POS6736 Conduct of Political Inquiry

School of Politics, Security, and International Affairs
University of Central Florida
Fall 2021

Dr. Wright
Class Location: V Course Designation
As a result of COVID-19, all lectures will be delivered via Zoom at regularly scheduled class time (additional details below)
Class Meeting: Mondays, 6-8:50pm EST
Virtual Office Hours: Wednesdays and Thursdays, 1-3pm EST via Zoom, and by appointment
Email: `Kenicia.Wright@ucf.edu`

COURSE DESCRIPTION

Prerequisites: Graduate standing or consent of the instructor (3 credit hours)

This is a graduate-level seminar aimed at introducing graduate students to research design and introductory data analysis used in political science research. This seminar introduces students to the logic of inquiry, basic elements of empirical research, and methodology commonly applied in scholarly research. Assigned readings are from scholars across disciplines to give students a well rounded introduction to political inquiry and assignments require students think critically about reading and apply the material covered to their research interests. We will cover an array of topics, including: the design of social inquiry, data collection, data analysis, descriptive statistics, and causal inference. Students will learn to identify scholarly research, formulate original research questions and related theories, derive hypotheses from their theories, and develop preliminary analysis. During the final weeks of the course, students will present their original research.

COURSE OBJECTIVES

Students who complete this course will learn how to:

- Locate, understand, and critically discuss scholarly research
- Understand and explain the research strategies scholars across scholarly disciplines use
- Understand and explain the difference between quantitative and qualitative research
- Use the tools learned in this course to develop a research paper that explores an original political science related research and contains introduction, literature review, theory, hypotheses, and conclusion sections (more details below)

- Identify appropriate measures for dependent, independent, and control variables in a quantitative research project or details for examining key concepts in a qualitative research project
- Complete appropriate analysis for topics related to their research interests

REQUIRED TEXTS

There are four required texts for this course. These are important texts for developing an understanding of the foundation related to social inquiry and paper writing in the social sciences. There are several options for gaining access to these texts, including borrowing one of the several copies available for check-out/ILLIAD request through the UCF Library or purchasing these texts through UCF library as well as online sites. **Students are expected to have the necessary books to complete assigned weeks by the second week of class!**

1. Devlin, Ann Sloan. 2017. *The Research Experience: Planning, Conducting, and Reporting Research.* (RE in the Course Schedule.) Sage Publications. 2nd Edition. ISBN: 978-1506325125

2. Baglione, Lisa A. 2020. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods.* CQ Press. Fourth Edition. ISBN: 978-1506367422

3. I will also assign scholarly articles. These articles can be accessed for free through the UCF Library website. We will have an exercise in the first class to cover this.

ASSIGNMENTS AND GRADE BREAKDOWN

WEEK 1 SYLLABUS QUIZ: 1 POINT

This assignment will count as the required Financial Aid Activity for this course. The quiz will be available for students to complete in Webcourses after the first class session. Students are encouraged to complete as timely as possible and are able to complete the quiz as many times as necessary.

ATTENDANCE, PREPARATION, AND IN-CLASS PARTICIPATION: 100 POINTS

This is not an in-person course - due to the COVID-19 pandemic, this course will use Zoom for synchronous class meetings. Students are expected to attend all Zoom lectures and to complete all assigned readings before the lecture begins. Each class will begin with time for each attending student to state the assigned reading they learned the most from as well as specific details from the reading. Regularly attendance, this discussion, and contributions throughout each lecture (verbally or via the "Chat" function) will be used to assess the attendance, preparation, and in-class participation component of your score in

this course. You may choose to use Zoom on your mobile device (phone or tablet), but you must sign in using your UCF NID and password; improper classroom behavior will not be tolerated within Zoom sessions and will result in a referral to the Office of Student Conduct. Students are encouraged to familiarize themselves with Zoom by visiting the UCF Zoom Guides at `https://cdl.ucf.edu/support/webcourses/zoom/` and to contact Webcourses@UCF Support at `https://cdl.ucf.edu/support/webcourses/`, if technical issues arise will accessing Zoom. Student performance will be assessed twice: **(1) at the midpoint of the semester (from the start of the course to after the Week 6 seminar)** and (2) from the midpoint to the second half of the semester **(from the Week 7 seminar to after the Week 13 seminar)**. **Any enrolled student who has concerns about synchronously attending the lectures - a required component of this course - should contact Dr. Wright by the end of Week 2!**

STUDENT SUMMARY PAPER: 100 POINTS
Students must write a summary paper that focuses on ONE assigned academic article; students will select the academic article they focus on, but the article must be assigned in this course and must examine a research question (this means review articles assigned in this course are not appropriate for this assignment). The summary paper should be uploaded to Webcourses as a Word document / PDF *before the article is discussed in the Zoom lecture*. The paper is worth 100 points and grading will be based on clarity, accuracy, and originality of discussion on the following required items:

- A summary of the RQ, theory (argument presented in the reading), hypotheses, and main findings *in your own words* (no longer than one paragraph).
- An explanation of the data and methodological approach in the article; students are encouraged to refer to other assigned readings and information online to structure their discussion on the methodological approach - use appropriate citations.
- ONE limitation or shortcoming in the article; this limitation should NOT be stated in the article and can relate to any section of the article. Grading will be based on clarity, details, and originality of the discussion of ONE specific way the article could be improved (no longer than two paragraphs).
- Entire submission should NOT be longer than 2 double spaced pages / approximately 500 words!

EXAMS: 50 points each, 100 points total
To ensure students understand the key concepts and main points of assigned readings in this course, there are two exams. Exam 1 will be available on Webcourses on Week 9, Friday and Exam 2 will be available Week 13, Friday; students will have from 12am to 11:59pm to complete the exams. The exams are timed, open book, open note, and must be completed

in one sitting (no logging in/off). All assigned readings are "fair game" and the exams may consist of multiple choice, true/false, and/or short answer questions. If you encounter an issue while completing the exam, contact UCF Webcourses Support and forward their response to Dr. Wright as soon as possible.

GROUP PRESENTATION: 100 points
Although this course has a graduate-level reading load, there are extensive bodies of academic research on topics that we aren't able to cover. Students will be randomly assigned to groups by Dr. Wright to complete a group presentation of ONE academic article that is not assigned in the course. The article must be published in a reputable academic journal and contain between 10-25 pages; time guidelines will be provided and strictly enforced! Students will be informed of their group assignment via Webcourses / their UCF email by Week 3 of this course and groups presentations will be in Week 7 and Week 10 (if necessary). Graded, required components of this assignment:

- One group member must upload a Word document or PDF with the APA citations of THREE scholarly articles that their group is interested in presenting on by **Week 5, Monday at 8am EST** for review by Dr. Wright; the list should contain articles agreed upon by the group and be rank-ordered with the most desired article listed first. Dr. Wright will review the proposed articles and select the most appropriate article for the presentation; an Announcement will be posted in Webcourses / provided via UCF emaail with additional details (reading assignments, time guidelines, schedule, etc.). **Late submissions will NOT be accepted without proof of a University approved excuse!** (REQUIRED for presentation; grading will be based on accuracy of citation and whether three academic articles are provided - worth 15 points, due Week 5, Monday at 8am EST)

- Students will present the main points of the approved academic article. Grading of the presentation will be based on clarity, accuracy, respectfulness in responding to questions from colleagues, and adherence to the time guidelines - worth 30 points

- Students will upload a Word document or PDF to Webcourses that lists the name of each group member - including themselves, the assigned responsibility of each group member, and the contribution of each group member to the presentation. Responses will be anonymous and should be uploaded to Webcourses within ONE week of the Group Presentation - worth 30 points

- While students are encouraged to read all of the articles that will be discussed during the Group Presentations, each student will be assigned a specific article to read that is not the article their group is presenting. Each student must upload of a Word document or PDF that contains no longer than a two paragraph summary of the assigned article and FOUR substantive questions for the group presenting that reading; questions can not b covered in the article and will be posed to the group after their presentation.

Grading will be based on accuracy, clarity, originality, substantiveness of the questions. Worth 40 points; Word document / PDF is due Monday, Week 7 at 8am EST to Webcourses.

RESEARCH PAPER: Students enrolled in this course must complete a research paper - students who do not upload a final paper draft are subject to a "0" in the entire course. Instead of submitting the entire paper for the first time at the end of the semester, this course is designed so that students receive feedback from Dr. Wright on key sections of their paper *throughout the semester*. Dr. Wright provides extensive comments to aid students in developing their papers over the semester. Remember, writing is a process, not a "one shot" game! Grading will be based on clarity, accuracy, inclusion of information covered this semester, effectiveness in addressing comments received during the semester, and overall quality of the paper. Requirements:

1. Upload a Word document or PDF to Webcourses with THREE RQs that are appropriately worded based on the guidelines in the Baglione text. REQUIRED; worth 30 points, due: Week 4, Monday at 8am EST.

2. Select the one RQ you will study in your paper; upload a Word document or PDF to Webcourses with that clearly specified RQ, the APA citation of three sources related to your RQ, and a summary of each source with a clear statement of how it relates to your RQ (each summary should be no more than one paragraph) - worth 70 points, due Monday, Week 6.

3. Theory and Hypothesis Draft. Submit a Word document or PDF that contains your argument; this submission should be between 2 and 4 double spaced pages and should contain a clear statement of your approved RQ, a clear, logical argument of how concepts may be related, a discussion of how your argument relates to / builds on / differs from theories in existing literature, and ONE clearly stated hypothesis that derives from the theory. Worth 100 points, due Monday, Week 10 at 8am EST.

4. Student Conference:

   - There will be a two-part Student Conference at the end of the course. **All students are required to attend BOTH conference days. Students should contact Dr. Wright no later that Week 2 if there is a scheduling conflict. Any one who doesn't attend both conference days without approval from Dr. Wright is subject to a "0" for all conference related assignments.** Student will present a conference style presentation of their paper, answer questions from their colleagues, and be assigned as discussant for a colleague's paper. Dr. Wright will make assignments and provide a schedule as the student conference approaches.

- Upload a Word document or PDF to Webcourses with a completed paper draft by **Monday, Week 13 at 8am EST**. Required - students who do not upload this will receive a "0" for all conference related assignments. **Include your UCF email address at the top of your submission!**
- Upload a Word document or PDF to Webcourses with Discussant comments **the Monday the author presents at 8am EST**; note: the deadline for Discussant comments will depend on the day the author presents and all students will be informed of their discussant assignments, due dates for providing comments, time guidelines for discussion, etc. shortly after papers are uploaded in Week 13. Discussants are expected to thoroughly read and upload a Word document that provides a summary of the key points of the paper (no longer than two paragraphs) and FIVE substantive comments and/or suggestions for the author; discussants will state one or two substantive items to begin Q& A for the author during the conference. These components are worth 70 points.
- Ask a minimum of TWO questions for two different presentations each day of the conference - worth 30 points.

5. "Final" Paper: Should be in 12 pt Times New Roman font, double-spaced, and align with APA Citation Format. ALL submissions MUST be uploaded as a Word document or PDF to the Turnitin link in Webcourses by the date of the scheduled final for this course (noted in Course Schedule below). Students are subject to a "0" on paper related assignments and/or the course, if their submission has a high match with items in the Turnitin system or if a final paper draft is not uploaded. Grading will be based on the inclusion of the following items: A title, ONE clearly presented RQ in the Introduction, a comprehensive overview of relevant, existing research in the Literature Review, a coherent, logical argument presented in the Theory and Hypotheses that connects to existing research, clear, *detailed* explanation of the steps you intend on completing to assess your RQ (students can center the writing in this section on a quantitative, qualitative, or mixed methods approach), headings for each of the required sections listed below, clarity, accuracy, and overall quality of the paper; attention will also be given to how well the paper addresses comments students received throughout the semester from Dr. Wright and during the conference. Worth 300 points.

   - Paper Title
   - I. Introduction
   - II. Literature Review
   - III. Theory and Hypothesis/es
   - IV. Data and Methods
   - Conclusion

Grading:

Dr. Wright will post an Announcement when submitted assignments are graded; students

will be able to view grades and any provided feedback in the Grades section of Webcourses. Grading will be based on points and all grades are subject to change *until Dr. Wright posts an Announcement stating that grades have been finalized.*
A: 929.5 - 1000 points
A-: 899.5 - 929.4 points
B+: 869.5 - 899.4 points
B: 829.5 - 869.4 points
B-: 799.5-829.4 points
C+: 769.5 - 799.4 points
C: 729.5 - 769.4 points
C-: 699.5-729.4 points
D+: 669.5 - 699.4 points
D: 629.5-669.4 points
D-: 600-629.4 points
F: 599.4 points and below

COVID-19 Statement

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of virtual class attendance, participation, and contributions to in-class discussions.

A STATEMENT FOR STUDENT-PARENTS

At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time.

- All breastfeeding babies are welcome in our synchronous sessions as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby or continuing their education.
- Children may be visible onscreen during class sessions, either in your lap or playing in the background. Alternatively, you may turn your camera off if more privacy is required. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able. Note: I expect all enrolled students to share their camera for most of the seminar; if you have any questions or concerns about this, contact me *as soon as possible*!
- Parents or caregivers who anticipate having a child(ren) with them during class sessions

are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the "chat" feature, if necessary.

- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- If you're comfortable, feel free to share your student-parent status to me. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

LATE ASSIGNMENT SUBMISSIONS

Make-up Exams and Assignments: Per university policy, you are ONLY allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances (see: `http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf` for more information), or legal obligations (such as jury duty). **Email Dr. Wright as soon as you are aware that there is a conflict between the deadline for an assignment in this course and a University approved excuse**. University approved excuses must be supported with the appropriate documentation and the proof of the excuse must be provided to Dr. Wright within **FIVE** business days of the assignment deadline. Contact Dr. Wright if you have any questions about what is considered a University approved excuse, appropriate documentation, etc.

COURSE ACCESSIBILITY STATEMENT

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) `http://sas.sdes.ucf.edu/` (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

UNIVERSITY 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 with you on your 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

Students should familiarize themselves with UCF's Rules of Conduct at `http://osc.sdes.ucf.edu/process/roc`. Section 1, "Academic Misconduct" lists the behavior students are prohibited from engaging in. Dr. Wright adheres to the highest standards of academic integrity, so do not ask or expect me to change your grade illegitimately; the appropriate steps will be taken for any student who plagiarizes or cheats on any kind on an examination, quiz, or assignment in this course. Plagiarism includes not properly citing sources, passing off someone else's work as your own, submitting a paper you wrote for a different class, helping others violate academic behavior standards, etc. Contact Dr. Wright if you have any questions about appropriately citing work you refer to or rely on to create any assignments for this course. See the UCF Golden Rule (`http://goldenrule.sdes.ucf.edu/zgrade`), the FTCL page on academic integrity, and the library web-site for additional information on this. Penalties for violating rules, policies, and instructions within this course can range from a zero on the assignment to an "F" letter grade in the course. In addition, an Academic Misconduct report may be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on your transcript. Dr. Wright cares about your success and would like to avoid this - please demonstrate values of honesty, trust, and integrity; no grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: if it comes to it, take the zero, not a shortcut!

CAMPUS SAFETY STATEMENT

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to `https://my.ucf.edu` and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS

Students who are deployed active duty military and/or National Guard personnel and require

accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

DISCUSSION QUESTIONS
Students are expected to "attend" class with assigned class readings complete. At a minimum, each student should be able to discuss the following questions for empirical readings:

1. What is a summary of the key points of each assigned reading, in your own words?
2. What is the research question being examined in the reading?
3. How does the existing literature "answer" the question?
4. What is the theory? Hypothesis/es?
5. What are key variables / concepts? Measures?
6. What are the findings? Implications of the results?
7. Are you convinced by the argument? Why or why not?

COURSE SCHEDULE

Week 1: August 23rd - Course Introduction
During this seminar, there will be Introductions, syllabus review, discussion of how to email a professor, and an exercise on finding and reading academic articles.
Assigned Readings:

1. How to email a professor: `http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html`.
2. Gustafsoon and Hagstrom. 2017. "What is the Point? Teaching Graduate Students how to control political science research puzzles."
3. "The Weekly Standard Makes a Fact Free Argument about Political Science. Here are Some Facts" reading (students can locate this reading for free by completing a Google search of this title)

- Videos: Understanding Academic Articles
  - `https://www.youtube.com/watch?v=rOCQZ7QnoN0`

- https://www.youtube.com/watch?v=m8gaq7ei7zc

Week 2: August 30th - Fundamentals of Social Science Research
Students are expected to complete the readings listed below *before* class. During today's seminar, we will discuss requirements for the course exams.

1. August 27th: Drop / Swap Deadline on myUCF.
2. RE, Introduction and Ch. 1 "Research, Biases in Thinking, and the Role of Theories"
3. Baglione, Ch. 1: "So You Have to Write a Research Paper" and Ch. 2: "Getting Started: Finding a Research Question"
4. Lau, O., & Yohai, I. (2016). Using quantitative methods in industry. *PS: Political Science & Politics*, 49(3), 524.
5. Shames, S. L., & Wise, T. (2017). Gender, diversity, and methods in political science: A theory of selection and survival biases. *PS: Political Science & Politics*, 50(3), 811-823.

NO Zoom Meeting - Week 3: September 6th - The Basics of Social Science Research
Although we will not have a Zoom meeting due to Labor Day, all students are expected to read and understand the key points from the following assigned readings:
Assigned Readings:

1. RE, Ch. 2: "Generating and Shaping Ideas: Tradition and Innovation"
2. Baglione, Ch. 3: "Learning Proper Citation Forms, Finding the Scholarly Debate, and Summarizing and Classifying Arguments: The Annotated Bibliography"
3. *Dr. Wright will post Group discussion assignments in Webcourses / provide them via email.*

Week 4: September 13th - Understanding Existing Research
Students must upload a Word document or PDF to Webcourses with THREE appropriately specified RQs by Monday at 8am. Assigned Readings:

1. RE, Ch. 3: "Research Design Approaches and Issues: An Overview"
2. Baglione, Ch. 4: "Making Sense of the Scholarly Answers to Your Research Question: Writing the Literature Review"
3. In-class exercise reviewing the *Annual Review of Political Science*

4. Balcells, Laia and Jessica A. Stanton. (2021). Violence against civilians during armed conflict: moving beyond the macro-and micro-level divide. *Annual Review of Political Science*, 24, 45-69.

5. Clayton, A. (2021). How Do Electoral Gender Quotas Affect Policy? *Annual Review of Political Science*, 24, 235-252.

6. Koubi, V. (2019). Climate change and conflict. *Annual Review of Political Science*, 22, 343-360.

Week 5: September 20th - Ethics, the Institutional Review Board, and Measurement

Students should submit a Word document or PDF with the APA citations of THREE academic articles they are interested in discussing during the Student led discussion by Monday at 8am EST.

Assigned Readings:

1. RE, Ch. 4: "Ethics and the Institutional Review Board (IRB) Process"

2. Baglione, Ch. 5: "Effectively Distilling Your Argument: The Thesis, Model, and Hypothesis"

3. Kuehn, D., & Rohlfing, I. (2016). Are there really two cultures? A pilot study on the application of qualitative and quantitative methods in political science. *European Journal of Political Research*, 55(4), 885-905.

4. Mahoney, J., & Goertz, G. (2006). A tale of two cultures: Contrasting quantitative and qualitative research. *Political analysis*, 227-249.

Week 6: September 27th - Correlation vs. Causation

Students must upload a Word document or PDF to Webcourses with the clearly specified RQ you will study for your final paper, APA citation of three sources, and a summary of each source by Monday at 8am. Students must have uploaded their *first* Short Response Paper by the start of today's class. Student performance grades for the first half of the course will be uploaded in Webcourses after the Week 6 seminar.

Assigned Readings:

1. RE, Ch. 5 "Measurement: Qualities of Measures", Ch. 6 "Surveys: Developing Measures and Items", and Ch. 7 "Correlational Research and Specialized Nonexperimental Designs"

2. Esarey, J., & Schwindt-Bayer, L. A. (2019). Estimating causal relationships between women's representation in government and corruption. *Comparative Political Studies*, 52(11), 1713-1741.

3. Sondheimer, R. M., & Green, D. P. (2010). Using experiments to estimate the effects of education on voter turnout. *American Journal of Political Science*, 54(1), 174-189.

Week 7: October 4th - Group Presentations
Group presentations will occur during today's Zoom lecture. Each student must upload a Word document or PDF with four questions related to their assigned reading by Monday, at 8am EDT.

Week 8: October 11th - Qualitative Research and Experiments
Students in the groups that presented last week, must upload their assessments to Webcourses by Monday, October 11th, at 6pm EDT. Late submissions aren't accepted without proof of a University approved excuse.
Assigned Readings:

1. RE, Ch. 8 "Qualitative Research" and Ch. 9 "Experimental Research: Between-Subjects Designs: Conceptual and Practical Considerations"

2. Hayes, D., & Guardino, M. (2011). The influence of foreign voices on US public opinion. *American Journal of Political Science*, 55(4), 831-851.

3. Pepinsky, T. B. (2019). The return of the single-country study. *Annual Review of Political Science*, 22, 187-203.

4. Whitten, G. D., & Williams, L. K. (2011). Buttery guns and welfare hawks: The politics of defense spending in advanced industrial democracies. *American Journal of Political Science*, 55(1), 117-134.

Week 9: October 18th - Quantitative Research Designs and Experiments
Students must complete Exam 1 by Friday, October 22nd at 11:59pm EDT.
Assigned Readings:

1. RE, Ch. 10 "Experimental Research: Within-Subjects, Mixed, and Pre-Post Designs: Conceptual and Practical Considerations"

2. Baglione, Ch. 6: "Revising and Editing Your Work" and Ch. 7: " Making Your Plan and Protecting Yourself from Criticism: The Research Design"

3. Burden, B. C. (2018). Disagreement over ID requirements and minority voter turnout. *The Journal of Politics*, 80(3), 1060-1063.

4. Kalin, M., & Sambanis, N. (2018). How to think about social identity. *Annual Review of Political Science*, 21, 239-257.

5. Alamillo, R. (2019). HISPANICS PARA TRUMP?: Denial of Racism and Hispanic Support for Trump. *Du Bois Review: Social Science Research on Race*, 16(2), 457-487.

Week 10: October 25th - Analyzing Relationships
Dr. Wright will upload a do-file before the start of today's lecture. Students are expected to download the .do file provided in Webcourses and follow along with the Stata Data Exercise during today's class. Note: October 29th at 11:59pm EDT is the withdrawal deadline.

- Remaining Group presentations (if necessary)
- During today's lecture we will complete a Data Exercise in Stata.
  - Reviewing codebooks of publicly available datasets
  - Identifying measures
  - Recoding variables
  - Analyzing Relationships
  - Developing tables and figures
- Stata "Cheat Sheets"

Week 11: November 1st - Theory and Hypothesis Development
Students in any groups that presented last week, must upload their assessments to Webcourses by Monday, November 1st, at 6pm EDT. ALL students must submit their Theory and Hypothesis Draft by Monday, at 8am EST.
Assigned Readings:

1. Baglione, Ch. 8: "Evaluating the Argument..."
2. Chouhoud, Y., Dana, K., & Barreto, M. (2019). American Muslim Political Participation: Between Diversity and Cohesion. *Politics & Religion*, 12(4).
3. Hobbs, W., & Lajevardi, N. (2019). Effects of divisive political campaigns on the day-to-day segregation of Arab and Muslim Americans. *American Political Science Review*, 113(1), 270-276.
4. Sanchez et al. 2015 "Stuck between a rock and a hard place: The Relationship between Latino/a's personal connections to immigrants and issue salience and presidential approval"
5. Continued Student Led Discussions, if necessary.

Week 12: November 8th - Data Collection and Analyzing Results
Assigned Readings:

1. RE, Ch. 11 "Recruiting Participants" and Ch. 12 "Organizing Data and Analyzing Results"

2. Choi, S. W., & Piazza, J. A. (2016). Ethnic groups, political exclusion and domestic terrorism. *Defence and Peace Economics*, 27(1), 37-63.

3. Gelpi, C., & Feaver, P. D. (2002). Speak softly and carry a big stick? Veterans in the political elite and the American use of force. *American Political Science Review*, 96(4), 779-793.

4. Folke, O., & Rickne, J. (2016). The glass ceiling in politics: Formalization and empirical tests. *Comparative Political Studies*, 49(5), 567-599.

5. Teigen, J. M. (2006). Enduring effects of the uniform: Previous military experience and voting turnout. *Political Research Quarterly*, 59(4), 601-607.

Week 13: November 15th - Bringing Your Paper Together
Students should upload a draft of their final paper draft to the "Conference Paper Draft" assignment in Webcourses. This draft will be shared with others in the course, though students are expected to note / address the comments they receive from the conference in the paper draft they submit during Finals Week for this course. Assigned Readings:

1. RE, Ch. 13 "Writing and Presenting Your Research"

2. Baglione, Ch. 9 "Bringing the Paper Together in Three Essential Ways: The Conclusion, Introduction, and Title"

3. Video: Developing a conference presentation `https://www.youtube.com/watch?v=PFQaCHpJGaE`

Week 14: November 22nd - Student Conference, Day One
Week 15: November 29th - Student Conference, Day Two
These weeks are reserved for student presentations - every enrolled student is expected to present the projects they have worked on this semester. For more details, requirements, expectations - review the "Student Conference" portion of this Course Syllabus and Announcements in Webcourses. Reach out to Dr. Wright if you have any questions or concerns.
Assigned Readings:

1. By Week 13, Dr. Wright will post an Announcement in Webcourses that lists reading assignments for the conference.

December 6th: Final Papers are Due
Students must upload their final paper drafts to the Turnitin link in Webcourses by December 6th at 7pm EDT. Late submissions will not be accepted without proof of a University approved excuse. All submissions should align with the requirements noted in this Course Syllabus and emphasized throughout the semester.

NOTE: The instructor reserves the right to make changes to the schedule, assigned readings, due dates, etc., at any point. Any changes will be noted in an Announcement in Webcourses and an updated Course Syllabus will be provided in Webcourses. Students are expected to regularly check their UCF email and Webcourses for course related changes.