POLS 359: Research Design. Sections 2 & 3.

Cal Poly, Dept. of Political Science
Winter 2023

Section 2
Meeting time: Tu/Th 2:10-4:00 PM
Meeting place: Erhart Agriculture 222
Section 3
Meeting time: Tu/Th 12:10-2:00 PM
Meeting place: Erhart Agriculture 222

Instructor: Dr. Kevin Simmt
Email: `ksimmt@calpoly.edu`
Office: Bldg. 74M, Rm. B109
Office hours: W 12:10PM - 2:00PM
                   Th 10:10AM - 12:00PM

Contents

Course Description

How do we – as scholars – learn new things? And, how do we know if what we've learned is trustworthy or good?

This 10-week, crash-course in Research Design will introduce students to the theory and method of contemporary, empirical political analysis. Together, the class will work through the stages of a research project – asking a good question, developing clear concepts, generating a causal theory, formulating hypotheses, and then designing an empirical strategy to best test specific hypotheses. At each stage, the concepts addressed will apply to students' own projects. These projects will culminate in original, unique research design paper (approximately 15-20 pages in length) due at the end of term.[1]

A few key assumptions permeate this course:

1. Allegiance to the scientific method promotes intellectual rigor and accountability.

2. Writing well is hard, but writing well is something that all students can – and in this course, *will* – accomplish with practice and diligence.

3. While descriptive research is valuable, generalizable studies are preferable in this context.

4. Both qualitative and quantitative approaches to empirical research are equally "good;" the selection of a method is guided by its usefulness and feasibility for a given hypothesis rather than a belief that certain methodological approaches are inherently more worthy than others.

Students might note that the course does proceed in "sections." We begin by establishing how you set-up a research project – what are the key components to a social scientific study? There is an interlude in which we talk about causal inference – how do we know not only that two things are "patterned," but that a sudden tweak to one thing actually causes another to come about (whereby, in a counterfactual world where that tweak did not happen, this other thing would have played-out differently). Finally, we will find that the above endeavours ultimately require data to adjudicate. The last half of the course exists to talk about empirical strategies – whereby we establish what data is needed to meaningfully increase (or decrease) our confidence in a theory pertaining to our (or other's) reality, and how we are going to collect and/or create this data!

Special Credit is due to CalPoly's Professor Nancy Arrington for the course's general architecture and most of the materials, including much of this syllabus. Errors or inconsistencies are my own.

Course Goals and Learning Objectives

The goal of this course is to prepare you to read, interpret, critique and conduct research in political science (and beyond!).
By the end of the course you will know how to...

- Propose a compelling puzzle or ask a compelling research question.
- Understand, synthesize & organize extant knowledge into a concise literature review.
- Develop a theoretical model to explain a political phenomena.

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[1]Strategic students might consider choosing a topic that reflects or parallels a potential senior thesis project.

- State the observable implications of a theoretical model in the form of testable hypotheses.
- Develop an empirical strategy to best test specific hypotheses.

Specific learning objectives for this course include:

- Honing the skill (it is a skill!) of efficient and effective reading (PSLO 5; USL 3&7).
- Using the scientific method to guide the research process (PSLO 1; USL 1 & 3).
- Internalizing the intuition behind inferential research (in which scholars use specific data to learn about generalizeable or global patterns) (PSLO 1 & 2; USL 1 & 5).
- Practicing the skill of describing complex ideas in clear and concise writing (PSLO 2 & 3; USL 1, 2, &7).

Textbook and Readings

We will use two "textbooks." Both are inexpensive to purchase as hard copies, but also have free electronic options via the library. I do not expect you to purchase these books, unless doing so is helpful to you:

Baglione, Lisa A. (2018). Writing a research paper in political science: A practical guide to inquiry, structure, and methods. CQ Press.

The library allows 3 users at a time. If you need guaranteed access, then consider the book for purchase. This book is available for roughly $10-15 (e-book). You may also save money by buying an older (used) edition... BUT, you must confirm that the chapters' topics match those listed.

Booth, W., Colomb, G., Williams, J., Bizup, J., and Fitzgerald, W. (2016). The Craft of Research, 4th Ed. The University of Chicago Press. (Abbreviated TCR)

The library has an electronic version of this textbook available. You can find the ebook through course reserves or through the library catalog search function. If you prefer hardcopies of the book, it is available (and relatively inexpensive) through online retailers.

Beyond these two texts, all other readings will be posted on Canvas. You are expected to complete the readings assigned for each class before the start of class.

Grading Scale and Weights

Course Grade Expectations

A numeric weighted average of grades on course assignments will translate to final letter grades according to the thresholds below. Note: cutoffs are at the full point level rather than the half point level. **I will not "bump-up" or "round-up" final student grades**; an 89.99 is a B+. However, if you think a grade has been miscalculated or mis-entered, please let me know ASAP so I can check and, if applicable, make a correction.

- A (93.0-100%) Exceptional Performance

- A- (90.0-92.99%) Very Good Performance

- B+ (87.0-89.99%) Good Performance

- B (83.0-86.99%) Good Performance

- B- (80.0-82.99%) Satisfactory Performance

- C+ (77.0-79.99%) / C (73.0-76.99%) / C-(70-72.99%) Adequate Performance

- D+ (67.0-69.99) /D(65.0-66.99%) Minimal Passing Performance

- F (Below 65.0%) Unacceptable Performance

Grading Weights & Deadlines

Your final grade is a weighted average of the assignments listed in the table below. Note that a "G" is used to denote an assignment with a group *option*. In these cases, there is no penalty to working in a group and, indeed, there may be many advantages. **(Please note: groups must always be very clearly disclosed to me – with all deliverables being submitted by each group member AND with ALL group member names listed atop the paper.)** Further conditions posted below under assignment descriptions.

Assignment	Percent	Due Dates
(G) <u>Modular Worksheets</u>	$2\% \times 10 = 20\%$	By End of Select Classes 9/26*, 9/28*, 10/3*, 10/5*, 10/10*, 10/12*, 10/31*, 11/2*, 11/14*, 11/16*
Exams	$2\% \times 20 = 40\%$	Must complete within 12PM-4PM Window **10/26 †& 12/7 †**
<u>Research Design Project</u>		
(G) Research Q Assignment	2 %	10/3*
Annotated Bibliography 1	2 %	10/10*
(G) Theory Assignment	2 %	10/17*
Annotated Bibliography 2	2 %	10/31*
(G) Outline	2 %	11/9*
(G) Empirical Strategy Assignment	6 %	11/16*
(G) Draft	2 %	**11/28 †**
Peer Review Comments	2 %	**11/30 †**
(G) Final Research Design Paper	20 %	**12/10 †** [N.b., SUNDAY deadline]

** The single asterisk (*) demarcates assignments with a "Short-term Paperwork for Extension Waiver" (SPEW), intended to reduce administrative burdens. While all deadlines are firm, for SPEW assignments students with university-recognized excusal (e.g., illness, athletics, academic conferences) need not request an extension, nor file documentation with me, unless the submission will be **more than 5 days late**. If, for valid reason, you may need to take more than 5 days, then you will be penalized unless valid documentation is submitted AND the extension approved **prior***

to the original/**official deadline** (i.e., you are to reach-out before, rather than during, the SPEW window). If you are to ever submit work after an official deadline, then you MUST first read the late work policy below.

† All assignment deadlines are firm, but the dagger (†) indicates an especially "Strict Deadline," which requires **prior presentation of compelling medical documentation and instructor approval** for any extension whatsoever, however small that might be. IF you want to pursue an extension, then you MUST first read the late work policy below. SPECIAL NOTE: there is **no make-up for Exams**; these must be written within the official date/time window to avoid a 0.

Deliverables

Modular Worksheets (Issued In-Class on Select Days); 20% of Final Grade

Learning how to conduct research – asking good questions, developing persuasive theories and models, designing appropriate empirical tests, and communicating findings – is best done by *doing*. These worksheets will break-down major research tasks into bite size pieces. They will be issued during class via Canvas (with approx 1/2 to 1 hour of class time made available to get started). Most can be completed in small groups of 2-4. *Each group member must submit their own copy (even if largely identical), with each group members' names listed.* Submit via Canvas.

Exams; 40% of Final Grade

There will be two exams (potentially labelled as "quizzes" on Canvas) throughout the quarter. These exams will cover the terms and concepts discussed in our classes *up to the class prior to the quiz* and *all readings including those assigned on the date of the quiz.* Like the content of this course, all examinations are cumulative. **While the exam is open-note, it is not open-book** (meaning, please be a diligent reader and note-taker throughout the quarter). **You must work on the exam alone**, which means no human partners, no ChatGPT (or the like), nor genius golden retrievers. Please note that these will be completed via Canvas, and must be completed within the scheduled time-frame. Failure to start or complete the exam within the allotted window will score you a ZERO! Note: Our exam days will occur online, meaning we will not meet in-person.

Research Project; 40% of Final Grade

The largest component of your grade consists of a semester long "Major Research Project," that is broken down into checkpoints along the way. This paper (and each checkpoint) is described at length on Canvas. Completing check-points will contribute to your final grade (totalling to 20%); they will also help you put together this daunting task in manageable baby-steps, which will likely prove helpful. The final paper, too, will contribute 20% to your final grade (For details on check-points, see Canvas, or look above: listed within "Grade Weights".) Note group option for this paper.

Group Option

You may complete this paper with a partner. You must declare the partnership to the instructor before submitting any work (either in-class or during office hours). Each partner must submit the assignment via Canvas (even if the same), and the assignments must always list both members' names. (For partners, most research project assignments will be the identical, with exception that

each partner must complete their own assignments for Annotated Bibliography I and II). Grading standards will be the exact same as if the project was done solo.

A group of 3 may be negotiated with the instructor. There will be an expectation of slightly higher page count and citations – the specifics of which the instructor will establish in conversation. Please approach in-class or during office hours.

Course Policies

Late Work Policies

All deadlines listed above (and in the course schedule) are firm. You are penalized at a rate of 5% per day, the very second your assignment is due. The very second another 24 hours elapses, the penalty will be applied again. (And again, and again... until such a point as you've turned it in). Additionally, anything not submitted by the **Tuesday of CalPoly's official Exam Week** (as listed on the Registrar's Academic Calendar and in the Course Schedule below) will be **AUTOMATICALLY graded a ZERO.**

Additionally, note that there are no make-up exams. You must write on the day of the exam, in the specified time window. Not doing so earns a 0 on the exam.

Atop of late penalties, work submitted after the officially listed deadline will not receive comments. You may, however, request comments in office hours and I will be happy to oblige.

Please note that, unless indicated otherwise (more on my limited set of "waivers" soon), extensions are only granted at the instructors discretion and will REQUIRE OFFICIAL DOCUMENTATION. They can only be issued for reasons recognized by the university as legitimate. For disability, this would most likely be official Disability Services documentation. For illness, this would likely be a doctor's note that indicates a time frame in which academic activity ought not be expected of you (the language should be specific that your illness – which need not be specified – creates a situation of you being ill disposed for classwork during a time-frame *in the vicinity of* the deadline). For university approved activities (e.g., athletics, Model UN, etc.), this would likely be a coach's or professor's note, with their contact information. No excusal is a blank cheque. Documentation should offer specific guidance as to how long you are indisposed and/or a reasonable time-frame in which you may be expected to catch-up. You must work with me *ahead of the deadlines* to establish reasonable time-frames.

Late Work Policy for SPEWs

The single asterisk (*) in the *Deliverables, Grade Weights & Deadlines* section demarcates assignments with a Short-term Paperwork for Extension Waiver (SPEW), intended to reduce administrative burdens. This policy only applies to a very limited set of assignments – so be careful.

Everyone has moments of illness, accidents, etc. Rather than adjudicate each and every one of them that results in late work, students have a "Waiver" *on select assignments*. REMEMBER, SPEW assignments are due on the official date listed, but students with reason that *would be* recognized by the university (e.g., illness, athletics, academic conferences) need not request an extension, nor file documentation with me, unless they anticipate that their submission will be **more than 5 days late** (i.e., if submitting even just one second after 120 hours has elapsed since the official deadline). One upshot of this policy: for the relevant assignments (marked with the asterisk), a late penalty won't be applied until you are 120 hours late on it. Even if you do NOT submit documentation, you won't be penalized on the first 120 hours of lateness.

To submit more than 5 days late without penalty, relevant documentation must be submitted to the instructor AND the extension MUST be requested and approved by the instructor **PRIOR to the ORIGINAL deadline listed above**. Please see sub-section "Late Work Policies" to better understand what counts as valid documentation.

Note that SPEWs are not meant to undermine the system of deadlines; rather, students should bear in mind that the honour system is in play here. You really are only suppose to use SPEWs for reasons deemed legitimate by the university (e.g., illness). If you are submitting late because you simply needed more time, then you should disclose that fact using the comment feature while submitting the assignment on Canvas. Also, just because you technically can use a SPEW doesn't mean you should. We do a lot of low stakes writing and often the damage of setting-off a spiral of lateness is far worse than submitting a minor assignment with a few blemishes.

Remember, the waiver DOES NOT apply to the Exams; it also DOES NOT apply to the Research Design Project's: Draft, Peer Review Comments, nor the Final Paper – for these, an extension requires my approval and will only be granted if you submit documentation of a highly compelling cause (the reason must fall under a category of those recognized by the university). Again, SPEWs are for a very limited set of assignments. Additionally, **the waiver CANNOT be used past the Tuesday of Calpoly's Exam Week** – at which point any undelivered work becomes a zero. Indeed, if your accumulated late penalties (of 5% per day) have not yet resulted in you receiving a zero, as of this cut-off day you will be marked down to a zero.

Email & Zoom Etiquette and Policy

Just as there are rules and norms guiding in-person communications, so too should we be considerate and rule-abiding in our virtual communications.

Email

In addition to announcements made in class, I will communicate with you through Canvas/email. You are expected to check messages regularly (daily, M-F). **My preferred mode of communication is through the Canvas messaging system. If you wish to communicate with me via email, then you MUST USE YOUR CALPOLY EMAIL ADDRESS.** Do not expect a response if you are using any other service (such as gmail).

I check my email during the work week – Monday through Friday, 9:00am-5:00pm – and respond as promptly as possible. Emails sent to me in the evenings and weekends *might* get a prompt(ish) response but probably won't. Emails sent in the middle of the night definitely aren't getting a prompt response (go to bed!). It is your responsibility to clear-up any questions about assignments at least 2 business days in advance of a deadline!

The above is policy. I also have recommended emailing etiquette: first, it is unfair to email shortly before a deadline expecting a response – reach out at least 2 business days in advance of a deadline; second, please just *talk to me* if resolving an issue would require more than 3-4 sentences of response. We can always arrange to hop on Zoom if commuting to my office would prove burdensome.

Email

While primarily an in-person class, we shall, on occasion, conduct meetings over Zoom. Most of you are familiar with the zoom etiquette norms at this point, but a few reminders:

- Mute yourself unless you are actively about to ask or respond to a question to minimize background noise.

- When your video is on, please minimize distractions for the other students. Life happens when we take classes from home, but – if possible – point your camera to minimize distractions behind you.

- When your environment has minimal distractions and you feel safe sharing it, please keep your video on. Having your video on is useful for a few reasons – having your video on is an incentive for you to stay focused on the course content, and having your video on is useful to me/your instructor (being able to see faces gives good feedback about whether or not what we are discussing makes sense).

- If you'd like, you're welcome to use that chat function to talk to other students about the content of the class, but move any extra-curricular conversations out of zoom (and after class).

Office Hours

Office hours are times during the week set aside for me to meet with students about any questions or concerns they have about the course. *You should use them.* I also make time available in-class whereby you may come upfront to chat about your project. Office hours this semester shall occur in-person, but you may request during these times that I hop onto Zoom. If you are in class or scheduled to work during those times, that's fine, just send me a message with your availability and we will find a time where we are both free.

Incomplete Grades

Do NOT expect to receive an incomplete. Incompletes are at the instructor's discretion and are highly discouraged in all but the most extenuating of circumstances – namely serious medical emergency. IF, however, such a situation arises that affects your ability to finish the course material by the end of the quarter, please schedule a meeting with me as soon as possible to discuss whether taking an incomplete for the course is a good option for you. Incomplete grades will only be given for extenuating AND documented circumstances (simply falling behind because you're busy is not sufficient for an incomplete[2]); ADDITIONALLY, an agreement MUST be made **PRIOR** to the end of the course. This is a crucial qualifier: an Incomplete must be arranged with me, and agreed to by me, prior to CalPoly's exam week. Once an Incomplete has been given, it is the student's responsibility to schedule meetings with me to facilitate the completion of the work. A schedule will be constructed for you to finish the work. Missing deadlines will automatically result in a ZERO for the relevant assignment(s) (which may trigger a failing grade in the course). In other words, *once you are assigned an Incomplete, the late penalty is an automatic ZERO the second an item is past-due* based upon the new set of deadlines I established when issuing the incomplete.

Writing and Academic Support

The Writing and Learning Center provides free peer tutoring to all Cal Poly students. Supporting over 250 courses and subjects across all six colleges, the center offers a unique virtual space for students across disciplines to share learning strategies and collaborate toward meeting the expectations of course assignments, projects, exams, and essays. On average, the center hosts nearly 12,000 student consultations each academic year. Seeking help through learn-

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[2]I'm not trying to be harsh here. I've tried giving out incompletes for students who've fallen behind for non-specific reasons, and not a single one of them has ever finished the work late. In those cases, all the incomplete does is prevent students from re-registering for the course/taking the next courses, which ultimately hurts progress towards graduation.

ing support services like the Writing and Learning Center is a positive behavior that will assist you in attaining academic success. For instructions on how to connect with a tutor, please watch this short video on Connecting with a Tutor in the Writing and Learning Center (`https://www.youtube.com/watch?v=KoEtVrqoIIk`). For additional information, visit the Writing and Learning Center website (`https://writingandlearning.calpoly.edu/academicsupport`).

Integrity of Scholarship

Cal Poly will not tolerate academic cheating or plagiarism in any form. Academic dishonesty is addressed both as an academic issue and as a disciplinary incident under the CSU Standards for Student Conduct. Cases of class cheating or plagiarism shall be handled by faculty members under established procedures that include written notice to the student of the incident and the consequent grade. (Cal Poly's Academic Integrity Website)

I take the integrity of scholarship very seriously in this course. By taking this course, you affirm that it is against course standards to cheat on exams, to plagiarize, to deviate from my instructions about collaboration on work submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that I am entitled to move you to another seat during quizzes without explanation.

Any evidence of cheating/plagiarism will be punished with a *minimum* penalty of an automatic 0 for the assignment. Severe offenses (defined at the instructor's discretion) will result in an automatic failure of the course. All cases of cheating will be reported to the Office of Student Rights and Responsibilities, without exception.

Cal Poly is dedicated to nurturing an inclusive and academically excellent community, which can only flourish with honesty, trust, and mutual respect. At the core of academic excellence is the search for knowledge through the open and dynamic exchange of ideas. You and your student peers must have a strong commitment to personal and professional integrity that informs your behavior both before and after graduation, discouraging you from creating a false appearance of achievement by presenting the work of others as your own, or bending or breaking the rules of any situation. Either action can lead to serious consequences, academic and otherwise. Please thoroughly familiarize yourself with the Office of Students' Rights and Responsibilities page on Academic Integrity (`https://osrr.calpoly.edu/academic-integrity`), as well as the information found on Academic Programs and Planning website regarding cheating and plagiarism (`https://academicprograms.calpoly.edu/content/academicpolicies/Cheating`).

The Use of Artificial Intelligence & Crash-Course Materials Under no circumstances are you to present someone else's work as your own, which includes an AI bot (or, more specifically, the teams of people who construct these). NOTE: Plagiarism includes stealing of specific words (e.g., copy and pasting), but also other's ideas (*even if* you paraphrase in your own words). This includes the making of tough choices in how to structure a response to a query. (This is highly difficult work, that requires thought – it is wrong to present a specific set of choices about what is important and how it should be ordered/put-together... as if you came up with this when you didn't.) Under no circumstances should you steal the work of another – whether an AI bot, a "crash course" blog, or a hyper-intelligent, English-speaking, golden retriever. If you are unsure whether you are operating in a grey zone, then please talk to me before submitting any work.

The Department's Definition of Plagiarism   "Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit."
`https://politicalscience.calpoly.edu/students/advising/policy`

The Department's Definition of Cheating   "Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same."
`https://politicalscience.calpoly.edu/students/advising/policy`

Access, Disability Services, and Resources

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements.

I am committed to providing appropriate accommodations. If you have a disability-related need please contact the Disability Resource Center at Cal Poly immediately: `http://drc.calpoly.edu/content/drc-services`, (805) 756-1395. They are located at the Disability Resource Center, Building 124, Room 119.

If you sense that you may face an obstacle this semester, I implore you to visit Disability Services EARLIER rather than later on. It is better to have their documentation lined-up, only to not need it, than to NOT have their documentation and find that you do need it. Remember that I cannot make medical judgements: in order to maintain fairness in our classroom, there are certain accommodations for which I need Disability Service's assessment.

Diversity and Inclusion

I strive to make this classroom a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, races, ethnicities, social classes, genders, gender identities, gender expressions, national origins, documentation statuses, religious affiliations, sexual orientations, abilities – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful and inclusive environment for every other member of the class. This does not mean we cannot disagree or have different ideas. It does mean we try to consider perspectives other than our own, though they may differ from our own beliefs/experiences. If you

experience disrespect or discrimination in this class, please report your experiences to me. For more information on resources related to diversity and inclusion, please see the websites for the Office of Student Rights and Responsibilities (`https://osrr.calpoly.edu/`) and/or the Office of University Diversity and Inclusion (`https://diversity.calpoly.edu/`). .

Again, my goal is to create a learning environment that enables all students to succeed and know that their experiences are valid. I expect students to treat each other with kindness and civility. If you notice behaviors or institutions in our class that undermine or obscure diversity and inclusion, please share those concerns with me (if you are comfortable doing so) or the department chair, Dr. Ning Zhang `nizhang@calpoly.edu`

Preferred Pronouns

At Cal Poly everyone has the right to be addressed by the name and personal pronouns that correspond to their gender identity, including non-binary pronouns, for example: they/them/theirs, ze/zir/zirs, etc. As of January 2020, students can update their pronouns in their Canvas user settings. If you have not yet updated your pronouns in Canvas, you can do so at the beginning of the term so that I can make sure to refer to you using the correct pronouns. If your pronoun set is not available in Canvas, please let me know. I recognize that preferred names and pronouns may change during the quarter, if at any point during the quarter you would like to be addressed differently, please let me know.

As part of our commitment to inclusion in this course, it is important that all students in this class respect the preferred names and pronouns of their peers. Mistakes in addressing one another may happen. If you make a mistake or are corrected, please briefly apologize and correct yourself. To learn more about personal pronouns and why they are important please visit Cal Poly's Pronouns Matter website and `https://mypronouns.org`.

Need Support?

Recent nationwide surveys of college students consistently find that stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use are among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises are encouraged to contact Cal Poly's Counseling Services (805-756-2511) for assistance, support and advocacy. This service is free and confidential. There website is at `https://chw.calpoly.edu/counseling`.

If you face challenges securing food, housing or other basic needs, you are not alone, and Cal Poly can help during this time of crisis. We invite you to learn about the many resources available to support you through Cal Poly's Basic Needs initiative at `https://basicneeds.calpoly.edu` or by contacting `deanofstudents@calpoly.edu`. Additional information about the Food Pantry and Meal Vouchers is available at `https://studentaffairs.calpoly.edu/hunger`

Confidentiality & Mandated Reporting

Cal Poly is committed to fostering a safe, productive learning environment for all students. Title IX and CSU policy prohibit discrimination on the basis of sex, which includes sexual harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to access appropriate resources so they can get the support they need and deserve.

As an instructor, I have a mandatory reporting responsibility as a part of my role. It is my goal that you feel comfortable sharing information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to report information I receive regarding sexual misconduct or information about a crime that may have occurred during your time at Cal Poly.

Students can report incidents of alleged sexual misconduct to either or both of the following resources:

- Civil Rights & Compliance Office (Title IX)— crco@calpoly.edu — 805-756-6770 — crco.calpoly.edu

- Cal Poly Police Department — police@calpoly.edu — 805-756-2281 — afd.calpoly.edu/police

Students can access confidential support from two separate resources on campus:

- Safer — safer@calpoly.edu — 805-756-2282 — safer.calpoly.edu

- Counseling Services — counseling@calpoly.edu — 805-756-2511 — chw.calpoly.edu/counseling

Additionally, there are two Local SLO Resources to my knowledge:

- Lumina Alliance (formerly RISE Stand Strong): 24/7 hotline for sexual assault domestic violence. Call (805) 545-8888

- SLO Hotline: 24/7 mental health crisis support. Call (800) 783-0607

Class Schedule

Any changes to the schedule below will be announced in class as soon as possible and an updated syllabus will be emailed and posted to Canvas.

Session	#	Topics/Examinations	Readings	Deadlines
Th Sept 21	1	Intro, Social Science and the Scientific Method	Syllabus TCR Part 1: Prologue; Ch 1, 2 Almond and Genco (1977). ``Cloud, Clocks, and the Study of Politics'' pg 489-497 [Skim for Main Idea] Extra-Help: Baglione Ch 1	Read Syllabus & Submit Question Sheet
Tu Sept 26	2	Research Questions and Puzzles	TCR, Part 2 Prologue; Ch 3,4 Extra-Help: Baglione Ch 2	Module 1 @ 11:59 PM
Th Sept 28	3	Concepts & Conceptualization *+ Guest Speaker from Library Sciences (Sourcing & Citing)*	Mouton & Mara Ch 3 Excerpt, Pitkin ``The Concept or Representation.'' Skim as an example of conceptualizing.	Module 2 @ 11:59 PM *In-Class Quiz: Attendance Required for Bonus*
Tu Oct 3	4	Literature Review	Baglione Ch 3, 4 ``They Say, I Say'' Ch. 1-3 Extra-Help: TCR Part 2: Ch 5, 6	Module 3 @ 11:59 PM Research Question Assignment @ 11:59PM
Th Oct 5	5	Theory, Models and Variables + Hypotheses	Remler & Van Ryzin Ch 2 (page 35-53) Baglione Ch 5	Module 4 @ 11:59 PM
Tu Oct 10	6	Operationalizing and Measurement	Remler & Van Ryzin, Ch 4 (pg. 95-139)	Module 5 @ 11:59 PM Annotated Bibliography 1 Assignment @ 11:59PM
Th Oct 12	7	Causal Inference and Experiments	Dunning, Chapter 1 Hinnerich & Pettersson-Lidbom "Democracy, Redistribution & Participation" [Skim]	Module 6 @ 11:59 PM

Session	#	Topics/Examinations	Readings	Deadlines
Tu Oct 17	8	Exemplars I	Miller "Women's Suffrage Effect on Child Survival"	Theory Assignment @ 11:59PM
Th Oct 19	9	Mid-Point Workshop (Workshop Series Part 1)	Baglione Ch 7	
Tu Oct 24	10	Recapitulation Session	TRC Part 3: Prologue, Ch 7, 8,9	
Th Oct 26	11	*Midterm Exam; Online Session*		Listed as Quiz 1; must be completed online via Canvas between Noon-4PM
Tu Oct 31	12	Content Analysis	Text Analysis of Trump's Tweets: http://varianceexplained.org/r/trump-tweets/ (Ignore the code) ``Film Dialogue'' https://pudding.cool/2017/03/film-dialogue/ Extra-Help: Stemler "Emerging Trends in Content Analysis"	Module 7 @ 11:59 PM Annotated Bib 2 Assignment @ 11:59 PM
Th Nov 2	13	Ethnography and participant observation	Atkinson & Hammersly "Ethnography & Participant Observation" Excerpt, Fenno ``House Members in their Home Districts" Just for fun: D.F. Wallace, "Shipping Out"	Module 8 @ 11:59 PM
Tu Nov 7	14	Guided Writing Day (Workshop Series Part 2)	Baglione Ch 6	
Th Nov 9	15	Process Tracing (Part 1)	Seawright and Gerring ``Case Study Selection" Mahoney, "Logic of Process Tracing"	Outline Assignment @ 11:59 PM** Likely most time heavy part of final paper
Tu Nov 14	16	Process Tracing (Part 2)	Pierson, "Increasing Returns, Path Dependence" Extra-Help: Collier, "Process Tracing"	Module 9 @ 11:59 PM

Session	#	Topics/Examinations	Readings	Deadlines
Th Nov 16	17	Interviews, Surveys, Ethics	Leech (2002). ``Asking Questions: Techniques for Semi-Structured Interviews.''  ``Research Ethics 101: Dilemmas and Responsibilities'' Pinderhughes, "Anatomy of Racially Motivated Violence" Extra-Help: Krosnick, "Questions & Questionnaire Design"or Keeter, "Survey Research"	Module 10 @ 11:59 PM Empirical Strategy Due @ 11:59PM
Tu Nov 21	18	*Thanksgiving Break*		
Th Nov 23	19	*Thanksgiving Break*		
Tu Nov 28	20	Exemplars II	Olken, "Monitoring Corruption"	Draft @ beginning of class
Th Nov 30	21	Editing for Workshopping Purposes (Workshop Series Part 3)	Baglione Ch 9 TCR, Part 3: Ch 10, 11	Peer Review Comments Due @ 11:59PM
Tu Dec 5	22	Recapitulation Session	Remler & Van Rysin Ch 3 Extra-Help: TCR, Part 4: Prologue, Ch 12, 13, 16	
Th Dec 7	23	*Final Exam; Online Session*		Listed as Quiz 2; must be completed online via Canvas between Noon-4PM
Sun Dec 10		Classes Over —		Final papers due by 11:59 pm
Tu Dec 12		Classes Over —		Outstanding work adjusted to a ZERO

Signature Sheet

Please sign below. (in ink or e-sign) and submit this page to canvas on to indicate that you have read and generally understand the course policies outlined in this document:

Name: _____

Signature: _____

What questions do you have about the class that are not answered in the syllabus/ what policies are unclear?

Do you have access to an electronic device that you can use to work on my project in class? (It is totally OK if you do not, I just like to know so we can best make use of in-class work time.)

If professors/folks/people-with-names-like-Kevin tend to mispronounce your name, can you provide a phonetic spelling below to help me get it right?

If you'd like to share, what pronouns should I use to refer to you in class?

In addition, is there anything else that you would like to share with me?