POS 6736-0001: Conduct of Political Inquiry Prerequisites: Graduate standing or consent of the instructor 85543 (3 Credit Hours) Department of Political Science The University of Central Florida	Professor: Andrea Vieux Phone: (407) 823-2608 e-mail: avieux@knights.ucf.edu
Lecture: CC2 0225 Wednesday 6pm to 8:45pm	Office Hours: HPH 302 Wednesday 3:30pm to 5:30pm

Course Description:
This graduate-level seminar is intended to introduce graduate students to research design and introductory data analysis in political science. It covers topics such as: the design of social inquiry, the problem of causal inference, foundations of comparative research, case studies and small-n analysis, unified approaches to social research, data collection, scale construction and reliability analysis, descriptive statistics, cross-tabulation and mean comparison analysis, the logic of control, and foundations of inference.

Course Goals:
- Discover the fundamental logic of political science research.
- Evaluate political science research design and its components.
- Construct an initial research design applying course components.
- Learn how to write political science research papers

Course Policies:
The class is a seminar in which *everyone is expected to participate*. You must come to class prepared to discuss the assigned readings. The reading load is relatively heavy, so please allocate your time accordingly. I expect you to come to class with questions and comments about the readings. You will also be engaging in online activities and assignments with your peers that will be discussed in class. The quality of the seminar will be contingent upon your preparation and participation.

Course Syllabus:
This is the course syllabus, and should be treated as a written agreement between the professor and student. Students should refer to the syllabus for any questions pertaining to the course, grading, etc. Any deviations from this syllabus will be announced in class. Anything in this syllabus is subject to change. Therefore, students are responsible for any announcements made in class, and any information or handouts given out in class. Absence is not an excuse for ignorance.

Additional Items of Note:
- This class is a graduate seminar. Relevant concepts will be covered in foundational readings and applied using political science research and various activities. Therefore, it is imperative that

students attend all classes and participate in online activities to fully understand the research process.

- This class utilizes a lot of reading and writing. Plan accordingly.
- The reading associated with any of the lectures is meant to be read BEFORE that lecture and activity.
- All writing should be readable, coherent, and follow proper rules of grammar and punctuation—and will be graded with these things in mind.
- If you have any questions, please ask.
- The best way to reach me is via the webcourse email.
- You may NOT record classroom meetings (voice or video recordings). Reasonable accommodations can be made for students with disabilities—speak with me.
- Your failure to plan is not my emergency.
- All work MUST be your own.

Readings:
** Complete prior to classes and activities.

Required Texts:

Baglione, Lisa. 2012. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. 2nd Edition. Washington, DC: CQ Press.
ISBN: 9781608719914

Manheim, Jarol B., Richard C. Rich, and Lars Willnat. 2002. *Empirical Political Analysis: Quantitative and Qualitative Research Methods*. 5th Edition. Boston: Pearson/Longman. (Referred to as MRW in the schedule)
ISBN: 9780321086143

Required Additional Readings:
In addition to the foundational material provided in the two required texts, you are required to read additional articles and materials. These materials include those listed as well as additional materials that will be assigned as the semester progresses. You will access the articles via the UCF Library web-site.

Useful Supplements:

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, New Jersey: Princeton University Press. (Referred to as KKV in the schedule)

Pollock III, Philip H. 2008. *An SPSS Companion to Political Analysis*. 4th Edition. Washington, D.C.: CQ Press. (NOTE: Dr. Pollock also has versions of this workbook for Stata and R.)

Research and Writing Skills:
References required for written/class/online assignments must be relevant to our research, academic, authoritative and reliable. If you are a little shaky on academic standards governing acceptable references, ask questions of myself, or a librarian (or refer to the UCF library website).

All written communication follows standard rules of English grammar and spelling. If you are a little rusty on the standards acceptable in the academic community, go to the writing center, or ask me. All

written work should be presented in a formal, professional manner; using proper language and formatting, and should be edited for grammar, spelling, and writing flow/style.

Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://www.uwc.ucf.edu, stop by MOD 608, or call 407.823.2197.

Academic Misconduct

Don't Plagiarize (not properly citing sources, passing off someone else's work as your own, handing in a paper written for another class, etc.). Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule, the FTCL page on academic integrity, and the library web-site for further information.

I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Turnitin.com:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com

Non-Academic Misconduct

The scope and content of the material included in this course are defined by the professor in consultation with the responsible academic unit. Although the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions and laboratories, is viewed as a key part of the educational environment, the professor has the right to limit the scope and duration of these interactions.

Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the professor regarding inappropriate talking, discussions, and questions in the classroom may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct, as defined in the Golden Rule Student Handbook also defines potential sanctions for these types of infractions.

Examples of inappropriate behavior include, but are not limited to: text messaging, talking or using cell phones, (turn off cell phones prior to class), surfing the internet, listening to music, downloading music, watching movies, checking scores, cursing, using offensive or inappropriate language of any kind, name

calling, inappropriate actions of any kind, etc. Any student acting in a disruptive manner may be asked to leave the classroom and will forfeit participation and attendance credit.

Computer Access and Webcourses:

You will need access to a computer and the internet to succeed in this class. We will use Webcourses, the online course management system.

Privacy: Access to the webcourse is extended to you for the duration of your enrollment in the course, providing that you comply with class and school policies. You may not share that access with another person who is not enrolled in the course. Students who do so violate the privacy of other students as well as school policy. The act may lead to the violator being denied access to the webcourse shell.

On occasion, I permit others to enter the course, to critique my work, to view the operations of the course, or to work on a technical problem. For the entire term, my technical consultant has access to the course to provide continuity for you should the unexpected happen to me.
Technical Resources

For specific problems in any of the areas below or for further information go to the corresponding link for assistance.

UCF Home Page will help find UCF resources
UCF Computer Service Desk – You can also call the Service Desk at 407-823-5117.
Learning Online This site provides information on study skills for distance learners, the library and the writing center.
Buying a new computer or upgrading your current equipment – http://www.cstore.ucf.edu/
Hardware/Software Requirements

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

In addition, the notes, lectures, videos, handouts, etc. provided by the professor are owned by the professor and considered intellectual property. All intellectual property is safeguarded by copyright law and is not to be shared, distributed, etc. without the professor's consent.

Students with Disabilities

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Grading and Responsibilities

Each component of the student's grade will be calculated on a scale of 0-100%, and will be weighted by the amount specified to compose the student's final grade.

Academic Activity (0%) **REQUIRED**
All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid. I have posted a short online quiz in the webcourse to fulfill this requirement.

***In-Class Participation* (15% of grade):**
Students are expected to *attend all classes* – you must be present to participate. Anyone who may have problems with this rule should contact me.

In class, we will be discussing course material, engaging in activities, applying course concepts, and evaluating political science research. The participation is intended to promote Active Learning. Meaning, you are interacting with each other and sharing ideas, etc. in order to fully grasp material. Active learning has been shown to enhance student outcomes (i.e. information retention and learning).

Your participation grade will depend on your in-class conduct, the degree to which you participate, and the quality of your participation. Grades for participation are based on both the quantity and the quality of the participation. There are no make-ups for any missed activities, discussions, participation, etc.

***Online Discussion Activities* (20% of grade)**
You will engage in four online discussion activities with your peers over specific types of research designs. The goals the discussion activities are: (1) applying that week's content to your own research ideas by considering appropriate designs for your questions; and (2) learning how to engage with your peers' research ideas and to critically evaluate research designs. Each discussion consists of two basic parts: initial posts completing the discussion activity, and replies to those initial posts. No late work, no makeups.

Each student will post **one initial post** (750-1000 words) **in at least two of the discussion activities** (for a total of two initial posts). Each post is worth 5% of your course grade (10% total). You choose which two of the four you will complete. See the discussion assignment description page for information about the discussion activities.

Each student will post **at least one reply to another student's initial post in each of the four discussion activities**. Each of the four discussion activity replies are worth 2.5% of your course grade (10% total).

***Original Research Design* (40% of grade):**
Each student will be expected to hand in a well-developed and feasible research design on a topic of their choosing. Refer to the Baglione text for help in constructing your research design. It will be graded based on the inclusion of all necessary components as well as readability, coherence, grammar, etc. All work MUST be your own. NO LATE WORK. Due dates are in the schedule.

There are several components to this project. See the assignment description pages for more detail.

Outline	5%
Literature Review Paper	10%
Draft Paper	10%
Final Paper	15%

***Research Design Presentation* (10% of grade)**
You will do an in-class presentation over your research design. I will make the schedule, and will not allow makeups of missed presentations. See the presentation assignment description page for more detail.

***Peer Review* (5% of grade):**
Each student will write a review of another student's research design draft. See the peer review assignment description page for more detail.

***Term Exams* (10% of grade):**
At the end of the course students will take a comprehensive exam that consists of two parts. The first part is a traditional exam over the material covered and the skills developed in the class. The second part is a short paper critiquing an article provided by the professor. Each part is worth 5% of the course grade. No late work, no makeups. See the term exams page for more detail.

The purpose of the term exams is to (1) assess knowledge and skill and (2) provide students an introduction to (and practice with) the format of the Master's program assessment. While the format of the term exams is similar to the Master's program assessment, the content of the term exams is not.

Graduate-Level Course Specifics:
The fact that you are enrolled in this class suggests that you were one of the better undergraduate students. It does not, however, mean that you will be getting an A in this course. *Earning an A* might require more diligence than you are used to. The letter grade "A" is reserved for excellence, "B" for good, and "C" for satisfactory (you should never do C-level work in a graduate class).

For an undergraduate class, it is expected that you spent a minimum of 3 hours for every credit hour studying (or 9 hours outside of class studying)—much more time than that may have been needed to achieve excellence. This is a graduate class and requires more work than an undergraduate class—particularly if you want to get an A. The best way to succeed in this course is to (1) spend time outside of class doing the readings, preparing for class, and doing the work, and (2) using your time effectively.

Grade Breakdown:

In-Class Participation	15%
Online Discussion Initial Posts (2)	10%
Online Discussion Replies (4)	10%
Outline	5%
Literature Review	10%
Draft Paper	10%
Final Paper	15%
Presentation	10%
Peer Review	5%
Term Exams	10%

Grading Scale:

94-100	A
90-93	A-
88-89	B+
84-87	B
80-83	B-
78-79	C+
74-77	C
70-73	C-
68-69	D+
64-67	D
60-63	D-
0 - 59	F

Late Papers and Make-Ups:

Due dates are final. No late work, no makeups. Don't wait until the last minute to complete assigned work. You will not get an extension if you have problems. Start your assigned tasks with more than enough time in case you run into troubles or take longer to complete the task than you anticipated.

Exceptional Circumstances: Under exceptional circumstances and with the permission the professor students may be allowed a makeup. I must be notified in advance of the due date and I must be provided a documented, legitimate reason (death in family, serious injury, etc.). I will then determine whether the exemption will apply. Do not anticipate any deviation from this policy.

Deadlines:

Students are encouraged not to wait until the last minute to complete assigned work. The online@UCF support is available by email Monday thru Friday 8am to 5pm and by phone from 8:30am to 4:30 pm Monday thru Friday.

Schedule*

- Tentative – Instructor reserves the right to change or alter the schedule, readings, etc.
- Ensure that you follow the prescribed logic of readings, lectures, activities, and preparation each week/class.
- You will access the readings (that are not from the course textbooks) from the UCF library website, unless otherwise noted.
- All items are due at 11:59pm unless otherwise noted.

8/26 Course Introduction
Foundations of Political Science Research

Foundational Readings:

- pgs. 3-33 in King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press (scan provided)
- pgs. 45-55 in Buttolph Johnson, Janet, and H.T. Reynolds with Jason D Mycoff. 2008. *Political Science Research Methods*. 6th Edition. Washington, D.C.: CQ Press. (scan provided)
- Optional: MRW, Chapter 1

Advanced Readings

- Smith, Rogers. 2002. "Should We Make Political Science More of a Science or More About Politics?" *PS* 35 (2) (June): 199-201.
- Jervis, Robert. 2002. "Politics, Political Science, and Specialization." *PS* 35 (2) (June):187-189.
- Putnam, Robert D. 2003. "APSA Presidential Address: The Public Role of Political Science." *Perspectives on Politics*. 1 (2) (June) 249-255.
- Lupia, Arthur. 2000. "Evaluating Political Science Research: Information for Buyers and Sellers. *PS* 33 (1) (March): 7-13.
- Gunnell, John. 1995. "Realizing Theory: The Philosophy of Science Revisited." *Journal of Politics*. 57(4): 923-940.

8/28 Academic Due **5 pm**

9/2 Theories and such
Library Research & Literature Review
Visit from the library

Foundational Readings: Theories and such

- pgs. 25-26 in Ostrom, Elinor. 2007. "Institutional Rational Choice." in Sabatier, Paul A. *Theories of the Policy Process*. 2nd Edition. Ed. Paul A. Sabatier. Boulder, Colorado: Westview Press. (Scan provided)
- MRW, Chapter 2 & pgs 79-85

Foundational Readings: Library Research & Literature Review

- Baglione, Chapters 1, 2 & 3
- BWMR, Chapter 3 (scan provided) or MWR, Chapter 3

Advanced Readings: Theories and such

- Allison, Graham. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review*. 63(3): 689-718.
- Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression: The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science*. 47(3):427-439.

9/6 Outline Due

9/9 Literature Review
Visit from the Writing Center

Foundational Readings: Literature Review

- MRW, Chapter 21
- Baglione, Chapters 4, 5, 6 & 7

Advanced Readings: Literature Review

- Hajnal, Zoltan and Jessica Trounstine. 2005. "Where Turnout Matters: The Consequences of Uneven Turnout in City Politics." *The Journal of Politics*. 67(2):515-535.
- Mishler, William and John P. Willerton. "The Dynamics of Presidential Popularity in Post-Communist Russia: Cultural Imperative versus Neo-Institutional Choice?" *Journal of Politics*. 65(1):111-42.

- Ansolehebere, Stephen, Shanto Iyengar, Adam Simon, and Nicholas Valentino. 1994. "Does Attack Advertising Demobilize the Electorate?" *American Political Science Review*. 88(4):829-838.

9/16 Units of Analysis
Measurements
Introduction to Data

Foundational Readings:
- MRW, Chapters 4, 12, 22

Advanced Readings: Measurements
- Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review*. 95(3):529-46.
- Sigelman, Lee and Mark Kugler. 2003. Why is Research on the Effects of Negative Campaigning So Inconclusive? Understanding Citizens Perceptions of Negativity." *Journal of Politics*. 65(1): 142-60.

Advanced Readings: Units of Analysis
- Lowery, David, Virginia Gray, Jennifer Anderson, and Adam Newmark. 2004. "Collective Action and the Mobilization of Institutions." *Journal of Politics*. 66(3): 684-705.
- Lee, Matthew and John Bartkowski. 2004. "Love Thy Neighbor? Moral Communities, Civic Engagement, and Juvenile homicide in Rural Areas." *Social Forces*. 82(3):1001-1036.

9/20 Literature Review Due

9/23 Sampling
Intro to Statistics

Foundational Readings
- MRW, Chapters 6, 13 & 14

Advanced Readings
- Taquino, et al. 2002. "Units of Analysis and the Environmental Justice Hypothesis: The Case of Industrial Hog Farms." *Social Science Quarterly*. 83(1):298-316.

9/27 Discussion 1: Initial Post Due

9/29 Discussion 1: Reply Due

9/30 Surveys & Scaling

Foundational Readings
- MRW, Chapters 7 & 8

Advanced Readings
- Brady, Harry E. 2000. "Contributions of Survey Research to Political Science." *PS* (March).
- Zaller, John and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences." *American Journal of Political Science*. 36(3).

- Presser, Stanley, Mick Couper, Judith Lessler, Elizabeth Martin, Jean Martin, Jennifer Rothgeb and Elanor Singer. 2004. "Methods for Testing and Evaluating Survey Questions." *Public Opinion Quarterly*. 68(1):109-130.
- Joslyn, Mark. 2003. "The Determinants and Consequences of Recall Error about Gulf War Preferences." *American Journal of Political Science*." 47(3):440-52.
- Mishler, William and John P. Willerton. "The Dynamics of Presidential Popularity in Post-Communist Russia: Cultural Imperative versus Neo-Institutional Choice?" *Journal of Politics*. 65(1):111-42.

10/4 Discussion 2: Initial Post Due

10/6 Discussion 2: Reply Due

10/7 Secondary (Aggregated) Data & Comparative Research

Foundational Readings
- MRW, Chapters 10 & 11

Advanced Readings
- Hajnal, Zoltan and Jessica Trounstine. 2005. "Where Turnout Matters: The Consequences of Uneven Turnout in City Politics." *The Journal of Politics*. 67(2):515-535.
- Berry, William, Richard Fording and Russell Hanson. 2003. "Reassessing the 'Race to the Bottom' in State Welfare Policy." *Journal of Politics*. 65(2):327-49.
- Kenworthy, Land and Melissa Malami. 1999. "Gender Inequality in Political Representation: A Worldwide Comparative Analysis." *Social Forces*. 78(1):235-68.

10/11 Discussion 3: Initial Post Due

10/13 Discussion 3: Reply Due

10/14 Experimental & Quasi-Experimental Design

Foundational Readings
- MRW, Chapter 5
- Druckman, James N. and Arthur Lupia. 2012. "Experimenting with Politics." *Science*. 335(9):1177-1179.

Advanced Readings
- Ansolehebere, Stephen, Shanto Iyengar, Adam Simon, and Nicholas Valentino. 1994. "Does Attack Advertising Demobilize the Electorate?" *American Political Science Review*. 88(4):829-838.
- Marcus-Newhall, Amy, Laura P. Blake and Julia Baumann. 2002. "Perceptions of Hate Crime Perpetrators and Victims and Influenced by Race, Political Orientation, and Peer Group." *American Behavioral Scientist*. 46(1):108-36.
- Bolsen, Toby, James N. Druckman, and Fay Lomax Cook. 2014. "The Influence of Partisan Motivated Reasoning on Public Opinion." *Political Behavior*. 36:235-262.
- Dube, Arindrajit, Oeindrila Dube, and Omar Garcia-Ponce. 2013. "Cross-Border Spillover: U.S. Gun Laws and Violence in Mexico." *American Political Science Review*. 107(3):397-417.

- Fearon, James D., Macartan Humphreys, and Jeremy M. Weinstein. 2009. "Can Development Aid Contribute to Social Cohesion after Civil War? Evidence from a Field Experiment in Post-Conflict Liberia." *The American Economic Review*. 99(2):287-291.

10/21 Qualitative Research – Fieldwork, Case Studies, Elite Interviews, etc.

Foundational Readings
- MRW, pgs. 313-319 and Chapters 18, 19 & 20

Advanced Readings
- Collier, David and James Mahoney. 1996. "Insights and Pitfalls: Selection Bias in Qualitative Research." *World Politics*. 49(1):56-91.
- Futrell, Robert and Pete Simi. 2004. "Free Spaces, Collective Identity, and the Persistence of White Power Activism." *Social Problems*. 51(1):16-43.
- Kroeker, C. 1996. "The Cooperative Movement in Nicaragua: Empowerment and Accompaniment of Severely Disadvantaged Peasants." *Journal of Social Issues*. 52(1): 123-39.
- Glaser,J. 1996. "The Challenge of Campaign Watching: Seven Lessons of Participant-Observant Research." *PS*. 29(3):522-37.

10/25 Discussion 4: Initial Post Due

10/27 Discussion 4: Reply Due

10/28 Content Analysis
Ethics

Foundational Readings
- MRW, Chapter 9 & Appendix B
- BWMR, selected pages "Ethical Considerations in Research" (scan provided)

Advanced Readings
- Laver, Michael and John Garry. 2000. "Estimating Policy Positions for Political Texts. *American Journal of Political Science*. 44(3): 619-34.
- Schodt, Philip and Deborah Gerner. 1994. "Validity Assessment of a Machine-Coded Event Data Set for the Middle East, 1982-1992." *American Journal of Political Science*. 38(3):825-54.
- Fowler, Linda. 1995. "Replication as Regulation." *PS*. 28(3):478-81.
- Lineberry, Robert and Nita Lineberry. 1995. "Our Brother's Keeper: Authenticity, Accountability and the Social Science Quarterly Project." *PS*. 28(3): 484-7.

11/1 Draft Research Design Due

11/4 Data & Statistics I

Foundational Readings
- Baglione, Chapters 8, & 9
- Review: MRW, Chapters 12, 13 & 14

Advanced Readings:
- TBD

11/8 Peer Review Due

11/11 NO CLASS – Veterans Day

11/18 Data & Statistics II

Foundational Readings

- MRW, Chapters 15 & 16

Advanced Readings

- TBD

11/22 **Final Paper Due**

11/25 Data & Statistics
Presentations

12/2 Presentations

12/6 Term Exams

12/9 Presentations