



# POL 300: Research Methods in Politics & IR

Spring 2022 / MWF 10:00-10:50am / 228 Bomberger

Dr. Johannes Karreth

Office: 216 Bomberger

Student hours: Location & scheduling: [click here](#).

Email: [jkarreth@ursinus.edu](mailto:jkarreth@ursinus.edu)

Course website: Canvas

Course tutor: Claire Velte '23; [click here](#) for more information.

**Masking policy: Professors and students, regardless of vaccination status, must wear masks in indoor classrooms upon further notice. Thank you for helping keep everyone safe!** I recommend KN95 or similar masks; Ursinus is making such masks available during check-in. Ursinus guidelines specify that gaiters are not masks because they do not offer comparable protection.

All assignments and readings are posted on the “Module” pages on Canvas. Please check there regularly. Deadlines and assignments may change during the semester.

## Course description

How can we predict election outcomes, and should we even be doing that? What explains best which countries experience civil wars, and what might we do with that knowledge? We can address these and many similar questions with a scientific approach to politics and international relations. This course will introduce you to such a scientific, empirical way of understanding the social and political world. It provides a general understanding of the logic of science and how political scientists apply this logic, practically, in political empirical inquiry. It also provides an introduction to basic statistical methods and qualitative approaches for researching political phenomena, with an eye towards applications you can use in research projects, summer fellows projects, and capstone papers. The course combines both theoretical study with applied data analysis, so as to help you acquire a base-level competence in statistical methods of inquiry along with an understanding of research design and qualitative methods of political science.

## What's in it for you (a.k.a. Learning Goals)

Upon successful completion of the course, you will have acquired an understanding of:

- how to write a persuasive research paper in political science,
- how quantitative methods and data science can contribute to the study of social and political phenomena, by helping researchers make inferences about relationships and test theories,

- how researchers use qualitative methods of research to answer substantive questions in political science,
- how to find and describe quantitative data,
- how to identify, assess, and interpret relationships among variables,
- how to make inferences and test hypotheses using quantitative data, and
- how to incorporate ethical concerns and transparency in social science research.

As a course practicing **social scientific inquiry**, this course addresses the question *How can we understand the world?* using empirical approaches to international politics. We also discuss normative questions, though to a smaller extent. The course is designed to get students to practice the types of questions and approaches that students of politics use to understand the world. The course will highlight the underlying assumptions, advantages, and limitations of empirically-based inquiry (including quantitative and qualitative methods).

As a course practicing **quantitative reasoning**, this course relies (though not exclusively) on quantitative methods for answering big questions. We will discuss advantages and shortcomings of conceptualizing and using quantitative measures of political and social concepts and practice their analysis using modern statistical tools in a transparent, reproducible framework. Our course operates along the mission statement of our partners at Project TIER ([www.projecttier.org](http://www.projecttier.org)).

## Learning during a persistent pandemic

Even though our campus has strong safety measures in place (vaccination and masking), it is likely that the pandemic will still affect our course. To make sure everyone's physical and mental health is our first priority, we will use the following rules:

- Masks must be worn properly by all while in the classroom.
- If you feel unwell or sick, please do not come to class, but email me before class.
- If you are unable to attend class due to isolation, please email me to make alternative arrangements.
- The course structure allows for more flexibility and "insurance policies" for students than my courses in prior semesters.

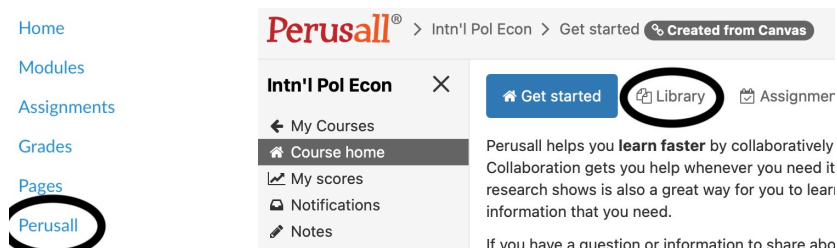
## Course materials

We use two **books** in this course. They are available as a bundle (ISBN:9781544391359) from the Ursinus bookstore. You will want to keep these books for future use in subsequent courses and your capstone project, so I recommend purchasing rather than renting these books. Support is available if cost is a challenge for you; please read on for more information.

(PA) Pollock III, P. H. and Edwards, B. (2020a). *The Essentials of Political Analysis*, sixth edition. Thousand Oaks: CQ Press.

(Comp) Pollock III, P. H. and Edwards, B. (2020b). *An IBM SPSS Companion to Political Analysis*, sixth edition. Thousand Oaks: CQ Press.

Readings from these book are labeled *Essentials* and *Companion* in this syllabus. All other required and suggested readings (articles and book chapters/excerpts) are available on Perusall, a platform that you can access from Canvas. Click on "Perusall." Then, you can find all readings in the "Library" tab. They are numbered by the day on which they are assigned. You can annotate readings (as part of your participation) and also download PDF copies of each reading if you prefer to print them.



You will be using the **software** SPSS (version 27) during the semester. Ursinus College has purchased a site license so you do not have to pay for this software. We will rely on Tech Support to help everyone get SPSS installed on their own laptops. Support is also available if your own laptop may not be reliable or available; please [click here](#) for more information.

The college knows that temporary financial hardships can impact students' access to course materials, as well as their access to opportunities on campus. Please be aware of the Bear2Bear fund, which has been established by donors to the college and provides special grants for students who have exhausted other sources of funding. You can find more information at <https://www.ursinus.edu/offices/student-financial-services/grants-scholarships-loans/bear2bear-student-emergency-fund/>.

## Student hours

Student hours are reserved for you! Especially in this hands-on course, it is important that you meet with me often to make sure you are succeeding. I'd like to meet with each of you at least a few times over the semester to learn more about you, your interests, your thoughts about the course, and to brainstorm over your coursework. I have reserved over six hours each week just for this purpose. To meet with me, go to [https://calendly.com/jkarreth\\_ursinus](https://calendly.com/jkarreth_ursinus) and make an appointment. Upon confirmation, you'll receive information on where we are meeting (my office, another location on campus, or Zoom).

## Course tutor

We are fortunate to work with Claire Velte '23 as the tutor for POL 300, facilitated by the Institute for Student Success. She will support students with lab work and SPSS-related assignments during select class meetings and dedicated office hours. More information TBD.

## Requirements and assignments

The short version (but please read on for more details): you earn a **grade** by completing all of the following assignments.

### Attendance & preparation (Required)

1. Engagement & participation (10%)
2. Exams (30%)
3. Lab homework (15%)
4. Practice problems (10%)
5. Data project (20%)
6. Grant proposal (20%)

POL 300 is a labor intensive course. Most of your time outside class will be spent working on assignments and research projects. You have to plan your schedule to allow yourself adequate time to complete coursework ahead of class time.

### Attendance & preparation (required to pass this course)

Ursinus College is committed to providing a particular educational experience that relies upon student engagement and in person instruction. It is anticipated that all classes in Spring 2022 will take place in person. Remote class sessions will occur only in extenuating and short-term circumstances. In keeping with a strong liberal arts tradition that encourages active learning and complete participation in the education process, Ursinus College expects students to attend class unless you are sick. In that case:

- **If you feel unwell, please do not come to class**, but email me before class to make alternative arrangements.
- If you are unable to attend class due to isolation, please email me to make alternative arrangements.

Excessive non-health related absences result in lower grades, up to the grade of F. The Office of Academic Affairs, the Office of Student Affairs, and the Wellness Center do not provide excused absences from class. The Institute for Student Success (ISS) is here to support you if you are experiencing significant health problems or other issues that may prevent you from performing adequately in your academic work. If you require this support in working with me during POL-359, please contact the ISS coordinator, Stephanie Stefanik ([sstefanik@ursinus.edu](mailto:sstefanik@ursinus.edu); 610-409-3400). To discuss reasonable accommodations, please contact Dr. Dee Singley ([dsingley@ursinus.edu](mailto:dsingley@ursinus.edu)).

**Insurance policy:** you can miss three class meetings **for any reason (no questions asked)** without an explanation, and it will not affect your grade. Students who miss four or more course days (total) will earn the grade of "F" in the course. Before this happens, I will reach out to any student in that situation via email to schedule a meeting where we can discuss the situation and look for an alternative accommodation if appropriate.

### 1. Engagement with the course and journal (10% of your course grade)

Each student keeps a journal on OneDrive documenting their reading experience, questions, and thoughts related to prompts and discussions. This journal also helps each student participate in class discussions by sharing some of their journal notes. Active participation in the journal and in class conversation amounts to 10% of the overall grade. For successful completion of this course, you must complete all assigned readings, as indicated on the schedule below, and engage with the material in your journal and the classroom.

**Insurance policy:** You can skip participating (and journaling) on 3 class days (or miss 3 class days) without any impact on your grade.

### 2. Exams (30% of your course grade)

Three exams will be given throughout the semester. Each is worth 10% of your grade.

**Insurance policy:** You may request your highest exam grade to count double (for a distribution of 20%-5%-5%).

### 3. Lab assignments (15% of your course grade)

You will complete a number of lab homework assignments throughout the semester. These are due the class period after they were assigned. Together these assignments amount to 15% of your grade.

**Insurance policy:** The lab homework with the lowest grade will be dropped.

### 4. Warm-up exercises (5% of your course grade)

Before most class days, you will complete short warm-up exercises to be submitted on Canvas before 10am. These are announced in the prior class, so plan to have at least one hour before each class to work on them (in addition to the time you need to complete assigned readings). Together these exercises amount to 5% of your grade.

**Insurance policy:** You can skip 3 of these exercises without any impact on your grade.

### 5. Data project (20% of your course grade)

In this project, you will perform quantitative data analysis on your own. You will generate a paper with a hypothesis of your choice to be tested, a research design, a representation of your results in graph or table form, and a written interpretation of your findings. You will also summarize any data manipulation you performed, such as recoding variables or creating new ones. Finally, your project includes a discussion of the implications of your findings and a proper conclusion. Our class will meet during our exam period and each student will present their project. Full instructions are posted on Canvas. The data project amounts to 20% of your final grade.

**Insurance policy:** Partial assignments throughout the semester give you ample opportunity to revise your project to earn a higher grade.

### 6. Research grant proposal (20% of your course grade)

Throughout the entire semester, you will be working on a grant proposal on a topic of your choosing that is relevant to any sub-field of political science and international relations. Essentially, your grant proposal will be the first half of a standard research paper... you just won't be finding the answer to your question (yet!). The full grade weight of the paper will be 20%, divided as follows: annotated bibliography, 5%, literature review 5%, argument/hypothesis 5%, and research design/final submission 5%.

**Insurance policy:** Partial assignments throughout the semester give you ample opportunity to revise your project to earn a higher grade.

**Annotated bibliography:** This submission will present an organized and annotated list of each of the sources that will be used in your literature review. At least 6 scholarly sources must be included.

**Literature review:** This submission will comprise a comprehensive review of existing research related to your topic. A "lit review" must identify main arguments in the literature and, if applicable, open questions.

**Argument/theory:** This submission includes the main argument you are putting forward in your proposal. Your theory section will explain the phenomenon that is at the core of your research puzzle. This should be accompanied by at least one testable hypothesis that would validate or invalidate your theory.

**Research design and final submission:** Your final submission includes the previous completed parts of your grant proposal, a project introduction that includes a research question and general objectives, a research plan that includes an explanation of either your choice of a qualitative or quantitative method (as well as data sources for each) and a conclusion that explains the broader implications of the proposed research. It must also incorporate the feedback given in earlier drafts.

## Grading

### Assignments

Rubrics for all assignments are posted on Canvas. For each assignment, letter grades convert into numbers as follows:

Total assignment points	100	50	20	5
Outstanding achievement; exceeds expectations (A)	92-100	46-50	18-20	5
Solid performance; meets expectations (B)	82-88	41-44	16-17	4
Acceptable performance; needs improvement (C)	72-78	36-39	14-15	3.5
Minimal passing level; needs major improvement (D)	62-68	31-34	13-14	3
Did not meet requirements (F)	0-58	0-29	0-11	0-2

### Course grade

The course grade consists of the components below, sums to 1000, and converts into letter grades as stated below.

Assignment	Points
Engagement & journal	100
3 exams	100×3=300
Lab problem sets	150
Warm-up exercises	50
Data project	200
Research grant proposal	200
<i>Annotated bibliography</i>	50
<i>Literature review</i>	50
<i>Argument/Theory</i>	50
<i>Final submission w/ research plan</i>	50
Total	1000

A	1000 - 930.0	C+	799.999 - 770.0
A-	929.999 - 900.0	C	769.999 - 730.0
B+	899.999 - 870.0	C-	729.999 - 700.0
B	869.999 - 830.0	D+	699.999 - 670.0
B-	829.999 - 800.0	D	669.999 - 630.0
		D-	629.999 - 600.0
		F	599.999 - 0

**Late assignments.** All written assignments are due at 11:59pm on their due date unless otherwise noted. The individual assignment grade will drop by 5% for every calendar day the assignment is submitted after the due date, but there is no penalty for late submission within the first 24 hours. **Exams must be submitted at the end of each exam period and cannot be turned in late.**

### Course policies

**Disability accommodations.** Ursinus College strives to provide an inclusive learning environment. The Institute for Student Success works with students who have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and need accommodations to increase their access to this learning environment. I encourage you to reach out to the Director of Disability Services, Dr. Dee Singley to discuss supports and accommodations you may need. Dee's office is located in the Institute for Student Success in Lower Wismer. You can schedule a meeting with Dee by using this link <https://dsingley.youcanbook.me/>, by emailing her at [dsingley@ursinus.edu](mailto:dsingley@ursinus.edu)

or by calling her at 1-484-762-4329. Students can also review accessibility and disabilities services online at <https://www.ursinus.edu/offices/institute-for-student-success/students-with-disabilities/>.

**Discrimination and harassment.** Ursinus College seeks to provide an environment that is free of bias, discrimination, and harassment. I am also a member of two faculty and staff groups that work toward this goal,<sup>1</sup> and therefore particularly committed to ensuring that you are comfortable on campus. Ursinus College considers sexual misconduct to include assault, harassment, stalking, and relationship violence of a sexual nature. If you have been the victim of sexual harassment, misconduct, or assault, we encourage you to report this. As a mandatory reporter, I am required to report any information I receive about sexual misconduct on campus. I am also simply happy to talk to you about issues you may be experiencing and refer to you to the appropriate resources on campus. You may choose whether you or anyone involved is identified by name. For more information about your options at Ursinus, please go to <https://www.ursinus.edu/title-ix/>.

If you have been the victim of a discriminatory act, you can report this to the College. For more information and ways to report, please see <https://www.ursinus.edu/student-life/handbook/section-i-student-code-of-conduct/policy-on-discriminatory-acts/>.

**Tutoring.** You are invited to work with a tutor and a writing fellow to succeed in this class. Tutoring offerings will all occur remotely throughout the Spring 2022 semester. To request tutoring, students should submit a Tutor Request Form, available at <https://www.ursinus.edu/offices/institute-for-student-success/tutoring-services/>. Any help on writing and speaking assignments comes through the Center for Writing and Speaking (CWS). Appointments for the CWS can be made at <http://ursinus.mywconline.net/>.

**Your mental health.** The Wellness Center has a virtual drop-in crisis hour at 2-3 pm each weekday, which is available for students in crisis who need to be seen immediately by a clinician. Their resources are confidential and free to all students. Please consult the Wellness Center website for more information and the link to the virtual crisis hour: <https://www.ursinus.edu/offices/wellness-center/counseling/>.

**Emergencies related to money.** The college knows that temporary financial hardships can impact students' access to course materials, as well as their access to opportunities on campus. Please be aware of the Bear2Bear fund, which has been established by donors to the college and provides special grants for students who have exhausted other sources of funding. You can find more information at <https://www.ursinus.edu/offices/student-financial-services/grants-scholarships-loans/bear2bear-student-emergency-fund/>.

**Religious observance.** The college adheres to an interfaith accommodation policy, which encourages all members of the College community, including students, to observe holidays and rituals consistent with sincerely held beliefs and faith traditions. If you need to miss class for religious observance, please let me know and I will arrange to help you make up any work missed. Students requesting a religious accommodation during exam period can do so via the Registrar's website.

**Names.** I would like to address you by your preferred name and your personal gender pronoun. Please let me know your information early in the semester so that I may make appropriate changes to my records; course rosters are provided to me with students' legal name as they were entered into the College's databases. Please be patient with me as I learn everyone's names and pronouns. I encourage you to correct me when/if I make a mistake (i.e., call you by the wrong name/pronoun or mispronounce your name).

As a class, we will make an effort to use the correct pronunciation of all names, of all our colleagues, the authors we read, and the places we discuss. This is a matter of respect. Asking for help to learn the correct pronunciation is always encouraged. We will review pronunciation whenever you would like. What is not acceptable is not trying.<sup>2</sup>

<sup>1</sup> DART and SMART.

<sup>2</sup> Some language in this paragraph is borrowed from Carolyn Holmes.

*Extra credit opportunity!* You've read far enough in this syllabus to earn extra credit. To claim your points, please email with a photo of your favorite item in your room (if shareable) and one sentence why this item is meaningful to you.

Use **POL 300 syllabus** as subject line so I can find your email.

**Classroom interactions.** I work to make our classroom an environment where everyone feels safe and welcome, even during uncomfortable conversations. I hope you share this goal. Please let me know if/when I fail in creating this environment. The topics we will address can be political, personal, controversial, and provocative. Because the group will represent a diversity of individual beliefs, backgrounds, and experiences, every participant must show respect for all others. I encourage you to take advantage of opportunities to express your own ideas. I also hope you can learn from the information and ideas shared by other students. Respectful participation is crucial to the success of this classroom experience. Please remember that contributions to this class need to be well-founded in course readings and/or publicly available, reputable research.

**Academic honesty.** **Th**: do your own work, cite your sources all of the time, and don't cheat. **And: reach out to me when you feel you can't keep up!**

All students at Ursinus College are responsible for knowing and adhering to the academic integrity policy of our institution. Please familiarize yourself with this policy at <https://www.ursinus.edu/student-life/handbook/academic-policies/academic-honesty/>. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. The policy also prohibits submitting material that you previously submitted in another course. If you violate the academic integrity policy, the penalty is failure in the course and you will be reported to the College. **When in doubt, ask me.** Questions *never* reflect badly on you, but violating academic standards can result to dismissal from the College.

**Electronic devices in the classroom.** Please use laptops for data analysis and notetaking only and keep phones away and on silent during class. We will re-evaluate this policy after the first two weeks of class.

**Digital Access and Equality** Digital devices are essential for success in college, especially during this pandemic and in this course, where you will use laptops frequently for data analysis. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. Given those challenges, I encourage you to contact me if you experience a technology-related problem that interferes with your work in this course. This will help me help you find support.

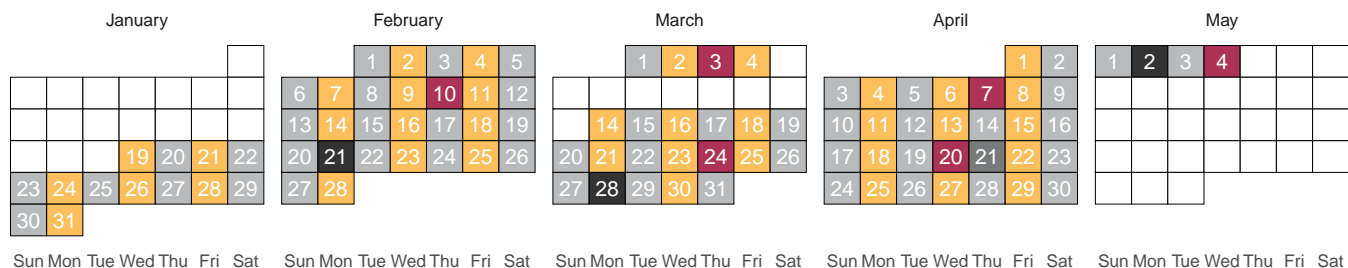
Please be aware of the many technology-related resources that Ursinus College provides, including:

- Free access to the SPSS software we are using in this course (contact Tech Support for help installing SPSS).
- Free on-campus wireless internet (Wifi) access through the "Ursinus Secure" network.
- Free software (including Microsoft Office) for download and for cloud-based use.
- Free unlimited, secure online storage through OneDrive (a great way to back up files automatically).
- Free support with issues related to Ursinus technology (e.g., email, Canvas, Wifi, printing, device setup, etc.).
- Free tech support at Tech Support at the IT support desk in the Myrin Library.
- Students may borrow laptops for specific use from Tech Support.<sup>3</sup>

<sup>3</sup>Parts of this statement are borrowed from [Jessica Calarco](#).



## Schedule



Class Day
  Major written assignment due
  Exam during class time
  CoSA

Semester days in gray, spring break in white.

This schedule will be updated prior and during the semester.<sup>4</sup> Please visit Canvas for the most recent information on deadlines and readings. Each day typically has at least two elements:

- R** This lists the **required** reading to complete before today's class, unless otherwise noted.
- A** This lists a special class **activity** (discussion, game, or other activity) for today's meeting. Keep your notes on the activity for end-of-module reflections.
- S** This lists a **suggested** additional (but not required) reading for today's topic. These readings are posted on Canvas, or you can find them through the Ursinus library website. They are useful for background knowledge, research papers, and class discussion.

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### **Module 1: The Science of Politics and International Relations**

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#### **Day 1 (Wednesday, January 19)**

What is a science of politics, and why are you here?

- R** PA, Introduction (xx-xxvi; read after class)
- A** Discussion: normative and empirical research
- S** Powner, Leanne C. 2007. "Reading and Understanding Political Science". URL: <https://www.leannepowner.com/tchdocs/readings.pdf>. (use as a reference text for the rest of the semester)

#### **Day 2 (Friday, January 21)**

Measuring and describing political concepts

- R** PA, 1-24
- A** Discussion: Measuring democracy in the United States and elsewhere
- S** Paxton, Pamela. 2000. "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization." *Studies In Comparative International Development* 35 (3): 92–111.
- S** Bogaards, Matthijs. 2007. "Measuring Democracy through Election Outcomes: A Critique with African Data." *Comparative Political Studies* 40 (10): 1211–1237.
- S** Mattes, Robert. 2019. "Democracy in Africa: Demand, supply, and the 'dissatisfied democrat.'" *Afrobarometer Policy Paper No. 54*. URL: [https://media.africaportal.org/documents/ab\\_r7\\_policypaperno54\\_africans\\_views\\_of\\_democracy.pdf](https://media.africaportal.org/documents/ab_r7_policypaperno54_africans_views_of_democracy.pdf).

<sup>4</sup>Calendar visualization inspired by Steven V. Miller.

### Day 3 (Monday, January 24)

Research ethics and transparency: what should matter to you?

**R** PA, 123-126

**A** Discussion of sample cases: debt and growth; judicial elections in Montana; changing minds on same-sex marriage

**S** Herndon, Thomas, Ash, Michael, and Pollin, Robert. 2014. "Does high public debt consistently stifle economic growth? A critique of Reinhart and Rogoff." *Cambridge Journal of Economics* 38 (2): 257–279

**S** Johnson, Jeremy B. 2018. "Protecting the Community: Lessons from the Montana Flyer Project." *PS: Political Science & Politics* 51 (3): 615–619

**S** Aschwenden, Christie. 2016. "How Two Grad Students Uncovered An Apparent Fraud — And A Way To Change Opinions On Transgender Rights." *538.com*. URL: <https://fivethirtyeight.com/features/how-two-grad-students-uncovered-michael-lacour-fraud-and-a-way-to-change-opinions-on-transgender-rights/>.

## **Module 2: The Elements of a Research Paper**

### Day 4 (Wednesday, January 26)

Why come up with a research topic and question? And how?

**R** PA, 313-315

**R** Comp, 245-249

**A** Generate some research ideas and research questions

### Day 5 (Friday, January 28)

Lab: Your computer as a scientific workstation

**R** PA, 24-26

**A** Create a working directory

**A** Install SPSS version 27 and obtain the license key from Tech Support

**A** Install Zotero

### Day 6 (Monday, January 31)

The literature review: what's the point?

**R** PA, 319-321

**A** Mapping the literature on a topic

**A** Finding and downloading scholarly articles

## Day 7 (Wednesday, February 2)

The literature review: how to write it

- R** chapter 3 in Powner, Leanne C. 2014. *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks: Sage Publications.
- R** Read *after* class: Morgan, Jana and Buice, Melissa. 2013. "Latin American Attitudes toward Women in Politics: The Influence of Elite Cues, Female Advancement, and Individual Characteristics." *American Political Science Review* 107 (4): 644–662
- S** ...

## Day 8 (Friday, February 4)

Lab: how to build theories for causal research questions

- R** PA, 72-82
- R** TBD
- A** Mapping a theoretical argument using causal diagrams
- S** chapters 6 and 8 in Toskhov, Dimiter. 2016. *Research Design in Political Science*. London: Palgrave.

## Day 9 (Monday, February 7)

Research transparency and organizing knowledge

- R** Elman, Colin, Kapiszewski, Diana, and Lupia, Arthur. 2018. "Transparent Social Inquiry: Implications for Political Science." *Annual Review of Political Science* 21 (1): 29–47
- A** Find sources for annotated bibliography and add them to Zotero
- S** ...

## Day 10 (Wednesday, February 9)

Measurement around causal arguments: Race as a bundle of sticks

- R** Sen, Maya and Wasow, Omar. 2016. "Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics." *Annual Review of Political Science* 19 (1): 499–522
- S** ...

**R** February 10: Annotated bibliography due [Grant proposal].

## Day 11 (Friday, February 11)

Lab: How to construct a hypothesis

- R** PA, 82-97
- A** Building hypotheses and drawing out their implications

## Day 12 (Monday, February 14)

Research designs for political inquiry: experiments, observational research, and case selection

**R** PA, 105-122

**S** The EGAP methods guides for experimental research: <https://egap.org/methods-guides/>

**S** Balcells, Laia, Palanza, Valeria, and Voytas, Elsa. 2022. "Do Transitional Justice Museums Persuade Visitors? Evidence from a Field Experiment." *The Journal of Politics* 84 (1): 496–510

**S** White, Ismail K. 2007. "When Race Matters and When It Doesn't: Racial Group Differences in Response to Racial Cues." *American Political Science Review* 101 (2): 339–354

**S** Riccucci, Norma M, Van Ryzin, Gregg G, and Jackson, Karima. 2018. "Representative Bureaucracy, Race, and Policing: A Survey Experiment." *Journal of Public Administration Research and Theory* 28 (4): 506–518

### Module 3: Analyzing quantitative research designs

## Day 13 (Wednesday, February 16)

Operationalizing concepts, and using data sources

**R** Re-read PA, 1-27

**S** Povitkina, Marina, and Sverker C. Jagers. 2021. "Environmental Commitments in Different Types of Democracies: The Role of Liberal, Social-liberal, and Deliberative Politics." *University of Gothenburg, Varieties of Democracy Institute Working Paper* 117.

**S** Alizada, Nazifa, et al. 2021. "Autocratization Turns Viral: Democracy Report 2021." University of Gothenburg: V-Dem Institute.

## Day 14 (Friday, February 18)

Lab: Introduction to SPSS

**R** Comp, 5-20

**A** Open and inspect a dataset in SPSS: access the `NES.sav`, `GSS.sav`, `states.sav`, and `world.sav` datasets from "Full Version Datasets" at <https://edge.sagepub.com/node/24855/student-resources/an-ibm-spss-companion-to-political-analysis-6th-edition/datasets> and save them in your course folder.

## Day 15 (Monday, February 21)

### Exam 1

- This exam covers all content from Days 1-13.
- It is a closed-book exam.

## Day 16 (Wednesday, February 23)

Descriptive statistics

**R** PA, 34-54

**A** Calculating and reporting different descriptive statistics

- S Fariss, Christopher J. 2014. "Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability." *American Political Science Review* 108 (2): 297–318
- S Otto, Sabine, Scharpf, Adam, and Gohdes, Anita R. 2020. "Capturing group alignments: Introducing the Government and Armed Actors Relations Dataset (GAARD)." *Research & Politics* 7 (4)

### Day 17 (Friday, February 25)

Lab: Data visualization to show variation

- R Comp, 21-37
- A Creating bar charts, histograms, and maps in SPSS and Excel
- S Scheller, Alissa. 2019. "Our favorite Pew Research Center data visualizations of 2019." URL: <https://www.pewresearch.org/fact-tank/2019/12/30/our-favorite-pew-research-center-data-visualizations-of-2019/>

### Day 18 (Monday, February 28)

Comparing cases and groups

- R PA, 134-149, 156-160
- A Selecting and presenting numerical and graphical tools for comparison
  - If no class meeting: watch this video instead: "Chapter 5, part 1 and 2" at <https://edge.sagepub.com/node/24855/student-resources/the-essentials-of-political-analysis-6th-edition/video-lectures-1>

### Day 19 (Wednesday, March 2)

No class meeting; follow the instructions below.

Statistical inference: how can we draw conclusions from samples?

- R PA, 167-176
- A Comparing different samples from one population
  - Watch these videos: "Chapter 6, part 1" and "Chapter 6, part 2" at <https://edge.sagepub.com/node/24855/student-resources/the-essentials-of-political-analysis-6th-edition/video-lectures-1>

R March 3: Literature review due [Grant proposal].

### Day 20 (Friday, March 4)

Class cancelled.

### Spring break (March 7–11)

### Day 21 (Monday, March 14)

Statistical inference: how noisy are your estimates?

- R PA, 177-186 (and re-read 167-176 from Day 19)
- A Simulating the normal distribution of an estimate
- A Exploring standard errors and t-statistics
- A Q&A on statistical inference

**Day 22 (Wednesday, March 16)**

Estimating correlation via bivariate regression

**R** PA, 239-240; 244-252

**A** Comparing correlations and guessing the regression line

**Day 23 (Friday, March 18)**

Lab: bivariate regression as a difference-of-means test

**R** Comp, 170-179 & 191-197

**A** Estimating and interpreting bivariate regression for treatment effects

**S** ...

**Day 24 (Monday, March 21)**

Review: Significance tests of regression estimates

**R** PA, 252-257

**A** Discussion: explanatory power in political science research

**S** ...

**Day 25 (Wednesday, March 23)**

Transforming variables, and data management

**R** PA, 55-63

**R** Comp, 46-67

**A** Computing new variables in SPSS

**R** March 24: Revised literature review & finalized research question due [Grant proposal].

**Day 26 (Friday, March 25)**

Lab: Data visualization to check statistical models, and data management

**R** Comp, 176-184

**A** Generating and improving scatterplots with regression lines in SPSS

**Day 27 (Monday, March 28)**

Exam review day!

**A** Make your own study guide.

**A** We will work through example questions together.

**Day 28 (Wednesday, March 30)****Exam 2**

- This exam covers all content from Days 14-25.
- It is a closed-book exam.

**Day 29 (Friday, April 1)**

Lab: multiple regression

- R** PA, 257-263
- R** Comp, 180-185
- A** Comparing and interpreting coefficients in multiple regression

**Day 30 (Monday, April 4)**

Interaction terms

- R** PA, 263-267
- R** Comp, 198-207
- A** Discussion: subgroup effects and statistical power
- S** ...

**Day 31 (Wednesday, April 6)**

Regression: Key practical issues and catching up

- R** PA, 267-269
- R** Comp, 13-15, 182, 203
- A** Addressing open questions about regression and its limitations
- S** ...

**R** April 7: Theory and hypothesis due [Grant proposal].

**Day 32 (Friday, April 8)**

Catch-up day for Model UN delegates and others

**Day 33 (Monday, April 11)**

Reporting regression analyses effectively, and regression as a controlled comparison

- R** The Project TIER sample project (<https://osf.io/w5yf7/> and <https://osf.io/sxdm4/>)
- R** Re-read PA, 134-165
- A** Making sense of a published study that uses regression analysis
- S** Appel, Benjamin J. and Loyle, Cyanne E. 2012. "The economic benefits of justice: Post-conflict justice and foreign direct investment." *Journal of Peace Research* 49 (5): 685–699
- S** Pickett, Justin T., Graham, Amanda, and Cullen, Francis T. Forthcoming. "The American racial divide in fear of the police." *Criminology*

### Day 34 (Wednesday, April 13)

Regression for difference-in-difference estimation

- R** Card, David and Krueger, Alan B. 1994. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania." *American Economic Review* 84 (4): 772–793
- S** Dube, Arindrajit, Lester, T. William, and Reich, Michael. 2010. "Minimum Wage Effects Across State Borders: Estimates Using Contiguous Counties." *The Review of Economics and Statistics* 92 (4): 945–964
- S** De Luca, Giacomo and Verpoorten, Marijke. 2015. "Civil War and Political Participation: Evidence from Uganda." *Economic Development and Cultural Change* 64 (1): 113–141
- S** Malesky, Edmund J., Nguyen, Cuong Viet, and Tran, Anh. 2014. "The Impact of Recentralization on Public Services: A Difference-in-Differences Analysis of the Abolition of Elected Councils in Vietnam." *American Political Science Review* 108 (1): 144–168
- S** Longo, Matthew, Canetti, Daphna, and Hite-Rubin, Nancy. 2014. "A Checkpoint Effect? Evidence from a Natural Experiment on Travel Restrictions in the West Bank." *American Journal of Political Science* 58 (4): 1006–1023
- S** Eubank, Nicholas and Fresh, Adriane. 2022. "Enfranchisement and Incarceration after the 1965 Voting Rights Act." *American Political Science Review*

### Day 35 (Friday, April 15)

Lab: Regression for difference-in-difference estimation

- R** Card, David and Krueger, Alan B. 1994. "Minimum Wages and Employment: A Case Study of the Fast-Food Industry in New Jersey and Pennsylvania." *American Economic Review* 84 (4): 772–793
- A** Applying diff-in-diff estimation for policy analysis

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## Module 4: Analyzing qualitative case study research designs

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### Day 36 (Monday, April 18)

Case selection, setting expectations, and a focus on process tracing and individual perception

- R** Seawright, Jason and Gerring, John. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." *Political Research Quarterly* 61 (2): 294–308
- A** TBD
- S** Gerring, John. 2017. "Qualitative Methods." *Annual Review of Political Science* 20 (1): 15–36

### Day 37 (Wednesday, April 20)

Primary sources, interviews, and ethnography

- R** Chapter 6 in Kapiszewski, Diana, MacLean, Lauren M., and Read, Benjamin L. 2015. *Field Research in Political Science: Practices and Principles*. New York, NY: Cambridge University Press.
- A** Generating an interview plan
- S** Mosley, Layna. 2013. *Interview Research in Political Science*. Cornell University Press
- S** Leech, Beth L. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science & Politics* 35 (4): 665–668
- S** Woliver, Laura R. 2002. "Ethical Dilemmas in Personal Interviewing." *PS: Political Science & Politics* 35 (4): 677–678



**R** April 20: Revised theory & hypothesis *plus* research design due [Grant proposal].

### Day 38 (Friday, April 22)

We are meeting in Olin 103 today! A few UC alums will be visiting our class.

Single and comparative case studies

**R** He, Kai. 2013. "Case Study and the Comparative Method." in *Political Science Research in Practice*, ed. Malici, A. and Smith E. New York, NY: Routledge.

**A** ...

**S** chapters 3-6 in George & Bennett, *Case Studies and Theory Development in the Social Sciences* (Canvas)

**S** Tannenwald, Nina. 1999. "The Nuclear Taboo: The United States and the Normative Basis of Nuclear Non-Use." *International Organization* 53 (3): 433–468

**S** Karreth, Ann K. 2019. "Community policing amidst diversity: exploring the role of inter-group trust in two Cape Town neighbourhoods." *The Journal of Modern African Studies* 57 (4): 497–517

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### **Module 5: Research methods after POL 300**

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### Day 39 (Monday, April 25)

Q&A on SPSS

**A** Bring your questions!

### Day 40 (Wednesday, April 27)

Collecting and using data after our course

**R** PA, 321-330

**A** Loading and summarizing an external dataset into SPSS

**A** Using Qualtrics for survey deployment

**A** Key political data sources

**A** Research paper templates and formatting guidelines: the APSA style guide

**A** Tools for your future use: text analysis, network analysis, advanced regression tools

### Day 41 (Friday, April 29)

Exam review day!

**A** Make your own study guide.

**A** We will work through example questions together.

**Day 42 (Monday, May 2)****Exam 3**

- This exam covers all content from Days 26-39.
- It is a closed-book exam and takes place during our class period, in our classroom.

**R** May 4 (no meeting, classes run on a Thursday schedule): Final submission of grant proposal with revised research design.

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*Data project presentation and write-up*

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**May 6: Presentations in person 9am-12pm**

**May 11: Write-up due by 11:59pm**