

## **POLS 2000 – Introduction to Political Science**

**Class Time: T/TR 9:35 – 10:50am**

**Classroom: Baldwin 102**

**Instructor: Jeffrey M. Glas, PhD**

### **Contact Information:**

Office Hours: By Appointment, Online Only

Email: jeffrey.glas@uga.edu

### **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.

### **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	50%	-----
<i>Research Question Paper</i>	(10%)	February 11 <sup>th</sup>
<i>Theory and Hypothesis Paper</i>	(10%)	March 4 <sup>th</sup>
<i>Research Design Paper</i>	(30%)	April 29 <sup>th</sup>
Problem Sets	50%	(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](http://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) Absences

John Lennon once said, "Life happens while you're busy making other plans." Attending class is critical for your success in this class. Participation is a significant portion of your grade and there is a significant amount of course content that we will cover in our class meetings and breakout sessions. Absences will be excused for legitimate reasons (and I am reasonable).

Please do not come to class if you are ill. The UGA Health Center ([www.uhs.uga.edu](http://www.uhs.uga.edu)) is located at 55 Carlton Street (across the street from Ramsey).

#### (3.4) Missed/Late Assignments

Missed assignments are awarded a grade of zero. Late assignments will be accepted with a penalty of ten (10) points for each calendar day late.

**(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.

**(3.7) Policy on Disruptive Behavior**

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

**(3.8) Withdraw Policy**

Be advised that the last day to withdraw from a course without failing is Thursday, March 24<sup>th</sup>. All students who withdraw after this date will receive a “WF”.

#### **IV. Course Schedule and Assignments<sup>1</sup>**

##### **Week 1 – January 11<sup>th</sup> and 13<sup>th</sup> – Course Review and Introductions**

Syllabus and Introduction

##### **Week 2 – January 18<sup>th</sup> and 20<sup>th</sup> – What is Political Science?**

Kellstedt and Whitten, Chapter 1 (see eLC)

**\*\*\*January 17<sup>th</sup> – MLK Day – No Classes\*\*\***

##### **Week 3 – January 25<sup>th</sup> and 27<sup>th</sup> – Doing Political Science**

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

Class Handout

Problem Set 1

##### **Week 4 – February 1<sup>st</sup> and 3<sup>rd</sup> – 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)

Reading TBD

##### **Week 5 – February 8<sup>th</sup> and 10<sup>th</sup> – Social Science Concepts**

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

Reading TBD

**\*\*\*February 11<sup>th</sup> – Research Question Paper Due\*\*\***

##### **Week 6 – February 15<sup>th</sup> and 17<sup>th</sup> – Thinking in Terms of Variables and Values**

See eLC Content Folder

Problem Set 2

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

## **Week 7 – February 22<sup>nd</sup> and 24<sup>th</sup> – Research Design**

Gschwend and Schimmelfennig, Chapter 1

## **Week 8 – March 1<sup>st</sup> and 3<sup>rd</sup> – 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.

**\*\*\*March 3<sup>rd</sup> – Semester Midpoint\*\*\***

**\*\*\*March 4<sup>th</sup> – Theory & Hypothesis Paper Due\*\*\***

## **Week 9 – March 7<sup>th</sup> – 11<sup>th</sup> – Spring Break**

**\*\*\*No Classes\*\*\***

## **Week 10 – March 15<sup>th</sup> and 17<sup>th</sup> – 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. (see eLC)

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

Problem Set 3

## **Week 11 – March 22<sup>nd</sup> and 24<sup>th</sup> – 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* (see eLC)

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

**\*\*\*March 24<sup>th</sup> – Withdrawal Deadline\*\*\***

## **Week 12 – March 29<sup>th</sup> and 31<sup>st</sup> – 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.

Problem Set 4

## **Week 13 – April 5<sup>th</sup> and 7<sup>th</sup> – Quantitative Observational Research**

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 14 – April 12<sup>th</sup> and 14<sup>th</sup> – 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.

Problem Set 5

### **Week 15 – April 19<sup>th</sup> and 21<sup>st</sup> – Quasi-Experimental Research**

Sloan, J.H., Rivara, F.P., Reay, D.T., Ferris, J.A. and Kellermann, A.L., 1990. Firearm regulations and rates of suicide: a comparison of two metropolitan areas. *New England Journal of Medicine*, 322(6), pp.369-373.

Butler, D.M., 2009. A regression discontinuity design analysis of the incumbency advantage and tenure in the US House. *Electoral Studies*, 28(1), pp.123-128.

Glas, J.M. (np). “Polling Precinct Priming Effects: How Where You Can Influence How You Vote.” (see eLC)

### **Week 16 – April 26<sup>th</sup> and 28<sup>th</sup> – Experimental Research**

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.

**\*\*\*April 29<sup>th</sup> – Research Design Paper Due\*\*\***

### **Week 17 – May 3<sup>rd</sup> – Last Day of Classes**

**\*\*\*May 4<sup>th</sup> – Star Wars Day/Reading Day\*\*\***

## CORONAVIRUS INFORMATION FOR STUDENTS

UGA adheres to guidance from the University System of Georgia and the recommendations from Georgia Department of Public Health (DPH) related to quarantine and isolation. Since this may be updated periodically, we encourage you to review the latest guidance [here](#). The following information is based on guidance last updated on December 29, 2021.

### Face coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

### How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx)). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

### What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.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 test positive for COVID-19? (Isolation guidance)

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receives a positive COVID-19 test: Everyone, **regardless of vaccination status**, should:

- Stay home for 5 days.
- If you have symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

### What do I do if I have been exposed to COVID-19? (Quarantine guidance)



If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked\*\*) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
  - You do not need to quarantine at home and may come to class.
  - You should wear a mask around others for 10 days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
  - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

\*\* “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck](https://dawgcheck.uga.edu/) (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu)) for assistance.

### **Well-being, mental health, and student support**

If you or someone you know needs assistance, you are encouraged to contact Student Care & 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 to support your well-being and mental health: <https://well-being.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

### **Monitoring conditions:**

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office. For the latest on UGA policy, you can visit [coronavirus.uga.edu](https://coronavirus.uga.edu).