UNIVERSITY OF NORTH TEXAS

DEPARTMENT OF PUBLIC ADMINISTRATION
CHILTON HALL, DENTON

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PADM 6110
SEMINAR IN PUBLIC MANAGEMENT

Course Outline
Spring 2019

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Class Meeting: Thursday 10.00 – 12.50 PM @ AUDB 218

Instructor: Simon A. Andrew, Ph.D.
E-mail: sandrew@unt.edu
Telephone: 940-565-4982
Office: Chilton Hall 204A
Office Hours: Monday 12.00 – 2.00 PM
Or by appointment
A. Course Description
This course focuses on management theories in the public and nonprofit sector. It includes the historical development of the field, major theoretical questions surrounding decision-making processes, and competing values of managerial practices. The course examines managerial issues e.g., the concepts of bureaucracy in democratic governance, the theoretical debates surrounding public management practices, and the complexity of tasks confronting public managers.

B. Main Objectives
i. To articulate the different approaches to studying public management
ii. To deepen your understanding about the intellectual development of the field and to appreciate the past and current debates concerning public management approaches;
iii. To enhance your ability to think conceptually and make sound theoretical arguments concerning problems of public management, and
iv. To recognize public management issues at all levels of government, to offer insightful analysis of such issues, and to ask good questions about how they can be examined.

C. Reading Materials
Some of the reading materials will be distributed in class. Articles that are thought to be particularly useful are marked with asterisks (***)

Many of the books cited and other materials for this course are available in the library. Most of the articles can be found in UNT electronic resources <http://irservices.library.unt.edu/> . It is always a good idea to have a quick look at other articles found in the electronic resources. This is often a good way of finding materials that might be relevant to your dissertation and/or other assignments. Students are encouraged to read further than the list of references given in this reading list. Sources of further information can be identified by looking at the bibliographies/references at the end of articles or books.

We will discuss two books**:


**Note that a student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

D. Course Requirements and Grading
The class session will be interactive and delivery will comprise of individual presentation and group discussion. Taught as a seminar, each student takes responsibility for leading class discussions on selected topics and scholarly writings. You will be expected to actively participate in the discussion. This expectation is premised on the belief that you learn better by participating and regulating your own thoughts. Also, your active participation makes the class interesting and beneficial to everyone as we learn from each other, thus, it is important that you complete the required readings by date assigned and comprehend the materials in the readings.

Evaluation of students’ mastery the course content will be done through leadership of ONE classroom discussion on designated topic, two short essays (2,500 words each) based on the discussion topics, a final exam, and an empirical paper.
Facilitating Seminar Discussion:
For each discussion topic, one (or two) student(s) will be assigned to facilitate discussions on the assigned readings. The facilitator’s task is to facilitate the discussion. The purpose of facilitating discussion is not to summarize the content of the readings.

Research Design
A research design for the final research paper is due in WEEK 4. Note that the main purpose of your research design is to tell me what you are planning to do for your final research paper (1 page single-spaced). This portion of the assignment should study or propose to analyze public management issues, micro or macro. The proposed study must apply issues related to public management with which you are familiar or/and engage one or more of the theoretical models from our readings.

Research Paper (Empirical)
The final research paper must be submitted on or before WEEK 17. The final paper should be between 25 and 30 pages (double spacing) excluding references. Note that I will only accept empirical research, either a quantitative or qualitative study. The research paper must be theory-driven. In other words, try to avoid toy project and make sure there is a point in doing the research.

You are also expected to complete your first draft of your research paper by WEEK 15 (Tuesday at 5.00 PM). Late submission will be penalized by 2% deduction per day from a 100% scale. This research paper will be of publishable quality and should conform to the style and form of an article submitted to a journal. (See “Guidelines for Final Paper”)

Essay Assignments
Each student is required to submit two essays. The first essay must be chosen from a list of discussion questions before Week 9 (Spring Break). The second essay must be chosen from a list of questions during the second half of the course, i.e., after Week 9 but before the final exam. If a student has a preference for a particular set of questions related to the topic covers during a discussion, I am happy to accommodate.

Your essays should be typed, 2.0 spaced, using standard margins and 12-font in a proportional font such as New Times Roman. Note that you are limited to write a total of 2,500 words. Please do not tinkering with font size and margins.

A general guideline on how to write an essay can be found in websites such as http://essayinfo.com/ To get you start thinking about an essay, I suggest reading around the topic and the recommended readings. You should not limit your reading to only those listed in the course outline. An acceptable essay must go beyond mere description of factual information, and will integrate materials from various sources and perspectives, including class readings and your own assessments. In other words, don’t just list descriptive or factual information on the topic. Your essay will be graded on the quality of the arguments, the organization of the essay, adequate use of existing literature, grammar, and spelling. You should submit your essay assignment no later than 5pm one week after we discuss the topic in class.

Final Exam
You will have a final exam. The exam will cover topics we have covered in class.
Grading

The grade for the course will be determined as follows:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Summary of Research Topic</td>
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<tr>
<td>Research Paper (1st draft)</td>
<td>10%</td>
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<tr>
<td>Research Paper (Final draft)</td>
<td>20%</td>
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<tr>
<td>Two (2) essay assignments</td>
<td>40%</td>
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<tr>
<td>Participation*</td>
<td>10%</td>
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<tr>
<td>In-class Exam</td>
<td>20%</td>
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*In grading class participation I will consider the following elements: attendance (I am aware illnesses and unavoidable events do occur, but flagrant absences are not acceptable) and active participation (yes, you have to speak in class). Participation includes your role as a facilitator.

**If you fail to attend class on the day of your research presentation/facilitation (without the instructor permission), it will result in one-full level grade point deduction from your final course grade (i.e., your overall grade in the course will move from an A to a B, a B to a C, etc.).

Grades Breakdown

A = 100–90%  B = 89–80%  C = 79–70%  D = 69–60%  F = 59% below

General expectations: I expect students to attend all course sessions, complete all required readings prior to class time, participate in class discussions and complete the written assignments and examinations. If you are using a computer or other technology to take notes, this is fine. It is not ok, however, to surf the web, text others, or read or send emails during class time. If you choose to ignore this, it will result in one-full level grade point deduction from your final course grade (i.e., your overall grade in the course will move from an A to a B, a B to a C, etc.).

Student Perceptions of Teaching (SPOT): Students are strongly encouraged to complete the Student Perception of Teaching (SPOT) survey. This short survey will be made available on-line at the end of the semester.
E. **Course Policies**
   a. I prefer not to grant incomplete grades (Grade “I”) in this class.
   b. All essay assignments must be turned in on time. Points will be deducted for all exceptions.
   c. No work will be accepted after **5pm on Thursday, 9 May 2019**.

F. **Assistance**
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Office of Disability Accommodation (ODA); and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during regular working hours before the 12th class day of regular semesters (4th class day of summer sessions).

G. **Acceptable Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

H. **Policy On Cheating and Plagiarism**
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration departmental office.

**Definitions**
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism "as the use of unauthorized books, notes, or otherwise securing help in a test; copying other's tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty."

**Penalties**
Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Program[s] Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

**Appeals**
Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline. [Adopted 1977, revised 1993]
I. **Course Topics**

<table>
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<th>Week</th>
<th>Topic</th>
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| Week 1 (17 Jan.) | Course Overview and Expectations  
Assign facilitators |
| Week 2 (24 Jan.) | Intellectual Crisis |
| Week 3 (31 Jan.) | What is Public Management? |
| Week 4 (7 Feb.) | Public Interest, Publicness, and Public Outcomes  
**[Summary of Research Topic Due]** |
| Week 5 (14 Feb.) | Public Service Motivation: Rational Actor or Rational Fool? |
| Week 6 (21 Feb.) | Management as Social Dilemmas |
| Week 7 (28 Feb.) | Institutions, Organization, and Management |
| Week 8 (7 Mar.) | Contracts, Third-party Provider, and Transaction Costs |
| **Week 9 (14 Mar.)** | **Spring Break** |
| Week 10 (21 Mar.) | Collaborative Management and Intersectoral Partnerships |
| Week 11 (28 Mar.) | Institutional Collective Action Framework |
| Week 12 (4 Apr.) | Network -- Public Management Perspective |
| Week 13 (11 Apr.) | Networks -- A Structural Perspective |
| Week 14 (18 Apr.) | Public and Social Entrepreneurs |
| Week 15 (25 Apr.) | What is the goal of Management?  
**[Research paper - First Draft Due]** |
| Week 16 (2 May) | In-class Exam |
| Week 17 (9 May) | Final Week  
**(Final Paper Due)** |
J. Reading Assignments

Week 2 Intellectual Crisis

Discussion Question: Both Herbert Simon and Dwight Waldo challenged the classical form of politics-administration dichotomy and the scientific management principles. However, they had different views on the future of public administration, as reflected in their debates in American Political Science Review in the 1950s. How would you assess the debates between the two giants of public administration theory? Does the inability of public administration academics to define the field signal a weakness in our profession, or do the efforts of public administration academics to stay abreast of political/societal change contribute to productive intellectual activities that otherwise might not occur as readily?

Recommended Readings


The Waldo-Simon Debate


Supplementary Readings


Week 3 What is Public Management?

Discussion Question: Approaching public management as a craft involves looking at the existing challenges and taking the best practices from observed success stories. Some however argue that this approach is a reductive view of public management in that it places an emphasis on leadership traits and managerial personalities. Behn (1995) asserts that public management questions should strive to answers "how" public managers understand their agencies, motivate their personnel, and improve agency’s performance. Kirlin (1996), on the other hand, contends that the field should be based on democratic values. Critically assess the debate and describe your position in this debate.

Recommended Readings


Supplementary Readings


Week 4  Public Interest, Publicness, and Public Outcomes
Discussion Question: Outline and critically discuss the major approaches associated with the concept of publicness. Based on the literature in the field of public management, how has the concept of “publicness” been used and applied by scholars to test organizational theories?

Recommended Readings

Week 5  Public Service Motivation: Rational Actor or Rational Fool?
Discussion Question: Discuss the different approaches (theories) to studying public service motivation? You should identify and then discuss the various assumptions that are made about human behaviors in each of these approaches. Evaluate the strengths and weaknesses of these approaches? Illustrate your essay with examples.

Recommended Readings


Week 6  Management as Social Dilemmas

Discussion Question: Gary Miller (1992) argues that the tension between self-interest at the individual level and group efficiency creates a “social dilemma” that is the heart of the managerial problem” (p. 35). What do you see as major issues that have to be addressed when the collective action framework is used to examine managerial problems?

Recommended Readings


Week 7 Institutions, Organization, and Management

Discussion Question: Although various authors have offered explanations to distinguish several approaches to understanding institutions, it is noteworthy that some authors tend to describe institutions as intentionally designed to resolve collective action problems, whereas another broad literature tends to regard them as socially constructed. Discuss the origins and the implications of the “design” school and the “constructed” schools of thought. At a minimum you should discuss the following: (1) What are the assumptions underlying the disparate assumptions that institutions are “designed” or “constructed”? (2) Describe the literature and the more important authors in these two general approaches. (3) Discuss the ways that epistemological assumptions and/or preferred research methods may be associated with some authors’ orientations toward either the design or the constructed view of institutions. (4) Finally, describe where you come down in this distinction. Which general approach do you prefer and why?

Recommended Readings


Week 8  

**Contracts, Third-party Provider, and Transaction Costs**

**Discussion Question:** Outline the theoretical arguments proposed by the transaction cost economics in the study of management. What are the factors on which there appears to be a general consensus used by scholars in explaining transaction costs? Critically discuss the theoretical and practical implications of using the theory in the field of public management.

**Recommended Readings**


**Week 9  

**Spring Break**
Week 10  Collaborative Management and Intersectoral Partnerships

Discussion Question: Describe the main approaches to studying collaborative management. Discuss the strengths and weaknesses of these approaches. What lessons have been learned in the last 15 years regarding programs and projects to enhance collaboration processes across sectors? Illustrate your essay with examples.

Recommended Readings


Week 11 Institutional Collective Action

Discussion Question: Describe how scholars define the problems of collective action and explain how individual interests compete with collective interests. To what extent can we apply the ICA framework when studying the public good market? Examine the advantages and disadvantages of the ICA framework. Provide your answers with examples.


Additional Reading TBA
Week 12  Network - Public Management Perspective

Discussion Question: Recently the concept of network analysis has been applied by scholars in the study of public management. Discuss the major theoretical perspectives associated with network analysis. What type of “big management questions” can be addressed through the concept and evaluate the potential contributions of network analysis to the study of public management.

Recommended Readings


Week 13  Networks -- A Structural Perspective
**Discussion Question:** Critically review the claim that individual and organizational performance can be explained by their social positions. Be sure to explain the underlying assumptions or arguments of network analysis in terms of direction of causality, levels of analysis, and consequences of networks. What lessons can we learn about the importance of social position in management studies?

**Recommended Reading**


**Week 14 Public and Social Entrepreneurs**

**Discussion Question:** Critical evaluate the concept of public/social entrepreneurship. What is the role of public/social entrepreneurship in the public sector? Describe what motivates them and discuss the forces that can lead to their emergence.

**Recommended Reading**


Week 15  What is the goal of Management?

Discussion Question: Critically review the objectives of the new public management movement that are concerned with performance appraisal and efficiency. Should public managers be held accountable for their performance rather than their compliance with formal rules and procedures? How would you assess the argument presented by managers that formal rules and procedures often inhibit their performance thus crippling imagination and insight in devising new goals of public service?

[Research Paper – Draft -- Due]

Recommended Reading


Week 16  Final Exam

Week 17  Final paper Due
Guidelines for Final Paper
(Quantitative Research)

Focus on theoretical interest rather than on substantive area
Your research should focus on something that is theoretically interesting and not on a substantive area. A theory is about “why” and “how” something happens. For example, assuming I am doing a study on shelters in a disaster area. Rather than focusing on the shelter per se, what is theoretically interesting is really about shelter choice among households (or about the strategic decision-making of households during a disaster). The rational choice theory assumes households to be boundedly rational and will select a shelter that can minimize the costs of re-adaptation. So, I am interested in the motivation of households to choose one type of shelter over another.

However, I could test the rational choice theory on other substantive areas such as re-settlement choice, or whether households will participate in rescue efforts, or a decision on NGOs assistance to disaster victims, or why households might not seek medical attention when suffering from psychological stress etc. The point here is that, I made a deliberate decision to study the problem (and apply the theory) in a specific context or substantive area i.e., shelter.

Major sections: Budget your writing accordingly
A research paper should have the following sections: “Abstract,” “Introduction,” “Background/Theoretical Framework,” “Research Design/Data Collection,” “Results/Analysis,” and “Implications/Conclusion.”

Although the structure for a research paper is pretty standard, your section on “Background/Theoretical Framework” should be written somewhat different. You should try to make the title interesting and informative—something that would signal a clear/key theoretical issue being studied. For example, referring back to the previous example, I would have written the section as “Household Shelter Choice: Public Building Versus Private Home” or something along that line. I would also have two sub-sections where I specify the different types of shelter and discuss their associated risks. This way I can develop a specific hypothesis and make predictions (based on the theory) on the behavior of households. My task is to illustrate, given the different choice of shelters, what explains/motivates households to choose one shelter over the other.

Introduction Section
Write 3 – 4 paragraphs. The first paragraph should introduce the problem/issue (substantive area) you are studying. The second paragraph explains the theoretical debate i.e., how they might explain the issue/problem. The third paragraph must present your main argument and explain how that argument can resolve/answer your research question/problem/issue. Be sure to explain why and how your research can make contribution to the field of public management.

The last paragraph informs the reader what the paper is all about, but this time you need to be specific about your theory and the main objective of the paper. It should provide a road-map for the reader. It says something like, “In this paper, a theory of rational choice is used to examine shelter choice among households affected by the 2005 Tsunami in South India. This paper is organized in the following ways….,” or something along this line. Note that you are not writing a spy novel, so it is okay to tell the reader what you have found.

Theoretical Framework/Literature Section
In this section, you need to tease out or discuss the main components of the theory (or theories) and then specify your hypotheses. The existing literature is supposed to help you develop your
main arguments. One of the most frustrating aspects of reading student projects is that there is a
tendency to summarize the literature rather than integrate the materials in a way that is cohesive
and logical. You are not writing an annotated bibliography, so please do not provide a laundry list
of citations and statements about what others found in some sort of annoying ways. You should
be presenting a theory that explains the problem you are studying and develop your hypotheses
(hopefully one that is testable) based on the chosen framework or theory. Once again, I cannot
overemphasize this point: The existing literature is supposed to help you develop your main
arguments.

The best way to handle this section is to ask a set of questions.

This is probably the best time to think about how you should write a decent paragraph (also read
Newell and Durst on “Tips on writing from the PADM faculty”). There is no specific rule but, in
my humble opinion, there seems to be an art to writing a paragraph:

i. Begin your paragraph with a clear statement/argument and then develop it
carefully. A sentence should be about 17 – 19 words maximum. Beyond that, you
will lose your reader (read: the instructor). Avoid one sentence paragraphs, you
are not writing poetry; avoid abstract writing, you are not Virginia Woolf or
James Joyce.

ii. The second sentence should provide an example to clarify your main point. You
can also write another sentence to reinforce your main argument with a few
citations. A quotation is acceptable but should be limited to only one or two
direct phrases. This can strengthen your argument. In the beginning of the first or
second sentence, try to avoid the words “this,” “this is,” “there is,” “there are,” or
“it is.” Be clear on “who” is acting on “what”? For example, by simply saying “a
household” may be too vague, so you might want to consider “poor households”
or “female-headed households.”

iii. In the third or fourth sentence, be sure to link your argument to the “so what?”
question. At the minimum, you need to inform the reader why/how the point you
are making is important. Here, you need to be careful with your choice of words.
Avoid conversational expressions! And be specific with the causal mechanism or
drivers.

iv. Make sure you edit and re-edit your paragraphs (several times) by getting rid of
meaningless words and unnecessary sentences. Do not make the same point twice
unless you can highlight the different causal mechanisms in the following
paragraph. In short, redundancy needs to be avoided.

v. Be sure to use some transitional phrases, clauses, or sentences to create a bridge
from one paragraph to the next. You could use the transitional clauses such as
“however,” “for the most part,” “moreover” etc., but try to use them strategically.

vi. Be humble in your writing and try to use conditional clauses if need be. A couple
of examples can illustrate this point:

a. “The risks of government policy and re-settlement programs having
unexpected consequences [or side effects] can be strongly reduced if local
officials receiving reliable information about the likely impacts [of its
programs] can translate them into policy actions. However, [the effort] is
often difficult to achieve [for several administrative reasons]”
b. “Depending on the socio-economic characteristics of a household, the
preferences of poor households differ considerably on shelter choice.”
Research Design/Data Collection Section

This is perhaps the weakest part of most students’ work. You need to inform the readers of the nuts and bolts of your dataset.

i. You must have a paragraph or two describing your sample selection or site selection. You must explain the rationale behind your selections. For example, what is your unit of analysis? i.e., countries, states, individuals, organizations, city, county etc. Where did you send the surveys? Who responded? What is the usable sample size? How did you conduct the sample selection? Did you face selection bias problems? What techniques have you used to resolve the problems? How can you be sure that those responded to the surveys are not mostly from the wealthy households?

ii. How did you measure or operationalize each variable? For example, budget two or three paragraphs on your dependent variable. Explain the substantive interpretation of your dependent variable by either illustrating a mathematical example or through some concrete “real-life” examples. Why did you choose that particular variable to operationalize the concept?

iii. Similar logic applies to your main independent and control variables (though a detailed write-up is not necessary for the control variables). But, they have to be based on the theory developed in the previous section. You also need to state whether the independent variables will have a positive or negative effect on the dependent variable i.e., what do your hypotheses predict about the coefficients?

iv. For your statistical analysis, try to avoid technical jargon or terms that are too technical for non-quantitative folks to understand. You want to write this section in English. You are not writing the paper for statisticians or methodologists.

v. In saying that, you could (this is optional) specify your statistical model (or regression equation(s)). Though, you do need to explain how the model is estimated (OLS, robust standard errors, multinomial logit, probit, or Tobit etc.). Depending on the level of sophistication of your model, it is sufficient to write one or two sentences if your model is already well known in the literature. If you use a complex modeling technique, be ready to write your explanation in English.

vi. You should provide a table that summarizes all the variables i.e., a table that lists the variables names (avoid using acronyms or abbreviations), their means, and something about their dispersion, minimum, and maximum. You probably want to tell the reader where you get the data, i.e., if your source is from the government census, which year? Sometimes, you may need to provide a table with the correlation coefficients analysis.

Results/Analysis Section

The results section is where you report your main findings, present tables, explain coefficients etc. Be as thorough and complete as possible but avoid simply writing which variables are significant and reporting their relationships. You need to explain your results not list them.

i. The first paragraph should summarize the general findings. You could also talk about the diagnostic or other data analyses that can persuade the readers of your general findings.

ii. For the effect of the main independent variable, work through the hypothesis. Use some hypothetical examples---instead of saying a unit increase in X will lead to an increase in Y by $\beta$, find an alternative way to communicate that to the readers in a meaningful way. Really unpack your results without being too technical.

iii. When presenting your tables or figures, make sure the tables or figures can explain the results on their own. In other words, a reader should be able to look at the tables/figures and quickly tell what’s going on without reading the main text. Provide the reader with a title that is informative. If your analysis is based on a logistic
regression model, it is always a good idea to calculate the first coefficient as factor change (log-odds or predicted probability) by showing how that number is derived and then explain its substantive meaning.

iv. When presenting your tables, you need to report the coefficients, standard errors, t-score, or p-values. You can add stars as well, i.e., *p<.10, **p<.05, ***p<.01. You should report R-square and adjusted R-square (if you used OLS), F-value, and sample size. Similar requirements are expected if you have multiple models on the same dataset. If you use logistic regression, be aware that the interpretation of pseudo-R square is not the same as R-square in OLS.

v. In your main text, always explain what your table is trying to tell the reader. For example, you could write: “Column 1 of Table 5 lists the eight types of shelter. Columns 2 through 4 provide the mean values of perceived costs that households confronted when seeking shelters. The mean differences between the perceived costs are presented in the last three columns. The results indicate that….”

vi. When presenting your figures, make sure you label the x-axis, y-axis, and the contents of the figure clearly. If you use bar chart, always report the frequency and percentages. If you are using a logistic regression model and need to present the predicted probability, you may want to tell the reader that “Figure 1 derived from the estimated reported in Table 2” etc.

Implications/Conclusion
This is your last chance to make your case.

i. Be sure to discuss the intellectual merit and the broader impact of your research.
   What are the general implications of your findings, especially for your theory and for practice? For example, explain to the readers what you have learned about shelter choice and what have we learned about the strategic behavior of households during disasters more generally? Have your results supported your theory? Do your results suggest we need to modify the theory?

ii. What are the limitations of your research and how would you suggest we should move forward in this line of research?

Abstract
You should answer each of following questions without using too much jargon (Abstract should be between 150 and 200 words).

i. What is the problem that you are examining? i.e., something that is theoretically interesting in a particular/substantive area.

ii. What is your main argument (or theory used to explain the problem)?

iii. What is the scope of your research? i.e., sample population, methods of analysis, period of study, and/or data source etc.

iv. What is/are your general finding(s)?

v. What are the implications of your finding(s)?

References
Use the American Psychological Association (APA) style or the Modern Language Association (MLA) style

Final Advice:

i. Don’t forget page numbering

ii. Write your name in order to claim your work

iii. My methods professor, Dr. Carsey, suggested that we should model our paper after the best papers we have read in top journals.
iv. Another wise professor, Dr. Scholz, suggested that we should start a paragraph with a simple sentence and then elaborate our thought from there.