

# POLI 2000: Designing Political Research

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Office Hours: 12:30 – 15:30 M & by Appointment

Office: 313 Shaeffer Hall

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Class Hours: 15:30 – 16:45 M/W

Class Room: 105 EPB

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## Overview

How do candidates win elections? Why do countries get involved in international crises and wars? What makes a country more powerful than the others? What explains the choices of violent non-state actors like terrorists? There are just some of the questions that political scientists study. The goal of this course is show you how to research these questions as a scholar in political science. This course will introduce students to political science research and various ways that social scientific research is undertaken.

This class will help students comprehend the core elements to build a political science research, such as concept, theory, hypothesis, and evidence. You will also learn how to build new theories, develop testable causal inferences, and design different approaches to examine your theories empirically. Emphasis will be on an active hands-on learning environment and fully interaction between the instructor and students. Students can expect to understand the research produced in Political Science and even other social scientific disciplines more comprehensively.

## Requirements

I will base your grade for the course on your performance in the four areas below. You will get a score for each component, and your total grade will be the sum of these scores. The grade points will be translated to letter grades in the following way: 93-100 A, 90-92.9 A-, 87-89.9 B+, 83-86.9 B, 80-82.9 B-, 77-79.9 C+, 73-76.9 C, 70-72.9 C-, 67-69.9 D+, 63-66.9 D, 60-62.3 D-, 59.9 or less F.

**Class attendance and performance (25%: 5% attendance + 10% participation + 10% opening presentation).**

Regarding participation, I am looking for you to show that you have read and critically evaluated the assigned readings and are engaged with our in-class discussions. Before each week's class you will receive a one-page reading guideline. The guideline will provide a recommended reading order and several questions to help you comprehend the materials.

In the first two week, you decide which week you are interested to present and report to the instructor. Be aware: there is a limited number of student to present in each week. So, if your

favorite week is full, you have to choose some other week instead. Starting from Week 3, the first 20 minutes of each class will be students' show time. You will be required to work as a team with the ones who also sign in this week. You and your partners will need to prepare a 10-min presentation about one of the *Recommended* readings of the given week. You will introduce us what the material talks about and, more importantly, why it appears in this week and how it relates to the required readings. I will evaluate your performance according to the rubric attached at the end of this syllabus. The score will be identical for every member of the team.

### **In-class quizzes (10%)**

You will get ten pop quizzes throughout the semester. Each quiz includes 2-3 questions—all about the required readings of the given week. (Hint: some questions may come from the reading guide of the week.) At the end of the semester, the eight highest scores of the ten quizzes will be recorded to contribute to your final grade. Quizzes will be administered and completed either at the beginning or the end of class. You cannot make up any missed or failed quizzes for any reason. Feel free to discuss the readings with your classmates prior to class. *However, you cannot share your answers to the reading questions with your classmates.*

### **Critical Response paper (12%)**

You are expected to submit response papers for the readings of three *weeks*. You are free to pick any week you like before we start discussing the materials. (You are free to write a paper for the week your group lead the opening presentation. However, each group member need to write his/her response paper independently.) That is, the response paper about a given week's reading is due by the BEGINNING of the Monday class (i.e., 15:30) in that week (submit to ICON by this time). Papers will be evaluate in a 1–100 scale following the rubric attached at the end. Late paper will be penalized 10 points for each day of being late. Each paper should be 2-4 pages, double-spaced, 1 inch margins, and in 12 font size.

In the paper, You needs to cover at three two reading materials of the week. Moreover, I would like to see

1. One and ONLY one paragraphs to summarize each material.
2. Some discussion about what do you learn from these materials about the week topic.
3. Your perspective about the argument in the materials—do you agree with the author? If yes, why are his/her arguments convincing for you? If not, what's your opinion of the topic?
4. Cite other sources if appropriate (but not required).

### **Examination (20%)**

There is only one exam (viz. midterm) for this course. The exam is comprised of identification and short essay questions. The exam will be held on 2017-10-09 in the same class of the lecture.

### **Research Proposal (23%)**

You are expected to submit a research proposal at the end of the semester. It could be a proposal for your graduation thesis or for a funding application. The proposal should include at least six parts:

1. A overview table (see template on ICON).
2. An introduction of your research question and why it is important.
3. A brief literature review about what scholars have done on this topic. You need to cite at least three articles published in academic journals of political science. Your citation should be in the style used by the American Political Science Association (see the guideline [here](#)).
4. A section discussing your theory and hypotheses.
5. A section discussing the data and method you plan to use to test your theory and why they are the best choice for your project.
6. A section discussing the operational feasibility of your research design.

The proposal is expected at least 10 pages (excluding the title and reference pages), double-spaced, 1 inch margins, and in 12 font size. The proposal will be evaluated according to the rubric attached.

Here are some important dates relating to the research proposal:

- You must get your research question approved by the instructor by 2017-10-01.
- You must submit a brief about your theory by 2017-11-12.
- The proposal is due by 2017-12-15. Late paper will be penalized 30 points for each day of being late.

### *Extra credit*

You will get 5 extra credits if you use bibliography management softwares (Endnote, Jabref, Zotero, etc. see more information about these softwares [here](#).) and submit relevant bibliography files with your proposal.

You can get another 5 credits by attending an academic workshop held by the Department of Political Science and send me a one-paragraph discussion about what the workshop is, how you feel about it, and a selfie at the workshop location.

## **Required textbook:**

Earl R. Babbie. *The Practice of Social Research*. 13th ed. Australia: Wadsworth Cengage Learning, 2012. ISBN: 9781133049791 1133049796.

S. Van Evera. *Guide to Methods for Students of Political Science*. Cornell paperbacks. Cornell University Press, 1997. ISBN: 9780801484575.

## **Schedule**

### **Week 1 (2017-08-21~2017-08-27): Being a Political Scientist**

Robert O Keohane. “Political Science as a Vocation”. *PS: Political Science and Politics* 42.02 (2009), pp. 359–363.

John S Dryzek. “Revolutions without Enemies: Key Transformations in Political Science”. *American Political Science Review* 100.04 (2006), pp. 487–92.

Gary King. “Publication, Publication”. *PS: Political Science and Politics* 39.01 (2006), pp. 119–125.

## **Week 2 (2017-08-28~2017-09-03): Being Scientific**

Babbie (2012), pp.1-27, 112-120.

Gary King. “Replication, Replication”. *PS: Political Science and Politics* 28.03 (1995), pp. 444–452.

Gabriel A Almond. “Separate Tables: Schools and Sects in Political Science”. *PS: Political Science and Politics* 21.4 (1988), pp. 828–42.

*Recommended:*

Imre Lakatos and Musgrave Alan. “Falsification and the Methodology of Scientific Research Programmes”. *Criticism and the Growth of Knowledge* (1970), pp. 91–180.

## **Week 3 (2017-09-04~2017-09-10): What’s A Good Question (Labor Day)**

Barbara Geddes. “Big Questions, Little Answers: How the Questions You Choose Affect the Answer You Get”. In: *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor: University of Michigan Press, 2010. Chap. 2, pp. 27–88.

Van Evera (1997), pp.97-99.

## **Week 4 (2017-09-11~2017-09-17): How to Find Research Question**

Babbie (2012), pp.91-112.

Efren O Perez and Margit Tavits. “Language Shapes People’s Time Perspective and Support for Future-Oriented Policies”. *American Journal of Political Science* (2017), pp. 1–13.

Timothy J McKeown. “Case Studies and the Statistical Worldview Review of King, Keohane, and Verba’s Designing Social Inquiry Scientific Inference in Qualitative Research”. *International organization* 53.01 (1999), pp. 161–190.

Charles C Ragin and Lisa M Amoroso. *Constructing Social Research: The Unity and Diversity of Method*. Pine Forge Press, 2010. (Chapter 1, 2)

## **Week 5 (2017-09-18~2017-09-24): Concepts**

Babbie (2012), pp.165-177.

Michael Barnett and Raymond Duvall. “Power in International Politics”. *International Organization* 59.01 (2005), pp. 39–75.

David Collier and Steven Levitsky. “Democracy with Adjectives: Conceptual Innovation in Comparative Research”. *World Politics* 49.03 (1997), pp. 430–451.

David Collier and James E Mahon. “Conceptual “Stretching” Revisited: Adapting Categories in Comparative Analysis”. *American Political Science Review* 87.04 (1993), pp. 845–855.

Giovanni Sartori. “Concept misformation in comparative politics”. *American political science review* 64.04 (1970), pp. 1033–1053.

*Recommended:*

Peter Bachrach and Morton S Baratz. “Two Faces of Power”. *American Political Science Review* 56.04 (1962), pp. 947–952.

### **Week 6 (2017-09-25~2017-10-01): Measurement**

Babbie (2012), pp.177-194, 197-223; 57-83.

Jason Seawright and David Collier. “Rival Strategies of Validation Tools for Evaluating Measures of Democracy”. *Comparative Political Studies* 47.1 (2014), pp. 111–138.

John Gerring. “Causal mechanisms: Yes, But...” *Comparative Political Studies* 43.11 (2010), pp. 1499–526.

Robert Adcock and David Collier. “Measurement Validity: A Shared Standard for Qualitative and Quantitative Research”. *American Political Science Review* 33 (2001), pp. 529–546.

### **Week 7 (2017-10-02~2017-10-08): Measurement in Practice**

Van Evera (1997), pp.7-50.

Midterm Review

### **Week 8 (2017-10-09~2017-10-15): What’s Theory?**

Midterm.

### **Week 9 (2017-10-16~2017-10-22): Theory and Causal Inference**

### **Week 10 (2017-10-23~2017-10-29): Experimental Logic and Design**

Babbie (2012), pp.271-291.

Alan S Gerber and Donald P Green. “Field Experiments and Natural Experiments”. In: *The Oxford Handbook of Political Science*. Ed. by Robert E. Goodin. 2011. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199604456.001.0001/oxfordhb-9780199604456-e-050?mediaType=Article> (visited on 06/15/2017).

Alex Mintz. “Foreign Policy Decision Making in Familiar and Unfamiliar Settings”. *Journal of Conflict Resolution* 48.1 (2004), pp. 91–104.

### **Week 11 (2017-10-30~2017-11-05): Principles of Case Study**

Jack S Levy. “Case Studies: Types, Designs, and Logics of Inference”. *Conflict Management and Peace Science* 25.1 (2008), pp. 1–18.

John Gerring. “What is a Case Study and What is it Good for?” *American Political Science Review* 98.02 (2004), pp. 341–354.

Timothy J McKeown. “Case Studies and the Limits of the Quantitative Worldview”. In: *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Ed. by David Collier and Henry E. Brady. Lanham, MD: Rowman and Littlefield, 2004, pp. 139–167.

Adam Przeworski and Henry Teune. *The Logic of Comparative Social Inquiry*. New York: John Wiley and Sons, 1970. 31-39, 74-87.

## **Week 12 (2017-11-06~2017-11-12): Case Study in Practice**

Van Evera (1997), pp.49-88.

Barbara Geddes. “How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics”. In: *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor: University of Michigan Press, 2010, pp. 89–129.

Gerardo L. Munck. “Tools for Qualitative Research”. In: *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Ed. by David Collier and Henry E. Brady. Lanham, MD: Rowman and Littlefield, 2004, pp. 105–121.

Benjamin A Most and Harvey Starr. “Case Selection, Conceptualizations and Basic Logic in the Study of War”. *American Journal of Political Science* (1982), pp. 834–856.

## **Week 13 (2017-11-13~2017-11-19): A Glance of Other Small-N Methods**

Babbie (2012), pp.295-321.

Andrew Bennett. “Process Tracing: A Bayesian Perspective”. In: *Oxford Handbook of Political Methodology*. Ed. by Janet Box Steffensmeier, Henry Brady and David Collier. 2008, pp. 702–21.

Giovanni Capoccia and R Daniel Kelemen. “The Study of Critical Junctures: Theory, Narrative, and Counterfactuals in Historical Institutionalism”. *World Politics* 59.03 (2007), pp. 341–369.

Clifford Geertz. “Thick Description: Toward an Interpretive Theory of Culture”. *Readings in the Philosophy of Social Science* (1994), pp. 213–31.

## **Week 14 (2017-11-20~2017-11-26): Thanks Giving Week**

## **Week 15 (2017-11-27~2017-12-03): Understanding Large-N Analyses**

Babbie (2012), pp.415-438.

Wenfang Tang, Yue Hu and Shuai Jin. “Affirmative Inaction: Language Education and Labor Mobility among China’s Muslim Minorities”. *Chinese Sociological Review* (4 2016), pp. 346–66.

Emilie M Hafner-Burton and Alexander H Montgomery. “Power Positions: International Organizations, Social Networks, and Conflict”. *Journal of Conflict Resolution* 50.1 (2006), pp. 3–27.

James Mahoney and Gary Goertz. “A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research”. *Political Analysis* 14.3 (2006), pp. 227–49.

## **Week 16 (2017-12-04~2017-12-10): Professionalization**

Babbie (2012), pp.498-519.

Van Evera (1997), pp.99-111.

APSA 2014: Policy Bargaining and International Conflict

MPSA 2017: Trump Scenes

**Week 17 (2017-12-11~2017-12-17): Final Week**

## CLAS Teaching Policies & Resources — Syllabus Insert

### Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <https://clas.uiowa.edu/students/handbook>.

### Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address ((???)). Faculty and students should use this account for correspondences ([Operations Manual](#), III.15.2, k.11).

### Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <https://sds.studentlife.uiowa.edu/> for information.

### Nondiscrimination in the Classroom

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, [diversity@uiowa.edu](mailto:diversity@uiowa.edu), or visit [diversity.uiowa.edu](https://diversity.uiowa.edu).

### Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the [College's Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).



## **CLAS Final Examination Policies**

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

## **Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident ([CLAS Academic Policies Handbook](#)).

## **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Office of the Sexual Misconduct Response Coordinator](#) for assistance, definitions, and the full University policy.

## **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).

## Reference

Babbie, Earl R. 2012. *The Practice of Social Research*. 13th ed. Australia: Wadsworth Cengage Learning.

Van Evera, S. 1997. *Guide to Methods for Students of Political Science*. Cornell Paperbacks. Cornell University Press.