

**GOV 391K: Scope and Methods, Fall 2016**  
Tentative Syllabus  
Department of Government, University of Texas at Austin

## 1 Instructor Information

Professor Michael Findley  
Phone: 512.232.7208  
Email: mikefindley@utexas.edu

Office: BAT 3.108  
Office Hrs: T 2-3, W 10-12; & by appt  
Class Location: BAT 5.108

## 2 Course Overview

Scope and Methods is a core, foundational course in the department. The material in this course is crucial for development as a scholar-teacher in political science. In beginning a PhD program, you are embarking on a new phase in which it is vital that you shift away from being a consumer of knowledge towards becoming a producer, indeed connoisseur, of knowledge. To arrive, you need to become conversant in the full range of political science theoretical and methodological approaches, and then master at least some subset of these approaches. In other words, even if you envision yourself becoming a “quantitative” or “qualitative” expert, you should still be able to speak the other languages.

We will cover a lot of material in this course. And it is extremely important you take yourself well beyond familiarity and much closer to mastery. If you did not take a “Political Inquiry”, “Research Design”, or “Scope and Methods” course prior to beginning the PhD program, you may need to devote extra attention to mastering the material for the course. In general, you will need to engage deeply with the assigned readings, participate actively in discussion, and otherwise seek to master the scope and methods of political science.

## 3 Requirements

### 3.1 Required Readings

The following books are required:

Brady, Henry, and David Collier. Eds. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. 2nd ed. Lanham, Md: Rowman and Littlefield.

Gerring, John. 2012. *Social Science Methodology: A Unified Framework*. 2nd ed. Cambridge: Cambridge University Press.

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

O’Hear, Anthony. 1991. *An Introduction to the Philosophy of Science*. Oxford: Clarendon Press.

Schwartz-Shea, Peregrine, and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes*. New York: Routledge.

Some journal articles and other readings are also required and can be obtained through the library or Canvas. Specific reading assignments subject to change as needed during the semester, though no new books will be required beyond those listed above.

I also strongly recommend that you purchase and read the following books. Note that by “recommended” I do NOT mean that it might be a good thing to read them only if you find yourself with too much time on your hands. Instead, you need to think carefully about what material you need to master or otherwise become familiar with and consult these additional works (and others as needed) liberally. You need to devote time to this before you take your comprehensive exams so that you present well-developed arguments/ideas there. And you should continue to learn following comprehensive exams to be fully prepared to prepare and execute a top dissertation. Of course, you will receive excellent suggestions from others that do not appear on this list, which you should dedicate yourself to mastering.

Angrist, Joshua D., and Jorn-Steffen Pischke. 2014. *Mastering 'Metrics: The Path from Cause to Effect*. Princeton: Princeton University Press.

Bernard, H. Russell. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 4th Edition. Lanham, Md: Altamira Press.

Box-Steffensmeier, Janet M., Henry E. Brady, and David Collier. Eds. 2008. *The Oxford Handbook of Political Methodology*. In the Oxford Handbooks of Political Science Series. Oxford: Oxford University Press.

Kellstedt, Paul M., and Guy D. Whitten. 2009. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press.

Moore, Will H., and David A. Siegel. 2013. *A Mathematics Course for Political and Social Research*. Princeton: Princeton University Press. (Including video supplements: [Here])

Pollock, Philip H., III. 2012. *The Essentials of Political Analysis*. 4th Ed. Los Angeles: Sage.

Trochim, William, and James Donnelly. 2008. *The Research Methods Knowledge Base*. Mason, OH: Cengage Learning.

Because syllabi are often filled with male authors thereby ignoring important insights, I have tried to pay attention to the gender balance in the assigned readings. By my count, 38% of the required readings have at least one female author. If you have suggestions about how to increase the diversity of voices we consider, I would welcome any suggestions.

### 3.2 Participation

Attendance and participation are worth 25% of your grade. Each of you needs to participate actively in weekly discussions. We should have lively, engaging discussion that explore the state of knowledge on the topics as well as creative frontiers. To accomplish this, you need to attend class very well-prepared. I expect each of you to participate *at bare minimum*

once every session, but on average you should be speaking substantially more than that. If you are not comfortable speaking in class, then you should talk to me before the second week of class so we can help you become comfortable or work out other arrangements. In addition to our regular discussions of scope and methods, at the end of each class session we will set aside time for “professionalization” discussions.

### 3.3 Assignments

All assignments should be 3 double-spaced pages in length (before tables/figures) and tentative due dates are listed below. Please complete 5 of the 6 assignments. Each assignment is worth 15% of your grade for a total of 75%.

#### 3.3.1 Concepts and Measurement

Choose a political science concept of interest to you. Begin with a concept of value to your subfield such as “representation”, “terrorism”, “corruption”, etc. Feel free to check with me before proceeding.

Discuss how the concept is defined, operationalized, and validated. The reading material for the week on conceptualization and measurement discusses all three of these processes, and we will also discuss them more in class. This exercise is a foundational task that sometimes we take for granted. But it is terribly important that we learn how to define, operationalize, and validate our concepts.

After finding the concept in at least two data sets, examine the way the concept is operationalized for empirical analysis and then come up with a plan for improved operationalization and validation. In other words, critique how others are using the concept in practice and, as part of your critique, offer some suggestions for how the concept could be employed to greater effect.

Due: October 12

#### 3.3.2 Causal Analysis

Identify a scholarly article of interest and critique it with an emphasis on threats to valid causal inference. The article can be any one of your choosing, so long as it explicitly identifies a causal research question and conducts empirical analysis to test that question.

In your assignment, please begin with the full citation to the article so that I can find it easily. You should begin by summarizing the article (1–2 paragraphs), explicitly discussing the research question, what concept is to be explained, what concept provides the primary explanation, causal mechanisms, research design, and results.

After the citation and summary, you may structure the critique in any way that you would like so long as you discuss which aspects of the article promote valid causal inference and which aspects of the design may suffer from threats to valid causal inference.

Due: October 26

#### 3.3.3 Experimental Analysis

Identify a well-known political science theory, derive a concrete testable hypothesis, and design the outline of an experiment that will test the hypothesis. Note that you should feel

free, and I encourage you, to use the question you've been developing off and on in class.

Once you have the question, in about a page go through the exercise of explaining the concepts, discussing the theoretical links between the two, and then operationalizing the concepts. Then discuss sampling, assignment, manipulation of an intervention, outcome, etc, in ways that will allow you to provide a test of the question/theory identified in the first page.

Be sure to think about what the experiment gets you in terms of ability to explain. Also think about threats to valid inference and discuss how the experiment would fall short. Also think about and very briefly discuss whether a different method would get you a better answer. Part of this discussion should explicitly focus on how the other method would fix problems inherent in the experiment without introducing new problems.

Due: November 2

### 3.3.4 Replication

Identify a published article that has publicly available replication data. Replicate the statistical work and extend the argument to a new domain. For the assignment, first identify replication data for a published article. Many journals now require replication data to be posted on the author's website which most comply with (e.g., mine [www.michael-findley.com](http://www.michael-findley.com)) or on a journal website (e.g., see AJPS dataverse).

Once you download and open the data, you should use the authors' command script (e.g., Stata .do file) file to replicate the exact results reported in the paper. In your memo, please comment on how easy it is to replicate those results. If you run the models and you do not get the same results, then please report on that too. Regardless, please include with your paper whatever results you get (in tables/figures) when you try to replicate what is in the published paper.

Once you have replicated (or not) what is in the published paper, then you should next try to extend the analysis in some way. That might include adding a new variable, adding some new years, using a different statistical method, etc. You should motivate the extension theoretically or empirically, and discuss what you learn from the exercise, and include relevant tables/figures.

Due: November 9

### 3.3.5 Qualitative Analysis

Identify a well-developed research question and create a qualitative case selection strategy, or case analysis strategy. Qualitative research design strategies vary widely and so you need to justify well why you choose the specific strategy you do. Begin with a research question, preferably the one you are working with in class, and develop some testable hypotheses. This should take a maximum of one page and probably less.

Then discuss the logic of an overall qualitative strategy relative to a quantitative strategy justifying how the qualitative strategy will be more useful for your particular question. To be clear, you don't need to defend a particular qualitative approach in this more general comparison with quantitative methods. But following the general comparison, identify a particular qualitative method and justify it relative to other qualitative approaches. The measure of how strong the particular case selection/analysis strategy is depends crucially on

the research question at hand and you should discuss with an eye towards providing the most defensible substantive answer to the research question.

Due: November 30

### 3.3.6 Data Generation

With a carefully selected research question, generate data that could be used to test the question. Note you will not provide a comprehensive test but rather begin the data collection process. You might visit an archive, interview a political actor, code up a survey and administer it, etc. In your assignment discuss the strengths of your data generation strategy, but also the weaknesses.

As with other assignments, you need to justify the data generation approach with an eye towards which type of data will enable you to answer your question best. You should also pay close attention to other important issues we've discussed during the semester such as conceptualization and operationalization. Finally, apply the principles we read and discuss for the class on data collection and standards in that you should document your data collection in the best possible way, where you'll define best in relation to those principles we discuss in class.

Due: December 7

## 4 University and Course Policies

### 4.1 Academic Integrity

UT students should seek to be completely honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are expected not only to be honest but also to assist other students in fulfilling their commitment to be honest.

While students should make a general commitment to proper academic conduct, there are still specific skills most students need to master over time in order to correctly cite sources, especially in the age of the internet, as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers.

Writing submitted for credit at UT must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should

visit a writing lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

Please also see the University Honor Code site for more information at:  
<http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>.

## 4.2 Access

The University of Texas at Austin is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

## 4.3 Religious Holidays

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

## 4.4 Emergencies

Please also see the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>. 1. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. 2. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. 3. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. 4. In the event of an evacuation, follow the instruction of faculty or class instructors. 5. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. 6. Behavior Concerns Advice Line (BCAL): 512-232-5050. 7. Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency).

# 5 Tentative Course and Reading Schedule

## 5.1 August 24: Syllabus and Introduction

## 5.2 August 31: What is Political (Social) Science?

Required readings

- King, Keohane, & Verba, DSI: Chp. 1, “The Science in Social Science”
- Gerring, SSM: Preface; Chp. 1, “A unified framework”
- Trochim & Donnelly, RMKB: Chp. 1, “Foundations”
- Kellstedt and Witten, FPSR: Chp. 1: “The Scientific Study of Politics” P. 1–18.
- Brintnall, Affigne, & Pinderhughes: “Political Science in the United States”

Recommended:

- Box-Steffensmeier, Brady, & Collier: Chp. 1: “Political Science Methodology”
- Dixit, “My System of Work (Not!)”

### 5.3 September 7: Methods of Observation and Inference

Required readings

- O’Hear, AIPS: Chps. 1–4, 6–7, & 9
- Schwartz-Shea and Yanow, IRD: Introduction
- Popper 1953: [Link \[Here\]](#)
- Clarke & Primo, “Modernizing Political Science:”
- Wylie, “Reasoning about Ourselves.”
- Wedeen, “Conceptualizing Culture...”

Recommended:

- Clarke and Primo. *A Model Discipline*.
- Diesing. *How Does Social Science Work?*
- Martin & McIntyre, *Readings in the Philosophy of Social Science*.
- Little. *Varieties of Social Explanation*.
- Rosenberg. *Philosophy of Science*.
- Anderson, 2011: “Democracy, Public Policy, and Lay Assessments of Scientific Testimony.”

## 5.4 September 14: Research Questions

Required readings

- Gerring, SSM: Chp. 2, “Beginnings”
- Garfinkel, *Forms of Explanation*: Introduction and Chp. 1
- Geddes, *Paradigms and Sand Castles*. Chp 2: “Big Questions, Little Answers.”
- Schwartz-Shea and Yanow, IRD: Chps. 1–2
- Eidlin, “The Method of Problems...”
- Nisbett, “The Anticreativity Letters:” (Online [Here])
- Professionalization discussion: What does an academic career look like?

Recommended:

- Varian, “How to Build an Economic Model in Your Spare Time.”
- Loehle, “A Guide to Increased Creativity in Research”
- Gans and Shepherd, “How Are the Mighty Fallen...”
- Yanow and Schwartz-Shea, *Interpretation and Method*.

## 5.5 September 28: Theory & Modeling

Required readings

- Gerring, SSM, Chp. 3: “Arguments”
- Kellstedt and Witten, Chp. 2: “The Art of Theory Building” P. 22–43.
- Lave & March. *An Introduction to Models in the Social Sciences*. P. 1–84.
- Snidal, “The Game Theory of International Politics”
- Geddes, *Paradigms and Sand Castles*. Chp 5: “How the Approach You Choose Affects the Answers You Get.”
- Professionalization discussion: How to read/critique others’ work for class or one’s own use

Recommended:

- de Marchi & Page. “Agent-Based Modeling.” P. 1–20.
- de Marchi, *Computational and Mathematical Modeling in the Social Sciences*.
- Garfinkel, *Forms of Explanation*. Remaining Chapters.



- Hodgson and Knudsen, “Introduction: The Challenge of Darwinism for the Social Sciences”
- Lieberman, *Making It Count*. Chp 5.
- Osborne, *An Introduction to Game Theory*.
- Macy & Willer “From Factors to Actors: Computational Sociology and Agent-Based Modeling.”
- Miller & Page, *Complex Adaptive Systems*.
- Shepsle & Bonchek, *Analyzing Politics*.

## 5.6 October 5: Concepts & Measurement

Required readings

- Gerring, SSM, Chps. 5 & 7: “Concepts” & “Measurements”
- Trochim & Donnelly, RMKB, Chps. 3: “Theory of Measurement”
- Schwartz-Shea & Yanow. IRD: Chp 6.
- Seawright and Collier, “Rival Strategies of Validation”
- Elkins, “Gradations of Democracy?”
- Professionalization discussion: What does it take to write a dissertation, including process

Recommended:

- Carmines & Zeller. *Reliability and Validity Assessment*.
- Goertz, *Social Science Concepts*.
- Collier, Laporte, and Seawright. “Typologies: Forming Concepts and Creating Categorical Variables.”
- Sartori, “Concept Misformation in Comparative Politics”
- Trochim & Donnelly, RMKB, Chps. 5, & 6: “Scales and Indexes” & “Qualitative and Unobtrusive Measures”

## 5.7 October 12: Sampling & Inference

Required readings

- King, Keohane, Verba, DSI, Chp 2: “Descriptive Inference”
- Trochim & Donnelly, RMKB, Chp. 2, “Sampling”
- Gerring, SSM, Chps. 4 & 6: “Analyses” & “Descriptive Arguments”
- Findley, et al “Elite and Mass Support...”
- Gerber, Green, and Larimer, “Social Pressure and Voter Turnout.”
- Professionalization discussion: What are expectations for originality and innovation in a dissertation

Recommended:

## 5.8 October 19: Causal Analysis

Required readings

- King, Keohane, Verba, DSI, Chp 3: “Causality and Causal Inference”
- Gerring, SSM, Chps. 6, 8, & 9: “Descriptive Arguments”, “Causal Arguments”, & “Causal Analyses”
- Schwartz-Shea & Yanow, IRD, Chps 3–5: “Starting from Meaning”, “Rhythms of Interpretive Research I”, & “Rhythms of Interpretive Research II”
- Fearon, “Counterfactuals and Hypothesis Testing in Political Science”
- Professionalization discussion: What to avoid, emphasize in graduate school

Recommended:

- Lewis, “Causation”, [Link here](#)
- Leamer, “Let’s Take the Con Out of Econometrics.”
- Holland, “Statistics and Causal Inference”
- Hempel, *Aspects of Scientific Explanation and Other Essays in the Philosophy of Science*.
- Salmon, *Scientific Explanation and the Causal Structure of the World*.
- Scriven, “Causation as Explanation.”
- Trochim & Donnelly, RMKB, Chp. 7: “Design”
- Morgan & Winship, *Counterfactuals and Causal Inference*.

## 5.9 October 26: Experiments & Quasi-Experiments

Required readings

- Gerring, SSM, Chps. 10 & 11: “Causal Strategies: X and Y” & “Causal Strategies: Beyond X and Y”
- McDermott: “Experimental Methods in Political Science.”
- Dunning: “Transparency, Replication, and Cumulative Learning.”
- Albertson, “Dog Whistle Politics”
- Findley et al, “Causes of Non-Compliance with International Law”
- Hyde, “The Observer Effect in International Politics”
- Professionalization discussion: Publishing expectations of students and faculty

Recommended:

- Gerber & Green, *Field Experiments: Design, Analysis, and Interpretation*.
- Green & Gerber, “Reclaiming the Experimental Tradition in Political Science.”
- Morton & Williams, *Experimental Political Science and the Study of Causality*.
- Shadish, Cook, and Campbell, *Experimental and Quasi-Experimental Designs*
- Findley et al: “Using Field Experiments in International Relations”
- Lieberson, Chps 2–4
- Trochim & Donnelly, RMKB, Chps. 9 & 10: “Experimental Design” & “Quasi-Experimental Design”

## 5.10 November 2: Quantitative observational designs

Required readings

- Wooldridge, Chps 1 & 2 (Pgs 1–36): “Nature of Econometrics...” & “Simple Regression Model”
- Achen, “Let’s Put Garbage Can Regressions...”
- Simmons and Elkins, “The Globalization of Liberalization”
- Jensenius, “The Fieldwork of Quantitative Data Collection”
- Miller et al, “How to Be a Peer Reviewer...”
- Schrodtt, “Seven Deadly Sins”

- King, Keohane, Verba, DSI, Chps 4–5: “Determining What to Observe” & “Understanding What to Avoid”
- Professionalization discussion: What does the peer review process look like

Recommended:

- Stock & Watson, *Introduction to Econometrics*.
- Wooldridge, *Introductory Econometrics*.
- Achen, “Toward a New Political Methodology”
- Green, Kim, & Yoon, “Dirty Pool”
- Trochim & Donnelly, RMKB, Chp. 4 & 14: “Survey Research” & “Analysis for Research Design”

## 5.11 November 9: Qualitative observational designs

Required readings

- Brady & Collier, RSI, Chps. 1, 3, 4, & 8: “Refocusing the Discussion of Methodology”, “Doing Good and Doing Better”, “Some Unfulfilled Promises”, & “Critiques, Responses, and Trade-Offs”
- Brady & Collier, RSI, Chps. 9–12: “Sources of Leverage”, “Process Tracing”, “On Types of Scientific Inquiry”, & “Data-Set Observations versus Causal-Process Observations”
- Gerring, SSM, Chp. 12: “Varying Approaches to Causal Inference”
- Seawright and Gerring, “Case Selection Techniques in Case Study Research”
- Geddes, Chp 3: “How the Cases You Choose...”
- Weeden, “Reflections on Ethnographic Work in Political Science.”
- Scoggins, “Navigating Fieldwork as an Outsider”
- Leech, “Asking Questions.”
- Hunter, “The Normalization of an Anomaly”
- Parkinson, “Organizing Rebellion...”
- Professionalization discussion: Summer workshops, technical training

Recommended:

- Rathbun, “Interviewing and Qualitative Field Methods”
- Beach & Pedersen, *Process-Tracing Methods: Foundations and Guidelines*.

- Trochim & Donnelly, RMKB, Chp. 8 “Qualitative and Mixed-Methods Designs”
- George and Bennett, *Case Studies and Theory Development in the Social Sciences*.
- Sparrow, “Political Science and Biography”
- Gerring, “What is a Case Study and What Is It Good for?”
- Trachtenberg, *The Craft of International History*.
- Nielsen, “Case Selection via Matching.”
- Yin, *Case Study Research: Design and Methods*.

### 5.12 November 16: Mixed-method designs

Required readings

- Collier and Elman, “Qualitative and Multimethod Research”
- Fearon & Laitin. “Integrating Qualitative and Quantitative Methods”
- Lieberman “Nested Analysis as a Mixed-Method Strategy”
- Paluck, “The Promising Integration of Qualitative Methods and Field Experimentation”
- Dunning, ”The Central Role of Qualitative Evidence”
- Johns and Wellhausen, “Under One Roof”
- Professionalization discussion: Comprehensive exams: Preparing and succeeding

Recommended:

- Bennett and Braumoeller, “Where the Model Frequently Meets the Road”
- Ahmed and Sil, “When Multi-Method Research Subverts Methodological Pluralism”

### 5.13 November 30: Design, Data Collection, & Scientific Standards

Required readings

- Miguel, et al, “Promoting Transparency in Social Science Research”
- Findley et al. 2016: “Can Results-Free Review Reduce Publication Bias?”
- Schwartz-Shea & Yanow. IRD, Chp. 7: “Design in Context”
- King, “Replication, Replication”
- Nosek, et al, “Promoting and Open Research Culture”

- Fujii, "Research Ethics 101"
- McMurtie, "Secrets from Belfast"
- Science Transparency and Openness Guidelines (<http://centerforopenscience.org/top/>)
- Paluck, "Methods and ethics..."
- Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. Link [Here]
- Code of Federal Regulations, Section 46, Protection of Human Subjects. Link [Here]
- Sides, "The Political Scientist as a Blogger."
- Gerber and Malhotra, "Do Statistical Reporting Standards Affect What is Published"
- [http://www.nature.com/news/how-scientists-fool-themselves-and-how-they-can-stop-1.18517?WT.mc\\_id=scientists-fool-themselves-and-how-they-can-stop-1.18517?WT.mc\\_id=FBK\\_NatureNews](http://www.nature.com/news/how-scientists-fool-themselves-and-how-they-can-stop-1.18517?WT.mc_id=scientists-fool-themselves-and-how-they-can-stop-1.18517?WT.mc_id=FBK_NatureNews)
- Professionalization discussion: Research ethics, avoiding pitfalls

Recommended:

- Barrett, Christopher B., and Jeffrey W. Cason. 2010. *Overseas Research: A Practical Guide*. London: Routledge Press.
- Gerring, SSM, Chp. 13: "Unity and Plurality"
- Trochim & Donnelly, RMKB, Chp. 15: "Write-up"

## 6 References

- Achen, Christopher H. 2002. "Toward a New Political Methodology: Microfoundations and ART." *Annual Review of Political Science* 5: 423–450.
- Achen, Christopher H. 2005. "Let's Put Garbage-Can Regressions and Garbage-Can Probits Where They Belong." *Conflict Management and Peace Science* 22: 327–339.
- Ahmed, Amel, and Rudra Sil. 2012. "When Multi-Method Research Subverts Methodological Pluralism—or, Why We Still Need Single-Method Research." *Perspectives on Politics* 10(4): 935–953.
- Albertson, Bethany. 2015. "Dog Whistle Politics: Multivocal Communication and Religious Appeals." *Political Behavior* 37: 3–26.
- Anderson, Elizabeth. 2011. "Democracy, Public Policy, and Lay Assessments of Scientific Testimony." *Episteme*. 8(2): 144–164.
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- Beach, Derek, and Rasmus Brun Pedersen. 2013. *Process-Tracing Methods: Foundations and Guidelines*. Ann Arbor: University of Michigan Press.
- Bennett, Andrew, and Bear Braumoeller. 2005. “Where the Model Frequently Meets the Road: Combining Statistical, Formal, and Case Study Methods.” Unpublished Manuscript: Georgetown University.
- Bernard, H. Russell. 2006. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. 4th Edition. Lanham, Md: Altamira Press.
- Box-Steffensmeier, Janet M., Henry E. Brady, and David Collier. Eds. 2008. *The Oxford Handbook of Political Methodology*. In the Oxford Handbooks of Political Science Series. Oxford: Oxford University Press.
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- Brintnall, Michael, Tony Affigne, and Dianne Pinderhughes. 2008. “Political Science in the United States: Noes on the Discipline.” Paper prepared for the IPSA Conference on International Political Science: New Theoretical and Regional Perspectives. Concordia University, Montreal, Canada, April 30 - May 2, 2008.
- Carmines, Edward, and Richard Zeller. 1979. *Reliability and Validity Assessment*. In Quantitative Applications in the Social Sciences Series. Sage University Paper #17.
- Clarke, Kevin A., and David M. Primo. 2007. “Modernizing Political Science: A Model-Based Approach.” *Perspectives on Politics* 5(4): 741–753.
- Clarke, Kevin A., and David M. Primo. 2012. *A Model Discipline: Political Science and the Logic of Representations*. Oxford: Oxford University Press.
- Collier, David, and Colin Elman. 2008. “Qualitative and Multimethod Research: Organizations, Publication, and Reflections on Integration.” In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier. Eds. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press.
- Collier, David, Jody Laporte, and Jason Seawright. 2008. “Typologies: Forming Concepts and Creating Categorical Variables.” In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier. Eds. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press. Pp. 152–173.
- de Marchi, Scott. 2005. *Computational and Mathematical Modeling in the Social Sciences*. Cambridge: Cambridge University Press.
- de Marchi, Scott, and Scott E. Page. 2014. “Agent-Based Models.” *Annual Review of Political Science* 17: 1–20.
- Diesing, Paul. 1991. *How Does Social Science Work? Reflections on Practice*. Pittsburgh: University of Pittsburgh Press.

- Dixit, Avinash. 1998. "My System of Work (Not!)" In Michael Szenberg (Ed.) *Passion and Craft* Ann Arbor: University of Michigan Press. Pp. 69–81.
- Dunning, Thad. 2012. "The Central Role of Qualitative Evidence." In *Natural Experiments in the Social Sciences: A Design-Based Approach*. New York: Cambridge University Press. Pp. 208–232.
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## 7 Resources

- Excellent introductions to statistics, including software assistance:
  - Link: UCLA Statistics and Software
  - Link: Statistics at Square One
  - Link: HyperStat Online Statistics Textbook
  - Link: Princeton Stata Resources
  - Link: An Introduction to R
  - Link: Try R
- $\text{\LaTeX}$  typesetting package, including Beamer presentation software:
  - Link: Not So Short Introduction to  $\text{\LaTeX}$  2e
  - Link:  $\text{\LaTeX}$  Wikibook
  - Link: The  $\text{\LaTeX}$  Companion
- Other useful resources:
  - Link: Sweave integration of R and  $\text{\LaTeX}$
  - Link: Makefile source code compiler
  - Link: NVivo platform for analyzing unstructured data
  - Link: Github collaboration and code compiler
  - Link: ZTree experimental economics software
  - Link: Qualtrics survey and experimental software (University has site license)
  - Link: Matlab computing software (University has site license)
- Scientific standards:
  - Link: Berkeley Institute for Transparency in the Social Sciences
  - Link: EGAP research registry
  - Link: Dataverse replication data repository
  - Link: AEA economics research registry
  - Link: CONSORT Reporting Standards
  - Link: Syracuse Qualitative data repository
- Methods workshops and associations:
  - Link: The Society for Political Methodology
  - Link: Experiments in Governance and Politics
  - Link: ICPSR Summer Methods Program
  - Link: Institute for Qualitative and Multi-Method Research
  - Link: Berkeley Institute for Transparency in the Social Sciences
  - Link: Computational Social Science Summer School
  - Link: Empirical Implications of Theoretical Models