

# RESEARCH METHODS IN INTERNATIONAL POLICY

University of Georgia  
Department of International Affairs  
Fall 2022

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## **Instructor Information**

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Office Hours: Mondays, 3:50-4:50 p.m. or by appointment

## **Course Information**

Course: INTL 6010  
Time: Mondays, 12:40-3:50 p.m.  
Location: Leconte 322

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## 1 Course Description

The goal of this course is to help you become a *skeptical* consumer of information and analysis regarding international relations. We are confronted everyday with knowledge claims about policies and political issues. How can we evaluate these claims and the evidence that is presented to support them? By learning to be a skeptical consumer of both academic research and policy analysis, we can begin to discern the good from the bad. This course will examine what is necessary to produce good knowledge claims. We will consider the fundamentals of research design, including theories, hypotheses, measurements and inferences. We will learn about a variety of quantitative and qualitative methodologies to test our claims. We will also consider cognitive biases and errors that limit our ability to think rigorously about the world around us. Students will apply these lessons by critically assessing the knowledge claims of scholars, practitioners, journalists and others, while developing their own research design over the course of the semester.

## 2 Course Texts

The following texts are **required**:

Kellstedt, Paul M. and Guy D. Whitten. (2018). *The Fundamentals of Political Science Research (3rd Edition)*. Cambridge University Press. ISBN: 9781316642672

Heuer, Jr., Richards J. (2007). *Psychology of Intelligence Analysis*. Pherson Associates, LLC. ISBN: 9780979888007

### 3 Evaluation

- Reading Discussion Leadership (50 pts)
- Policy Discussion Leadership (50 pts)
- Participation (55 pts)
- Research Question and Hypothesis (25 pts)
- Bibliography (25 pts)
- Literature Review and Theory (50 pts)
- Research Design (50 pts)
- Final Paper (100 pts)
- Final Presentation (50 pts)

TOTAL POINTS = 455

#### 3.1 Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## 3.2 Student Responsibilities

### Reading Discussion Leadership

Value: 1 x 50 PTS, 50 PTS total

Each of you will be assigned a day in which you will lead discussion on that week's readings. On the day preceding the seminar, you will email the class a set of discussion questions. Topics may include both substantive and methodological issues. As the course progresses, we will be reading more and more empirically-based research. So in addition to your own questions, you should be prepared to lead discussion on the following topics:

- What question motivates the research?
- What is the goal of the researcher? Description, explanation, prediction?
- What is the theory? Is it clear?
- Are the concepts in the theory clearly defined?
- What is the unit of analysis?
- Are the key actors in the theory individuals, groups, states, or something else? Does it matter?
- What are the observable implications of the theory?
- Which implications does the researcher test? What is the central empirical strategy? Is it a qualitative or quantitative design? Is it cross-sectional or a time-series analysis?
- Does this strategy adequately test the theory?
- Are the theoretical concepts validly measured?
- How are the cases selected? Are they an appropriate comparison?

### Policy Discussion Leadership

Value: 1 x 50 PTS, 50 PTS total

Each of you will be assigned a day in which you will lead discussion on a media story or policy paper of your choice. On the day preceding the seminar, you will email the class the story or paper that you will be discussing. You will lead students through a critique of the major claims and information made in the paper. You will lead the discussion according to your own preferences, but at a minimum, you should discuss:

- What are some of the inferences?
- What information is used to justify these inferences?
- Does the author use statistics or case studies or analogies or some other method?
- In order to validate the inferences, what additional information would we need?
- What are some potential problems with the information that is provided?
- What would need to be true in order to change the inference that is being made?

### **Participation**

Value: 11 x 5 PTS, 55 PTS total

All students are required to have completed the required readings for each week before class begins, and everyone should be prepared to discuss the readings and policy/media story during class. Intelligent participation will be highly valued throughout your professional career and you should practice this ability now. I expect you to provide evidence that you have done the readings in a thoughtful and careful manner. After each class meeting I will assign a participation grade that takes into account the frequency and quality of your contributions. The following scale will be used for scoring your participation:

- 5: The student made a very strong contribution to the class. Comments were thoughtful and constructive.
- 3-4: The student contributed meaningfully to the course. Comments went beyond simply repeating the assigned material, but did not demonstrate strong insights.
- 1-2: The student did not contribute meaningfully. Comments were limited to repeating the assigned material rather than making connections or extensions, or were inaccurate.
- 0: The student did not speak in class.

### **Research Paper Sections**

Value: 2 x 25 PTS, 2 x 50 PTS, 150 PTS total

You will complete a 1) research question and hypothesis, 2) bibliography, 3) literature review and theory/hypothesis and 4) research design at various points throughout the semester. This will lay the foundation for you to complete your final paper. You will turn in these sections of the paper over the course of the semester. The sections should be uploaded to the eLC site by 11:59 p.m. on the day before class. You will receive feedback on each one so that you can make revisions before turning in the final paper, and we will work together to improve the paper as it develops.

### **Final Paper**

Value: 1 x 100 PTS, 100 PTS total

You will produce a 12 to 15-page research design paper on an international topic of your choice. The final, polished version of the paper is due the last week of the semester. You are expected to work on your paper over the course of the semester.

### **Final Presentation**

Value: 1 x 50 PTS, 50 PTS total

In the last weeks of class, you will present your paper in a 10-12 minute presentation. We will stop after each presentation and take time to provide feedback. Grades will be based on the quality of both your presentation and your answers to questions afterward.

## **4 Administrative Policies**

### **4.1 Academic Integrity**

Each student in this course is expected to abide by UGA's Academic Honesty Policy and the university's Student Honor Code. In short, this means that cheating and plagiarism will not be tolerated. Students violating the Academic Honesty Policy in this course will receive a minimum penalty of a grade of zero for the assignment or test in question and may receive an "F" in the course and referral to the Academic Honesty Policy.

### **4.2 Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

### **4.3 Students with Disabilities**

If you plan to request accommodations for a disability, please register with the Disability Resource Center (DRC). The DRC can be reached by visiting Clark Howell Hall, by calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>

### **4.4 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.

### **4.5 Diversity and Inclusion**

The University of Georgia is committed to maintaining a fair and respectful environment for living, work and study. To that end, and in accordance with federal and state law, University System of Georgia policy, and University policy, the University prohibits harassment of or

discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community.

## 5 Course Schedule

This schedule is a guide for the course and is subject to change at my discretion.

### Week 1: Course Introduction

#### Readings:

Course Syllabus

### Week 2: Putting the Science in Social Science

#### Readings:

Kellstedt and Whitten, Ch. 1.

Heuer, Part I (p. 1-30).

Martin, Lisa, 1992. Institutions and cooperation: Sanctions during the Falkland Islands conflict. *International Security* 16(4): pp.143-178.

Conrad, Justin, 2011. Interstate rivalry and terrorism: An unprobed link. *Journal of Conflict Resolution*, 55(4), pp.529-555.

### Week 3: Theory, Hypotheses, Concepts and Variables

#### DUE: Research Question and Hypothesis

#### Readings:

Kellstedt and Whitten, Ch. 2.

Heuer, Ch. 4-5.

Becker, Megan, et al, 2021. Replicating the Resource Curse: A Qualitative Replication of Ross 2004. Unpublished manuscript.

Burlacu, Diana, 2020. Corruption and ideological voting. *British Journal of Political Science* 50(2): pp.435-456.

## Week 4: Descriptive Inference

### DUE: Bibliography

#### Readings:

Gerring, John, 2012. Mere description. *British Journal of Political Science* 42(4): pp.721-746.

Das, Maitreyi Bordia and Soanlde Desai. Why are educated women less likely to be employed in India? Testing competing hypotheses. *Social Protection Discussion Paper Series*. World Bank.

Horn, Henrik and Mavroidis, Petros C., 2011. The WTO Dispute Settlement System 1995-2010: Some Descriptive Statistics. *Journal of World Trade* 45(6).

Maliniak, Derek, Powers, Ryan and Walter, Barbara F., 2013. The gender citation gap in international relations. *International Organization*, 67(4), pp.889-922.

## Week 5: Causality I

#### Readings:

Kellstedt and Whitten, Ch. 2.

Heuer, Ch. 6.

Stinnett, Doulgas M., et al., 2011. Complying by denying: Explaining why States develop nonproliferation export controls. *International Studies Perspectives* 12(3): pp.308-326.

Liou, Ryan Yu-Lin, Murdie, Amanda and Peksen, Dursun, 2021. Revisiting the causal links between economic sanctions and human rights violations. *Political Research Quarterly* 74(4): pp.808-821.



## Week 6: Causality II

### Readings:

Kellstedt and Whitten, Ch. 3.

Heuer, Ch. 7.

Wagner, R. Harrison, 2000. Bargaining and war. *American Journal of Political Science* pp.469-484.

Achen, Christopher H. and Snidal, Duncan, 1989. Rational deterrence theory and comparative case studies. *World politics*, 41(2), pp.143-169.

## Week 7: Observational Design and Measurement I

### Readings:

Kellstedt and Whitten, Ch. 4.

Heuer, Ch. 8.

Price, Megan. and Ball, Patrick, 2014. Big data, selection bias, and the statistical patterns of mortality in conflict. *The SAIS Review of International Affairs* 34(1): pp.9-20.

Mahoney, Charles W., 2018. More data, new problems: Audiences, ahistoricity, and selection bias in terrorism and insurgency research.

## Week 8: Observational Design and Measurement II

### Readings:

Kellstedt and Whitten, Ch. 5.

Heuer, Part II (review).

Pape, Robert A., 2003. The strategic logic of suicide terrorism. *American political science review* 97(3): pp.343-361.

Ashworth, Scott, Clinton, Joshua D., Meirowitz, Adam and Ramsay, K.W., 2008. Design, inference, and the strategic logic of suicide terrorism. *American Political Science Review* 102(2): pp.269-273.

## Week 9: Errors and Pitfalls I

### Readings:

Heuer, Ch. 9-10.

Horowitz, Michael, McDermott, Rose. and Stam, Allan C., 2005. Leader age, regime type, and violent international relations. *Journal of Conflict Resolution* 49(5): pp.661-685.

Xiang, Jun, Xu, Xiaohong and Keteku, George, 2007. Power: The missing link in the trade conflict relationship. *Journal of Conflict Resolution* 51(4): pp.646-663.

## Week 10: Errors and Pitfalls II

### Readings:

#### DUE: Lit Review and Theory

Heuer, Ch. 11-12.

Halpern, Nina P., 1993. Creating Socialist Economies: Stalinist Political Economy and the Impact of Ideas. In *Ideas and foreign policy*. Cornell University Press.

Miguel, Edward, Satyanath, Shanker and Sergenti, Ernest, 2004. Economic shocks and civil conflict: An instrumental variables approach. *Journal of political Economy*, 112(4), pp.725-753.

## Week 11: Bivariate Relationships

### Readings:

Kellstedt and Whitten, Ch. 6-7.

Heuer, Ch. 13.

Carment, David, 1993. The international dimensions of ethnic conflict: Concepts, indicators, and theory. *Journal of Peace Research* 30(2): pp.137-150.

Weinberg, Leonard B. and Eubank, William L., 1998. Terrorism and democracy: What recent events disclose. *Terrorism and Political Violence*, 10(1), pp.108-118.

## Week 12: Multivariate Relationships

### DUE: Research Design

#### Readings:

Kellstedt and Whitten, Ch. 8-9.

Heuer, Ch. 14.

Conrad, Justin, Greene, Kevin T., Phillips, Brian J. and Daly, Samantha, 2021. Competition from within: ethnicity, power, and militant group rivalry. *Defence and Peace Economics* 32(6): pp.757-772.

Fuhrmann, Matt and Kreps, Sarah E., 2010. Targeting nuclear programs in war and peace: A quantitative empirical analysis, 1941-2000. *Journal of Conflict Resolution* 54(6): pp.831-859.

**NOTE: NO CLASS ON NOVEMBER 21**

**Week 13: Final Presentations**

**Week 14: Final Presentations**

**FINAL PAPERS DUE: THURSDAY, DECEMBER 8**

## 6 Syllabus Changes

The policies, assignments and readings contained in this syllabus are subject to change with advance notice.