

**PS 571: RESEARCH METHODS AND ANALYSIS**  
North Carolina State University  
Department of Political Science  
Spring 2025

**Course Time:** 3:00 – 5:45 Wednesdays

**Course Location:** 4 Winston Hall, 113 Tompkins

**Instructor:** Professor Elizabeth Lane (she/her/hers)

**Office:** 229 Caldwell Hall

**E-mail:** [elane3@ncsu.edu](mailto:elane3@ncsu.edu) - Please include "PS 571:" in the Subject line.

**Student Hours:** 12:30-2:30 Wednesdays

## **COURSE OBJECTIVES AND LEARNING OUTCOMES**

This course is designed to introduce you to the scientific study of politics. You will become generally familiar with philosophy of science as it pertains to the social sciences. You will be introduced to the different puzzles, theories, and sub-fields of political science. And we will spend a good deal of time discussing research design and methods, to prepare you for your other graduate-level courses and thesis. The course will address a variety of approaches to empirical political science research including experimental and quasi-experimental designs, large-n survey research, small-n case selection, and comparative/historical comparisons. We will also talk about research ethics. Lastly, students will learn basic data analysis. By the end of the semester, students should have a deeper understanding of the scholarly approach to social science inquiry. They should have a deeper understanding of different approaches to studying political science and the pros and cons of each. Students should understand and be able to explain basic components of research design. The final goal is for each student to produce a unique research design and be able to explain their project to non-experts in a conference-style presentation.

## **CLASS FORMAT**

This class will meet in-person. As a graduate student in a seminar style course, it is incredibly important to attend class and be an active participant. More about this in the attendance policy section.

### **Student Hours**

If you have a question about course material, constitutional law, or you just want to chat about the Supreme Court or anything else, my student hours (aka office hours) will be on Wednesdays from 12:30-2:30 pm in 229 Caldwell Hall. If this time is inconvenient for you, or you need to meet via Zoom, please email me to arrange an alternative time/venue. After making arrangements, Zoom office hours will be held using the Zoom information below:

**<https://ncsu.zoom.us/j/94594760902?pwd=hbuTFqAjZwmS7WhfvMTFXbJ0fjLfxG.1>**

**Meeting ID:** 945 9476 0902

**Passcode:** ps571!

## **COURSE MATERIALS**

### **Required Text**

Please obtain a copy of the following books for this class. The names in brackets are how these texts will be referenced in the schedule part of the syllabus.

- Johnson, Janet Buttolph, Henry T. Reynolds, and Jason D. Mycoff. (2019). *Political science research methods*. (9th Ed.) CQ Press. [JRM]
- King, Gary., Robert O. Keohane., and Sidney Verba (2021). *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press. [KKV]
- Powner, Leanne C. (2014). *Empirical Research and Writing: A Political Science Student's Practical Guide*. CQ Press [Powner]

**All texts listed above but JRM are available free online or NCSU's library website.** That is, the only book you must purchase is JRM. I encourage you to purchase the Ninth Edition as the earlier editions include different content and chapter organization.

You will also be reading excerpts from other books available through the library and contemporary journal articles. The majority of these are available to access for free through the library's website or Google Scholar.

## COURSE REQUIREMENTS AND GRADING

Your course grade will be graded on a points system (points earned divided by points possible). The points will consist of reading responses, four quizzes, two exams, and a pre- and post-test. A summary of the points breakdown is as follows:

Assignment	Points
Seminar Participation & In-Class Quizzes	200
Homework	350
Research Paper	250
Presentation	100
Discussant Feedback & Peer Review	100
<b>Total</b>	<b>1,000</b>

### Seminar Participation & In-Class Quizzes (200)

I expect that you will attend all of our seminar in-person meetings, be prepared for each session, and participate in any activities or exercises during the semester. Being prepared for seminar does not simply mean completing all of the required readings, you must demonstrate that you have dedicated time to also consider how they advance our knowledge of course topics. You are expected to offer thoughts and opinions in the class without prompting. Your goal is to show me and your classmates that you put in the work for every class. Some pointers:

- Listen.
- Ask questions.
- Credit the person whose point you're engaging (a scholar or your classmate).
- Think about whose ideas you are not acknowledging and why.
- Do not dismiss an entire article, methodology, or subfield.
- Remain open to the possibility that you are wrong.
- Assume everyone is as smart as you are.
- Be respectful. Don't interrupt.
- Do the reading. If you have not, don't take up space in the conversation pretending that you did.

I use quizzes and exercises to encourage students to keep up with the readings and ensure they have a base level of understanding of what they are learning. These will take place at the beginning of class and will be completed individually. Course meetings without quizzes will have activities or the grade will simply be based on their participation that day. On meetings with quizzes, partial credit for the meeting is based on class participation and the other portion of the grade will be the score on the quiz. I will drop each student's two lowest grades for participation and quizzes. This, however, does

not mean that you get two absences. You must attend class; this will simply excuse an off-day for participation or a poor performance on a quiz.

Each student gets one excused absence. Each subsequent absence will result in a three-point deduction from their overall final grade.

### Homework (350)

There will be nine homework assignments this semester. The time to complete these assignments and length will vary. Depending on the assignment they will serve to: (1) help complete important steps in the research process in an effort to move you towards completing your final paper for the course; and/or (2) demonstrate your understanding of course concepts and skills.

**These assignments are individual assessments of each student's progress in the course. They are to be done alone and without the aid of other students in the course.**

Homework assignments should be submitted on Moodle as a PDF. They are **due at 11:59 pm Raleigh time on the Friday following the class they are listed**. For example, Homework 1 is listed as due under the January 15 class. This means it is due by 11:59 on Friday, January 17. I encourage you to complete these assignments prior to our class meeting. Homework assignments will be posted (at the latest) one week before they are due.

### Research Paper (250)

Much of what we will read in this class is about how to design and implement research projects in political science. Typically, this begins with a question or puzzle that is compelling. Then, we try to understand if it has been answered previously, if it has been studied in other contexts, and identify related research by conducting a review of the existing scholarly literature. We then use this to develop a theoretical argument and testable hypotheses, identify existing data or create a plan to acquire novel data, and collect it, and conduct an analysis to test our hypotheses.

Independent research using the aforementioned process is the best way to demonstrate your mastery of course content this semester because it requires you to apply the tools of social science research. I do not expect you do complete a research project from start to finish; for this paper you are expected to complete a research design.

Your final paper should:

1. Clearly articulate a research question
2. Explain the significance of the project
3. Review the relevant literature
4. Introduce relevant concepts and suggest operational definitions for the key variables
5. Develop a cogent theoretical argument with testable hypotheses
6. Explain the data to test your hypotheses and *intended* analysis (this can be data you plan to collect, but if so, it should be realistic)
7. Provide a detailed bibliography

Throughout the semester, some homework assignments will help you complete certain stages of the research process and provide you with an opportunity for feedback. That being said, you should not solely rely on these to progress your research. Reading academic work and finding relevant literature takes time. Start this process early! The researcher process is interdependent. If you are unfamiliar with the literature, it will be much harder to identify and refine your particular question, without a question you cannot theorize and develop your hypotheses, etc.

The final paper should reflect a journal manuscript without the analysis section. That is, it should include an introduction, literature review, theory, data and methods, a conclusion, and works cited, which is 15-18 pages .

The final paper will be due **Saturday, April 12, at 11:59 pm**. It should be submitted to Moodle as a PDF and also emailed to the discussant.

### Research Presentation (100)

Communicating original research, or unfamiliar concepts to others is an important part of many professions. Because of the nature of this course, you will be presenting your research in an academic conference-style presentation. This simply means you will have about 12 minutes to present your research paper using a visual aid (e.g., Power Point, Keynote, Beamer, Canva) to me and your classmates. Following your presentation, a discussant will provide feedback, then the floor will be open for audience members to ask questions.

### Discussant Feedback & Peer Review (100)

In this class, all of the articles you read have gone through a rigorous peer-review process. Most of them were also likely presented at conferences and also improved by feedback from a discussant and audience members as well. You will take part in this process this semester to, practice providing constructive feedback (not criticism), and demonstrate your understanding of academic research.

You will be assigned as a discussant for a paper that is written by another student during the semester. When your classmates (and you) submit their final papers, they will also email it to their assigned discussant. As the discussant, you are to read their paper and provide comments on things they should consider, how to improve their paper, the broader significance of their paper, etc. Think of discussant feedback and bigger picture comments and more general feedback. Oftentimes these are aimed to also provoke thoughts from audience members, as well.

You will also construct a written review of the paper you are assigned. This should be 3-5 pages. The first paragraph should provide a brief summary of the paper based on your understanding. The following discussion should be general thoughts on how to improve the paper, questions you have, concepts that were unclear, areas you think need more discussion, suggestions on what to do differently, and even grammatical errors. This is due by **Wednesday, April 16, at 3:00 pm**. It should be submitted as a PDF on Moodle.

## COURSE POLICIES AND RESOURCES

### Grade Scale

NCSU uses a letter plus minus grading scale. The **final minimum percentage needed** for each grade level is as follows in the tables below. The right table is a continuation of the left and set adjacent instead of below to save space.

Please **do not** email me at the end of the semester asking me to round your final grade. The ONLY reason you need to email me is if you think there is an error of some sort. If there is, we will fix it. If you email me asking to change your final grade, to round your final percentage/bump up your final percentage/letter grade, or inquiring about extra credit, I will delete your email and not respond. If you send an email like this it will be clear you did not read the syllabus, or that you think the rules that apply to the rest of the class do not apply to you. Everyone has the semester to earn the same points as any other student. This makes the process fair. Last minute additions, bumps, rounding, is unfair.

Low	Letter	High	Low	Letter	High
97 ≤	A+	≤ 100	77 ≤	C+	≤ 80
93 ≤	A	≤ 97	73 ≤	C	≤ 77
90 ≤	A-	≤ 93	70 ≤	C-	≤ 73
87 ≤	B+	≤ 90	67 ≤	D+	≤ 70
83 ≤	B	≤ 87	63 ≤	D	≤ 67
80 ≤	B-	≤ 83	60 ≤	D-	≤ 63
			0 ≤	F	≤ 60

*\*Hidden curriculum note: You should understand that letter grades in graduate school are not very meaningful— which means by extension that GPAs in grad school also aren't very meaningful. In most cases an A means something like "is doing graduate level work", B means "is not doing graduate level work", and C means roughly "are you sure you want to do*

*graduate school?" To be clear, not all faculty use the grade scale in this way—but most do. You'll get a sense for how different faculty use grades in graduate courses by reading their syllabi and talking to other students in the program.*

### Grade Questions and Appeals

If you receive a grade and see that it contains an arithmetic error (i.e., I mis-calculated your grade), please inform me of the problem. If you have a question or concern about your performance on any course work, please also contact me. **All** concerns must be stated in writing (paper or email), beginning with a statement that concisely explains why you believe your grade should be altered.

All concerns, whether arithmetic or otherwise, must be raised within one week of that assignment/quiz's release to students. The one-week clock starts when grades are posted on Moodle or paper exams are distributed back to the class regardless of whether you were there to collect it or not. If you do not raise your question within this one-week period, you forfeit your ability to appeal your grade.

### Late Work

The following penalty will be assessed on late work. All other late work will **not** be accepted. That is, you are expected to attend class for all exams and submit all quizzes on time. If extenuating circumstances make this impossible, you must notify the instructor **prior** to the assignment. The burden then falls on the student to provide documentation for the absence or excuse. If this material cannot be provided, a makeup will not be scheduled.

<b>Lateness</b>	<b>Points Penalized</b>
1-60 minutes	-10%
61-120 minutes	-20%
121-180 minutes	-30%
181-360 minutes	-40%
361-720 minutes	-50%
> 721 minutes	Not accepted

### Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct (<https://policies.ncsu.edu/policy/pol-11-35-01/>). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Academic misconduct includes four basic categories including cheating, plagiarism, aiding and abetting another to cheat or plagiarize, and/or destruction or removal of academic materials. Generally, academic misconduct can be thought of as any behavior that involves the giving, taking, or presenting of information by a student that unethically or fraudulently aids the student or another on any work which is to be considered in the determination of a grade or the completion of academic requirements or the enhancement of that student's record or academic career.

Of note for this course is plagiarism, which is defined by NCSU Code of Student Conduct as either (a) representing the work of others as his or her own; or (b) submitting written materials without proper attribution or acknowledgment of the source.

Written assignments for this class will be subject to review by plagiarism detection software. Incidents of dishonesty may also be reported to the Department or University, which can result in further disciplinary action. On your briefing-discussion memos I expect this to be in your own words and not the words of Epstein et al. I do not want to see that you can copy from the book. You must demonstrate your own understanding of this material. I understand certain terms like "cruel and unusual punishment" must be used and are unavoidable, but other content must be yours, and yours alone.

Regarding group work, all work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that I can assess your performance on each assignment. If a

group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the NCSU Code of Student Conduct.

Regarding AI/Machine Learning/Chat GPT, I ***strongly discourage*** students from using this. That being said, if you do use it, you must give credit/cite this work. **Any work** that is not your own must be cited per the University's Academic Integrity guidelines.

If you are ever confused about what is and is not plagiarism, I am happy to discuss it with you, especially if it avoids you accidentally plagiarizing. Additionally, Indiana University has a helpful plagiarism tutorial that I encourage you to look at if you are ever confused in this class or any other:

<https://plagiarism.iu.edu/tutorials/task2/index.html>

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- Equal Opportunity, Non-Discrimination Policy: <https://policies.ncsu.edu/policy/pol-04-25-05/>
- Code of Student Conduct: <https://policies.ncsu.edu/policy/pol-11-35-01/>
- Grades and Grade Point Average: <https://policies.ncsu.edu/regulation/reg-02-50-03/>
- Credit Only Courses: <https://policies.ncsu.edu/regulation/reg-02-20-15/>
- Audits: <https://policies.ncsu.edu/regulation/reg-02-20-04/>

### Collaboration

A student's grades must represent the extent that the *individual* mastered the course content. You should assume that you are to complete course work individually (without the use of another person or uncited sources) unless otherwise indicated by the instructor. It is your responsibility to seek clarification if you are unclear about what constitutes proper or improper collaboration.

### Course Communication

Class announcements will be sent via email on Moodle. If you ever delete one of these emails and want to reference it, you can find it under the Announcements page on Moodle.

If you need to schedule a meeting outside of office hours, have questions regarding course material, or other topics, please feel free email me. When emailing, please include "PS 571:" as the first part of the subject line. If you do not include this information, I may not see your email. Also, for me to reply, you must also include your first and last name in the text of the email so that I know who I am responding to, and I can properly address you. Some of your names are different from your emails or not clearly apparent from your email address. **If you have questions regarding due dates or reading assignments consult the syllabus or a classmate.** I am not saying this to be rude but (1) I promise you will find your answer sooner, and (2) if everyone emails me about a question that can be answered by the syllabus I will be overwhelmed with emails. Considering I receive these emails anyway, I am sure you can imagine how many student emails I receive each day.

Please email me via NCSU Gmail. Moodle mail often goes to my spam folder, and I do not see it. During the week I will typically answer emails within 24 hours unless the syllabus states I am out of town for a conference or talk. I do not check email as regularly on the weekend so it will usually take 48 hours.

As mentioned, you will be submitting assignments in person and via Moodle. For assignments submitted on Moodle, you are responsible for giving yourself enough time to do so. If you encounter complications with Moodle, **contact Technology Support first.** You can find their information on the right-hand side of the course Moodle Page in the Student Services

block, located below Student and Academic Support. If the issue remains unresolved after contacting them, then you can email me, but you must provide proof of your communication with Moodle first.

It is incredibly helpful if you include a user picture on Moodle. This helps me know whose work I am grading and relate that to who I see in class. If you feel comfortable uploading a picture you can do so by clicking our name on the top right-hand side of Moodle > Profile > and under User details, click "Edit profile." You can then navigate to WolfWare Profile and upload your photo there.

### Classroom Recording and Materials

If you wish to record classroom lectures you must ask the instructor for permission prior to doing so. To protect the privacy of all students and to maintain a respectful and inclusive learning environment, **unauthorized audio or video recordings and photographs of class lectures or discussions are strictly prohibited**. Please note that unauthorized recording and distribution of class materials, including audio or video recordings and photographs, may violate federal privacy laws (such as FERPA), copyright laws, and the university's Code of Student Conduct. Suspected violators will be reported to the Office of Student Conduct (OSC). For students with accommodations or seeking note-taking or other accommodations, please work with the Disability Resource Office (DRO) to provide the necessary documentation.

Lectures and course materials (including but not limited to presentations, exams, quizzes, outlines, lecture notes, reading prompts, etc.) All course materials are protected by U.S. copyright law and by university policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with another student who is registered and enrolled in this course. **You may not reproduce, distribute or display (post/upload) course materials without my express written consent.** You also may not allow others to do so. This includes, but is not limited to, sharing any course-related material with online social-study sites like Course Hero, Quizlet, Koofers, and other related services. Dissemination of classroom content without permission to do so is strictly prohibited and subject to academic disciplinary actions.

### Attendance

Each student gets one excused absence. Each subsequent absence will result in a three-point deduction from their final grade. ***Coming to class is important.*** This material is difficult to learn on your own and you should have an opportunity to ask questions and carryon discussions with your classmates, which will aid your learning. For the sake of your own success, I **STRONGLY** encourage you to come to class every meeting and be prepared with questions. I am sure it comes as no surprise that students who regularly attended my class do significantly better than their classmates.

If you are feeling unwell but not sick enough to go to the doctor, missing class for pre-scheduled doctor's appointments, classes missed because of work/volunteering/interviews, missing class because you got stuck behind a train or could not find parking (although I do sympathize), as well as the days you simply do not want to come to class that is your prerogative. Please do not email me asking to be "excused" for any of these reasons unless it is for reasons discussed in the Other Accommodations section.

Please remember that part of your grade is based on **coming to class prepared**. Because these attendance and participation will have questions at random, and you get to drop the lowest six grades, these will not be excused. Additionally, please do not email me to ask, "*What did I miss?*" without first reading all of the assigned readings for that day and checking with a classmate.

If you will miss the final exam, you must get an excused absence per the University's absence policy and notify me in advance: <https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/>

I hope this does not happen, but if you fall too far behind and feel the need to withdraw, please find information on the University's policy here: <https://studentservices.ncsu.edu/your-classes/withdrawal/process/>

## Accessing University Resources

You may access many student resources provided by the University in the Student Services block located on the right-hand side of the course Moodle page below the Meet the Instructor and Activities blocks. These services include Academic Support, community, health and wellness, basic needs, financial assistance, and other campus resources. To open the block drawer, click on the button that looks like an arrowhead on the right side of the main course page. You can close the block drawer by clicking on the X.

## Disability Services & Accommodations for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and state law, NC State is committed to ensuring that no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity.

Reasonable accommodations will be made for students with verifiable disabilities. If you have already made accommodation arrangements, please inform me of your needs at the beginning of the course and present me with your accommodations form. If you need to request accommodations under the Americans with Disabilities Act, students must register with the Disability Resource Office at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653. You can fill out an accommodations request form at: <https://dro.dasa.ncsu.edu/connect-with-the-dro/accommodation-requests/>. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01)

## Trans-Inclusive Statement

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

## Basic Needs Security

Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program: <https://dasa.ncsu.edu/pack-essentials/>

## Other Accommodations

I recognize that although all of you are students you have a life outside of the classroom and oftentimes things going on in your personal life can complicate your work as a student. You may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug concerns, feeling down, difficulty concentrating and/or lack of motivation. The Counseling Center at NC State offers confidential mental health services for full-time NC State students, including same-day emergency services. CHASS also has an embedded clinician named Dr. Jenn Archer, who will be hosting a drop-in counseling space every Wednesday from 12-2pm in room 115 of the 1911 Building and seeing clients for individual therapy. Individual appointments with

Jenn or questions about other mental health services can be made by visiting the get started page:

<https://bit.ly/3qru25Z>

Here you can book for future appointments, contact the 24-hour hotline for crisis and support, which is available at **919-515-2423** and will connect you with a professional counselor. If you would like to visit the Counseling Center in person for your mental or physical health, you can find it at 2815 Cates Ave., Suite 2401, on the second floor of the Student Health Center.

NC State has other resources like NC State Cares to help during these difficult times. You can reach out to them through by calling 919-515-4405. You can also visit their website at: <https://bit.ly/3Oo4DDw> If you do not feel comfortable doing this yourself, please let me know. I am happy to submit a form to the Cares team on your behalf to get in touch with you and connect you with different resources and assistance.

A full overview of campus wellness resources can be found on the Wolfpack Wellness website:

<https://wellness.ncsu.edu/>



Whatever your issue is, if it is interfering with your class attendance and/or work, please let me know **AS SOON AS POSSIBLE**. As an instructor, it is so frustrating to learn during finals week that a student was struggling with a sick parent, no vehicle, health issues, or whatever the problem may have been that caused them to fall behind during the semester. **At that point there is very little I can do** because I have due dates that the college and university set for grades. As someone who struggled with a very sick family member during college, I know you may not want to share all your personal information with me. That is ok, you do not have to. I just need to know that something is going on and we can arrange a way to make sure class works for you so you can still perform to the best of your ability.

#### Writing Center

As you can see from this syllabus, large portions of your grade are based on your writing. Check out NCSU's Undergraduate Writing Center and one-on-one writing tutoring for improving your written work in classes:

<https://asc.dasa.ncsu.edu/undergraduate-writing-center/>

#### Course Evaluations

ClassEval is the end-of-semester survey for students to evaluate instruction of all university classes. The current survey is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common-core questions.

Each semester students' responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews. The reports are included in instructors' personnel files and are considered confidential.

Online class evaluations will be available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

ClassEval Webstie: <https://classeval.ncsu.edu/secure/prod/cesurvey/>

#### **SCHEDULE OF TOPICS, READINGS, AND ASSIGNMENTS**

I expect to follow this schedule closely. Although I do not anticipate needing to, I reserve the right to modify the syllabus and course schedule as necessary (e.g., we fall behind, a severe weather event, etc.). All changes (if any) will be announced on Moodle via email. As you work your way through the schedule, please make sure to account for all readings listed for that day so that you are prepared for class. Some days may fall on the bottom of one page and the beginning of another. It is your responsibility to ensure you have read and briefed all the material for each class period.

Please note the following important dates from the registrar's office:

- Friday, January 10: Last day to add a course without permission
- Tuesday, February 11: Wellness Day (no classes)
- Monday, March 3: Drop/revision deadline
- Tuesday, April 22: Last day of classes for the semester
- Wednesday, April 23: Reading day
- Friday, May 2: Final grades due

#### Helpful Readings

I recommend reading these before coming to the first class. Or, at the very least, saving them to reference throughout the semester:

- [Green, Amelia Hoover. How to Read Political Science: A Guide in Four Steps. 2013.](#)
- [Marco, Jessica. Beyond the Abstract: Reading for Meaning in Academia. 2018.](#)

- [Nelson, Michael J. How to Read Journal Articles Like a Professor.](#)

### **Schedule Key**

⇒ Due date

◇ Reading posted on Moodle

- Reading available online or in textbook

**(TH)** Meet in in 113 Tompkins Hall instead of Winston

*Readings will always be listed in alphabetical order. I do recommend, however, always starting with JRM followed by Powner, then moving onto external sources.*

### **January 8: Introduction to Social Science Research**

- Syllabus
- JRM Ch. 1 (skim)
- JRM Ch. 2
- KKV 1.1-1.2

### **January 15: Research Questions**

⇒ **HW 1**

- Bryman, A. (2007). The Research Puestion in Social Research: What is its Role?. *International Journal of Social Research Methodology*, 10(1), 5-20
- JRM Ch. 3
- Powner Ch. 1

### **January 22: Literature Review**

⇒ **HW 2**

- Jose L. Galvan, & Melisa C. Galvan. (2017). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. Routledge: Ch 1.
- Jose L. Galvan, & Melisa C. Galvan. (2017). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. Routledge: Ch 3.
- ◇ Knopf, Jeffery W. (2006). Doing a literature review. *PS: Political Science & Politics*, 39(1), 127-132.
- Powner Ch. 3

### **January 29: Theory Building & Design**

⇒ **HW 3**

- ◇ Geddes, Barbara. (2003). *Paradigms and Sandcastles: Theory Building and Research Design in Comparative Politics*. University of Michigan Press. pp. 1-26.
- Jaccard, J., & Jacoby, J. (2019). *Theory Construction and Model-Building Skills: A Practical Guide for Social Scientists*. Guilford publications. pp. 28-46.
- Powner Ch. 2
- Powner Ch. 4

### **February 5: Variables & Measurement**

- Adcock, Robert and David Collier. (2001). "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95: 529-546.
- JRM Ch. 4

- KKV 5.1-5.3

### February 12: Data & Sampling

⇒ **HW 4**

- ◊ Geddes, Barbara. (2003). *Paradigms and Sandcastles: Theory Building and Research Design in Comparative Politics*. University of Michigan Press. pp. 89-129.
- JRM Ch. 5
- KKV 4.1-4.5

### February 19: Descriptive & Causal Inference

⇒ **HW 5**

- JRM Ch. 6
- Powner Ch. 4
- KKV 3.1, 3.4-3.5

### February 26: Qualitative Design

⇒ **HW 6**

- JRM Ch. 7
- JRM Ch. 8
- Powner Ch. 5
- Powner Ch. 6

### March 5: Quantitative Design

- JRM Ch. 9
- Powner Ch. 7

### March 12: NO CLASS – SPRING BREAK

### March 19: Experiments & Surveys (TH)

⇒ **HW 7**

- Berinsky, Adam J. (2017). Measuring public opinion with surveys. *Annual review of political science*, 20(1), 309-329.
- Gaines, Brian. J., James H. Kuklinski, and Paul J. Quirk. (2007). The Logic of the Survey Experiment Reexamined. *Political Analysis*, 15(1), 1-20.
- Gerber, A. S., & Green, D. P. (2000). The effects of canvassing, telephone calls, and direct mail on voter turnout: A field experiment. *American political science review*, 94(3), 653-663.
- JRM Ch. 10

### March 26: Data Organization, Descriptive Statistics & Testing Relationships (TH)

⇒ **HW 8**

- Powner Ch. 8
- JRM Ch. 11
- JRM Ch. 12

April 2: NO CLASS, MPSA

April 9: Writing & Peer Review (TH)

⇒ Final Papers Due Saturday, April 12, at 11:59 pm

- Miller, Beth., Jon Pevehouse, J., Ron Rogowski, Dustin Tingley, and Rick Wilson. (2013). How to be a Peer Reviewer: A Guide for Recent and Soon-To-Be PhDs. *PS: Political Science & Politics*, 46(1), 120-123.
- Powner Ch. 9
- Powner Ch. 10
- Article and review provided by professor

April 16: Final Presentations

⇒ Peer Review Due at start of class

April 23: NO CLASS – READING DAY

April 25: FINAL EXAM TIME 3:30-6:00 PM (we will continue presentations this day)

⇒ HW 9