

# Experimental Methods in Social Sciences—INWS0059

*Statistics: "That's not an experiment you have there, that's an experience."*

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Sir Ronald A. Fisher (1890–1962)

University of Turku  
INVEST  
Turku, Finland

**Last updated:** October 20, 2025.  
**Download last version** [here](#).

## *General Overview*

**Instructor:** Héctor Bahamonde, PhD, Docent.

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**Office Hours:** Schedule time with me [here](#).

**Room:** Pub-368.

**Fall 2025 dates:** 27.10; 03.11; 10.11. 17.11. 25.11. 02.12.

**Time:** Always from noon to 2pm.

**Course websites:** [Moodle](#) (students) & [Peppi](#) (instructor only).

**Program:** Master and PhD programs in 'Inequalities, Interventions and New Welfare State,' University of Turku.

## *Motivation*

In this course, we cover a range of experimental designs, each offering unique strengths while raising important questions. How does the controlled setting of lab experiments deepen our understanding of behavior in isolated conditions, and what boundaries does it set for causality? In survey experiments, to what extent do findings generalize to diverse populations, and how does question framing influence participant responses? With field experiments, how well does real-world application balance external validity with ethical considerations? Finally, natural experiments offer another dimension: what insights can naturally occurring events provide about causal relationships, and how can researchers ensure the robustness of such insights? Moreover, how can we ensure that our pursuit of knowledge upholds ethical standards, safeguarding the dignity, rights, and well-being of participants while enhancing the integrity and impact of our research? This course assesses diverse experimental designs, exploring their unique strengths and opening new avenues for inquiry and critical thinking.

## *Objectives*

This course is designed to provide students with a comprehensive understanding of experimental methods in the social sciences. By the end of this course, students will master the ability to conceptualize various

types of experiments. They will develop strong analytical skills to interpret experimental results. Students will engage in critical discussions about the strengths and weaknesses of experimental approaches, and how these approaches contribute to broader scientific inquiries. Finally, students will enhance their communication skills, improving their ability to clearly articulate experimental findings through written reports, with a focus on discussing the implications of research results. This course aims to equip students with the tools needed to contribute to the growing field of experimental research in social sciences.

### Academic Integrity

I expect nothing but the best out of my students.

- I expect students to do their reading *before* class.
  - Practical exercises should be turned in *before* class begins.
  - I do *not* answer emails during weekends.
- 📖 **Plagiarism:** Plagiarism will not be tolerated. Make sure you follow the University's rules and definitions of plagiarism. Also, make sure you know how to cite your work.
- 📖 **Using AI:** The use of AI is strictly forbidden in this course. You **cannot** use AI to check for grammar/language editing. Familiarize yourself with the document "[INVEST guidelines for the use of AI tools in studies.](#)"
- 📖 **Late work:** I won't accept late work.

### Evaluations

1. **One take-home reaction paper:** You will submit one reaction paper during our class. You have to choose the week, i.e., the topic. **You can choose a topic from any week except for the final week, where I will give an in-class short written assignment** (see below).
  - 📖 Reaction papers are topical, i.e., they focus on *themes* rather than particular pieces. Also, reaction papers are *critical assessments* of the reading material, i.e., **they are not summaries**. Make sure you do *all* your readings *before* start writing. **Reaction papers are due before my lecture and submitted in the course's respective Moodle assignment section** (late papers and/or submissions via email will *not* be considered). Make sure the length of your paper is never below 1k words but never longer than 1.5k words (I'll stop reading beyond that limit). Also, be sure to support your claims citing what you think is relevant; bear in mind aspects of citation format, and please, be economical (quotes should not exceed two sentences).
  - 📖 The following questions are intended for guidance only, and are meant to inspire you in your critical assessment. Reaction papers usually focus on a grand question such as: *What are the possible advantages/disadvantages of this particular methodology? How/where else would you apply this methodology? Is this methodology feasible in your particular area of research? Do you think this methodology posits ethical issues if applied in your area of research?*
2. **One in-class written assignment (final week).** At the beginning of my lecture, you will have 20 minutes to complete a short in-class written assignment. This time you will have to answer questions in written form. It will be pencil-and-paper style. Questions might include all the material that has been covered in the course (i.e., all required readings), and this does include the material assigned for our last lecture.
3. **One Programming Take-Home Exercise:** You can download the instructions [here](#). The assignment is due online *before* class begins.

## Recommendations

- ◇ Angus Deaton (2009). “Instruments of Development: Randomization in The Tropics, and the Search for the Elusive Keys to Economic Development”.
- ◇ Guido Imbens (2010). “Better LATE Than Nothing: Some Comments on Deaton (2009) and Heckman and Urzua (2009).” In: *Journal of Economic Literature* 48.2, pp. 399–423.
- ◇ Rebecca Morton and Kenneth Williams (2010). *Experimental Political Science and the Study of Causality: From Nature to the Lab*. Cambridge University Press.
- ◇ Journal of Experimental Political Science.
- ◇ **InvestHub “Brown Bag” Talks:** I organize the monthly talks at [InvestHub](#), where we discuss ongoing research, including experimental and quasi-experimental studies. Participation in these seminars is *highly* encouraged.

## Schedule and Required Readings

### 1. Causal Inference in Social Sciences.

#### ◇ Overview:

- James Druckman (2022). “The Scientific Process and How to Think about Experiments.” In: *Experimental Thinking: A Primer on Social Science Experiments*. Cambridge University Press, pp. 15–50.
- David Freedman (1991). “Statistical Models and Shoe Leather.” In: *Sociological Methodology* 21, pp. 291–313.
- Stephen Morgan and Christopher Winship (2014). “Counterfactuals and the Potential Outcome Model.” In: *Counterfactuals and Causal Inference*. Cambridge University Press, pp. 37–76.

### 2. Survey Experiments: Conjoint and List Designs.

#### ◇ Overview:

- Brian Gaines, James Kuklinski, and Paul Quirk (2007). “The Logic of the Survey Experiment Reexamined.” In: *Political Analysis* 15.1, pp. 1–20.
- Kevin Mullinix et al. (2015). “The Generalizability of Survey Experiments.” In: *Journal of Experimental Political Science* 2.2, pp. 109–138.

#### ◇ Application #1—conjoint experiments:

- Jens Hainmueller, Daniel Hopkins, and Teppei Yamamoto (2014). “Causal Inference in Conjoint Analysis: Understanding Multidimensional Choices via Stated Preference Experiments.” In: *Political Analysis* 22.1, pp. 1–30.
- Thomas Leeper, Sara Hobolt, and James Tilley (2020). “Measuring Subgroup Preferences in Conjoint Experiments.” In: *Political Analysis* 28.2, pp. 207–221.

#### ◇ Application #2—list experiments:

- Graeme Blair and Kosuke Imai (2012). “Statistical Analysis of List Experiments.” In: *Political Analysis* 20.1, pp. 47–77.
- Hector Bahamonde (2022). “Still for Sale: The Micro-Dynamics of Vote Selling in the United States, Evidence from a List Experiment.” In: *Acta Politica* 57.1, pp. 73–95.

- ◇ Give programming take-home exercise: Statistical Analysis of Conjoint Data in R. Homework is due online *before* class begins.

### 3. Lab Experiments.

#### ◇ Overview:

- Damien Bol (2019). “Putting Politics in the Lab: A Review of Lab Experiments in Political Science.” In: *Government and Opposition* 54.1, pp. 167–190.

#### ◇ Applications:

- Vote buying: Hector Bahamonde and Andrea Canales (2022). “Electoral Risk and Vote Buying, Introducing Prospect Theory to the Experimental Study of Clientelism.” In: *Electoral Studies* 80, p. 102497.
- Political participation: John Duffy and Margit Tavits (2008). “Beliefs and Voting Decisions: A Test of the Pivotal Voter Model.” In: *American Journal of Political Science* 52.3, pp. 603–618.
- Clientelism [**Bonus!** “Lab-in-the-Field” Experiments]: Jessica Gottlieb (2017). “Explaining Variation in Broker Strategies: A Lab-in-the-Field Experiment in Senegal.” In: *Comparative Political Studies* 50.11, pp. 1556–1592.

### 4. Natural Experiments.

#### ◇ Overview:

- Thad Dunning (2012). *Natural Experiments in the Social Sciences: A Design-Based Approach*. Cambridge University Press.

#### ◇ Applications:

- Physical appearance and elections: Hector Bahamonde and Outi Sarpila (2024). “Physical appearance and elections: An inequality perspective.” In: *Political Psychology* 45.3, pp. 623–642.
- Income redistribution: Daniel Doherty, Alan Gerber, and Donald Green (2006). “Personal Income and Attitudes Toward Redistribution: A Study of Lottery Winners.” In: *Political Psychology* 27.3, pp. 441–458.
- Origin of banking systems: Stephen Haber (2012). “Politics, Banking, and Economic Development.” in: *Natural Experiments of History*. Harvard University Press, pp. 88–119.

### 5. Field Experiments.

#### ◇ Overview:

- Alan Gerber and Donald Green (2012). “Introduction.” In: *Field Experiments: Design, Analysis, and Interpretation*. W.W. Norton. Chap. 1, pp. 1–19.

#### ◇ Applications:

- Turnout: Salomo Hirvonen, Jerome Schafer, and Janne Tukiainen (2024). “Policy Feedback and Voter Turnout: Evidence from the Finnish Basic Income Experiment.” In: *American Journal of Political Science* April 2023, pp. 1–18.
- Vote buying: Pedro Vicente (2014). “Is Vote Buying Effective? Evidence from a Field Experiment in West Africa.” In: *The Economic Journal* 124.574, pp. 356–387.
- Corruption: Alberto Chong et al. (2015). “Does Corruption Information Inspire the Fight or Quash the Hope? A Field Experiment in Mexico on Voter Turnout, Choice, and Party Identification.” In: *The Journal of Politics* 77.1, pp. 55–71.

◇ Programming take-home exercise is due today *before* class begins.

## 6. Ethics.

◇ Overview:

- Rebecca Morton and Kenneth Williams (2012c). “History of Codes of Ethics and Human Subjects Research.” In: *Experimental Political Science and the Study of Causality*. Cambridge University Press. Chap. 11, pp. 403–454.
- Rebecca Morton and Kenneth Williams (2012b). “Ethical Decision Making and Political Science Experiments.” In: *Experimental Political Science and the Study of Causality*. Chap. 12, pp. 455–499.
- Rebecca Morton and Kenneth Williams (2012a). “Deception in Experiments.” In: *Experimental Political Science and the Study of Causality*. Cambridge University Press. Chap. 13, pp. 500–522.

◇ In-class written assignment today. First 20 minutes of lecture. Please do not be late.

## References

- Bahamonde, Hector (2022). "Still for Sale: The Micro-Dynamics of Vote Selling in the United States, Evidence from a List Experiment." In: *Acta Politica* 57.1, pp. 73–95.
- Bahamonde, Hector and Andrea Canales (2022). "Electoral Risk and Vote Buying, Introducing Prospect Theory to the Experimental Study of Clientelism." In: *Electoral Studies* 80, p. 102497.
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- Gottlieb, Jessica (2017). "Explaining Variation in Broker Strategies: A Lab-in-the-Field Experiment in Senegal." In: *Comparative Political Studies* 50.11, pp. 1556–1592.
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- Hirvonen, Salomo, Jerome Schafer, and Janne Tukiainen (2024). "Policy Feedback and Voter Turnout: Evidence from the Finnish Basic Income Experiment." In: *American Journal of Political Science* April 2023, pp. 1–18.
- Imbens, Guido (2010). "Better LATE Than Nothing: Some Comments on Deaton (2009) and Heckman and Urzua (2009)." In: *Journal of Economic Literature* 48.2, pp. 399–423.
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