

*Last Updated September 26, 2021*

# Applied Research Methods I

## Instructor Information

Name: Mike Denly

Email: [mdenly@utexas.edu](mailto:mdenly@utexas.edu)

Office: Mezes 3.232

Office Hours (OH): Thursdays 2-5pm

OH Booking: [mikedenly.youcanbook.me](http://mikedenly.youcanbook.me)

OH Zoom: <https://utexas.zoom.us/j/4801875104>

Website: [www.mikedenly.com](http://www.mikedenly.com)

## Course Information

Abbreviation: GOV 355C

Unique Number: 38950

Time: Friday 1-4pm

Room: GAR 3.116

Flags: Writing and Independent Inquiry

Website: [canvas.utexas.edu](http://canvas.utexas.edu)

## Supervising Professor Information

Name: Dr. Mike Findley

Email: [mikefindley@utexas.edu](mailto:mikefindley@utexas.edu)

Office: BAT 3.102

Website: [www.michael-findley.com](http://www.michael-findley.com)

## Research Lab Information

Innovations for Peace and Development

Lab Location: BEL (Stadium) 214

Lab Access Code: Ask the instructor

Website: [www.ipdutexas.org](http://www.ipdutexas.org)

## 1. Course Description

This course is the first semester of a two-semester program that attempts to provide undergraduate students with a fairly comprehensive introduction to the research process in the social sciences. As part of this program, students will attend regular classes, write their own first-rate research paper, and gain internship experience with [Innovations for Peace and Development \(IPD\)](#). Students are required to take both semesters of this two-semester, interdisciplinary research program.

During the first semester, the classroom part of the course will cover the essential elements of applied social science research, including arguments, concepts, measures, causality, and basic statistics. Given that knowledge of statistical software, text editors, reference management software, and mapping software is increasingly helpful for success in the social sciences, the course will also provide training in **Stata**, **R**, **L<sup>A</sup>T<sub>E</sub>X**, **Mendeley**, **Python**, and **ArcGIS**. At the end of the first semester, students will hand-in their own well-developed Research Proposals in lieu of a final exam.

During the second semester, classroom instruction will cover experiments, data structures, data cleaning, hypothesis testing, measurement challenges, linear regression, as well as the basics of panel data, regression discontinuity designs, difference-in-differences, synthetic controls, logistic regression, and network analysis. Training in the above software programs will continue during the second semester as well. At the end of the second semester, students will complete their own research projects, write-up their results in a formal paper, and

present their findings to the class.

## 2. Course Requirements

### 2.1. Prerequisite Coursework

There are no formal prerequisites for taking this course, but note that it is an upper-division undergraduate course. Students with previous coursework in political science, economics, sociology, and/or statistics will likely find the course easier.

### 2.2. Required Software

This course makes use of **Stata**, **R**, **L<sup>A</sup>T<sub>E</sub>X**, **Mendeley**, **Excel**, and **ArcGIS**. Prior knowledge of any of these software programs is not required. I will teach you the basics of all of these programs during the course.

- **R**. For instructions on how to freely download R and its companion program, **R Studio**, consult [here](#).
- **L<sup>A</sup>T<sub>E</sub>X**. Windows users can freely download MiKTeX [here](#). Mac users can freely download MacTeX [here](#). Advanced users may want to consider downloading [SublimeText](#), to be used in combination with [Sumatra PDF](#) (instructions [here](#)). In class, we will be using [Overleaf](#), a program that allows users to use L<sup>A</sup>T<sub>E</sub>X online—that is, without the need to have it installed on one’s computer.
- **Mendeley**. This reference management software program is freely available [here](#). After learning how to use **Mendeley**, or one of its competitors, such as **Zotero** or **EndNote**, it will never be necessary to construct your own bibliography manually ever again.
- **Stata**. Although **Stata** is a relatively expensive commercial software, as a UT student you have free access to **Stata** through the [UT Austin Stats Apps Server](#) as well as numerous computer labs on campus. The IPD lab (BEL [Stadium] 214), which you have access to as part of this class, has **Stata** as well.
- **ArcGIS**. At first, we will be using computers from the computer lab with **ArcGIS** already installed on them. Providing that there is student interest, we will consider obtaining a one-year license for interested students. As with **Stata**, students can access **ArcGIS** in numerous computer labs on campus, including the IPD lab.

### 2.3. Readings

Students must purchase (or borrow from a library) the course’s primary textbooks:

Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.

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

Kelstedt, Paul, and Guy Whitten. 2018. *The Fundamentals of Political Science Research*. Third Edition. Cambridge: Cambridge University Press.

Llaudet, Elena, and Kosuke Imai. 2022 (forthcoming). *Data Analysis for Social Science: A Friendly Introduction*. Princeton, NJ: Princeton University Press.

- Until publication, Elena Llaudet has provided the above link to a draft of the book.

For some weeks, I supplement the textbook with other required and optional readings. When these articles can be easily found on the UT Austin Library webpage, I will ask students to download the article(s) themselves—to ensure students know how to use the library website; otherwise, I will post the article(s) on the class website, Canvas. For more information on the specific reading assignments for each week, refer to the Class Schedule (below). Optional readings are not required for each class period, and reading them will not enable students to receive extra credit. However, I may use these readings to supplement the textbook in case it is necessary to facilitate comprehension of important topics.

## 2.4. Attendance, Quizzes, and Participation

All students must come to class prepared, having completed the readings before class. At the beginning of each class, I will give everyone a five-question, multiple-choice quiz.

The quiz serves three purposes. First, the quiz will help keep track of attendance and serve as a commitment device for students to attend class and on-time. Even if students miss both questions on the quiz but are present for class, they will receive full credit toward attendance for the respective class. Overall, attendance will account for 5% of students' final grades.

Second, since the quiz will only cover the most basic ideas from the required reading, the quiz will serve as a reward: you should receive 100% every time if you read. To give students some cushion for bad days or extenuating circumstances, I will drop your lowest 2 scores. I will make no other accommodations should you miss class for any reason or arrive late and miss the quiz. In total, students' average quiz score will comprise 10% of your final grade.

Third, the quiz will help ensure students are ready to discuss the material and do not rely entirely on my lecture to learn the materials. The material is challenging, and passive learning will generally not suffice for students to perform well in the course. Since participation comprises 5% of the final grade, I will post a 1-5 cumulative score for the semester on Canvas for each student after the third class and gradually update it during the

semester, as appropriate. This way, the final participation grade will not come as a surprise to students at the end of the semester. As stipulated in the Policies section of this syllabus, I will make every possible effort to ensure that students feel comfortable participating. To ensure that you receive good grade for participation, please try to make at least one meaningful contribution to discussion each class.

## 2.5. IPD Internship and Workshops

Each week, the Task Team Leader from the respective [Innovations for Peace and Development \(IPD\)](#) teams will send students/team members assignments. On average, these assignments will take students around 5 hours to complete—i.e., depending on what is assigned for each given week. By Friday at 12 noon each week, students will update an individual Google Sheet where they will keep track of their hours and the tasks that they complete for their IPD internship. The Task Team Leaders from the respective research team will sign-off on each student's hours. Based on these Google Sheets and feedback from the respective Task Team Leaders, students will receive a grade for their IPD internship participation. That grade will comprise 15% of students' final grade for the course.

Students who consistently and satisfactorily complete their assignments and update their Time Sheets on-time each week will be promoted from Research Apprentice to Research Affiliate at the end of the first semester. At that time, students will also be able to add the internship to their resumé, curriculum vitae, etc.

## 2.6. Meetings with the Instructor

Students must meet with me at least two times during the semester before November 9. During the first required meeting, we will discuss IPD team choice and potential research projects. During the second meeting, we will discuss progress on the research project. In case students have a work or class commitment, I will be happy to meet with them outside my designated office hours, which must be [booked in advance](#). Students who do not meet with me at least twice before November 9 will lose one point toward their final grade. This requirement is in place because last-minute efforts will generally not suffice to do well in the course.

## 2.7. Homework Assignments (and Extra Credit)

Homework assignments will comprise 15% of students' final grades. For each written assignment that students complete using  $\text{\LaTeX}$ , they will receive two extra credit points for the particular assignment. The assignment in which students answer questions on the Ferraz and Finan (2008) article will be the only assignment in which students will not be eligible to receive the extra credit points for writing their assignments in  $\text{\LaTeX}$ .

## 2.8. Research Proposal, Sub-Assignments, and Referee Report (and Extra Credit)

Having students write a first-rate research paper is a primary goal for the course. In the past, students have produced research papers relating to foreign aid, governance, political economy, American politics, immigration, political violence, peace processes, international development, and many other topics. Many students have been accepted (and funded) to present their research at the Midwest Political Science Association meeting in Chicago, IL.

In the first semester, students will produce a Research Proposal, which they will expand upon during the second semester to make a full, first-rate Research Paper. The first-semester Research Proposal will contain the following elements:

1. An introduction to a puzzle in an academic literature of the student's choosing
2. A clear description of the dependent variable, notably at its high level of abstraction
3. A clear critique of an existing literature related to the student's topic, covering how different independent variables have explained their dependent variable
4. A theory/argument that explains the puzzle and mechanistically traces why it causes the dependent variable
5. A research design, articulating how the student plans to test the theory/argument
6. A section describing what else students will need to do during the second semester to complete the paper.

To ensure students are progressing toward completing their research proposals by the end of the semester, students will need to submit the following sub-assignments:

1. an introduction [circa 2-3 double-spaced pages, due September 17]
2. a description of the dependent variable (with a revised introduction) [circa 5 double-spaced pages in total, due October 1]
3. a literature critique (with a revised introduction and DV section) [circa 7-8 double-spaced pages in total, due October 15]
4. a theory (with a revised intro, DV section, and lit critique) [circa 9-12 double-spaced pages, due October 29]
5. a research design (with a revised intro, DV section, lit critique, and theory section) [circa 13-16 pages double-spaced, due November 12]

For each of these sub-assignments, students will receive an extra two points if they submit their assignments using L<sup>A</sup>T<sub>E</sub>X. The introduction, literature critique, and research design sub-assignments will each be worth 5% of students' overall grades. The theory sub-assignment will be individually worth 10% of students' overall grades. All of these sub-assignments should include a bibliography, generated automatically using Mendeley or

another program such as **Zotero** or **EndNote**, as learned during the course's second class. Students should not be wasting time by manually generating a bibliography.

I will provide feedback on all of these sub-assignments within one week of submission. Another way in which students will receive feedback is through a required Referee Report. Through the Referee Report, students will respectfully provide 2.5-3 double-spaced pages of feedback on another student's research design. The Referee Report will account for 5% of students' overall grades and will be due on November 19.

After completing all of the sub-assignments and the Referee Report, students will submit a final Research Proposal. The final Research Proposal should incorporate feedback from all the previous assignments and the student Referee Report as well as include a bibliography made with **Mendeley** or another program. The final Research Proposal will comprise 15% of students' final grades and will be due on December 13 at 12 noon.

As with the sub-assignments, the Research Proposal also presents an opportunity for extra credit: students who write their paper in **L<sup>A</sup>T<sub>E</sub>X** will receive an two extra points toward their final grade on the Research Proposal. During office hours, I would be more than happy to help students who are having issues with formatting anything in **L<sup>A</sup>T<sub>E</sub>X**. I cannot provide the same support for anything written in Microsoft Word, Libre Office, Google Docs, etc.

## 3. Policies

### 3.1. Grading Rubric

- Referee Report: 5%
- Attendance: 5%
- Class Participation: 5%
- Quizzes: 10%
- Introduction Sub-Assignment: 5%
- Dependent Variable Section Sub-Assignment: 5%
- Literature Review Sub-Assignment: 5%
- Theory Sub-Assignment: 10%
- Research Design Sub-Assignment: 5%
- Homework, including Stata/R Assignments: 10%
- Final Research Proposal: 20%
- IPD Internship Evaluation: 15%

- Extra Credit: Homework Assignments: 2 potential points for submissions in L<sup>A</sup>T<sub>E</sub>X
- Extra Credit: Research Proposal: 2 potential points for submissions in L<sup>A</sup>T<sub>E</sub>X
- Potential Penalty: Instructor Meetings: 1 potential point for not meeting with the instructor twice before November 9.

### 3.2. Grading Scale

- |                    |                      |
|--------------------|----------------------|
| • 92.50-100 (A)    | • 72.50-76.49 (C)    |
| • 92.49-89.50 (A-) | • 69.50-72.49 (C-)   |
| • 86.50-89.49 (B+) | • 66.50-69.49 (D+)   |
| • 82.50-86.49 (B)  | • 62.50-66.49 (D)    |
| • 79.50-82.49 (B-) | • 59.50-62.49 (D-)   |
| • 76.50-79.49 (C+) | • 59.49 or below (F) |

### 3.3. Grade Rounding

The above grading scale already incorporates very generous grade rounding, not to mention the multitude of extra credit opportunities. Accordingly, there will be no additional rounding of grades under any circumstance.

### 3.4. Grade Posting on Canvas

I will post all grades to the class website, Canvas. I will also use the option where students may discern the average score of the class. This way, students will know where they stand by the end of semester.

### 3.5. Grade Appeals

If you would like to appeal your grade on any assignment, you must make the request to me in writing, over email, within 5 days of receiving your grade. In your grade appeal, you must specify the reason(s) why you think I misgraded the assignment. Acceptable reasons include those pertaining to the concepts and material covered during the course. I will not consider requests for grade changes that are not germane to the course.

## 3.6. COVID-19 Safety Protocols

### 3.6.1. Instruction Modality

Given the small classroom, the shortage of hospital beds in Austin, and the fact that this course uses a lot of group work, this course has received approval from the College of Liberal Arts to hold the first three weeks of instruction via Zoom. While the current plan is to switch the modality of instruction to in-person for the fourth week of class, we will continue to follow guidance from the Provost's Office and adapt as the Provost's Office suggests.

### 3.6.2. Masks

University policy is to follow CDC guidance. So, until the CDC guidance suggests differently, wearing a mask is strongly encouraged in this course. You will not be penalized in any way for not doing so. Please bear in mind, however, that the interests protected by masking are not just your own. Masking to prevent transmission is very important for the health of our greater community. It may be important for others in the room in ways that you do not know or appreciate. For all of these reasons, I urge you to do so. (Note: The Provost's Office has approved this language, which I copied word-for-word from [the Provost Office's website](#).)

### 3.6.3. Segregation of Classroom by Mask Preferences

Per [the Provost Office's website](#), masks are currently not required for attendance in the classroom, but instructors can segregate students within the classroom by their mask preferences. I will thus exercise that right to put students choosing not to wear a mask in a separate part of the classroom than those students who choose to wear a mask.

### 3.6.4. Seating Charts

Per the [Provost's Office request](#), we will be making seating charts to assist with contact tracing in case someone in the class contracts COVID-19. Accordingly, seating will not only be determined by mask preference but also will be the same throughout the semester.

### 3.6.5. Social Distancing

To the extent that it is feasible given the classroom size, this class will follow CDC guidelines on social distancing: that is, maintaining 6 feet of distance between other people in the class. This requirement applies equally to students who choose to wear a mask as well as those students who choose not to wear a mask. Per the [Provost's Office](#), as instructor



I can and will refer students who do not respect the social distancing requirement to the [Behavior Concerns and COVID-19 Advice Line \(BCCAL\)](#).

### 3.6.6. If You Test Positive for COVID-19

Follow [this guidance](#) on reporting their positive test to enable contact tracing. If you test positive for COVID-19, you must isolate at home. The COVID-19-positive student should contact the [Behavior Concerns and COVID-19 Advice Line \(BCCAL\)](#) to report their positive result. BCCAL can also assist the student with isolation options, class absence notification or other support. In addition, the student will need to meet all of the following [CDC criteria](#) for discontinuing self-isolation including:

- 10+ days since symptom onset (if no symptoms, 10+ days since test date) AND
- 24+ hours fever-free without use of fever-reducing medications AND
- Other COVID-19 symptoms have improved

### 3.6.7. Use of Computers/Quizzes

Due to the pandemic, we are going to need to accommodate some students who cannot attend in-person, including those who are immunocompromised, those who cannot attend due to illness, as well as those who are quarantining due to contact with a sick individual. To accommodate these students, I will request that everyone bring a laptop computer or tablet to every class. This way, we will be able to communicate with and better include those students who are not able to attend in person. Additionally, all quizzes will be administered online through Canvas so as to reduce unnecessary touching of papers and transmission of germs. If you do not have a computer or tablet that you can bring to class, please contact me immediately. If you do not contact me, I will assume that you will bring your computer/tablet to class and will be able to take the quizzes that way. I will not bring extra paper copies of the quizzes unless a student does not have a computer or tablet.

### 3.6.8. Office Hours

Due to the pandemic, office hours will take place entirely over Zoom this semester. This has been approved by the College of Liberal Arts. Please book all office hours in advance using the booking tool on page one of this syllabus.

## 3.7. Quantitative Papers Only

Although this course covers some qualitative research, the focus of the course is quantitative. Accordingly, students must write a quantitatively-oriented or mixed methods paper for their Final Research Proposal.

### **3.8. Writing Flag and Writing Quality of Papers and Assignments**

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you will be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Against the above backdrop, I expect that students will submit their papers and assignments using proper grammar and writing, etc. I will alert students early in the semester if I see that they are having trouble with their writing so that they may seek help from the excellent UT Austin Writing Center. Since part of research involves being able to communicate in a clear writing style, the quality of exposition will be one element that I will consider when examining students' submissions.

### **3.9. Independent Inquiry Flag**

This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

### **3.10. Absences**

As described in the Course Requirements section of the syllabus (above), it will be very difficult to perform well in the course if you do not attend regularly. The only absences that I will consider legitimate include those pertaining to religious holidays, illness, extenuating circumstances due to an emergency, and university-excused absences. For illnesses, you will need to either provide me with a doctor's note, or you will need to send me an email before class to inform me that you are sick and won't be attending. If you are sick and do not provide me with a doctor's note or email me before class, your absence will not be excused except under very extenuating circumstances.

### **3.11. Late Work**

Unless you receive prior approval from me, I will not accept late final Research Proposals, and I will discount most other late assignments as follows:

- 1-15 minutes: 0% (grace period for last-minute issues)
- 15 minutes-24 hours late: -10%
- 24-48 hours late: -25%
- more than 2 days late: -50%
- more than one week: -75%
- more than two weeks: no credit offered

### 3.12. Homework Policies

Students may consult with other members of the class and/or work in groups for the **Stata**/**R** assignments but not other homework assignments. Regardless of whether students choose to work in groups on the **Stata**/**R** assignments, students must submit their own copies of their work—i.e., no group submissions. Students are also not allowed to post their homework questions on the Stack Exchange, **R** help forums, and **Stata** help forums. Additionally, students may not seek help from people outside the class, such as from a friend, professor, PhD student, etc. Students who received any sort of prohibited outside help will receive a zero for that particular assignment. These policies are in place because the only way to become proficient in these programs is to actually use them and make mistakes until you get it right.

If you need help with a particular question, feel free to email me or [book an office hours slot](#). Provided that you attended the class where I covered the material at hand or missed class due to an excused absence (see above), I am very happy to help! I will not provide additional make-up training during office hours if you missed class for a non-excused absence.

### 3.13. Students Rights and Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come these responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the instructor if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.

### **3.14. Personal Pronoun and Name Preferences**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

### **3.15. Academic Integrity**

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code, which can be found at the following web address: <https://deanofstudents.utexas.edu/conduct/standardsconduct.php>

### **3.16. Drop Policy**

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

### **3.17. University Resources for Students**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

### 3.17.1. Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

### 3.17.2. Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support: <http://www.cmhc.utexas.edu/individualcounseling.html>

### 3.17.3. The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

### 3.17.4. Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right, it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security (512-471-5767, <https://www.utsystem.edu/sites/ut4u/emergency-evacuation>):

- 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.
- 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.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. 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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: <https://www.utsystem.edu/sites/ut4u/emergency-evacuation>

## 4. Class Schedule, Readings, and Homework

### Week 1: What Is Social Science, and What Are the Elements of a Good Research Design? (August 27)

#### Required Readings:

- Carefully read the course syllabus
- King, Gary, Robert Keohane and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press. [On Canvas]
  - Required: pages 7-9, 15-19.
  - Optional: Rest of Chapter 1.
    - \* This is the introductory/overview chapter to a classic book that almost all political scientists and many sociologists and economists have read. Pages 7-9 are particularly useful for understanding the rules of inference, and pages 15-19 will be useful for you as you contemplate what your research project will be for the course.
- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press. [On Canvas]

- Required: Chapter 1.
  - \* It is a very nice introduction to what is social science, and complements King, Keohane, and Verba (1994) very well.
- Required: Chapter 14.
  - \* The format of the paper for this course will diverge slightly from Gerring and Christenson's (2017) prototype, because we will have an additional dependent variable section. However, the rest of the sections should converge perfectly with Gerring and Christenson (2017).

Recommended, but Not Required, Reading:

- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press. Chapter 12.
- I would recommend that you read this chapter quickly or skim it. The chapter will help you in your search for a topic of your Research Proposal.

## Week 2: Reference Management and Writing in Plain Text/L<sup>A</sup>T<sub>E</sub>X (September 3)

Required Reading and Video:

- Read [A Short Introduction to L<sup>A</sup>T<sub>E</sub>X](#)
- Watch this [Getting Started with Mendeley](#) video

Required Assignments:

- Start thinking about a topic for your research proposal
- Book one 15-minute time slot to meet with me [here](#), so we can discuss your potential research topic and team at [Innovation for Peace and Development \(IPD\)](#)
- Create a free [Overleaf](#) account
- Install [Mendeley](#) on your computer
- Download a copy of this [L<sup>A</sup>T<sub>E</sub>X Cheat Sheet](#)

Recommended, but not Required, Assignment:

- Install L<sup>A</sup>T<sub>E</sub>X on your computer (See Section 2.2. of this syllabus)

Further Reading (Not Required):

- [Learn L<sup>A</sup>T<sub>E</sub>X in 30 Minutes](#)
- [A Not So Short Introduction to L<sup>A</sup>T<sub>E</sub>X](#)

## Week 3: Variables and Hypothesis Testing (September 10)

### Required Readings:

- Kellstedt, Paul, and Guy Whitten. 2018. *The Fundamentals of Political Science Research*. Third Edition. Chapter 1.
  - Skip: section 1.1
  - Read throughly: section 1.2-end of chapter
  - Study: concepts covered section at the end of the chapter
- Ferraz, Claudio, and Frederico Finan. 2008. “Exposing Corrupt Politicians: The Effects of Brazil’s Publicly Released Audits on Electoral Outcomes.” *Quarterly Journal of Economics* (123)2: 703-745.
  - Download this article from the UT-Austin Library website:
    - \* Google “UT Austin Library”, and then put the article title into the search bar.
  - Read: pages 703-706.
  - Optional: rest of article.

### Required Homework Assignments:

- Based on the required reading assignment for the Ferraz and Finan (2008) article and what you learn from Kellstedt and Whitten (2018, Chapter 1), answer the following questions:
  1. What is the theory?
  2. Is the theory causal?
  3. What is the hypothesis?
  4. What is the dependent variable at a high level of abstraction?
  5. What is the dependent variable at a low level of abstraction?
  6. What is/are the independent variable(s) at a high level of abstraction?
  7. What is/are the independent variable(s) at a low level of abstraction?

*Hint:* If you are having trouble understanding what I mean by “high/low level of abstraction”, refer to what Kellstedt and Whitten (2018, Chapter 1) call the higher-level “concept” and lower-level “measured” versions of the dependent and independent variables in Figure 1.2.

Students must submit their assignment in L<sup>A</sup>T<sub>E</sub>X. No exceptions. One or two sentences per question should suffice. Please turn in your assignment on Canvas at 12 noon on



Friday, September 10. Since we will go over the answers in class, no late work will be accepted for this assignment.

## Week 4: Descriptive and Causal Arguments; Excel [Part 1] (September 17)

### IPD Workshop to Begin Class

- Excel (Part 1)

### Required Readings:

- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.
  - Read: Chapter 2
  - Review: Chapter 14
    - \* This chapter was previously assigned during the first week. I am suggesting that you review it (and the corresponding slides) here again because it will help give you ideas for your required assignment (below).
- Greene, Kenneth F. 2016. “A Primer on Writing Articles for Political Science Journals in the early 21st Century: Basic Organization of Articles with a Causal Argument” Unpublished Manuscript. University of Texas at Austin. [On Canvas]
  - Read: pages 1-2 (stop at “Sending it out”); AND page 4 (Section I, Introduction)

### Recommended, Non-Required Reading:

- Kellstedt, Paul, and Guy Whitten. 2018. *The Fundamentals of Political Science Research*. Third Edition. Chapter 3.

### Required Assignments:

- Submit your introduction by September 17 at 12 noon on Canvas. Your introduction should be about 2-3 double-spaced pages with the following elements weaved into a coherent text—i.e., no lists:
  1. Question build-up or a hook, ending with the research question [1-2 paragraphs]
    - A good paper catches the reader’s attention early, even if the reader is not normally interested in your topic. Don’t go overboard here, though. A “hook” or factual anecdote—not something from your personal life—can be effective. For an excellent example of a “hook”, see the first paragraph of [Moussa’s \(2020\) article](#) on promoting social cohesion between Muslims and Jews in the Middle East through soccer.
    - Some mentions of literature can be helpful, but only if they are extremely interesting. For example, [my paper on foreign aid allocation](#) cites the past

literature to start, but the only reason why the opening works is that it brings up something controversial and catches the reader's attention. Basically, don't bore your reader.

- End with a question to guide the research.
2. Why is the question important, and what gaps does it fill in the literature [1 paragraph]
    - Appendix A of this syllabus, Chapter 1 from King, Keohane, and Verba (1994), as well as chapters 1 and 12 from Gerring and Christenson (2017) are helpful here. Note: please do not use the word “important” here. Show; don't tell.
    - Note: you will need to have some sense of the past literature to make this part accurate and coherent. Don't worry, though: This/theses paragraph(s) will get better with each revision.
  3. Theory/Argument [1-2 paragraphs]
    - I find the graph on page 10 of Kellstedt and Whitten (2018) to be very helpful here. A theory has more than one level. Think of a Russian doll. At the end of the paragraph, state the lower-level hypothesis.
  4. Research Design:
    - You will need to revise this part significantly later, but try to write something for now. In particular, your research design will be feasible if you can find quantitative data to test your theory/argument. Accordingly, please look for and specify quantitative data for your dependent and independent variables at low levels of abstraction. You will revise this part later. [1 paragraph]
  5. Findings: Make it a placeholder for now. In other words, you can just have an empty paragraph with just “Findings (Placeholder)”. [1 paragraph]
  6. Implications for Theory and/or Policy: Make it a placeholder for now [1 paragraph]
  7. Paper structure [1 paragraph]
    - Start with: “This paper proceeds as follows. In Section 1, I....”. Don't just use the section titles. Provide a little more detail.

## **Week 5: Concepts and Measures; Excel [Part 2] (September 24)**

### IPD Workshop to Begin Class

- Excel (Part 2)

### Required Reading:

- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.
  - Read: Chapter 3.
- Greene, Kenneth F. 2016. “A Primer on Writing Articles for Political Science Journals in the early 21st Century: Basic Organization of Articles with a Causal Argument” Unpublished Manuscript. University of Texas at Austin.
  - Read only page 4 (Section II, Dependent Variable)

#### Optional Reading:

- Kellstedt, Paul, and Guy Whitten. 2018. *The Fundamentals of Political Science Research*. Third Edition. Chapter 5.
  - Note: if you are using the 2013 edition, it’s Chapter 6.

#### Required Assignments:

- Start revising your introduction after receiving my corrections.
- Start writing the dependent variable section, using Greene (2016) and the detailed instructions on the syllabus (see next week, below) as your guide. You can leave out the graph until we have completed the introductory classes on **Stata** and **R**.

#### Extra Credit Assignment:

- [UT Undergraduate Research Fellowship](#) application: due to me via email on Friday, September 24 at 12 noon. Please write me an email *before* completing this assignment if you are interested. Since this deadline is coming early in the course (September 27), most research projects will not yet be at a stage in which it would make sense to apply for this fellowship. Some projects may be ready, but almost all projects will be ready by the second deadline in February. It may make sense to wait until then. If you receive my clearance to complete this assignment, I will read and give feedback on any applications right away so that students can meet the application deadline of September 27. A complete application entails a 4-page proposal with budget and recommendation letter (see above link). There are quite a few awards: in previous years, circa 50% of applicants received an award. These awards can be up to \$1,000, and many previous Practicum students have won these awards.

## **Week 6: Analyses and Samples; Causal Frameworks (October 1)**

#### Required Reading:

- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.
  - Read: Chapters 4 and 5.

- \* You may spend less time on Chapter 5 than Chapter 4, but please do read Chapter 5.

### Required Assignments:

- Submit your revised introduction and dependent variable section on Canvas by October 1 at 12 noon, paying particular attention to the following:
  - A section heading/title that is NOT “Dependent Variable”. The section heading should be your dependent variable at the highest level of abstraction. If you are curious about what I mean, refer to page 10 of Kellstedt and Whitten (2018).
    - \* For example, let’s say that from an empirical perspective, I am studying bribery levels in the Russian judiciary. In such case, the dependent variable section should be titled “Corruption”, because bribery is a form of corruption.
  - Defining and *conceptualizing* the dependent variable at the highest level of abstraction that is relevant for your paper
    - \* Let’s say that you are arguing that natural resource income leads to civil conflict. In this case, your dependent variable is civil conflict, so you would start this dependent variables section by defining and explaining what is civil conflict. For example, what is the threshold number of battle deaths for a conflict to constitute a civil conflict? Is there a difference between civil war and civil conflict? Do different sources use different thresholds on what constitutes a civil war? How many countries have been affected by civil war? Answering such questions helps establish the importance of your topic without just saying that your topic is important.
  - Ensuring the reader understands your dependent variable at lower levels of abstraction, notably how *other* papers measure it.
    - \* To be crystal clear, the exposition of your dependent variable at a lower level of abstraction should NOT talk about the way you are measuring your lower-level dependent variable, which belongs in your research design. Instead, this is about the different ways that *other* papers are measuring it. This whole exercise is about giving your reader an idea about the different ways to move from the high level of low level of abstraction.
      - To better understand, let’s continue with the above example on natural resources and civil conflict. Here, the reader would like to know what types of behaviors are associated with civil conflict. For example, the Armed Conflict Location Event Data (ACLED) measures civil conflict by including protests. However, the Uppsala Conflict Data Program (UCDP) does not take protests into account and only focuses on conflicts where battle deaths exceed a certain threshold number, which is often 1,000. If studies using these different datasets are finding different things, talk about these studies.

- No need to provide a graph yet, but please try to think about how you would score your cases. In other words, think about the variation in your dependent variable.
- \* Continuing with the above example on natural resources and civil conflict, think about cases that might help the reader understand civil conflict. Providing that such examples are relevant for your study, is there a difference between what happened in, say, Rwanda in 1994 and Northern Ireland from 1968-1998?

#### Optional Assignment:

- Complete the free “Getting Started” Chapter from Data Camp’s [Intro to Spreadsheets course](#).

## **Week 7: Critiquing the Literature, and Leading with Your Voice to Distinguish Your Contribution; Intro to R [Part 1] (October 8)**

#### IPD Workshop to Begin Class

- Intro to R (Part 1)

#### Required Reading:

- Greene, Kenneth F. 2016. “A Primer on Writing Articles for Political Science Journals in the early 21st Century: Basic Organization of Articles with a Causal Argument” Unpublished Manuscript. University of Texas at Austin.
  - Read only pages 4-5 (Section III, Critique existing arguments about your DV)
- Kellstedt, Paul, and Guy Whitten. 2018. *The Fundamentals of Political Science Research*. Third Edition.
  - Read only Section 2.6: “Using the Literature without Getting Buried in It” (Pages 38-41).
- Llaudet, Elena, and Kosuke Imai. 2022 (forthcoming). [Data Analysis for Social Science: A Friendly Introduction](#). Princeton, NJ: Princeton University Press.
  - Read: Chapter 1.

#### Required Assignments:

- Please update your IPD time-tracking Google Sheet by Friday, October 8 at 12 noon
- Start revising your introduction and dependent variable sections after receiving my corrections.
- Start writing the literature critique section, using the Ken Greene document as your guide.

Optional, Helpful Videos:

- Watch [this Getting Started with R and R Studio video](#)
  - This video help you get R and R Studio set up on your computer, which is a required assignment (see below)
- Watch [this Introduction to R video](#).
  - This video will also help you with the setup but goes a bit deeper as well.

**Week 8: Causal Hypotheses and Analysis; Intro to R [Part 2] (October 15)**IPD Workshop to Begin Class

- Intro to R (Part 2)

Required Reading:

- Llaudet, Elena, and Kosuke Imai. 2022 (forthcoming). [Data Analysis for Social Science: A Friendly Introduction](#). Princeton, NJ: Princeton University Press.
  - Read: Chapter 2.1-2.3 (pages 30-36)
- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.
  - Read: Chapter 6

Required Assignments:

- Please update your IPD time-tracking Google Sheet by Friday, October 15 at 12 noon
- Install R and R Studio
- Submit your updated introduction and dependent variable section along with your literature critique by Friday, October 15 at 12 noon. The Greene (2016) reading assignment from last week provides a terrific roadmap for this assignment. In particular, remember to:
  - Lead with your own voice: please refrain from Author X says, Author Y says...
    - \* To lead with your own voice, ensure that you have a strong topic sentence in each paragraph, and also make sure that paragraph is not just a summary of one author's work. I will deduct points when paragraphs are merely just a review of one person's work. A strong literature critique uses others' work to develop their own argument, citing others along the way.
  - This is more of a *critique* than a *review*. I say this because a *review* is generally flat, uninteresting, and bores the reader.

- Please do NOT mention the title of the article/book mid-sentence anywhere. No exceptions. Use parenthetical citations instead. For example, if I would like to cite a 2016 book written by Rachel Wellhausen in a sentence, I would put Wellhausen (2016). If I wanted to paraphrase an idea from Wellhausen (2016) and put it at the end of the sentence, which is almost always preferable, cite the book as (Wellhausen 2016).
- In total, between your dependent variable section and literature critique, you should have a total of at least 20 academic sources—i.e., books and academic articles. Websites and Wikipedia, etc., do not count toward your 20 sources. To be clear, sometime it is OK to cite a website or a news article from a reputable sources, but these are generally exceptions.

#### Optional Reading:

- Kellstedt, Paul, and Guy Whitten. 2018. *The Fundamentals of Political Science Research*. Third Edition. Chapter 3.

## Week 9: Critique of a Working Paper (October 22)

#### Required Reading:

- Choose from any one of the following working papers:
  - Denly, Michael. 2021. “[Preventing the Negative Externalities of Development: Aid Compliance, State Capacity, and At-Risk Groups](#).” Presented at the *American Political Science Association (APSA) Annual Conference*.
  - Denly, Michael, and Joelean Hall. 2021. “[Explaining Subnational Public Goods Provision from Natural Resources Income: Regimes and Urban Bias](#).” Presented at the *Midwest Political Science Association (MPSA) Annual Conference*.

#### Required Assignments:

- Please update your IPD time-tracking Google Sheet by Friday, October 22 at 12 noon
- Use the Appendix [A](#) of this Syllabus or anything else you learned in the course to find two substantive problems with one of the Working Papers. I will not accept critiques regarding typos or grammar. You can be provocative, but make sure that you support your argument with relevant facts and sources. Submissions are due by Friday, October 25 at 12 noon.
- Start revising your introduction, dependent variable section, and literature critique after receiving my feedback.
- Start writing your theory section.

## Week 10: Large-N Observational Designs (October 29)

### Required Reading:

- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.
  - Read: Chapter 8.
- Greene, Kenneth F. 2016. “A Primer on Writing Articles for Political Science Journals in the early 21st Century: Basic Organization of Articles with a Causal Argument” Unpublished Manuscript. University of Texas at Austin.
  - Read only page 5 (Section IV, Your argument in detail)

### Required Assignments:

- Please update your IPD time-tracking Google Sheet by Friday, October 29 at 12 noon
- Submit your revised introduction, dependent variable section, and literature critique along with your theory section by October 29 at 12 noon. When evaluating your theory assignments, I will be looking for, *inter alia*, the following elements:
  - Ensure your theory/argument is clear at both high- and low-levels of abstraction. Trace the mechanisms of your argument so that the reader can understand exactly why your argument is credible. In other words, I am looking for your theory to have mechanisms (or sub-reasons). Recall the example of Russian dolls.
  - Clearly state your hypothesis, which should follow directly from your theory.
  - See all points in the Greene (2016) reading

### Reminder:

- If you have not already met with me twice, it would be advisable to [book another 15-minute office hours slot](#) before November 9. You do not want to lose 1 point toward your final grade for failing to fulfill this requirement.

### Optional Reading (Not Required):

- Kellstedt, Paul, and Guy Whitten. 2018. *The Fundamentals of Political Science Research*. Third Edition. Chapter 2.

## Week 11: Case Study Designs (November 5)

### Required Reading:

- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.
  - Read: Chapter 9.



Required Assignments:

- Please update your IPD time-tracking Google Sheet by Friday, November 5 at 12 noon
- Start revising your revised introduction, dependent variable section, literature critique, and theory section.
- Start writing your research design.

Further Reading (Not Required):

- Gerring, John, and Lee Cojocaru. 2016. "Selecting Cases for Intensive Analysis: A Diversity of Goals and Methods." *Sociological Methods and Research* 45(3): 392-423.
- Gerring, John. 2017. "Qualitative Methods." *Annual Review of Political Science* 20(1): 15-36.

## **Week 12: Diverse Tools of Causal Inference and Data Management (November 12)**

Required Reading:

- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.
  - Read: Chapter 17.
  - Skim: Chapter 10.
- Llaudet, Elena, and Kosuke Imai. 2022 (forthcoming). *Data Analysis for Social Science: A Friendly Introduction*. Princeton, NJ: Princeton University Press.
  - Read: Chapter 2.4-2.6 (pages 36-47)
- Greene, Kenneth F. 2016. "A Primer on Writing Articles for Political Science Journals in the early 21st Century: Basic Organization of Articles with a Causal Argument" Unpublished Manuscript. University of Texas at Austin.
  - Read only page 5 (Section V, Research Design)

Required Assignments:

- Please update your IPD time-tracking Google Sheet by Friday, November 12 at 12 noon
- Please submit two questions on Canvas that you would like to ask Professor John Gerring when he visits our class this Friday. NOTE: I will not accept late assignments for this homework. You must submit the questions by Friday, November 12 at 12 noon.
- Submit your revised introduction, dependent variable section, literature critique, and theory along with your research design on Canvas by Friday, November 12 at 12 noon.

When examining your research design, I will be looking, *inter alia*, for the following elements:

- The mention of credible, well-measured data that clearly map to the hypothesis, and a clear description of these data and their source. Again, think about the diagram on page 10 of Kellstedt and Whitten (2018).
- The mentioning of data that you will use for your dependent and independent variables but also for your control variables
- The method will you be using to test your hypothesis, and a clear justification of why that method is appropriate
- See all points in the Greene reading

## **Week 13: Univariate Statistics, Bivariate Statistics, and an Introduction to R (November 19)**

### IPD Workshop to Start Class:

- R training on data visualization and summary stats

### Required Reading:

- Gerring, John, and Dino Christenson. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge: Cambridge University Press.
  - Read: Chapters 18 and 21, and learn the terms listed at the end of the chapter.

### Required Assignments:

- Please update your IPD time-tracking Google Sheet by Friday, November 19 at 12 noon
- Submit a 2-3 page referee report of another student's work (chosen by the instructor) on Canvas by Friday, November 19 at 12 noon. I would encourage you to look at the example referee reports on Canvas for further guidance, but your referee reports should definitely have the following elements:
  - In the first paragraph, summarize the author's theory and how he/she proposes to test his/her theory. (Referee reports *always* start with this one paragraph summary of the paper).
  - Discuss whether or not you found the theory and hypothesis compelling, and explain why or why not.
  - Discuss whether the research design adequately maps to the theory. In other words, talk about the operationalization. (Hint: Think about the diagram in Chapter 1 of Kellstedt and Whitten (2018) that links the theory to hypothesis.) Are the data put forth useful to test the hypothesis? Did the author choose the

best possible design to test his/her hypothesis? Why or why not? If another design would have been better, explicitly say so. However, please do not just propose another design without a lot of thought. In all likelihood, the author thought carefully about the particular design that he/she chose.

- If the author does not use an experiment or a design that attempts to mimic an experiment, did the author include relevant covariates? If not, which covariates are missing that would impact the outcome?
- See Appendix A of this syllabus for additional guiding questions that may be useful for assessing your colleague’s study.

#### Further Reading (Not Required):

- [Introduction to ggplot2](#)
- Download some [R Cheat Sheets](#)
- [An to Introduction R](#) (A nice introductory manual)
- [The Official ggplot2 website](#)

### **Week 14: No class due to Thanksgiving (November 26)**

### **Week 15: Review (December 3)**

#### Required Reading:

- None.

#### Required Assignments:

- Please update your IPD time-tracking Google Sheet by Friday, December 3 at 12 noon.
- Submit your R assignment (both R script and PDF/Word Doc) on Canvas by Friday, December 3 at 12 noon. The homework will comprise the following sub-questions:
  1. Dichotomize the V-Dem political corruption score variable (`v2x_corr`) into new numeric variables called `corrupt` and `not_corrupt` based on the mean value of `v2x_corr`. (Note: “dichotomize” means separate into binary—i.e., 0 or 1)
  2. Create a new string variable called `regime_corrupt`, in which one value is “corrupt regime” if `corrupt == 1`; and the other value is “not corrupt regime” if `not_corrupt == 1`
  3. Pick one variable of your choosing from the World Bank’s World Development Indicators (WDI) that you think is correlated with corruption, and explain in words why you think that variable is correlated with corruption.
  4. Merge the WDI variable into the V-Dem dataset

5. Subset the data to only keep the data from the year 2016.
6. Test if the WDI variable that you chose is correlated with the the V-Dem political corruption score variable (`v2x_corr`), by showing (a) a pairwise correlation table; and (b) a labeled scatter plot. Explain in words what your table and scatterplot suggest.
7. Create a crosstab with your WDI variable and the `regime_corrupt` variable that you created above. Explain in words what your crosstab suggests in terms of how your variable varies in corrupt and non-corrupt regimes.
8. Using your WDI variable, test if there is a statistically significant difference between corrupt regimes and non corrupt regimes (hint: use difference in means test)
9. Please submit both your commented R script and PDF showing your results. To be clear, I don't just want your code; I would like to see the graphs and tables that your code generates as well as some accompanying text. I provided you the code to produce  $\text{\LaTeX}$  tables, and you also still have the  [\$\text{\LaTeX}\$  Training Overleaf](#). However, if you are short on time, you can also just paste in screen shots for this homework assignment—though please don't paste in screen shots in your final paper.

## Final Research Proposal Due Date: December 13 at 12 noon

- Since the registrar has very tight deadlines for instructor grade submissions, I unfortunately will not be able to accept any late papers—beyond a 15-minute grace period to account for technical issues at submission, etc. That is, if you are late beyond 15 minutes, I will have no choice but to give you a zero. I would thus kindly ask that you submit your paper on time and not put me in a really tough situation. I really want everyone to do well in the course.
- Make sure your final paper includes:
  - A fully revised introduction, dependent variable section, literature critique, theory section, and research design that takes into account feedback from the instructor as well as that of the referee report.
  - A labeled graph using `ggplot2` with R, added to the dependent variable section of the paper. This graph will show how you “score your cases”.
  - A conclusion, indicating (a) what you need to do in the next semester to finish your paper; and (b) the expected contributions of your paper.
  - An abstract at the beginning of the paper. Please include the abstract on the same page as the title. The abstract should have the following:
    - \* 1 sentence on why your topic is important, ensuring that you “show” without “telling” the reader, and definitely do not use the word “important”

- \* 1-2 sentences on your argument
- \* 1-2 sentences on how you test your argument, including justification of your case/data, if necessary
- \* 1 sentence stating the expected policy and/or theoretical contribution of your paper.

## Appendix A Questions to Consider for Proposals

### A.1 All Studies

1. Does the study answer an important question to the world, and does the author justify its importance with a factual argument—as opposed to justifying the topic in overtly normative terms?
2. Does the study contribute to a scholarly literature, and does the author demonstrate sufficient knowledge of that literature to critique it and add to it?
3. Does the study abide by the rules of (descriptive or causal) inference—and contain public procedures, uncertainty estimates, a disinterested posture toward the truth, attention to possible error, and scope conditions?
4. Is the author clear and consistent about the type of relationships, theory, and objectives of the research?
5. Is the writing clear, does the author avoid the passive voice and colloquial language, and are there any grammar issues?

### A.2 Quantitative Studies

1. Is the dependent variable in its concept form clear to the reader?
2. Is the principal independent variable in its concept form clear to the reader?
3. Are there cleanly measured, credible data available that clearly map to the dependent variable and independent variable in their concept forms?
4. Is there a falsifiable theory that is formulated at a high level of abstraction?
5. Is there a clear hypothesis that is formulated at a lower level of abstraction than the theory?
6. Does the hypothesis clearly map onto the theory?
7. Is the argument coherent and credible?

8. Are the research design and data appropriate for the research question, theory, and hypothesis?

### A.3 All Mixed Method Studies

1. Does the author use integration of the quantitative and qualitative methods appropriately, and avoid triangulating methods for purposes for which they are ill-suited?

#### Case Studies:

1. Is/are the type(s) of case studies appropriate given the research question?
2. Does the author provide a clear and compelling justification for the selection of the case(s) being examined?
3. Is the detective work for the case study complete enough to sufficiently answer the research question?

#### Conceptualization Pieces:

1. Does the author have a clear grasp of the semantic field—that is, does she/he identify like terms and appropriately distinguish them from the concept of interest?
2. Is the author clear about the domain of his/her concept, and appropriately classify it as experience-near (i.e. relative to a particular area) or experience-distant (i.e. universal, positivist)?
3. Does the author choose the appropriate conceptualization strategy—that is, does she/he pay appropriate attention to the abstraction of the concept, avoid conceptual stretching, specifically state the intension and extension, and justify why couching the concept in terms of cumulation, a radial concept, re-definition or family resemblance is appropriate?

#### Interviews:

1. Does the author select subjects who can speak to the author's research question, and is there a clear, compelling, and ethical selection criteria for subject inclusion/exclusion?
2. Does the author seek out subjects who can provide a diverse range of perspectives on the research question at hand?
3. Does the author provide details about how he/she found the subjects, whether they received compensation, and locations/conditions of the interviews?
4. Does the author ask subjects appropriate questions that map to the research question of interest?
5. Are the answers from the subjects compelling enough to answer the research question definitively?

#### Focus Groups:

1. All of the above questions for interviews are relevant for focus groups as well.
2. Does the author make a concerted effort to ensure that dominant people in the room do not monopolize the discussion, and that more shy people are able to contribute to the discussion?

Ethnographies:

1. Does the author provide a compelling justification for why the ethnography she/he undertakes is relevant to the research question of interest?
2. Does the author have the training and capacity (e.g. language abilities, skills) to be able to credibly undertake the ethnography?
3. Is the author's role in the ethnography distracting to the extent that it alters the behavior of the actors under study, and does the author provide a compelling justification for why his/her role is not distracting?
4. Does the author make specific reference to the ethics of the ethnography, and are there any ethical concerns regarding the author's presence?
5. Is the author's attention to method (e.g. keeping daily field notes, minimizing distraction) apparent to the reader?