



## COVID

*Attendance:* This class is being offered *blended*. On lecture days and at the scheduled time, class will meet in-person, and the lecture will be broadcast synchronously on Zoom (ID: 7720942787). **It will not be recorded.** You will need to attend class in-person or watch synchronously during the scheduled time. *You are not required to attend class in-person at any point if it makes you uncomfortable for any reason.* Instead, you should attend class virtually by participating in the Zoom broadcast.

If you attend online, please participate in class by asking questions through the Zoom chat feature as well as leaving your camera on and speaking during class discussion. Online attenders are not observers: you are also in class.

*In-person policy:* If you attend in-person, you must adhere to the following guidelines.

Six-foot bubble. The person next to you has tetanus rabies. Don't approach them. I don't care if you shared a Klondike bar before class, or if you've already had COVID. As per University guidelines, you'll stay six feet apart for everyone's comfort and safety while we're indoors. That includes social distancing from me, unfortunately. It's not personal; it's just COVID.

Masks. Everyone in Haley will wear a mask that **covers your nose and mouth** at all times while indoors. **I will not provide masks**, so if you want to attend in-person, you need to have a mask. In my undergraduate syllabus, I have two pages on why masks are demonstrably good and effective at lowering the transmission of COVID. At the graduate level, if you feel like masks aren't effective so you shouldn't have to wear one, let me know so I can recommend that you be cut from the program for an inability to reason with scientific evidence. If you forget your mask, find a pretty tree outside and Zoom under it. Masks are required when you're indoors, no exceptions.

If you come to class, please, please, please just wear a mask. If you are bothered by this request, please just attend online.

Alternative meeting locations. As the temperature outside gets cooler, we might try to find a suitable outdoor (on campus) location to meet. We will only do this with the full consensus of all in-person attendees. The class will still be blended, so you will still be able to attend via Zoom. We're just trying to spend a little less time in Haley.

*Office Hours:* Haley is super old with approximately no air circulation in my office. As such, face-to-face meetings in closed quarters in my office are a bad idea, and I do not plan to be in my office this semester. One of my chief regrets this semester is that I won't be in the office to have conversations with all of you through the week. I mean this very sincerely: for graduate students I have an open-door policy, but that door will have to be virtual this semester. Instead, I will have a Zoom room open (ID: 7720942787) on Tuesday and Thursday from 2 PM to 3 PM. If you need to meet outside of this time, please email me to schedule a meeting. You are still very much encouraged to meet with me if you have questions about the course, graduate school more broadly, and so on.

### *Contingency plans:*

If I get sick. Another instructor will continue to deliver lecture as scheduled in the syllabus, or I will continue to deliver materials (but exclusively online).

If the University moves to completely online at any point. Class will continue to be delivered online synchronously at the scheduled days and times.

If you get sick or must quarantine. Attend the class via Zoom. Let me know if this is not feasible. *If you miss a class meeting or assignment due to illness, let me know as soon as possible and **be prepared to document your absence.*** A University-approved and documented absence will be required to make up any assignment or exam.

### **Expectations**

Graduate courses, especially graduate courses for research design and methods, are intended to lay the foundation for your future as a researcher. Each one of you have elected to be here and to pursue a graduate degree, so it is to your benefit to attend class, do the outside readings, and, most importantly, *come to class prepared to discuss the material.* Graduate courses are built around an exchange of ideas, so come prepared with your ideas! I also expect that you make a reasonable effort to maintain classroom decorum by refraining from reading newspapers, doing crossword puzzles, sleeping, texting, or playing on Facebook (or whatever social network/game/trend that I'm oblivious to). Please silence all cell phones. These ideas are formally outlined in the Auburn University Classroom Behavior policy: see [tinyurl.com/au-st-pol](http://tinyurl.com/au-st-pol) for more details. Consistent with Auburn University policy, I encourage class attendance from all students.

### **Texts**

There are four required books for this class.

Brady, Henry E. and David Collier. 2010. *Rethinking Social Inquiry: Second Edition.* Plymouth: Rowman & Littlefield Publishers, Inc.

Kellstedt, Paul M. and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research.* Cambridge: Cambridge University Press.

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research.* Princeton: Princeton University Press.

Kuhn, Thomas S. 1962. *The Structure of Scientific Revolutions.* Chicago: The University of Chicago Press.

These books are available at the Auburn University Bookstore, as well as the internet. There are multiple versions of all four; the version only matters for one. For Kellstedt and Whitten, I would

probably get at least the Second Edition. (There is also a Third Edition out now.) They fixed some errors between the first two editions. The reading schedule denotes the chapter names so you can find them in other editions. There are other journal articles assigned each week. You should be able to find these with minimal effort, either by **googling** them or using the Auburn University Libraries. If you cannot find one of the articles, let me know, and I'll make it available on **Canvas** or email.

## Assignments

The course is divided into the following components:

|  |            |
|--|------------|
| Class participation                        | 20%        |
| Midterm examination (take home)            | 30%        |
| Research design project                    | 20%        |
| Annotated bibliography for research design | 20%        |
| In class presentation of research design   | 10%        |
| <hr/> Total                                | <hr/> 100% |

In order, those components are ...

**Class participation:** Do. The. Reading. It is literally that simple. Do the reading and come to class prepared to discuss that reading. To foster class discussion, you are also required to submit two “talking points” about that week’s reading to me by Wednesday night at 10:00 PM. These “talking points” should be the most interesting questions or arguments that you have identified in the week’s readings. They should be a short paragraph outlining the question or argument and then offering a critical perspective. It should be more than just a re-statement of the article.

**Midterm examination:** this will be a take-home exam, assigned Friday, October 2 and due Monday, October 12. It will be an open-book exam. The only limitation is that you are not allowed to consult with your classmates on the exam.

**Research design project:** this is your opportunity to apply the skills and concepts learned in class to a research question that you are interested in. The final proposal should emulate a research paper up to the “Results” section. Specifically, you should provide an Introduction to your research question, you should outline Previous Literature on the research question, your Theory for how the question should be answered, and the Data and Methods that you *would* use to answer the question. *You do not have to execute any analysis.* You should have a rough draft of this assignment by Week 10. The final draft is due on the last day of class. *You will be graded on your writing.*

**Annotated bibliography for research design:** it is essential to learn how to synthesize and report data and findings. You may not have gotten a lot of practice reading scientific articles for their conclusions. You are going to practice that skill through an annotated bibliography. Broadly, this means finding the most relevant *political science* articles on a research question and summarizing the articles individually. A bibliography is a list of sources and articles that are relevant to a question. An annotated bibliography expands on this by providing a short summary

of each individual source. Specifically, I want your summary to include:

- A one sentence summary of the most important findings from the article,
- A brief statement of the research design,
- Any specific hypotheses from the article,
- The data used in the article,
- Major findings from the article, and
- A one sentence summary how these findings relate to your research question.

If it isn't obvious: you must read the article to be able to write the summary. I am aware that research articles usually begin with an abstract that summarizes the article. Note that I want a more in-depth summary of the article than the abstract provides. *If you plagiarize any portion of any abstract, you will receive a zero on the entire assignment.* Your annotated bibliography must include at least ten sources. This assignment is due Week 12.

**In class presentation of research design:** in lieu of a final exam, we are going to have a virtual "mini conference" (entirely on Zoom) to present your research designs. You'll also have the opportunity to practice giving academic research presentations *as well as* providing critical feedback on others' presentations. You will make a ten-minute research presentation (as a presenter), and you will critique a classmate's research design (as a discussant). You will share your research design ahead of time with your scheduled discussant so that s/he can provide feedback.

### Makeups and Grades

Makeup assignments/examinations will only be offered to those with a University excused absence, which can be found at [tinyurl.com/au-st-pol](http://tinyurl.com/au-st-pol). It is your responsibility to ensure that your absence is covered by the University, and it is your responsibility to comply with all policies. These policies require that you notify me of your absence prior to the date of absence if such notification is feasible, but within one week from the missed class. Your makeup examination must be scheduled within two weeks of this notification (though I recommend much, much earlier). If I need additional information on your absence (doctor's notes, for instance), you must provide this additional documentation within one week of the last date of the absence. Note that this policy also allows for makeup examinations for reasons deemed appropriate by the instructor. If you do not have a University excused absence, and you are going to miss an examination, it is much easier for me to work with you if you notify me promptly, especially if you can provide some sort of documentation.

|             |   |
|-------------|---|
| 89.5-100:   | A |
| 79.5-89.49: | B |
| 69.5-79.49: | C |
| 59.5-69.49: | D |
| 59.49↓:     | F |

I use the standard Auburn University grading scale. To maintain fairness, I do not change grades under any circumstances except when I make a mathematical error in computing your grade. There is no extra credit. All grades will be posted to Canvas.

## Contacting Me

I check my email very, very regularly. If you want to get in touch with me through email, I ask that follow three guidelines when attempting to contact me. First: include the course number and section number [8010-001] in the subject of your email. Your email will almost certainly get lost in the abyss if it missing this information. Second: wait at least 48 hours, not including weekends, to send a second email. I promise I will get to it, but it may not be immediate. Third: email me only from your Auburn University official email address. In the event that I need to contact you, it will almost certainly be at your [@auburn.edu](mailto:@auburn.edu) email address. You should check this email often!

## Student Academic Honesty

Auburn University is a institution committed to integrity and honor. It is your job as a University citizen to uphold those values. I will not tolerate any cheating or plagiarism, broadly defined as using unauthorized aids during examinations or attempting to represent someone else's work as your own. You are not as sly as you think you are. With hundreds of heads facing forward, it is extremely easy to tell who is working alone and who is not. Be aware that academic dishonesty can lead directly to failing the course and being referred to the Academic Honesty Committee. Penalties include expulsion from Auburn, as per Chapter 1202 of Title XII. For additional information visit [tinyurl.com/au-st-pol](http://tinyurl.com/au-st-pol).

## Emergency Contingency

If normal class is disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

## Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please electronically submit your approved accommodations through AU Access and make an individual appointment with the me during the first week of classes (or as soon as possible if accommodations are needed immediately). If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Any requests or arrangements made with the instructor in person must be followed up with an official email request for documentation. If you believe you may need an accommodation, it is your responsibility to secure it before the first exam.

## Copyrighted Materials

The lectures, presentations (including slides), readings, and exams for this course are copyrighted, so you do not have the right to copy and distribute them. This includes recording class lectures.

## Course Outline

### PART I: Being a Researcher and Contributing to Scientific Knowledge

Week 1 (August 20): Hello! First Meeting!

Week 2 (August 27): Science and Scientific Thinking

- Hill, Kim Quaile. 2004. “Myths About the Physical Sciences and Their Implications for Teaching Political Science.” *PS: Political Science and Politics* 37(3 July): 467-471. DOI: 10.1017/S104909650400469X.
- Kellstedt, Paul M. and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapters 1 and 2.
  - “The Scientific Study of Politics”
  - “The Art of Theory Building”
- Kuhn, Thomas S. 1962. *The Structure of Scientific Revolutions*. Chicago: The University of Chicago Press.
- <http://tinyurl.com/kuhn-popper-lakatos>

Week 3 (September 3): Models, Theories, Hypotheses, and the Logic of Inference

- Gelman, Andrew and Hal Stern. 2006. “The Difference Between ‘Significant’ and ‘Not Significant’ is not Itself Statistically Significant.” *The American Statistician* 60(4): 328-331. DOI: 10.1198/000313006X152649.
- Granato, Jim and Frank Scioli. 2004. “Puzzles, Proverbs, and Omega Matrices: The Scientific and Social Significance of Empirical Implications of Theoretical Models (EITM).” *Perspectives on Politics* 2(2 June): 313-323. DOI: 10.1017/S1537592704040186.
- Kellstedt, Paul M. and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapters 6 and 7.
  - “Probability and Statistical Inference”
  - “Bivariate Hypothesis Testing”
- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. Chapter 2.
  - “Descriptive Inference”

Week 4 (September 10): Conceptualization and Measurement

- Adcock, Robert and David Collier. 2001. “Measurement Validity: A Shared Standard for Qualitative and Quantitative Research.” *American Political Science Review* 95(3 September): 529-546. DOI: 10.1017/S0003055401003100.
- Kellstedt, Paul M. and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapter 5.
  - “Measuring Concepts of Interest”
- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. Chapter 5.
  - “Understanding What to Avoid”

Week 5 (September 17): Survey Responses and Data

- Ansolabehere, Stephen, Jonathan Rodden, and James M. Snyder, Jr. 2008. “The Strength of Issues: Using Multiple Measures to Gauge Preference Stability, Ideological Constraint, and Issue Voting.” *American Political Science Review* 102(2 May): 215-232. DOI: 10.1017/S0003055408080210.
- Converse, Philip E. 1964. “The Nature of Belief Systems in Mass Publics.” In *Ideology and Its Discontents*, ed. David E. Apter. New York: The Free Press of Glencoe. (This is also available in a 2006 volume of *Critical Review*, DOI: 10.1080/08913810608443650.)
- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. Chapter 4.
  - “Determining What to Observe”
- Zaller, John and Stanley Feldman. 1988. “A Simple Theory of the Survey Response: Answering Questions Versus Revealing Preferences.” *American Journal of Political Science* 36(3): 579-616. DOI: 10.2307/2111583.
- **Strongly recommended!** Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press.

Week 6 (September 24): Causality

- Brady, Henry E. and David Collier. 2010. *Rethinking Social Inquiry: Second Edition*. Plymouth: Rowman & Littlefield Publishers, Inc. Chapters 9, 13-14.
  - “Sources of Leverage in Causal Inference: Toward an Alternative View of Methodology”
  - “Regression-Based Inference: A Case Study in Failed Causal Assessment”
  - “Design-Based Inference: Beyond the Pitfalls of Regression Analysis?”
- Kellstedt, Paul M. and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapters 3 and 4.

- “Evaluating Causal Relationships”
- “Research Design”
- King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. Chapter 3.
- “Causality and Causal Inference”

Week 7 (October 1): Causal Inference

- *Reading to be assigned.*

**Midterm examination assigned on October 2 (Friday).**

Week 8 (October 8): No Class (Fall Break / Midterm Work Week)

PART II: Research Methods and Strategies

Week 9 (October 15): Let’s Talk About ... Experiments and Quasi-Experiments

- **Written by math nerds, sorry:** Horiuchi, Yusaku, Daniel M. Smith, and Teppei Yamamoto. 2018. “Measuring Voters’ Multidimensional Policy Preferences with Conjoint Analysis: Application to Japan’s 2014 Election.” *Political Analysis* 26: 190-209. DOI: 10.1017/pan.2018.2.
- Broockman, David and Joshua Kalla. 2015. “Irregularities in LaCour (2014).”
- Druckman, James N., Donald P. Green, James H. Kuklinski, and Arthur Lupia. 2006. “The Growth and Development of Experimental Research in Political Science.” *American Political Science Review* 100(4 November): 627-635. DOI: 10.1017/S0003055406062514.
- Imai, Kosuke. 2005. “Do Get-Out-the-Vote Calls Reduce Turnout? The Importance of Statistical Methods for Field Experiments.” *American Political Science Review* 99(2): 283-300. DOI: 10.1017/S0003055405051658.
- LaCour, Michael J. and Donald P. Green. 2014. “When Contact Changes Minds: An Experiment on Transmission of Support for Gay Equality.” *Science* 346(6125): 1366-1369. DOI: 10.1126/science.1256151.
- Whitfield, Gregory. 2018. “TRENDS: Toward a Separate Ethics of Political Science Field Experiments.” *Political Research Quarterly* 72(3): 527-538. DOI: 10.1177/1065912919835970.

**Midterm examination due on October 12 (Monday).**

**One source (for feedback) from Annotated Bibliography due on October 15.**

Week 10 (October 22): Let’s Talk About ... Qualitative Research Strategies

- Brady, Henry E. and David Collier. 2010. *Rethinking Social Inquiry: Second Edition*. Plymouth: Rowman & Littlefield Publishers, Inc. Chapters 10-12.

- “Process Tracing and Causal Inference”
- “On Types of Scientific Inquiry: The Role of Qualitative Reasoning”
- “Data-Set Observations versus Causal-Process Observations: The 2000 U.S. Presidential Election”
- Gerring, John. 2004. “What Is a Case Study and What Is It Good For?” *American Political Science Review* 98(2 May): 341-354. DOI: 10.1017/S0003055404001182.

### **Rough draft of research design due on October 22.**

#### Week 11 (October 29): Let’s Talk About . . . Rational Choice

- Abelson, Robert P. 1995. “The Secret Existence of Expressive Behavior.” *Critical Review* 9(1-2 Winter/Spring): 25-36. DOI: 10.1080/08913819508443369.
- Aldrich, John H. 1993. “Rational Choice and Turnout.” *American Journal of Political Science* 37(1 February): 246-278. DOI: 10.2307/2111531.
- Feddersen, Timothy J. 2004. “Rational Choice Theory and the Paradox of Not Voting.” *The Journal of Economic Perspectives* 18(1 Winter): 99-112. DOI: 10.1257/089533004773563458.
- Huckfeldt, Robert. 1990. “Structure, Indeterminacy, and Chaos: A Case for Sociological Law.” *Journal of Theoretical Politics* 2(4): 413-433. DOI: 10.1177/0951692890002004004.

#### Week 12 (November 5): Let’s Talk About . . . Ordinary Least Squares (OLS)

- Achen, Christopher H. 2002. “Toward a New Political Methodology: Microfoundations and ART.” *Annual Review of Political Science* 5: 423-450. DOI: 10.1146/annurev.polisci.5.112801.080943.
- Kellstedt, Paul M. and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapters 9-11.
  - “Two-Variable Regression Models”
  - “Multiple Regression: The Basics”
  - “Multiple Regression: Model Specification”
- Want to know more? (These are classic econometrics reference texts.)
  - Gujarati, Damodar N. and Dawn C. Porter. 2009. *Basic Econometrics: Fifth Edition*. New York: McGraw-Hill/Irwin.
  - **Warning: math!** Greene, William H. 2011. *Econometric Analysis: Seventh Edition*. Upper Saddle River: Pearson Prentice Hall.

### **Annotated Bibliography due on November 5.**

#### Week 13 (November 12): Let’s Talk About . . . Maximum Likelihood Estimation (MLE)

- Kellstedt, Paul M. and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapter 12.
  - “Limited Dependent Variables and Time-Series Data”

- Rainey, Carlisle. 2016. “Compression and Conditional Effects: A Product Term Is Essential When Using Logistic Regression to Test for Interaction.” *Political Science Research and Methods* 4(3 September): 621-639. DOI: 10.1017/psrm.2015.59.
- Want to know more?
  - Forbes, Catherine, Merran Evans, Nicholas Hastings, and Brian Peacock. 2010. *Statistical Distributions: Fourth Edition*. Hoboken: John Wiley & Sons.
  - Long, J. Scott. 1997. *Regression Models for Categorical and Limited Dependent Variables*. Thousand Oaks: Sage.
  - **Warning: math!** Pawitan, Yudi. 2013. *In All Likelihood: Statistical Modeling and Inference Using Likelihood*. Oxford: Oxford University Press.

Week 14 (November 19): Let’s Talk About . . . Bayesian Estimation

- Asmussen, Nicole and Jinhee Jo. 2016. “Anchors Away: A New Approach for Estimating Ideal Points Comparable across Time and Chambers.” *Political Analysis* 24(2): 172-188. DOI: 10.1093/pan/mpw003.
- Hare, Christopher, David A. Armstrong II, Ryan Bakker, Royce Carroll, and Keith T. Poole. 2015. “Using Bayesian Aldrich-McKelvey Scaling to Study Citizens’ Ideological Preferences and Perceptions.” *American Journal of Political Science* 59(3 July): 759-774. DOI: 10.1111/ajps.12151.
- Want to know more?
  - Gill, Jeff. 2014. *Bayesian Methods: A Social and Behavioral Sciences Approach*. Boca Raton: Chapman & Hall/CRC.

Week 15 (December 4): Research Design Mini-Conference

*Note:* This is a Friday: our scheduled final exam period. We can move this with the consent of the whole class.

**Final draft of research design due on December 4.**