GOV 339L: Research Methods in Government
(Fall 2021)
<u>Current as of August 23</u>

Professor Kenneth Greene	TA: Sam Selsky	Class meets: T TH 9:30-11
Office: Batts 4.112	Office: Batts 1.118	Class location: PAI 2.48
kgreene@austin.utexas.edu	sam.selsky@austin.utexas.edu	Unique code: 38920
Office hours: T 11-2 online only	Office hours: TBA online only	

This course provides an introduction to the methods used in political science (AKA Government) for making causal arguments (i.e., why outcomes of interest occur or do not occur). Most of these methods are common to research in all social science disciplines. After learning about the building blocks of causal analysis, we will examine three empirical research strategies: 1) experiments, 2) "large N" or quantitative studies that use statistics, and 3) "small N" studies that typically analyze qualitative data. The goals of the course are to provide students with the analytic tools to critically read and evaluate social science research and causal arguments found in everyday life, as well as to improve students' ability to pose and answer research questions on their own.

Lectures will be online only until Sept 17. Our first in-person session will be Sept 21
Office hours will be online only for the whole semester.
The schedule, teaching modality, and assignments will change as needed.

How to succeed in this course: The content of this course builds throughout the semester. It is <u>crucial</u> to keep up consistently and ensure that you understand the content of each session before moving on. Specifically, I offer the following advice:
- "Attend" <u>all</u> sessions and focus during lectures. Experience suggests that students struggle significantly if they miss any session. If class is held online, lectures will be live on Zoom and recorded for later viewing. If classes are in-person, recordings will be available through UT's Lectures Online.
- Take detailed notes.
- Quiz yourself on the content after every lecture to make sure you understand the material. I suggest re-writing your notes as part of this process.
- Complete the reading before each session. The reading is light but requires concentration and active engagement.
- Complete the self-guided and non-graded practices noted in the syllabus with an $\Rightarrow$
- The exams are more like homework assignments 2-6 than they are like the easier quizzes or the first homework. Exams 2 and 3 include material from earlier in the course.
- Consider forming study groups (but always write your own answers for all graded material).
- Ask questions to clear up uncertainties right away. Do not plan to makes sense of the material later, only when you need it for graded assignments.
- Plan your semester so that you do not fall behind in this course.

COVID-19 protocols
- Due to personal circumstances, I ask that you maintain at least six feet of distance from me when we resume in-person sessions. I know that changing habits is difficult and can be uncomfortable. I appreciate your cooperation.
- For in-person lectures, please leave the first row of seats empty and allow an empty seat between students unless by mutual agreement.
- Please let me know if your personal circumstances require accommodations for safety.
- The course is structured so that students could complete all required elements remotely, with the important exception of the three exams that are planned for in-class. There is currently no online option

for the exams. We will make changes for the whole class as needed but individual requests cannot be accommodated.

- I strongly encourage you to wear a well-fitted and high-quality mask such as a KN95 during in-person sessions. If you cannot obtain a mask, the university or I will provide a basic surgical mask for you.
- Free COVID-19 vaccines are available through UT-Austin. That and other information is available at https://protect.utexas.edu/

Grading. Plus/minus grading will be used. Final grade percentages of $\geq 0.5\%$ will be rounded up to the next whole number. The final grade will be determined as follows:

Graded assignments	Percent of grade	Calculation of final grades	
Exam 1 (Sept 23)	20%	A	93-100%
Exam 2 (Oct 19)	20%	A-	90-92%
Exam 3 (Dec 2)	25%	B+	87-89%
Homework (6 @ 5% each, due dates below)	30%	B	83-86%
Student survey – entry (Sept 2)	2%	B-	80-82%
Student survey – exit (Nov 18)	2%	C+	77-79%
Reflection 1-pager (Sept 9)	1%	C	73-76%
		C-	70-72%
		D+	67-69%
		D	63-66%
		D-	60-62%
		F	Below 60%

Exams. There are three exams, worth 15%, 20%, and 25% of your grade. Unless the pandemic requires a change, these exams will be held in-class. Early exams will not be given. One exam may be postponed for up to six days due to a genuine emergency. Please notify me ahead of time unless you are truly unable to do so.

During exams, the following are not allowed: calculators that can calculate statistics (even if you do not know how to use these functions), cell phones, computers, and other communication devices. Cheating earns an F on the assignment and referral to the Dean of Students for disciplinary action with my recommendation for expulsion from the university. For more information on scholastic dishonesty, see http://deanofstudents.utexas.edu/sjs.

Homework assignments: There will be six grades homework assignments. Each assignment is 5% of the final grade, regardless of the number of points on any particular assignment. Students will have one week to complete each homework. For certain assignments, as noted in the syllabus, no late assignments will be accepted for any reason and there are no make-ups. For others, late assignments can be accepted up to six days past the due if you have a genuine emergency and if you get approval from me before the original due date. Ten percent of the total point value will be deducted per day for late assignments without prior approval.

Student surveys. There are two surveys for you to fill out – one toward the start of the semester due by September 2 and one toward the end of the semester due by November 9. They will only take a few minutes and each is worth 2% of your final grade. The surveys ask some personal questions and are not anonymous. If you want an alternative assignment, please contact me at least one week before the survey due date.

Reflection 1-pager. Why is it important for you to learn social science research methods? Write about a page by September 9. Is it important so that you can understand the readings in your other classes? To prepare you for graduate school or law school? To become a more critical consumer of news, advertising, and arguments found in everyday life? Or, if it's only important to fulfill a requirement and graduate, write that and say more about it's lack of importance for other aspects of your life. The point of the assignment is for you to think about why you are

here and what you want to get out of the course. We would love to read your genuine thoughts, not what you think we might want to see.

A further note on late assignments. We understand that the pandemic has added significant stress and non-academic responsibilities for many of you, as it has for us. We will be as flexible as we can be to help you complete the course and progress toward your degree. However, it is a large course with one professor, one teaching assistant, and many graded assignments. If you need flexibility, please follow the policies noted above for each assignment. If you ask for accommodations after assignments are due, we will not be able to help you.

Attendance and participation. Attendance is not graded. Questions, comments, and clarification requests are encouraged during lectures. Verbal participation in class is one of the few ways (other than body language, snoring, etc.) that I can gauge whether you understand the material.

Lecture recordings. Lectures sessions will be available for later streaming using Zoom (if sessions are online only) or UT's Lectures Online (if sessions are in-person). Both audio and video material is recorded. Links for the recordings will be in Canvas. More information on Lectures Online at http://sites.la.utexas.edu/lecturesonline/students/how-to-access-recordings/.

Office hours: Office hours will be online until further notice. Instructions for scheduling time slots will be sent out at the start of the semester. These hours are for you and I encourage you to use them. I promise that I'm easy to talk with.

Flag and major requirements. The course carries the Quantitative Reasoning (QR) flag and fulfills the Tools requirement for the Government Major http://catalog.utexas.edu/undergraduate/liberal-arts/degrees-and-programs/bachelor-of-arts-plan-i/government/.

Special Needs: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssd/. Those who have official university accommodations or are absent due to religious observance will be accommodated to the very best of our abilities. Please let me know at the beginning of the semester so that we can plan accordingly and schedule alternative rooms, if necessary.

Absence for Religious Holidays. Please let me know ahead of time if absences occur on days when homework assignments are due. Make sure to get notes from a classmate and talk with me about the in-class material you missed.

Guns: Pursuant to SB11 (http://www.legis.state.tx.us/tlodocs/84R/billtext/pdf/SB00011F.pdf) and UT-Austin Campus Carry Policy (https://campuscarry.utexas.edu/ and https://www.policies.utexas.edu/policies/campus-concealed-carry), persons with a current legally valid Concealed Carry License may carry a concealed legal handgun on or about their person in this class. Please take note of the following:

1. All legal provisions associated with concealed carry on campus must be followed without fail at all times. In addition to SB11 and UT-Austin Campus Carry policy, please review applicable law curated by TX DPS (http://www.txdps.state.tx.us/InternetForms/Forms/CHL-16.pdf).
   Please take special note of two of the many legal provisions:
   a. Holstering requirements: "A license holder who carries a handgun on campus must carry it in a holster that completely covers the trigger and entire trigger guard area. The holster must have sufficient tension or grip on the handgun to retain it in the holster even when subjected to unexpected jostling" (UT-Austin HOP 8-1060, VII-A-2).

b. "On or about your person means a person licensed to carry a handgun must carry a handgun in a manner that the handgun is close enough to the license holder that he or she can reach it without materially changing position" at <u>all</u> times (UT-Austin HOP 8-1060, IV).

2. Open carry, including partially or wholly visible guns, is not permitted on campus at any time except "under circumstances in which the actor would have been justified in the use of force or deadly force" (SB11, Section 4 and Texas Penal Code, Section 46.035(a-1)). Violation is a Class A misdemeanor or a third-degree felony.

Other: You may use laptops and tablets in this class; however, please only have a word processing or data management program open. If you cannot limit your use to these programs, please sit in the back row so as not to distract other students seated behind you. Also, please silence your phones during class. If an emergency requires you take a call or communicate via text etc., please step out of the classroom – no need to ask permission. During exams, computers, phones and other communication devices are not permitted.

Readings and equipment
- All readings will be uploaded to Canvas or linked directly from this syllabus. The amount of reading is light but the content is dense. I encourage you to read each selection twice. Read as you would read a math book, not as you would a novel.
- You will need a basic calculator (with square and square root functions) for the statistics segment. During exams, cell phones and other communication devices as well as graphing calculators or any device that can compute statistics are not allowed, even if you do not know how to use these functions.
- If you will attend in-person sessions, well-fitted and high-quality masks such as KN95 are strongly encouraged. Research findings are unequivocal that masks help diminish the spread of COVID-19 and other contagious disease.

SCHEDULE

Introduction and Overview (August 26, August 31)
- Read this syllabus, taking note of all policies (including the COVID-19 protocols when in class), as well as all due dates. Also pay close attention to the section called "How to succeed in this course".
- W. Phillips Shively, *The Craft of Political Research*, 5th edition, Prentice-Hall, Chapter 1, pp.1-12.
- Janet Buttolph Johnson, Richard Joslyn, and H.T. Reynolds, *Political Science Research Methods*, 4th edition, CQ Press, 2001, pp. 1-36.
- Listen to *Hidden Brain*, Episode 32: The Scientific Process, Dec. 20, 2016. ~30 minutes. http://www.npr.org/podcasts/510308/hidden-brain (scroll down to load more episodes to find #32. It will not appear or be searchable without scrolling down to load more episodes several times).

Homework 1 ("Asking 'Why' Questions") available August 31, due September 7 by 9:00am.

Student survey – entry. Available on Canvas. Due September 2 by 9:00am.

THEME 1: FUNDAMENTALS OF CAUSAL ANALYSIS

Criteria for Causality (September 2, September 7)
- Shively, pp. 72-76.
- Louise White, *Political Analysis: Technique and Practice*, 4th ed, Fort Worth: Harcourt Brace, pp. 126-130.
- Early Babbie, *The Practice of Social Research*, Belmont, CA: Wadsworth, pp. 72-77.
- Sheryl Gay Stolberg, "Science, Studies, and Motherhood," in *The New York Times*, April 22, 2001.

- Mets Article, "You Gotta Believe," *San Francisco Chronicle.*
- Associated Press, "How Grade Delay Affects Children," October 7, 1997.
- Ky Harlin, "The 10 Most Bizarre Correlations" *Buzzfeed*, April 11, 2013. https://www.buzzfeednews.com/article/kjh2110/the-10-most-bizarre-correlations
- Associated Press, "Math adds up to College, Report Says".
- Bethany L. Peters and Edward Stringham "No booze? You may lose: Why drinkers earn more money than nondrinkers" *Journal of Labor Research*, December 2006, Volume 27, Issue 3, pp 411–42. Just read the one paragraph abstract here https://link.springer.com/article/10.1007/s12122-006-1031-y or this brief news report on the study here https://reason.org/news-release/report-drinkers-earn-more-mone/

⇒ Practice: Review the criteria for causality. Identify how the analyses in the readings above fulfill or fail to fulfill each criterion. Pay special attention to confounds. If you have time, find or think up your own examples of spurious correlations and specify the potential confound. Examples could come from causal claims made in news articles, material in other social science classes, or from an example you invent.

o Optional: Gina Kolata, "We're So Confused: The Problems With Food and Exercise Studies" *New York Times*, August 11, 2016.

Homework 2 ("Seeing Social Science") available September 7, due September 14 by 9:00am.

News items for homework assignment 2:
- "Prison Break," *The New Republic*, October 21, 2002, p. 7.
- Gretchen Reynolds, "How You Felt About Gym Class May Impact Your Exercise Habits Today" *The New York Times*, August 22, 2018
- Greg Winter "More Schools Rely on Tests but Study Raises Doubts" *New York Times*, Dec 28, 2002.
- Toni Locy, "States with High Crime See More Guns Stolen," *USA Today*, December 17, 2002.
- Alison McCook, "More Suicide Deaths in High Altitude U.S. States," Reuters, October 8, 2002.

Reflection 1-pager. Due September 9 by 9:00am.

Assessing Causation: Cross-Sectional and Time-Series Designs (September 9)
- Shively, pp. 91-93
- Wilma Rule, "Women's Underrepresentation and Electoral Systems," *PS: Political Science and Politics* 27 (1994), pp. 689-692.
- Mike Schleeter, "Restrictions Miss the Point," *San Francisco Chronicle*, Sept. 23, 1997.
- Donald Campbell and H. Laurence Ross, "The Connecticut Crackdown on Speeding," in *The Quantitative Analysis of Social Problems*, pp. 33-53.

⇒ Practice: Study the annotations on the following article. Your goal is to be able to read other causal claims (whether in academic articles like this one or as found in everyday life) and pick out the elements without need of annotations. Kenneth F Greene "The Political Economy of Single-Party Dominance" *Comparative Political Studies* 43, 9 (September) 2010: 1-27. [ANNOTATED VERSION.]

Conceptualization and Measurement (September 14)
- Lewis Carroll, "Humpty Dumpty and Alice Debate the Meaning of Words," *Through the Looking Glass*. Mineola NY: Dover Publications, 1999, pp. 54-60.
- Jorge Luis Borges, "On Exactitude in Science," adapted from Borges, *Collected Fictions*, (New York: MacMillan), 1968, <1 page.
- Jarol B. Mannheim, Richard C. Rich, and Lars Willnat, *Empirical Political Analysis*, 5th edition, (New York: Longman Press), 2002, pp. 51-56 and pp. 62-67.
- Johnson, Joslyn, and Reynolds, pp. 81-92 (except sections on reliability).
- John Horgan, "Your Analysis is Faulty," *New Republic*, April 2, 1990.

- Malcolm Gladwell, "Examined Life: What Stanley Kaplan Taught us about the S.A.T." *The New Yorker*, December 17, 2001.
⇒ Practice: Think of a core concept in one of your other social science courses from this or a prior semester (examples include democracy, inequality, race, party identification, political representation, political participation). What are two different reasonable conceptual definitions? What are plausible operational definitions that follow from these conceptual definitions? Are they the only ones possible? For each, what is a reasonable indicator? Now, step back and ask how well the concrete indicator fits the initial concept. Does it fulfill the criteria for face and content validity? Do you imagine it would fulfill the criteria for construct validity?
  o Optional: Pamela Paxton "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization" *Studies in Comparative International Development* Fall 2000, 35, 3: 92-104

*Homework 3 ("Reading Social Science") available September 14, due September 21 by 9:00am. **NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR HOMEWORK 3** because we will review answers in class.*

Describing Data (September 16)
- Shively, pp. 61-78 (these page numbers refer to 3rd edition while others refer to 4th edition).
- Johnson, Josyln, and Reynolds, pp. 305-324 and pp. 340-350 (except section on statistical independence).
- George Weinberg, John Schumaker, and Debra Oltman, Chapter 3: "Variability and Measures of Variability" in *Intuitive Statistics*, 4th edition. Belmont, CA: Wadsworth, 1981, pp. 28-40. Note: if your thoroughly understood Johnson et al. pp. 305-324, you may skip this reading.
⇒ Practice: See "Describing data practice" in the Handouts folder on the course Canvas site.

Based on the current schedule, September 21 will be our first in-person session.

Mostly Review Day (September 21)
- Today we will go over answers to Homework 3, review for Exam 1, and have time for Q&A.
- Some new material today as well: reading cross-tab tables.

Exam 1 in-class (September 23)

THEME 2: EXPERIMENTS

Experiment Designs (September 28)
- Babbie, pp. 237-251
- David Freedman, Robert Pisani, Rogers Purves, and Ani Adhikari, *Statistics*, 2nd ed. New York: W.W. Norton, pp. 3-18.
- James Druckman, Donald Green, James Kuklinski, and Arthur Lupia, "Experiments: An Introduction to Core Concepts" in J. Druckman, D. Green, J. Kuklinski, and A. Lupia (eds.), *Cambridge Handbook of Experimental Political Science*. Cambridge: Cambridge University Press, 2011, pp. 15-26.

Lab Experiments (September 30)
- Stanley Milgram, "Some Conditions of Obedience and Disobedience to Authority" *Human Relations* 18, 1965, pp. 57-76.
- *Obedience* (DVD 6963) is a companion documentary film to the Milgram reading above. We will watch it in class if we have time and, if not, you can watch it on your own time. It isn't necessary for completing Homework 4 but will help visualize how lab experiments work.
  o Optional: Shanto Iyengar "Laboratory Experiments in Political Science" in J. Druckman, D. Green, J. Kuklinski, and A. Lupia (eds.), *Cambridge Handbook of Experimental Political Science*. Cambridge: Cambridge University Press, 2011, pp. 73-88.

Analyzing Experiments: The Chi-Square Test (October 5, October 7)
- Shively, pp. 133-142.
- Johnson, Joslyn, and Reynolds, pp. 357-362.
⇒ Practice: See "Chi-square practice" in the Handouts folder on the course Canvas site.

Field and Natural Experiments (October 12)
- Johnson, Josyln, and Reynolds, pp. 128-133.
- Thad Dunning "Improving Causal Inference: Strengths and Limitations of Natural Experiments" Political Research Quarterly 61, 2, June 2008, pp. 282-293. http://www.thaddunning.com/wp-content/uploads/2010/03/Dunning_PRQ.pdf
- Lynnley Browning, "Professors Offer a Reality Check for Politicians" *New York Times*, Aug. 31, 2002, 2 pages.
- Boffey (1984); Goleman (1991); Sherman and Harris (2014) on domestic violence field experiment, 6 pages.
- Alison McCook, "Errors Trigger Retraction Of Study On Mediterranean Diet's Heart Benefits" National Public Radio and Retraction Watch, June 13, 2018, 2 pages. https://www.npr.org/sections/health-shots/2018/06/13/619619302/errors-trigger-retraction-of-study-on-mediterranean-diets-heart-benefits
⇒ Practice: Sketch out what a field experiment version of Milgram might look like. What would it do better and what would it do worse than a lab experiment? If you have time, also sketch out what the experiments described in Browning or Boffey would look like if done in the lab (note: this will take more creativity than moving from lab to field).
  o Optional: Harold Gosnell, *Getting out the Vote: An Experiment in the Stimulation of Voting*. Chicago: University of Chicago Press, 1927, pp. 1-6 and pp. 12-22.
  o Optional: Alan Gerber "Field Experiments in Political Science" in J. Druckman, D. Green, J. Kuklinski, and A. Lupia (eds.), *Cambridge Handbook of Experimental Political Science*. Cambridge: Cambridge University Press, 2011, pp. 115-140.
  o Optional: Jasjeet S. Sekhon and Rocio Titiunik "When Natural Experiments Are Neither Natural nor Experiments" *American Political Science Review*, February 2012. http://sekhon.berkeley.edu/papers/SekhonTitiunik.pdf

Exam 2 review in-class (October 14)

<u>Exam 2 in-class</u> (October 19)

THEME 3: LARGE N ANALYSIS

Sampling and Survey Research (October 21)
- Johnson, Joslyn, and Reynolds, pp. 182-197.
- David Moore, *Statistics: Concepts and Controversies*, 2nd edition. New York: WH Freeman, pp. 3-18.
- Michael Kagay, "A Sample of a Sample," New York Times, November 4, 1999.
- Richard Morin, "Telling Polls Apart," *Washington Post*, August 16, 2000.
- Donald Green and Ann Gerken "Self-Interest and Public Opinion Toward Smoking Restrictions and Cigarette Taxes," *Public Opinion Quarterly* 53, 1989.
⇒ Practice: Demonstrate the CLT on your own. Obtain a bag of Skittles or equivalent. Put an equal number of each color (N>=3) in a bowl. Resist eating for now. Pick out a random sample of N=10 Skittles and record the proportion of red ones you got. Replace all Skittles and repeat 10 times. Now create a histogram by plotting the proportion of reds from each draw. Does it look like a normal curve? If yes, eat Skittles. If no, take more random samples before eating.
  o Optional: Anthony Salvanto, *Where Did You Get This Number?: A Pollster's Guide to Making Sense of the World*. New York: Simon and Shuster, 2018. For an overview, listed to Salvato interview on *Think* at http://think.kera.org/.

Confidence Intervals and Statistical Significance Tests (October 26, October 28)

Confidence Statements and Margin of Error
- Moore, pp. 18-21
- Johnson, Joslyn, and Reynolds, pp. 197-210

Normal Calculations
- Moore, pp. 189-195
- Weinberg, pp. 49-52 AND pp. 122-135.

Confidence Intervals for Means and Proportions
- Moore, pp. 296-327
⇒ Practice: See "Confidence intervals practice" in the Handouts folder on the course Canvas site.

Recommended videos for this unit:
o https://www.khanacademy.org/math/ap-statistics/sampling-distribution-ap/what-is-sampling-distribution/v/introduction-to-sampling-distributions
o https://www.khanacademy.org/math/ap-statistics/sampling-distribution-ap/sampling-distribution-mean/v/central-limit-theorem
o https://www.khanacademy.org/math/ap-statistics/estimating-confidence-ap/introduction-confidence-intervals/v/confidence-intervals-and-margin-of-error

Correlation and Regression Analysis (November 2)
- William Mendenhall, *Beginning Statistics A to Z*, (Belmont, CA: Wadsworth), 1993, pp. 280-297.
- Tufte, Edward, "Economic and Political Determinants of Electoral Outcomes," in *Political Control of the Economy*, (Princeton: Princeton University Press), 1978, pp. 105-123, 136.
⇒ Practice: See "Correlation and regression data practice" in the Handouts folder on the course Canvas site.

Homework 5 ("Understanding Statistics") available November 2, due November 9 by 9:00am.

Measurement in Large N Designs and Survey Experiments (November 4)
- Kuklinski, James, Michael Cobb, and Martin Gilens "Racial Attitudes in the 'New' South" *Journal of Politics* 59, 2, 1997, pp. 323-349.
o Optional: Paul Sniderman "The Logic and Design of the Survey Experiment: An Autobiography of a Methodological Innovation" in J. Druckman, D. Green, J. Kuklinski, and A. Lupia (eds.), *Cambridge Handbook of Experimental Political Science*. Cambridge: Cambridge University Press, 2011, pp. 102-114.

THEME 4: SMALL N ANALYSIS

Causality in Small N Comparative Research (November 9 and November 11)
- David Collier, "The Comparative Method," in Ada Finifter (ed.), *Political Science: The State of the Discipline II*, American Political Science Association, 1993, pp. 105-119.
- Irving Copi, "Causal Connections: Mill's Methods of Experimental Inquiry," in *Introduction to Logic*, Second edition. New York: MacMillan, 1961, pp. 355-366, AND pp. 368-371, AND pp. 385-388.
- Jean Dreze and Amartya Sen, "China and India" *Hunger and Public Action* (Oxford: Clarendon Press), 1989, pp. 204-225.
o Optional: James Mahoney, "Nominal, Ordinal, and Narrative Appraisal in Macrocausal Analysis" *American Journal of Sociology* 4 (January, 1999), pp. 1154-1164.

Review Day (November 16)
- No readings
- Today we will go over answers to Homework 5, review troublesome concepts, and have time for Q&A.

Single Case Studies (November 18)
- Seymour Martin Lipset, "Introduction" in Robert Michels, *Political Parties: A Sociological Study of the Oligarchical Tendencies of Modern Democracy* (New York: The Free Press), 1962, pp. 15-21.
- Steven Levitsky, "Institutionalization and Peronism: The Concept, the Case, and the Case for Unpacking the Concept" *Party Politics* 4 (1), 1998, pp. 77-92.
- Jerome Kirk and Marc Miller, *Reliability and Validity in Qualitative Research* (Beverly Hills: Sage), 1986, pp. 23-26 AND pp. 28-32.
  - Optional: Henry Brady, "Data Set Observations versus Causal Process Observations: The 2000 U.S. Presidential Election" in H. Brady and D. Collier (eds.) *Rethinking Social Inquiry*, Oxford: Rowman and Littlefield, 2005, pp. 267-271.

Student survey – exit. Available on Canvas. Due November 18 by 9:00am.

Homework 6 ("Making Comparisons") available November 18, due November 29 by 9:00am.

Case-Selection in Small N Research (November 23)
- Barbara Geddes, *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics.* Ann Arbor: University of Michigan Press, 2003, pp. 89-106.
- Christopher Achen and Duncan Snidal, "Rational Deterrence Theory and Comparative Case Studies," in *World Politics* 41: 2 (January, 1989), pp. 143-153 AND pp. 160-169.

Thanksgiving Holiday – no class on November 25

Exam 3 review in-class (November 30)

Exam 3 in-class (December 2)