

**POLS 2000 – Introduction to Political Science**

**Class Time: MWF 8:40 – 9:35am**

**Classroom: Baldwin 101B**

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

**Contact Information:**

Office Hours: Tuesdays 9 – 11am

Office Location: Baldwin 380a

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. Successful completion of these assignments will require your presence and active participation in class.

**(2.3) Attendance**

Meaningful attendance is essential in this class. Showing up to fill a seat is not going to cut it. Politics and education are social phenomena. Attendance at each class meeting is directly assessed, equally weighted, and collectively accounts for 10% of your final grade in the class.

## (2.4) Grading Rubric and Assignment Due Dates

Item	Weight	Date
Research Design Paper	50%	
<i>Research Question</i>	(10%)	January 26 <sup>th</sup>
<i>Theory &amp; Hypothesis Paper</i>	(10%)	February 23 <sup>rd</sup>
<i>Research Design Paper</i>	(20%)	April 27 <sup>th</sup>
Problem Sets	50%	(see dates below)
Attendance	10%	Daily

## (2.5) 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) UGA Student Honor Code

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

A culture of honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at [honesty.uga.edu](https://honesty.uga.edu).

### (3.2) Class AI Policy

The use of artificial intelligence tools at any stage in your coursework is strictly prohibited.

### (3.3) Disability Disclosure Statement

Abled-ness should not impede your intellectual development. Please get in touch with me (Dr. Glas) about any accommodations you need. We have some amazing resources for you here at UGA. For information about accommodations please contact the Accessibility & Testing (A&T) Office as soon as possible. For more information, please visit the A&T website (<https://accessibility.uga.edu/>).

The A&T Office is located at 825 Lumpkin Street (Clark-Howell Hall) and can be contacted by phone (706.542.8719).

### (3.4) 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.

### **(3.5) Absences**

John Lennon once said, “Life happens while you’re busy making other plans.” Attending class is critical for your success in this class, but absences will be excused for legitimate reasons (and I am reasonable). Plus, you have wonderful classmates for notes and I am happy to meet you in the office.

Please **do not** come to class if you are ill. The UGA Health Center (<https://healthcenter.uga.edu/>) is located at 55 Carlton Street (across the street from Ramsey).

### **(3.6) Missed/Late Assignments**

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

### **(3.7) Policy on Disruptive Behavior**

- 1) Silence notifications on your devices or turn them off entirely.
- 2) Be excellent to each other!

### **(3.8) Withdraw Policy**

Be advised that the last day to withdraw from a course without automatically failing is Thursday, April 9<sup>th</sup>. All students who withdraw after this date will receive a “WF”.

## **IV. UGA Well-being Resources**

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community. Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit [sco.uga.edu](http://sco.uga.edu). Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

Well-being Resources: <https://well-being.uga.edu>

Student Care and Outreach: <https://sco.uga.edu>

University Health Center: <https://healthcenter.uga.edu/>

Counseling and Psychiatric Services: <https://caps.uga.edu>

or CAPS 24/7 crisis support at 706-542-2273

Health Promotion/ Fontaine Center: <https://healthpromotion.uga.edu>

Accessibility & Testing Office: <https://accessibility.uga.edu/>

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>

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

##### **Week 1 – January 12<sup>th</sup>, 14<sup>th</sup>, and 16<sup>th</sup> – What is Political Science?**

Syllabus and Introductions

Kellstedt and Whitten, Chapter 1 (see eLC)

##### **Week 2 – January 19<sup>th</sup>, 21<sup>st</sup>, and 23<sup>rd</sup> – January 17<sup>th</sup> and 19<sup>th</sup> – Doing Political Science**

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

Class Handout

\*\*\*MLK Day – Monday, January 19<sup>th</sup> – No Classes\*\*\*

##### **Week 3 – January 26<sup>th</sup>, 28<sup>th</sup>, and 30<sup>th</sup> – January 22<sup>nd</sup>, 24<sup>th</sup>, and 26<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)

\*\*\*Research Question Due\*\*\*

##### **Week 4 – February 2<sup>nd</sup>, 4<sup>th</sup>, and 6<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

##### **Week 5 – February 9<sup>th</sup>, 11<sup>th</sup>, and 13<sup>th</sup> – Thinking in Terms of Variables and Values**

See eLC Content Folder

\*\*\*Problem Set 1\*\*\*

##### **Week 6 – February 16<sup>th</sup>, 18<sup>th</sup>, and 20<sup>th</sup> – Research Design, Part 1**

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.

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 7 – February 23<sup>rd</sup>, 25<sup>th</sup>, and 27<sup>th</sup> – Case Studies and Process Tracing**

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.

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.

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.

\*\*\*Theory & Hypothesis Paper Due\*\*\*

### **Week 8 – March 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> – Searching the Archives**

\*\*\*Problem Set 2\*\*\*

\*\*\*Semester Midpoint – Monday, March 2<sup>nd</sup>\*\*\*

### **Week 9 – Spring Break**

\*\*\*Spring Break – Monday, March 9<sup>th</sup> – Friday, March 13 – No Classes\*\*\*

### **Week 10 – March 16<sup>th</sup>, 18<sup>th</sup>, and 20<sup>th</sup> – Special Collections Library Visit #1**

### **Week 11 – March 23<sup>rd</sup>, 25<sup>th</sup>, and 27<sup>th</sup> – Special Collections Library Visit #2**

\*\*\*Problem Set 3 Due\*\*\*

### **Week 12 – March 30<sup>th</sup>, April 1<sup>st</sup>, and 3<sup>rd</sup> – Research Design, Part 2**

See eLC Content Folder

### **Week 13 – April 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> – Observational Quantitative 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.

\*\*\*Withdrawal Deadline – Thursday, April 9<sup>th</sup>\*\*\*

### **Week 14 – April 13<sup>th</sup>, 15<sup>th</sup>, 17<sup>th</sup> – Survey Research**

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 15 – April 20<sup>th</sup>, 22<sup>nd</sup>, 24<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.

\*\*\*Problem Set 5\*\*\*

**Week 16 – Final Week...**

\*\*\*Research Design Paper Due – April 27<sup>th</sup>\*\*\*

\*\*\*MW and M Classes Only – Monday, April 27<sup>th</sup> – No Class\*\*\*

\*\*\*Reading Day – Tuesday, April 28<sup>th</sup>\*\*\*