

POLS 2000 – Introduction to Political Science
Class Time: MWF 12:40 – 1:30pm
Classroom: Baldwin 104
Instructor: Jeffrey M. Glas, PhD

Contact Information:

Office Hours: By Appointment, Online Only

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I. Course Description

This course is designed to introduce students to the scientific study of politics. The primary focus of the course is methodological, but we will also cover several substantive areas of political science. As an introduction to political methodology we will focus most of our attention to theory building, conceptualizing politics, and research design. Students will also be introduced to the fundamentals of data collection, management, and analysis.

- (1.1) Learn to think in a more nuanced and scientific way about politics and government.
- (1.2) Become proficient in the analysis of political science research.
- (1.3) Demonstrate a proficiency in identifying, locating, and evaluating scholarly political science resources and literature as well as using them responsibly to formulate effective arguments.
- (1.4) Understand the different ways in which hypotheses can be tested in the social sciences.
- (1.5) Develop competency with the collection, management, and analysis of data.

Important Note:

Due to the ongoing Covid19 pandemic this class will be administered using an asynchronous hybrid pedagogical model. Of the approaches the university is permitting this Spring, the asynchronous hybrid approach is the most flexible for students (...but probably the most demanding for faculty).

You will be able to attend classes in person if you like, but I am not going to coerce any of you into risking your health by requiring attendance. We will make use of Zoom during the class periods to allow those of you who are not attending in person to tune in for the lectures. Lecture content will also be recorded and posted to eLC for asynchronous viewing. To be perfectly clear: you will be able to successfully complete this course without ever stepping foot in the classroom.

Please refer to pages 9 and 10 for more information about coronavirus and your responsibilities as part of our University community.

II. Course Requirements and Graded Evaluation

(2.1) Required Text

As a “no-cost” class you are not required to purchase a textbook or any other reading material for this class. That said, we do have a robust reading list for the semester. Beginning on page four of this syllabus you will find a detailed reading and assignment schedule for the course.

(2.2) Course Assignments

Learning is an active exercise. Students at all levels of learning and accomplishment benefit when they are actively engaged with course material. Your grade in this class will be assessed through a series of five problem sets, a research paper broken up into four parts, and two exams.

Here are some important dates for these assignments and the rubric I will follow for your final grade:

| Item | Weight | Date |
|------------------------------------|--------|---------------------------|
| Research Design Paper | 30% | ----- |
| <i>Research Question Paper</i> | (10%) | February 12 th |
| <i>Theory and Hypothesis Paper</i> | (10%) | March 8 th |
| <i>Final Research Design Paper</i> | (10%) | April 23 rd |
| Exam 1 | 20% | February 24 th |
| Exam 2 | 20% | May 1 st |
| Problem Sets | 30% | (see dates below) |

(2.4) Grading

All grades (including final grades) will be assigned following the system depicted below:

| | | | | | |
|----|---|--------|----|---|---------|
| A | = | 94-100 | C+ | = | 78 |
| A- | = | 90 | C | = | 74 |
| B+ | = | 88 | C- | = | 70 |
| B | = | 84 | D | = | 60 – 69 |
| B- | = | 80 | F | ≤ | 59 |

III. Class Policies

(3.1) Disability Disclosure Statement

Able-bodiedness should not impede your intellectual development. Please get in touch with me (Dr. Glas) about any accommodations you need in the classroom and for exams. We have some amazing resources for you here at UGA. For testing accommodations please contact the Disability Resource Center (DRC) as soon as possible. For more information please check out the DRC’s website (www.uga.drc.edu). The DRC is located at 825 Lumpkin Street (Clark-Howell Hall) and can be contacted by phone at 706.542.8719.

(3.2) Student Athletes

Representing our university in athletics places some unusual scheduling obligations on you. Please get in touch with me (Dr. Glas) about your schedule so we can make sure you are able to achieve in the classroom as well as on the field or in the arena.

(3.3) Makeup Exams

If you miss an exam, you will receive a zero (which means passing the class will be unlikely). If you are late to an exam, you must take it in the time that remains when you arrive. Make-up exams are only given to students with legitimate excuses.

(3.4) Missed/Late Assignments

Missed assignments are awarded a grade of zero. Late assignments will be accepted with a penalty of ten points for each calendar day late (ten calendar days make a 'missed assignment').

(3.5) Cheating and Academic Misconduct

Violations of the academic dishonesty rules are grounds for receiving an "F" in the course as well as possible expulsion from the university. If you have any questions about what constitutes cheating, academic misconduct, or plagiarism, please examine the university policy and /or ask the instructor.

(3.6) Problems and Emergencies

If a problem or emergency arises that prevents you from attending an exam or coming to class, you should contact me (Dr. Glas) as soon as possible.

(3.8) Policy on Disruptive Behavior

- 1) Turn communication devices to silent...or turn them off entirely.
- 2) Be polite during class discussion.

(3.9) Withdraw Policy

Be advised that the last day to withdraw from a course without failing is Tuesday, March 23rd. All students who withdraw after this date will receive a "WF".

IV. Course Schedule and Assignments¹

Week 1 – January 13th and 15th – Putting the ‘Science’ in Political Science

Ostrom, E., 2000. “The danger of self-evident truths.” *PS: Political Science & Politics*, 33(1), pp.33-46.

Week 2 – January 20th and 22nd – Political Science as a Disciple

Shively, Chapter 1

Riker, William H. 1982. “The Two-party System and Duverger's Law: An Essay on the History of Political Science.” *American Political Science Review* 76: 753-766.

Dryzek, John S. 1986. “The Progress of Political Science.” *Journal of Politics* 48 (2): 301-320.

*****January 18th – MLK Day – No Classes*****

Week 3 – January 25th, 27th, and 29th – Doing Political Science

[Research Questions](#)

[“From Topic to Research Question”](#)

Class Handout

Week 4 – February 1st, 3rd, and 5th – Positive Theory

Kellstedt and Whitten, Chapter 2 (see eLC)

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. “Defining Causality,” pp. 75-91 in *Designing Social Inquiry: Scientific Research Qualitative Research*. Princeton: Princeton University Press. (see eLC)

Selection from Campbell, A., Converse, P.E., Miller, W.E. and Stokes, D.E., 1980. *The American Voter*. University of Chicago Press. (see eLC)

Problem Set 1

¹ The course syllabus provides a general plan for the course; deviations may be necessary.

Week 5 – February 8th, 10th, and 12th – Formal Theory in Political Science

Shively, Chapters 2 and 3

Fiorina, M.P., 1975. "Formal models in political science." *American Journal of Political Science*, pp.133-159.

Riker, W.H. and Ordeshook, P.C., 1968. "A Theory of the Calculus of Voting." *American political science review*, 62(1), pp.25-42.

February 12th – Research Question Paper Due

Week 6 – February 15th and 19th – Social Science Concepts

Shively, Chapter 4 & 5

Collier, David and Steven Levitsky. 1997. "Democracy with Adjectives: Conceptual Innovation in Comparative Research." *World Politics* 49 (3): 430-451.

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. New York: Princeton University Press, pp. 23-33.

February 17th – Instructional Break #1

Week 7 – February 22nd, 24th, and 26th – Thinking in Terms of Variables and Values

See eLC Content Folder

Problem Set 2

Week 8 – March 1st, 3rd, and 5th – Exam 1

Week 9 – March 8th and 10th – Research Design

Shively, Chapters 6 & 7

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. New York: Princeton University Press, pp. 3-11.

Rosenbuaam, Paul. 2005. "Observational Study." in *Encyclopedia of Statistics in Behavioral Sciences* (see eLC)

March 8th – Theory and Hypothesis Paper Due

March 12th – Instructional Break #2

Week 10 – March 15th, 17th, and 19th – Observational Design

Selection from John Stuart Mill's A System of Logic. "Of the Four Methods of Experimental Inquiry."

Collier, D., 1991. "The comparative method: Two decades of change." *Comparative Political Dynamics: Global Research Perspectives*, HarperCollins Publishers.

Problem Set 3

Week 11 – March 22nd, 24th, and 26th – Case Studies

John Gerring, "What Is a Case Study and What Is It Good For?" *American Political Science Review* 98, no. 2 (2004): 341-354.

George and Bennett. 2005. "The Method of Focus, Structured Comparison." in Case Studies and Theory Development in the Social Sciences. The MIT Press: Cambridge, MA.

Yonk, R.M., Mosley, J.C. and Husby, P.O., 2018. "Human influences on the Northern Yellowstone Range." *Rangelands*, 40(6), pp.177-188.

*****March 23rd – Withdrawal Deadline*****

Week 12 – March 29th, 31st, and April 2nd – Participant Observation

Atkinson, P. and Hammersley, M., 1998. "Ethnography and participant observation." *Strategies of Qualitative Inquiry*. Thousand Oaks: Sage, pp.248-261.

Gillespie, A. and Michelson, M.R., 2011. "Participant observation and the political scientist: Possibilities, priorities, and practicalities." *PS: Political Science and Politics*, 44(2), pp.261-265.

Fenno, Richard. 1974. *Homestyle: House Members in their Districts* (Methodological Appendix)

Fenno, R.F., 1977. "US House members in their constituencies: An exploration." *American Political Science Review*, 71(3), pp.883-917.

Problem Set 4

Week 13 – April 5th, 7th, and 9th – Interviewing

Hammer, Dean and Aaron Wildavsky. 1993. "The Open Ended, Semi-Structured Interview," in Wildavsky, ed. *Craftways: On the Organization of Scholarly Work*. New Brunswick: Transaction Publishers, pp. 79-135.

Tansey, O., 2007. "Process tracing and elite interviewing: a case for non-probability sampling." *PS: Political Science and Politics*, 40(4), pp.765-772.

Richards, D., 1996. "Elite interviewing: Approaches and pitfalls." *Politics*, 16(3), pp.199-204.

Kristen Renwick Monroe, "Cracking the Code of Genocide: The Moral Psychology of Rescuers, Bystanders, and Nazis during the Holocaust," *Political Psychology* 29, no. 5 (2008): 699-736.

Mahoney, C. and Baumgartner, F.R., 2015. "Partners in advocacy: Lobbyists and government officials in Washington." *The Journal of Politics*, 77(1), pp.202-215.

*****April 8th – Instructional Break #3*****

Week 14 – April 12th, 14th, and 16th – Quantitative Observational Research

Shively, Chapter 9

Howard, R.M., Lazarus, J. and Glas, J.M., 2015. "The unintended consequences of congressional action: Judicial conviction rates after congressional sentencing reform." *Justice System Journal*, 36(4), pp.304-322.

Canes-Wrone, B., Howell, W.G. and Lewis, D.E., 2008. "Toward a broader understanding of presidential power: A reevaluation of the two presidencies thesis." *The Journal of Politics*, 70(1), pp.1-16.

Richey, S., 2008. "Voting by mail: Turnout and institutional reform in Oregon." *Social Science Quarterly*, 89(4), pp.902-915.

Week 15 – April 19th, 21st, and 23rd – Survey Research

Brady, H.E., 2000. “Contributions of survey research to political science.” *PS: Political Science & Politics*, 33(1), pp.47-58.

Gierzynski, A. and Seger, J., 2011. “Harry Potter and the millennials: the boy-who-lived and the politics of a muggle generation.”

Ellis, C. and Stimson, J.A., 2009. “Symbolic ideology in the American electorate.” *Electoral Studies*, 28(3), pp.388-402.

Rathbun, B.C., Kertzer, J.D., Reifler, J., Goren, P. and Scotto, T.J., 2016. “Taking foreign policy personally: Personal values and foreign policy attitudes.” *International Studies Quarterly*, 60(1), pp.124-137.

April 23rd – Research Design Paper Due

Week 16 – April 26th, 28th, and 30th – Experimental Research

Shively, Chapter 8

McGraw, K.M., Timpone, R. and Bruck, G., 1993. “Justifying controversial political decisions: Home style in the laboratory.” *Political Behavior*, 15(3), pp.289-308.

Gerber, A. S., & Green, D. P. 2000. “The effects of canvassing, telephone calls, and direct mail on voter turnout: A field experiment.” *American political science review*, 94(3), 653-663.

Glas, J.M. and Taylor, J.B., 2018. “The silver screen and authoritarianism: How popular films activate latent personality dispositions and affect American political attitudes.” *American Politics Research*, 46(2), pp.246-275.

Problem Set 5

Week 17 – Exam 2

May 4th – Star Wars Day/Reading Day

Coronavirus Information for Students

Face Coverings:

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

DawgCheck:

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

What do I do if I have symptoms?

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I am notified that I have been exposed?

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?

Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is

completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.