

# INTL 6010: Research Methods in International Policy

## Fall 2018

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**Class Meeting Time:** Tuesdays, 11:00AM-1:45PM

**Class Location:** 117 Candler Hall

**Goal of the Course:** The goal of this course is to help you understand how we study politics and policy and to provide guidance in conducting original research. The course will provide you with a general understanding of what science is and a foundation in the logic and practice of systematic social science inquiry. In addition to discussing general questions about the philosophy of science, we will cover fundamental issues such as arriving at a research question, theory building, hypothesis development, variable measurement, and identifying and dealing with confounding factors. We will then move to quantitative analysis; topics covered will include statistical inference, bivariate relationships, and multivariate relationships. The student should leave with an understanding of how to conduct his or her own research and a solid foundation for reading scholarly literature in political science and international policy.

### Required Readings:

Kellstedt, Paul M., and Guy D. Whitten. 2013. *The Fundamentals of Political Science Research*. 2nd ed. Cambridge: Cambridge University Press. (KW)

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

Putnam, Robert D. 1993. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press. (Putnam)

Several journal articles, all of which are available online for free

### Student Responsibilities and Grade Breakdown:

**Readings:** Students are required to do the readings for each class period ahead of time. Each week, students should write a short memo summarizing the readings for each class ahead of time. He or she should then refer to the memo during discussion.

**Participation:** As this is a graduate seminar, your participation is crucial and will count for 10% of your grade. Your involvement toward the end of the semester,

when we will discuss the research designs of students in the class, is particularly important.

**Research Design and Presentation:** A critical assignment in the course is a research design, which includes a research question, theory and literature review, hypotheses, variable operationalization and measurement, dependent and independent variables, and what your expected findings would be if you were to actually conduct the research. (If you are able, you are encouraged to actually conduct analyses.) You will present your design toward the end of the semester. Each presenter will be assigned a discussant, who will be responsible for constructively critiquing the research design. Papers should be made available to the discussant ahead of time. Your role as a discussant will count towards your participation grade. Presenters may wish to incorporate the suggestions of the discussant and the rest of the audience into their final research design. The research design will count for 25% of your grade. Note that a one-page summary of your research design is due in class midway through the semester.

**Exams:** There will be two exams, each of which will count for 30% of your grade.

**Homework Assignment:** There will be one, rather long homework assignment handed out in the second half of the semester. This can be turned in any time on or before the day of the second exam. It will count for 5% of your grade. The purpose of the homework is to help you prepare for the second exam. You should approach me with any questions you have about the homework questions.

**Grade Scale:**

>=93%:	A
90-92.99%:	A-
87-89.99%:	B+
83-86.99%:	B
80-82.99%:	B-
77-79.99%:	C+
73-76.99%:	C
70-72.99%:	C-
60-69.99%:	D
<60%:	F

**Late/Missed Assignments:** Missed assignments will result in a zero without a university-approved medical excuse or family emergency. Students will be penalized for late assignments; 20% of the grade for each day late without a university-approved medical excuse or family emergency. Make-up exams can be arranged with the instructor with a university-approved medical excuse or family emergency.

*As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.*

**Readings and Course Schedule:** *The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

**Readings with a “\*” in front are optional**

**WEEK 1**

**August 14: No Class (Out of Town)**

**WEEK 2**

**August 21: Welcome and Introduction**

The Edicts of Candler Hall

**WEEK 3**

**August 28: The Scientific Study of Politics and Policy**

KW, Chapter 1

KKV, Chapter 1 (thinking like a social scientist)

Putnam, Chapter 1 (an example of selecting and formulating a research agenda)

**WEEK 4**

**September 4: Theory, Hypotheses, Concepts, and Variables**

KW, Chapter 2

Skim: Burlacu, Diana. forthcoming. “Corruption and Ideological Voting.” *British Journal of Political Science*. <https://doi.org/10.1017/S0007123417000758> (a good comparative politics example with clear hypotheses and variables)

Skim: Cassese, Erin C., and Tiffany D. Barnes. forthcoming. “Reconciling Sexism and Women’s Support for Republican Candidates: A Look at Gender, Class, and Whiteness in the 2012 and 2016 Presidential Races.” *Political Behavior*. <https://doi.org/10.1007/s11109-018-9468-2> (a good American politics example with clear hypotheses and variables)

Skim: Fuhrmann, Matthew. 2009. Spreading Temptation: Proliferation and Peaceful Nuclear Cooperation Agreements. *International Security* 34 (1): 7-41. (a good international relations example with clear hypotheses and variables)

**WEEK 5**

**September 12: Operationalization and Measurement1**

KW, Chapter 5, pgs. 92-114

Putnam, Chapter 3 (an example of operationalization and measurement)

\*KKV, Chapter 5, pgs. 150-168 (a good discussion of how *not* to measure)

\*McDonald, Michael P., and Samuel L. Popkin. 2001. The Myth of the Vanishing Voter. *American Political Science Review* 95 (4): 963-974. (an example of how measurement decisions can affect substantive conclusions)

## **WEEK 6**

### **September 18: Causality and Relationships between Variables**

KW, Chapter 3

KKV, Chapter 3 (important rules for constructing and evaluating causal theories)

## **WEEK 7**

### **September 25: Experimental and Observational Designs**

KW, Chapter 4

Putnam, Chapter 4 (Putnam's theory testing chapter)

Gerber, Alan S, and Donald P. Green. 2000. The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment. *American Political Science Review* 94 (3): 653-663. (an example that will inform our discussion of internal validity)

## **WEEK 8**

### **October 2: Exam 1**

## **WEEK 9**

### **October 9: Sampling and Surveys**

*Hand out homework assignment*

KW, Chapter 6

\*<https://www.economist.com/international/2018/05/26/plunging-response-rates-to-household-surveys-worry-policymakers> (an article on the perils of declining survey response rates)

## **WEEK 10**

### **October 16: Descriptive Statistics and Statistical Inference**

*Hand in one-page research design summaries*

KW, pages 114-128 of Chapter 5, Chapter 6 again, and section 7.3 of Chapter 7

**WEEK 11**

**October 23: Bivariate Relationships**

*Sign up for research design presentation days; assign discussants*

KW, skim Chapter 7 and read Chapter 8 in depth

Putnam, Chapter 4 again, skim it (Putnam's theory testing chapter, which includes several bivariate examinations)

**WEEK 12**

**October 30: Multivariate Relationships**

KW, Chapter 9 and pages 220-232 of Chapter 10

\*Brambor, Thomas, William Roberts Clark, and Matt Golder. 2006. Understanding Interaction Models: Improving Empirical Analyses. *Political Analysis* 14 (1): 63-82. (provides excellent guidance for testing conditional hypotheses with multiple regression)

**WEEK 13**

**November 6: Presentation and Discussion of Research Designs**

**WEEK 14**

**November 13: Presentation and Discussion of Research Designs**

**WEEK 15**

**November 20: No Class (Thanksgiving)**

**WEEK 16**

**November 27: Exam 2 (Last Day of Class)**

**FINALS WEEK**

**December 12: Research design papers due in my mailbox, under my door, or directly to me by 5:00PM—not by email.**