

**POLS 2000 – Introduction to Political Science**

**Class Time: T/TR 12:45pm – 2:00pm**

**Classroom: Baldwin 302**

**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 and a research paper broken up into three parts.

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

<b>Item</b>	<b>Weight</b>	<b>Date</b>
Research Design Paper	50%	-----
<i>Research Question Paper</i>	(10%)	September 15 <sup>th</sup>
<i>Theory and Hypothesis Paper</i>	(10%)	October 6 <sup>th</sup>
<i>Research Design Paper</i>	(30%)	December 5 <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**

Ableness 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 Monday, October 23<sup>rd</sup>. All students who withdraw after this date will receive a “WF”.

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

##### **Week 1 – August 17<sup>th</sup> – Course Review and Introductions**

Syllabus and Introduction

##### **Week 2 – August 22<sup>nd</sup> & 24<sup>th</sup> – What is Political Science?**

Kellstedt and Whitten, Chapter 1 (see eLC)

\*\*\*Tuesday, August 22<sup>nd</sup> – End of Drop/Add\*\*\*

##### **Week 3 – August 29<sup>th</sup> & 31<sup>st</sup> – Doing Political Science**

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

Class Handout

##### **Week 4 – September 5<sup>th</sup> & 7<sup>th</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)

Problem Set 1

##### **Week 5 – September 12<sup>th</sup> & 14<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

\*\*\*September 15<sup>th</sup> – Research Question Paper Due\*\*\*

##### **Week 6 – September 19<sup>th</sup> & 21<sup>st</sup> – Thinking in Terms of Variables and Values**

See eLC Content Folder

Problem Set 2

##### **Week 7 – September 26<sup>th</sup> & 28<sup>th</sup> – Research Design**

Gschwend and Schimmelfennig, Chapter 1

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

## **Week 8 – October 3<sup>rd</sup> & 5<sup>th</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.

\*\*\*October 6<sup>th</sup> – Theory & Hypothesis Paper Due\*\*\*

## **Week 9 – October 10<sup>th</sup> & 12<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

\*\*\*Monday, October 9<sup>th</sup> – Semester Midpoint\*\*\*

## **Week 10 – October 17<sup>th</sup> & 19<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.

## **Week 11 – October 24<sup>th</sup> & 26<sup>th</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.

\*\*\*Monday, October 23<sup>rd</sup> – Withdrawal Deadline\*\*\*

### **Week 12 – October 31<sup>st</sup> & November 2<sup>nd</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 13 – November 7<sup>th</sup> & 9<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 4

### **Week 14 – November 14<sup>th</sup> & 16<sup>th</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)

Problem Set 5

**Week 15 – November 21<sup>st</sup> –**

\*\*\*November 22<sup>nd</sup> – 24<sup>th</sup> – Thanksgiving Break – No Classes\*\*\*

**Week 16 – November 28<sup>th</sup> & 30<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.

**Week 17 – December 5<sup>th</sup> – No Class**

\*\*\*December 5<sup>th</sup> – Research Design Paper Due\*\*\*

\*\*\*Tuesday, December 5<sup>th</sup> – Friday Schedule\*\*\*

\*\*\*Wednesday, December 6<sup>th</sup> – Reading Day\*\*\*