. *Public Budgeting & Finance*, *39*(1), 45-66.
* \*Sun, L., & Abraham, S. (2021). Estimating dynamic treatment effects in event studies with heterogeneous treatment effects. *Journal of Econometrics*, *225*(2), 175-199.
* \*De Chaisemartin, C., & D'Haultfoeuille, X. (2022). *Difference-in-differences estimators of intertemporal treatment effects*(No. w29873). National Bureau of Economic Research.
* **\***Roth, J. (2020). Pre-test with caution: Event-study estimates after testing for parallel trends. *Department of Economics, Harvard University, Unpublished manuscript*.
* **\***Callaway, B., & Sant’Anna, P. H. (2021). Difference-in-differences with multiple time periods. *Journal of Econometrics*, *225*(2), 200-230.
* \*Cellini, S. R., Darolia, R., & Turner, L. J. (2020). Where do students go when for-profit colleges lose federal aid?. *American Economic Journal: Economic Policy*, *12*(2), 46-83.

**(October 19) Instrumental Variables**

* \*MH: Ch. 4
* CM: Instrumental Variables
* Murray, M. P. (2006). Avoiding invalid instruments and coping with weak instruments. *Journal of economic Perspectives*, *20*(4), 111-132.
* Figlio, D. N. (2007). Boys named Sue: Disruptive children and their peers. *Education finance and policy*, *2*(4), 376-394.
* Wei, W. (2020). Fiscal Slack, Rule Constraints, and Government Corruption. *Public Administration Review*.
* Liu, Y. (2022). Public trust and collaborative governance: an instrumental variable approach. *Public Management Review*, 1-22.
* Jimenez, B. S. (2017). When ties bind: Public managers’ networking behavior and municipal fiscal health after the Great Recession. *Journal of Public Administration Research and Theory*, *27*(3), 450-467.
* \*Angrist, J. D., & Keueger, A. B. (1991). Does compulsory school attendance affect schooling and earnings?. *The Quarterly Journal of Economics*, *106*(4), 979-1014.
* \*Angrist, J. D., Imbens, G. W., & Rubin, D. B. (1996). Identification of causal effects using instrumental variables. *Journal of the American statistical Association*, *91*(434), 444-455.
* \*Angrist, J. D., & Krueger, A. B. (2001). Instrumental variables and the search for identification: From supply and demand to natural experiments. *Journal of Economic perspectives*, *15*(4), 69-85.
* \*Collinson, R., & Reed, D. (2018). The effects of evictions on low-income households. *Unpublished Manuscript.[Google Scholar]*, 1-82.
* \*Darolia, R., Koedel, C., Main, J. B., Ndashimye, J. F., & Yan, J. (2020). High school course access and postsecondary STEM enrollment and attainment. *Educational Evaluation and Policy Analysis*, *42*(1), 22-45.

**(October 26) Regression Discontinuity 1**

* MH: Ch. 6
* CM: Regression Discontinuity
* Wei, W., Wang, C., Zhai, W., & Li, W. (2022). “Honor List” and “Shame Roll”: Quasi-Experimental Evidence of the Effect of Performance Feedback under Political Control. *Journal of Public Administration Research and Theory*.

**(November 2) Regression Discontinuity 2 – Problem Set 2 due**

*Subtopics:* Unknown discontinuity; Differences-in-Discontinuities

* McEachin, A., Domina, T., & Penner, A. (2020). Heterogeneous effects of early algebra across California middle schools. *Journal of Policy Analysis and Management*, *39*(3), 772-800.
* Hansen, B., Miller, K., & Weber, C. (2020). Federalism, partial prohibition, and cross-border sales: evidence from recreational marijuana. *Journal of Public Economics*, *187*, 104159.
* Hong, S. (2019). A behavioral model of public organizations: Bounded rationality, performance feedback, and negativity bias. *Journal of Public Administration Research and Theory*, *29*(1), 1-17.
* Bell, E. (2021). Does Free Community College Improve Student Outcomes? Evidence From a Regression Discontinuity Design. *Educational Evaluation and Policy Analysis*, *43*(2), 329-350.
* Choi, Y. J. (2022). Property tax interaction among overlapping local jurisdictions: quasi-experimental evidence from school bond referenda. *International Tax and Public Finance*, *29*(3), 537-580.
* \*Cellini, S. R., Ferreira, F., & Rothstein, J. (2010). The value of school facility investments: Evidence from a dynamic regression discontinuity design. *The Quarterly Journal of Economics*, *125*(1), 215-261.
* \*Chen, X. (2022). How does local autonomy shape the revenues of small municipalities? Evidence from Illinois home rule municipalities. *Chinese Public Administration Review*, *13*(1-2), 75-86.

**(November 9) Matching and Structural Equation Modeling**

* CM: Matching and Subclassification
* De Gregorio, S., Dhaliwal, T. K., Owens, A., & Painter, G. (2022). Timing and Duration of Student Homelessness and Educational Outcomes in Los Angeles. *Educational Researcher*, 0013189X221091232.
* Zimmer, R., & Buddin, R. (2009). Is charter school competition in California improving the performance of traditional public schools?. *Public Administration Review*, *69*(5), 831-845.
* Davis, R. S., & Stazyk, E. C. (2017). Putting the methodological cart before the theoretical horse? Examining the application of SEM to connect theory and method in public administration research. *Review of Public Personnel Administration*, *37*(2), 202-218.
* Davis, R. S., & Stazyk, E. C. (2016). Examining the links between senior managers’ engagement in networked environments and goal and role ambiguity. *Journal of Public Administration Research and Theory*, *26*(3), 433-447.

**(November 16) Time and Space**

*Subtopics:* Time series issues; spatial econometrics; HLM

* MH: Ch. 8
* Kim, S., & Sullivan, A. A. (2021). Complementary policies for multidimensional problems: Does the low-income housing tax credit complement homeless services in the USA?. *Urban Studies*, *58*(5), 903-921.
* Cook, S. J., An, S. H., & Favero, N. (2019). Beyond policy diffusion: Spatial econometric models of public administration. *Journal of public administration research and theory*, *29*(4), 591-608.
* Diamond, R., & McQuade, T. (2019). Who wants affordable housing in their backyard? An equilibrium analysis of low-income property development. *Journal of Political Economy*, *127*(3), 1063-1117.
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**(November 23) NO CLASS (Thanksgiving Wednesday) - Research paper due**

**(November 30) Student presentations and Wrap-up**

**(December 9) Peer review and late assignments due**

## Disclaimer Statement: Please note this is a tentative syllabus, and the instructor reserves the right to make any changes that may be necessary to meet the objectives of the course. The instructor will give at least one week’s notice of changes.