

GOV 391K: Scope and Methods, Fall 2019**1 Instructor Information**

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Office Hrs: Th 9:30–12:30 & by appt
Class Location: CBA 4.342

2 Course Overview

Scope and Methods is a core, foundational course in the department. The material in this course is crucial for your 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 empirical 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**

- Christensen, Garret, Jeremy Freese, and Edward Miguel. 2019. *Transparent and Reproducible Social Science Research: How to Do Open Science*. Berkeley, CA: University of California Press.
- Dunning, Thad. 2012. *Natural Experiments in the Social Sciences: A Design-Based Approach*. Cambridge, UK: Cambridge University Press.
- Gerring, John. 2012. *Social Science Methodology: A Unified Framework*. 2nd ed. Cambridge: Cambridge University Press.
- Goertz, Gary. 2017. *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach*. Princeton, NJ: Princeton University Press.
- King, Gary, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.
- McIntyre, Lee. 2019. *The Scientific Attitude: Defending Science from Denial, Fraud, and Pseudoscience*. Cambridge, MA: MIT Press.

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 encourage you to purchase and read the following books, though these readings are not strictly required.

- Angrist, Joshua D., Jorn-Steffen and Prischke. 2015. *Mastering 'Metrics: The Path from Cause to Effect*. Princeton, NJ: 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.
- Brady, Henry, and David Collier. Eds. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. 2nd ed. Lanham, Md: Rowman and Littlefield.
- 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])
- O'Hear, Anthony. 1991. *An Introduction to the Philosophy of Science*. Oxford: Clarendon.
- Pollock, Philip H., III. 2012. *The Essentials of Political Analysis*. 4th Ed. Los Angeles: Sage.
- Schwartz-Shea, Peregrine, and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes*. New York: Routledge.
- Trochim, William, and James Donnelly. 2008. *The Research Methods Knowledge Base*. Mason, OH: Cengage Learning.

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. Should participation not be satisfactory, I may institute a “reading response” requirement, which would entail weekly submissions of summaries of all assigned readings. 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 7 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 8

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 15

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: October 22

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) 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 5

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 19

3.3.6 Qualitative Normative Design

Pick a concept of interest that can be connected to a normative ideal, such as equality, freedom, justice, democracy, legitimacy, etc. Next, choose one methodology in political theory, such as normative analytic political theory, critical theory, the history of political thought (and maybe an even more specific school, such as the Cambridge School or the Straussian approach). First, briefly discuss how the specific methodology you chose approaches and analyzes various different concepts (this is a rather broad discussion about the application of the methodology you chose to a wide variety of concepts). Next, discuss how this methodological approach is suited to explaining your specific concept. You also need to briefly discuss how other political theory methodologies have addressed (or would address) your concept, in addition to your discussion on how the specific methodology you chose have addressed the concept.

Due: December 10

3.3.7 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 10

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.

4.5 Family

I am not aware of an official university policy on children in the classroom. The following is an attempt to insure family friendliness while also maintaining a proper learning environment. [I borrowed heavily and adapted these policies from Melissa Cheyney's syllabus. [Link here.](#)]

1. All breastfeeding babies are welcome in class as often as is necessary.
2. For older children and babies, unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. If needed, these incidents will be an excused absence and I will work with you to insure you learn the material. Alternatively, while this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
3. I ask that all students work to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
4. In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for others' students, you may step outside until their need has been met. For my part, I will work with you should you need to step out so that you can remain caught up.
5. Finally, often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in our class regardless of parenting status, I am happy to problem-solve with you in a way that helps you feel supported as you strive for school-parenting balance.

5 *Tentative Course and Reading Schedule*

5.1 September 3: What are the Fundamentals of Political (Social) Science Research?

Required readings

- Box-Steffensmeier, Brady, & Collier: Chp. 1: "Political Science Methodology"
- Gerring, SSM: Preface; Chp. 1, "A unified framework"
- King, Keohane, & Verba, DSI: Chp. 1, "The Science in Social Science"
- *Professionalization Discussion: Making the Most of your TA/RA Assignment*
 - Webb, Derek. 2005. "Twelve Easy Steps to Becoming an Effective Teaching Assistant." *PS: Political Science and Politics*

- Burmila, Edward M. 2010. “Graduate Students as Independent Instructors: Seven Things to Know about Teaching Your Own Course While in Graduate School.” *PS: Political Science and Politics*

Recommended:

- Dixit, “My System of Work (Not!)”
- Almond, “Separate Tables: Schools and Sects in Political Science.”
- Monroe, et al., “The Nature of Contemporary Political Science: A Roundtable Discussion.”
- Grant, “What Divides Us? The Image and Organization of Political Science.”
- Harris-Perry, “An Interview with Melissa Harris-Perry.”

5.2 September 10: Methods of Observation and Inference

Required readings

- McIntyre, entire book
- Clarke & Primo, “Modernizing Political Science:”
- Popper 1953: [Link \[Here\]](#)
- Lakatos short synopsis, Canvas
- *Professionalization Discussion: How to Write a Literature Review*
 - Golash-Boza, Tanya. “Writing a Literature Review: Six Steps to Get Your from Start to Finish.” <https://hub.wiley.com/community/exchanges/discover/blog/2015/07/02/writing-a-literature-review-six-steps-to-get-you-from-start-to-finish>
 - Knopf, Jeffrey. 2006. “Doing a Literature Review.” *PS: Political Science and Politics*

Recommended:

- O’Hear, AIPS: Chps. 1–4 & 9
- 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.”
- Lakatos, 1978. *The methodology of Scientific Research Programmes Philosophical Papers, Volume I*. Read Pp. 8–101.

5.3 September 17: Research Questions

Faculty guest: John Gerring (Confirmed)

Required readings

- Gerring and Seawright, *Finding your Social Science Project*, Chp 7
- Gerring, *SSM*: Chp. 2, “Beginnings”
- Garfinkel, *Forms of Explanation*: Introduction and Chp. 1
- Nisbett, “The Anticreativity Letters” (Online [Here])
- *Professionalization Discussion: How to Build an Effective Presentation*
 - Salmond and Smith. 2011. “Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences.” *PS: Political Science and Politics*
 - Smith and Salmond. 2011. “Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science.” *PS: Political Science and Politics*

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*.
- Geddes, *Paradigms and Sand Castles*. Chp 2: “Big Questions, Little Answers.”
- Schwartz-Shea and Yanow, *IRD*: Chps. 1–2
- Eidlin, “The Method of Problems...”

5.4 September 24: Theory & Modeling

Faculty guest: Next week

Required readings

- Gerring, *SSM*, Chp. 3: “Arguments”
- Wagner, “Who’s Afraid of ‘Rational Choice Theory’?”
- Wolford, “Chapter 2: The Theory of War I: Commitment Problems.”
- *Professionalization Discussion: Early Steps for Preparing for Prelims*

- Mitchell. “A Guide to Preparing for and Taking Comprehensive Examinations.” University of Oregon. https://rmitchel.uoregon.edu/tip/comp_take
- Lampe and Kesgin. “Hazing in the Discipline: The Comprehensive Examination in Political Science.” University of Iowa. <http://myweb.uiowa.edu/bhlai/workshop/lampe.pdf>
- GradHacker. 2012. “Surviving Studying for Comprehensive Exams.” <http://www.gradhacker.org/2012/studying-for-comprehensive-exams/>

Recommended:

- 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”
- de Marchi & Page. “Agent-Based Modeling.” P. 1–20.
- Geddes, *Paradigms and Sand Castles*. Chp 5: “How the Approach You Choose Affects the Answers You Get.” change this???
- 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*.

5.5 October 1: Construct Validity

Faculty guest: Zach Elkins (Confirmed) & Scott Wolford (Confirmed)

Required readings

- Gerring, SSM, Chps. 5 & 7: “Concepts” & “Measurements”
- Elkins, “Gradations of Democracy?”
- Seawright and Collier, “Rival Strategies of Validation”
- Trochim & Donnelly, RMKB, Chps. 3: “Theory of Measurement”

- *Professionalization Discussion: Gender in the Discipline*
 - Monkey Cage gender gap 10-part series. Each sign up for one to read and discuss. [Link here]
 - Clayton et al., “All Male Panels...”
 - Dion et al., “Gendered Citation Patterns...”
 - Mitchell and Martin, “Gender Bias in Student Evaluations.”
 - Pyke, “Service and Gender Inequity...”

Recommended:

- Carmines & Zeller. *Reliability and Validity Assessment*.
- Munck and Verkuilen, “Conceptualizing and Measuring Democracy...”
- Goertz, *Social Science Concepts*.
- Collier, Laporte, and Seawright. “Typologies: Forming Concepts and Creating Categorical Variables.”
- Sartori, “Concept Misformation in Comparative Politics”

5.6 October 8: Internal Validity

Faculty guest: Stephen Jessee (Confirmed)

Required readings

- King, Keohane, Verba, DSI, Chp 3: “Causality and Causal Inference”
- Gerring, SSM, Chps. 6, 8, & 9: “Descriptive Arguments”, “Causal Arguments”, & “Causal Analyses”
- Holland, “Statistics and Causal Inference”
- Falleti and Lynch, “Context and Causal Mechanisms...”
- *Professionalization Discussion: Early Steps to the Job Market and Life after Graduate School*
 - Drezner, Daniel. 1998. “So You Want to Get a Tenure-Track Job...” *PS: Political Science and Politics* 31: 609–614.
 - Miller, William J., and Bobbi Gentry. 2011. “Navigating the Academic Job Market in Treacherous Times.” *PS: Political Science and Politics*.
 - Fuerstman, Daniel, and Stephan Lavertu. 2005. “The Academic Hiring Process: A Survey of Department Chairs.” *PS: Political Science and Politics*
 - Murakami, Michael H. 2012. “The Broad Value of a PhD in Political Science.” *PS: Political Science and Politics*

- Marshall, Bryan W. and John M. Rothgeb, Jr. 2011. “So You Want Tenure? Factors Affecting Tenure Decisions in Political Science Departments.” *PS: Political Science and Politics*
- Gadarian, Shana. 2017. “The Academic Job Market.”
- Kosar, Kevin R. 2016. “Preparing for Unforeseen Opportunities Outside Academia.” *PS: Political Science and Politics* 49(3).
- Becker, Megan, and Kelebogile Zvobgo. 2018. “Smoothing the Pipeline: A Strategy to Match Graduate Training with the Professional Demands of Professorship.” Unpublished Paper: University of Southern California.

Recommended:

- Cho and Manski, “Cross-Level/Ecological Inference.”
- Angrist and Pischke, Review “Chapter 1: Randomized Trials” from Week 2
- Lewis, “Causation”, [Link here](#)
- Leamer, “Let’s Take the Con Out of Econometrics.”
- 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.”
- Morgan & Winship, *Counterfactuals and Causal Inference*.

5.7 October 15: Randomized Experiments

Faculty guest: Albertson (Confirmed)

Required readings

- Dunning, Natural Experiments book, Chp 1
- Gerring, SSM, Chps. 10 & 11: “Causal Strategies: X and Y” & “Causal Strategies: Beyond X and Y”
- McDermott: “Experimental Methods in Political Science.”
- Cartwright and Deaton, “Understanding and Misunderstanding Randomized Controlled Trials.”
- Albertson, “Dog Whistle Politics”
- *Professionalization Discussion: Publishing Your Research*

- Rich, Timothy S. 2013. “Publishing as a Graduate Student: A Quick and (Hopefully) Painless Guide to Establishing Yourself as a Scholar.” *PS: Political Science and Politics*
- Polsky, Andrew. 2007. “Seeing Your Name in Print: Unpacking the Mysteries of the Review Process at Political Science Scholarly Journals.” *PS: Political Science and Politics*
- Giles, Micheal W., and James C. Garand. 2007. “Ranking Political Science Journals: Reputational and Citational Approaches.” *PS: Political Science and Politics*
- Garand, James C., and Micheal W. Giles. 2011. “Ranking Scholarly Publishers in Political Science: An Alternative Approach.” *PS: Political Science and Politics*

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

5.8 October 22: Natural and Quasi-Experiments

Faculty guest: TBD

Required readings

- Dunning, Natural Experiments book, Chps 2–6, 8–9
- Hyde, “The Observer Effect in International Politics”
- *Professionalization Discussion: Publishing Your Research*
 - Rich, Timothy S. 2013. “Publishing as a Graduate Student: A Quick and (Hopefully) Painless Guide to Establishing Yourself as a Scholar.” *PS: Political Science and Politics*
 - Polsky, Andrew. 2007. “Seeing Your Name in Print: Unpacking the Mysteries of the Review Process at Political Science Scholarly Journals.” *PS: Political Science and Politics*
 - Giles, Micheal W., and James C. Garand. 2007. “Ranking Political Science Journals: Reputational and Citational Approaches.” *PS: Political Science and Politics*
 - Garand, James C., and Micheal W. Giles. 2011. “Ranking Scholarly Publishers in Political Science: An Alternative Approach.” *PS: Political Science and Politics*

Recommended:

- Shadish, Cook, and Campbell, *Experimental and Quasi-Experimental Designs*

5.9 October 29: Quantitative observational designs

Faculty guest: Wlezien (TBD)

Required readings

- Angrist and Pischke, Chapter 2, “Regression”
- Achen, “Let’s Put Garbage Can Regressions...”
- Jensenius, “The Fieldwork of Quantitative Data Collection”
- Schrodtt, “Seven Deadly Sins”
- King, Keohane, Verba, DSI, Chps 4–5: “Determining What to Observe” & “Understanding What to Avoid”
- *Professionalization Discussion: Effective Computing Practices for Data Analysis*
 - Clinton, Josh. “Advice on Computing Issues.”
 - King, Gary. 1995. “Replication, Replication.” *PS: Political Science and Politics*
 - Bowers, Jake. 2011. “Six Steps to a Better Relationship with your Future Self.” *The Political Methodologist* http://www.jakebowers.org/PAPERS/tpm.v18_n2.pdf

Recommended:

- Hainmueller, et al, “How Much Should we Trust Estimates from Multiplicative Interaction Models?”
- Stock & Watson, *Introduction to Econometrics*.
- Wooldridge, *Introductory Econometrics*.
- Achen, “Toward a New Political Methodology”
- Green, Kim, & Yoon, “Dirty Pool”

5.10 November 5: Qualitative observational designs

Faculty guest: Liu (Confirmed)

Required readings

- Ricks and Liu, “Process Tracing Research Designs”
- Gerring and Cojocaru, “Selecting Cases for Intensive Analysis: A Diversity of Goals and Methods”
- King, Keohane, and Verba, Chp. 6: “Increasing the Number of Observations.”
- Dunning, *Natural Experiments* book, Chp 7

- Brady & Collier, RSI, Chp. 2: “The Quest for Standard’s: King Keohane and Verba’s *Designing Social Inquiry*”
- Loyle and Simoni. 2017. “Researching Under Fire.”
- *Professionalization Discussion: Grant Writing in Political Science*
 - Readings TBA

Recommended:

- Collier, “Understanding Process Tracing”
- 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, “What is a Case Study and What is it Good for?”
- Mahoney and Goertz, “A Tale of Two Cultures...”
- Geddes, Chp 4: “How the Evidence You Use...”
- Scoggins, “Navigating Fieldwork as an Outsider”
- Leech, “Asking Questions.”
- Rathbun, “Interviewing and Qualitative Field Methods”
- Beach & Pedersen, *Process-Tracing Methods: Foundations and Guidelines*.
- George and Bennett, *Case Studies and Theory Development in the Social Sciences*.
- Sparrow, “Political Science and Biography”
- Hunter, “The Normalization of an Anomaly”
- Trachtenberg, *The Craft of International History*.
- Nielsen, “Case Selection via Matching.”
- Weeden, “Reflections on Ethnographic Work in Political Science.”
- Yin, *Case Study Research: Design and Methods*.

5.11 November 12: Mixed-method designs

Faculty guest: TBD

Required readings

- Goertz, entire book
- Dunning, Natural Experiments book, Chp 11
- Paluck, “The Promising Integration of Qualitative Methods and Field Experimentation”
- *Professionalization Discussion: Managing your Time: Life and Work Balance*
 - No Readings

Recommended:

- Lieberman “Nested Analysis as a Mixed-Method Strategy”
- Bennett and Braumoeller, “Where the Model Frequently Meets the Road”
- Ahmed and Sil, “When Multi-Method Research Subverts Methodological Pluralism”
- Collier and Elman, “Qualitative and Multimethod Research”
- Fearon & Laitin. “Integrating Qualitative and Quantitative Methods”
- Seawright and Gerring, “Case Selection Techniques in Case Study Research”

5.12 November 19: External Validity

Faculty guest: TBD

Required readings

- Findley, book manuscript
- King, Keohane, Verba, DSI, Chp 2: “Descriptive Inference”
- Gerring, SSM, Chps. 4: “Analyses”
- Dunning, Natural Experiments book, Chp 10
- *Professionalization Discussion: How to Best Approach Your Dissertation Project*
 - Cochrane, John H. 2005. “Writing Tips for Ph.D. Students.” Graduate School of Business. University of Chicago.
 - Bertucci, Mariano E. 2015. “Why, and How, to Bridge the ‘Gap’ Before Tenure.” *PS: Political Science and Politics*.

Recommended readings:

- Trochim & Donnelly, RMKB, Chp. 2, “Sampling”

5.13 November 26: Design, Data Collection, & Scientific Standards

Faculty guest: Jensen (Confirmed)

Required readings

- Christensen, Freese, & Miguel, *Transparent and Reproducible Social Science Research* book, all
- Fujii, “Research Ethics 101”
- Findley et al. 2016: “Can Results-Free Review Reduce Publication Bias?”
- 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 \[Here\]](#)
- *Professionalization Discussion: Reviewing Articles, Discussing Papers: How to Be Constructive*
 - Miller, Beth, et al. 2013. “How to Be a Peer Reviewer: A Guide for Recent and Soon-to-be PhDs” *PS: Political Science and Politics*

Recommended:

- 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
- McMurtie, “Secrets from Belfast”
- Science Transparency and Openness Guidelines (<http://centerforopenscience.org/top/>)
- Miguel, et al, “Promoting Transparency in Social Science Research”
- Nosek, et al, “Promoting an Open Research Culture”
- Barrett, Christopher B., and Jeffrey W. Cason. 2010. *Overseas Research: A Practical Guide*. London: Routledge Press.
- Gerring, SSM, Chp. 13: “Unity and Plurality”
- Paluck, “Methods and ethics...”

5.14 December 3: Normative dimensions

Faculty guest: T. Pangle (Confirmed)

Required readings

- T. L. Pangle and T. W. Burns. 2015. *The Key Texts of Political Philosophy: An Introduction*. Cambridge University Press. Chps 1 (Pp. 1–9), 12, 13, and 14.

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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
- \LaTeX typesetting package, including Beamer presentation software:
 - Link: Not So Short Introduction to \LaTeX 2e
 - Link: \LaTeX Wikibook
 - Link: The \LaTeX Companion
- Other useful resources:
 - Link: Sweave integration of R and \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