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Pols 505: Research Design and Methods

Why do we call our discipline "political science"? What kinds of research do political scientists do, and how do they communicate that knowledge to one another? How do we know what we think we know? How do we measure political phenomena? How would we know if a new public policy "worked"? How do we conduct research ethically?

We will spend this semester addressing these and other questions. Our discussions, the readings, various written assignments, exercises, and the final research design paper will facilitate your becoming intelligent consumers of political science research, as well as help you become producers of your own research. The skills that you develop in the course will help you understand the literature that you read in substantive seminars, help you evaluate that research, and enable you to better understand the assumptions behind each research design.

This is the **only** research design class that is required for our graduate program; and while some substantive graduate courses might expect you to write a full research paper, many of you will not have the opportunity to do so until you are deemed ready to work on your thesis/dissertation. This is the course that will teach you the basics on how to ask a good (manageable) research question(s), how to derive hypotheses, and how to design a research study to address them. However, for this class, you will not be expected to collect, input, and analyse data, thus there are no "lab" sessions. Where appropriate though I have designed written exercises to help you gain practical experience with certain aspects of the research design process, or with specific research methodologies.

I want to put my own methodological biases on the table by stating that to my mind research problems or questions come first. The appropriate methods to answer those questions come second. And all research methods contain their own specific logics, strengths, and weaknesses; whether scholars employ one method or multiple ones, they need to understand all three aspects and choose thoughtfully rather than to follow fads or trends.

Given the nature of this class, no single subject (other than how to do research) is covered in depth. The course starts with an overview of what we mean by the scientific method and what is the nature of the causal relationship in the social and political worlds. The rest of the class introduces you to a wide variety of research tools, both quantitative and qualitative. The readings for the class thus consist of research "textbooks", supplemented by readings illustrating the use of each research techniques in a variety of contexts. I have tried to select examples of research applications from a variety of subfields.

My primary goal (and job) here is not to stuff your heads with knowledge, but to teach you a) how to recognize various strategies that scholars use to "create" or organize

knowledge, b) to critique different research approaches thoughtfully and on their own terms, and c) to lay the groundwork for becoming a knowledge producer in your own right.

As a result and because this course (1) is required, (2) is the only research design class you will take here, (3) exposes you to material and concepts you have likely not encountered before, and (4) is full of information that is probably not among your favorite (unless you aspire to be a methodologist), it will likely be the most difficult, time consuming, and challenging non-methods class you will likely take at UIC. I understand this and I have attempted to break down the material in manageable components and to give you opportunities to practice the concepts and tools we learn. I also promise you that you will learn a lot and you will end this semester better prepared to endeavor to explore the questions that brought you to graduate school in the first place. I can guarantee that you will not be able to do the latter without first successfully internalizing the material we learn in this class.

Required Texts

- King, Gary, Robert O. Keohane, & Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press. ISBN: 9780691034713 (KKV)
- Schutt, Russell. 2012. *Investigating the Social World: The Process and Practice of Research* Seventh Edition ISBN: 9781412999809 (Schutt)
- APSA Style Manual, available free of charge at <http://www.apsanet.org/media/PDFs/Publications/APSASStyleManual2006.pdf>

******All written work submitted for this class is required to follow the style in this manual. Failure to do so will result in written work being returned for corrections and subsequently penalized for late submission (see below for this policy).**

Additional **required** readings, marked with * are available through Blackboard (unless noted otherwise).

Course Requirements

While I have endeavored to keep the readings within the bounds of an acceptably heavy graduate workload, this course is going to demand much of you, so be prepared. You should come to each class meeting with all readings and assignments completed beforehand, with your own written or typed summary of the readings (will not be collected), **three questions** to bring to the discussion (to be emailed to me by 9am on the days indicated in the syllabus), and a general willingness to engage the material.

Weekly attendance and participation: 25%.

Every person should come to seminar prepared to comment on the assigned readings, and help others to understand the concepts presented in the readings and assignments.

Research is not a spectator sport, so you should expect me to ask for your contributions on a regular basis. Some time in seminar will be devoted to lecture, but your participation

in this course is expected to be that of an "active learner". Any absence from seminar requires a prompt explanation. Multiple absences seriously jeopardize the prospect for successful completion of the course.

I also want to be very clear that participation grades are not a giveaway. **Completion of all readings before we meet to discuss them, evidence of having read and thought about them, a willingness to engage the material and the ideas of your colleagues, are all mandatory.** Please, take this seriously. You could write a brilliant research design, turn in splendid short assignments, and fail the course (i.e. earn a C, a failing graduate grade) by not actively participating in discussion.

All written work (except discussion questions) must be turned in through Turnitin.com by the deadlines indicated below. To use this site you must first register (free of charge). Once logged in, search for the course ID (7376984) and use the password (Pols505Spr14) to access the course. Follow instructions for paper upload. ****Please note that all times listed in the syllabus are on central time. However, the times you will see on Turnitin.com are Eastern time zone, i.e. the due time that you will see will be one hour ahead, e.g. 11:00am instead of 10:00am; you must submit by the time deadline posted in the syllabus not on the site. Please plan ahead and avoid attempting last minute submissions as being even 1sec late will mean you will not be able to submit your written work on time.*

Written Assignments and Exercises 35%

This course requires active contributions by each student. To facilitate discussion, to help you understand the material better, and to give you some practical experience, students are required to submit two types of written assignments and exercises.

Starting with our meeting on Jan 15, and as indicated on the course schedule below, each student will write a concise up to **600-650 words (two double-spaced pages) critical reaction paper**. Papers should be sent via Turnitin.com by **9:00am** on the day indicated. Hard copy of reaction papers are due in class on the same day. Your comments and questions regarding the assigned readings are expected to go beyond the simple description of "who said what?" Instead you are expected to focus on questions such as the following (as appropriate for each set of readings): Which conceptual questions does the author seek to answer? What is the empirical evidence used to substantiate the proposed arguments? Which approach does the author use to reach this evidence? What are the a-priori assumptions that guide his/her methodological approach? Can the chosen approach assure internal and external validity, and consistency? What are the limits of the research design? What others results would have been revealed if the author had chosen another approach

You will not receive a letter grade for this assignment. I will read each critical paper, note any obvious mistakes, and check it with '+' excellent, '√' satisfactory, or '-' for poor quality, and return to you the next time we meet as a class.

Additionally, I have designed four written exercises (specified below) to give you some practical experience with particular aspect of the research design process and/or specific research approaches. Each one is discussed in detail at the appropriate point in the syllabus. Submitting these exercises is mandatory and each one is due by **9:00am** on the **indicated day** via Turnitin.com. Hard copy of written exercises are due in class on the same day. Length of each exercise is specified below. I will read each exercise, note any obvious mistakes, and check it with ‘+’ excellent, ‘√’ satisfactory, or ‘-’ for poor quality, and return to you the next time we meet as a class.

Final Research Design Paper: 40%

The bulk of your grade in this course will be based on your research design, which you will develop in consultation with me according to your own research interests. Statistically speaking, most of you will not write what becomes your dissertation prospectus; that is fine. What I expect from the exercise is that you will find a viable research question that hopefully has not been definitively answered already (although there will probably be multiple competing answers), think long and hard about what kind of logic of inquiry your question is likely to demand, and construct a plan of action for building theory, collecting data and analyzing it. This assignment will take shape in parts. On **Feb 12**, you will submit a statement of intent, outlining the topic and question based on prior consultation with me. On **March 26**, you will submit a draft of your literature review. On **Apr 28**, you will submit a draft of the research design itself for feedback. The “final” version is due on **May 7** at noon via turnitin.com

The final version of the research design paper should be a maximum of **6000** words, properly formatted and double-spaced. It will be graded on an A-F scale. I have not placed limits/constraints on each of the components of the final paper on which you will receive feedback. These components will not receive a separate grade.

The final research paper (or any other written assignment) must be your original work (see below) and **it also may not replicate or duplicate any other research paper you may have written for another class.** *If I find that this is the case, I will fail you on this assignment and therefore in this class.*

Late submissions of any assignments (or part there of) will not be accepted and points will be deducted for each missing assignment. If work was submitted on time but failed to follow the APSA manual, I will return it for correction and you will be required to revise it; penalty of half letter grade per day will be applied until the revisions have been made.

I will make an exception for the first written assignment and will not penalize if APSA manual is not followed. The above policy applies for all assignments after the first one.

** Please note that I have been using the APSA style manual since 1998 and I can thus recognize if the format has not been followed simply by looking at the written work. Many formatting software programs have this citation style embedded so if you own such a*

program you don't have to do much to follow the manual other than click the appropriate button. Using such a software program is not required for this class and you could learn to apply the style manually with some practice and by being careful. While it might seem petty that I am being so strict with this requirement, this is done for a reason. All research journals have their own formatting guidelines (although the mainstream ones in the discipline follow APSA style) and journal editors are very strict in applying these standards. Once you learn to strictly adhere to a particular formatting style, you will find it easy to follow any such guidelines in the future, AND more importantly will avoid having manuscripts returned without review because you have failed to follow the journal formatting style.

Incompletes will not be allowed for this class unless for a documented medical emergency resulting in hospitalization of the enrolled student.

Academic Integrity Policy

A student who submits work, at any stage of the writing process, which in whole or part has been written by someone else or which contains passages quoted or paraphrased from another's work without acknowledgment (quotation marks, citation, etc.) has plagiarized. Maintain your integrity when completing assignments and be overzealous to give credit where it is due. If you are ever unsure about what constitutes plagiarism, ask me. Students who are found to have plagiarized work may be subject to various disciplinary actions, including a failing grade on a particular assignment, failure of the entire course, and possible expulsion from the university. In cases of academic dishonesty, my policy is to file a complaint with the Office of the Dean of Students and to give you a **failing grade for the course**. For more information about violating academic integrity and its consequences, consult the website of the UIC Office of the Dean of Students at <http://www.uic.edu/depts/dos/studentconduct.html>

Finally, Please be sure to observe the word limitation for each assignment. There will be many instances in your careers where you will be confined to a limited amount of space, and being forced to use space wisely often improves one's writing.

*****I reserve the right to change the course schedule and readings with sufficient notice. No change in the type of assignments will be made*****

Jan 13 – Introduction to the class

Jan 15-22 - What does it mean to study politics scientifically?

Deadlines:

Jan 15 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

(NO CLASS ON JAN 20 - MLK DAY)

Readings:

KKV, ch. 1.

Schutt, ch. 1-2

- * Lightman, Alan. 2003. "A Sense of the Mysterious," *Daedalus* 132(4): 5-21
- * Eriksson, Kimmo. 2012. "The Nonsense Math Effect," *Judgment and Decision Making* 7(6):746-49.
- * Clark, William Roberts, Matt Golder, and Sona Golder. 2008. "What is Science?" in *Principles of Comparative Politics*. Washington, DC: Congressional Quarterly Press.
- * Laitin, David. 2003. "The Perestroikan Challenge to Social Science" *Politics and Society* 31:163.
- * Shapiro, Ian. 2002. "Problems, Methods and Theories in the Study of Politics" *Political Theory* 30(4): 588-611.

Jan 27-29 Concepts and Measures

Deadlines:

Jan 27 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Readings:

KKV, Section 5.1

Schutt, ch. 4

- * Gerring, John. 2012. *Social Science Methodology: a unified framework*. Cambridge University Press, chapters 5-7.
- * McDonald, Michael and Samuel Popkin. 2001. "The Myth of the Vanishing Voter," *American Political Science Review* 95(4): 963-74

Feb 3-5 Building Theories

Deadlines:

Feb 3 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Feb 5 Exercise #1 due via turnitin.com by class time. Hard copy due in class.

Exercise #1: Find an existing dataset somewhere

In the ICPSR archive (www.icpsr.umich.edu)

American National Election Study (www.electionstudies.org)

Quality of Government Institute data (<http://www.qog.pol.gu.se/>)

or any other publicly available dataset you have found

Propose two hypotheses that you could test with that dataset. For each hypothesis, tell me

1. The dataset that you are proposing to use
2. The unit of analysis
3. The independent variable(s)
4. The dependent variable(s)

The assignment should be around 500 words maximum. In class you will be called on to discuss your findings in this assignment.

Readings:

KKV Chapter 4 and 5

- * Gerring, John. 2012. *Social Science Methodology: a unified framework*. Cambridge University Press, chapters 8-10.
- * Brady and Collier, Chapter 5.
- * Van Evera, Stephen. *Guide to Methods for Students of Political Science*, Ch. 1
- * Clarke, Kavin and David Primo. 2007. "Modernizing Political Science: A Model-Based Approach", *Perspectives on Politics* 5(4): 741-53.

Feb 10-12 Causality and Causal InferencesDeadlines:

Feb 10 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Feb 12 research design paper statement of intent due by class time via email. No longer than a paragraph.

Readings:

KKV, ch. 3

Schutt, ch. 6

- * Little, Daniel. *Varieties Of Social Explanation: An Introduction To The Philosophy Of Social Science*. Boulder: Westview Press, ch. 2
- * Jacobson, Norman. 1964. "Causality and Time in Political Process: A Speculation," *American Political Science Review* 58(1):15-
- * Morgan, Stephen L., and Christopher Winship. 2007. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. New York: Cambridge University Press. Chapters 1 and 2.
- * Rosato, Sebastian. 2003. "The Flawed Logic of Democratic Peace Theory." *American Political Science Review* 97 (November): 585-602.
- * Slantchev, Branislav L., Anna Alexandrova, and Erik Gartzke. 2005. "Probabilistic Causality, Selection Bias, and the Logic of the Democratic Peace." *American Political Science Review* 99 (August): 459-462.

Feb 17-19 Researches as leaders: Doing Literature ReviewDeadlines:

Feb 17 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Feb 19 Exercise #2 due via turnitin.com by class time. Hard copy due in class.

Written Exercise # 2 - Pick one article from this class or our own choice based on your interests. Write a short literature review that reviews that journal article, a journal article that was cited by the selected article, and a journal article that cited the selected article. Your review should explain whether the ideas and methods represented in the three (or more) articles are cumulative, and if so, how the ideas (or methods) from later articles were developed from ideas in earlier articles. Your review should close with your

thoughts on avenues for future research in the subfield. I expect good papers will be around **1500** words. You will be called on in class to discuss your paper for this assignment.

***** The topic and the readings that you choose for this assignment must be different from the one you have selected for the final paper, and must not duplicate any paper you may have written for another class.**

Readings:

- * Schmidt, Diane. 2010. *Writing in Political Science*. Longman, select chapters.
- * Knopf, Jeffrey W. 2006. "Doing a Literature Review." *PS-Political Science & Politics* 39 (1, January): 127-132
- * Additional readings to be assigned

Feb 24-26 Selecting Cases

Deadlines

Feb 24 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Readings:

- KKV ch. 6
- Schutt, ch. 5
- * Geddes, Barbara. 2003. *Paradigms and Sand Castles*. University of Michigan, ch. 3
- * Collier, David and Mahoney, James. 1996. "Research Note: Insights and Pitfalls: Selection Bias in Qualitative Research," *World Politics*, 49(1): 56
- * Lustik, Ian S. 1996. "History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias." *American Political Science Review* 90 (3): 605-18.
- * Malcolm L. Goggin The "Too Few Cases/Too Many Variables" Problem in Implementation Research , *Western Political Quarterly* 39(2): 328
- * Taagepera, Rein. 1999 "Learning Note: Ignorance-based Quantitative Models and their Practical Implications," *Journal of Theoretical Politics*, 11(3): 421

Mar 3-5 Researchers as Interrogators: Survey Analysis

Deadlines:

Mar 3 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Readings:

- Schutt, ch. 8
- * Bechhofer, Frank and Lindsay Paterson. 2000. *Principles of research Design in the Social Sciences*, ch 5
- * Brady, Henry , "Contributions of survey research to political science," *Political Science & Politics* 33(1): 47

- * DeLeon, Richard, Naff, Katherine. 2004. "Identity Politics and Local Political Culture: Some Comparative Results from the Social Capital Benchmark Survey," *Urban Affairs Review* 39(6)
- * Sanders, Lynn. 1999. "Democratic Politics and Survey Research", *Philosophy of the Social Sciences* 29(2): 248-280
- * Peabody, Robert, Susan Webb Hammond; Jean Torcom; Lynne P. Brown; Carolyn Thompson; Robin Kolodny. 1990. "Interviewing Political Elites" *PS: Political Science and Politics*, 23(3)
- * Berry, Jeffrey M. 2002. "Validity and Reliability Issues in Elite Interviewing." *PS: Political Science & Politics* 35(4): 679-682.
- * Javeline, Debra. 1999. "Response Effects in Polite Cultures: A Test of Acquiescence in Kazakhstan." *Public Opinion Quarterly* 63: 1-28.
- * Duff, Brain, Michael J. Hanmer, Won-ho Park, and Ismael K. White. 2007. "Good Excuses: Understanding Who Votes with an Improved Turnout Question." *Public Opinion Quarterly* 71 (1, Spring): 67-90.
- * APSA CD Newsletter on Global Public Opinion Polls <http://www.ned.org/apsa-cd/APSA-CDOctober-2012.pdf> Read the sections on public opinion polls only

Mar 10-12 Researchers as manipulators: Experiments

Deadlines:

Mar 10 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Readings:

Schutt ch. 7

- * Kinder, Donald R., and Thomas R. Palfrey. 1993. "On Behalf of an Experimental Political Science." in *Experimental Foundations of Political Science*. Eds. Donald R. Kinder, and Thomas R. Palfrey. Ann Arbor, Michigan: University of Michigan Press. pp. 1-39.
- * Majeski, Stephen J. and Shane Fricks. 1995. "Conflict and Cooperation in International Relations." *Journal of Conflict Resolution* 39 (4, December): 622-645.
- * King, David C. and Richard E. Matland. 2003. "Sex and the Grand Old Party - an Experimental Investigation of the Effect of Candidate Sex on Support for a Republican Candidate." *American Politics Research* 31 (6, November): 595-612
- * Wantchekon, Leonard, Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin, *World Politics* 55, no. 3 (2003): 399-422
- * Church, Allan. 1993. "Estimating the Effect of Incentives on Mail Survey Response Rates: A Meta-Analysis," *The Public Opinion Quarterly*, 57(1): 62
- * Bositis, David. 1985. "Design Strategies for Theory Testing: The Efficient Use of Field Experimentation in Local Level Political Research," *Political Behavior*, 7(4): 374
- * APSA CD Newsletter on Experiments <http://www.ned.org/apsa-cd/APSA-CDOctober2011.pdf> Read only the sections of the newsletter that pertain to the use of experimental research design.

Mar 17-19 Researchers as diggers: Content AnalysisDeadlines:

Mar 17 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Mar 19 Exercise #3 due via turnitin.com by class time. Hard copy due in class.

Written Exercise #3. To be added at the beginning of the semester.

Readings:

Schutt, ch. 13

* Crichlow, Scott. 2002. "Legislators' Personality Traits and Congressional Support for Free Trade." *Journal of Conflict Resolution* 46 (5, October): 693-711.

* Damore, David F. 2002. "Candidate Strategy and the Decision to Go Negative." *Political Research Quarterly* 55 (3, September): 669-685.

* Mowle, Thomas S. 2003. "Worldviews in Foreign Policy: Realism, Liberalism, and External Conflict." *Political Psychology* 24: 561-592.

* Mitchell, Robert. 1967. "The Use of Content Analysis for Explanatory Studies," *The Public Opinion Quarterly*, 31(2): 230,

* Woolley, John. 2000. "Using Media-Based Data in Studies of Politics (in Workshops)" *American Journal of Political Science*, 44(1): 156

* Epstein, Lee and Jeffrey Segal. 200. "Measuring Issue Salience" *American Journal of Political Science*, 44(1): 66- 83

Mar 24-26 Researchers as economists: Formal MethodsDeadlines:

Mar 24 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Mar 26 research design paper literature review due by class time via turnitin.com

Readings:

* Shepsle, Kenneth and Mark Bonchek, *Analyzing Politics: Rationality, Behavior, and Institutions*, Chapter 2. Will be scanned and added later

* Morrow, James. 1994. *Game Theory for Political Scientists*. Princeton University Press, chapter 2.

* Fiorina, Morris. 1975. "Formal Models in Political Science", *American Journal of Political Science* 19(1): 133

* Karklins, Rasma and Roger Petersen. 1993. "Decision Calculus of Protesters and Regimes: Eastern Europe 1989," *The Journal of Politics* 55(3): 588.

* Moore, Will. 1995. "Rational Rebels: Overcoming the Free-Rider Problem", *Political Research Quarterly*, 48(2): 417

* Additional readings may be assigned

Mar 31- Apr 2 NO CLASSES SPRING BREAK**Apr 7-9 Researchers as lurkers and intruders: Observation**Deadlines:

Apr 7 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Apr 9 Exercise #4 due via turnitin.com by class time. Hard copy due in class.

Written Exercise #4: Observe a public meeting. This can be any meeting of a legislature, legislative committee, commission, local board, or any other public agency that you have the right to attend by virtue of your citizenship.

Examples of acceptable meetings are the Illinois House of Representatives, the U.S. House Committee on Energy and Commerce, City of Chicago, or the Cook county board meeting. You are not limited to these examples, you may, but are not required to, observe a public meeting in your hometown over spring break. Many if not all public agencies offer free online streaming of their meetings and thus you can observe them without leaving your home. You need to observe the entire meeting or the first one hour only if lasting longer. *****Please select an agency, look up their schedule, and plan ahead. You must send me the selected agency and the date and time of the public meeting by **March 28** at the latest so that I know that you have planned this.**

Write a short essay (1000 words maximum) which (a) describes the setting of the meeting, (b) describes your observation role (using a role as defined by one of the readings), and (c) discusses whether the behavior of the meeting's participants varies by some independent variable or variables (eg.: gender, issue type, time). To the extent that this is applicable, try to address the following: Does your observation of this case tend to confirm a pre-existing theoretical expectation, infirm a pre-existing theoretical expectation, and/or help build theory by induction?

Readings:

Schutt, ch. 9

* Mazie, Steven V. and Patricia J. Woods. 2003. "Prayer, Contentious Politics, and the Women of the Wall: The Benefits of Collaboration in Participant Observation at Intense, Multifocal Events." *Field Methods* 15 (1, February): 25 - 50.

* Fenno, Richard F., Jr. 1977. "U.S. House Members in Their Constituencies: An Exploration." *American Political Science Review* 71 (3, September): 883-917.

* Bositis, David. 1988 "Some Observations on the Participant Method," *Political Behavior* 10(4): 333

* Alger, Chadwick. 1990. "World Relations of Cities: Closing the Gap between Social Science Paradigms and Everyday Human Experience, *International Studies Quarterly*, 34(3): 493

* Soss, Joe. 1999. "Lessons of Welfare: Policy Design, Political Learning, and Political Action" *The American Political Science Review*, 93(2): 363

* Glaser, James. 1996. "The Challenge of Campaign Watching: Seven Lessons of Participant-Observation Research", *PS, political science & politics* 29(3)

Apr 14-16 Policy Evaluation

Deadlines:

Apr 14 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Readings:

Schutt, ch. 11

- * A. J. Gregory; M. C. Jackson. 1992. "Evaluation Methodologies: A System for Use", *The Journal of the Operational Research Society* 43(1): 19
- * Heatwole, Craig, Lawrence F. Keller; Gary L. Wamsley. 1976. "Action Research and Public Policy Analysis: Sharpening the Political Perspectives of Public Policy Research," *Western Political Quarterly* 29(4): 597
- * Hoole, Francis. 1977. "Evaluating the Impact of International Organizations", *International Organization* 31(3): 541
- * Knack, Stephen. 2002. "Social Capital and the Quality of Government: Evidence from the States," *American Journal of Political Science*, 46(4): 772
- * Alderson, Arthur. 1999. "Explaining Deindustrialization: Globalization, Failure, or Success?" *American Sociological Review*, 64(5): 701

Apr 21: Researchers as Demons?: Ethics in Social Scientific Research

Deadlines:

Apr 21 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

Readings:

Schutt, ch. 3

- * Milgram, Stanley. 1965. "Some Conditions of Obedience and Disobedience to Authority." *Human Relations* 18 (1, February): 57-76.
- * Greenberg, David and Mark Shroder. 2004. *The Digest of Social Experiments*. Washington: The Urban Institute Press. "Introduction - Are Experiments Ethical?" available on course reserves <http://uic.docutek.com/eres/coursepass.aspx?cid=2998>
Course page password: blimey
- * Belmont Report. 1979. Ethical Principles and Guidelines for the Protection of Human Subjects of Research.

Apr 23 A Methodological Unity?

Deadlines:

Apr 23 reaction paper and discussion questions due by 9:00am; questions – via email, reaction paper – via turnitin.com. Hard copy of reaction paper due in class.

- * Kritzer, Herbert. 1996. "The Data Puzzle: The Nature of Interpretation in Quantitative Research", *American Journal of Political Science* 40(1): 1

* Coppedge, Michael. 1999. "Thickening thin concepts and theories - Combining large N and small in comparative politics", *Comparative Politics* 31 (4): 465- 76.

* Farr, James. 1985. "Situational Analysis: Explanation in Political Science," *The Journal of Politics*, 47(4): 1085

* Steenbergen, Marco, Bradford S. Jones. 2002. "Modeling Multilevel Data Structures" *American Journal of Political Science* 46(1): 218-237.

Apr 25. Research Designs due via Turnitin.com by 4:00pm.

Apr 28-30 Summing up the class and presentations

May 7 noon: final papers due via turnitin.com