POS 6736.0M01 Conduct of Political Inquiry (83363)

Fall 2023

Dr. Barbara Sgouraki Kinsey
Class Location: CB1 O107
Class meetings will take place FTF, on the Web, and via Zoom at regular scheduled class time
Class Meeting: Thursday 6:00-8:50 PM

SPSIA Office: Phillips Hall 302
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Office Hours (via Zoom/Phone/Email): Wed 9:30-11:30 AM & Thursday 4:30-5:30 PM, or by appointment.

COURSE DESCRIPTION:

This course places emphasis on the elements and logic of research design in political inquiry. Students are introduced to the

- characteristics of the scientific method
- formulation of elements of research (research question, literature review, theory, hypothesis, research design, inference)
- logic and principles of research design (experiments and quasi-experiments)
- components of quantitative and qualitative study designs

STUDENT LEARNING OUTCOMES:

In this course students will understand and learn

- the elements of research and logic of study designs
- inference in scientific research
- how to conduct their own research in political science
- how to interpret and evaluate scholarly research in political science
- strengths and weaknesses of quantitative and qualitative study designs

REQUIRED TEXTS:

Johnson, Janet Buttolph, H.T. Reynolds, and Jason D. Mycoff. 2020. *Political Science Research Methods*. (Johnson et al. in the Course Schedule.) Sage Publishing. 9th Edition.
ISBN: 9781544331430

Powner, Leanne C. 2015. Empirical Research and Writing. A Political Science Student's Practical Guide. (Powner in the Course Schedule). Sage Publishing.
ISBN: 9781483369631

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research.* (King et al. in the Course Schedule.) Princeton University Press.
ISBN-13: 978-0691034713

COURSE REQUIREMENTS AND GRADING:

Attendance and class participation in FTF & Zoom class meetings (10%):

(1) *FTF and Zoom classes*: you are expected to attend all class meetings and when we meet via zoom you should be visible during the class time. In addition, you are expected to complete all required readings each week prior to the class meetings, engage in and contribute to the seminar discussions, which will be based on the week's readings.

Short Papers. Review and critique of two journal articles assigned in weekly sessions (20%): Each student will write ***two*** short papers (each 500-600 words) during the semester. Each paper should be no more than 3 pages long, typed and double-spaced, in regular font, and will be on one of the research journal articles assigned for that week marked **[R].** Each paper should be uploaded in Webcourses on the Thursday at 12:00 PM of the class session this article is assigned to. In your review & critique ***using your own words***:

a. Describe briefly the research question, theory and hypotheses, and main findings.
b. Discuss briefly the methodology used and why it is appropriate.
c. Discuss a limitation of the article and *one* way you would address it and improve this study (this limitation should not be one discussed by the researcher in the article).

Due Dates:
First paper due by 9/28, 12:00 PM
Second paper due by 10/23, 12:00 PM

Two Exams (15%): There will be two exams, open book and open note, consisting of multiple choice and T/F questions. The first exam, Exam I, will be accessible to you on Friday, September 29, from 12:00 AM until 11:59 PM; the second exam, Exam II, will be accessible to you on Friday, October 27, from 12:00 AM until 11:59 PM. Exam II covers the material from the week of October 10 through the week of October 31. You will have one hour to take the exam. If you encounter problems while taking the exam, please contact UCF Webcourses support and forward to me their response.

Research Proposal (40%): (8-10 pages) Identify a research question that interests you and proceed to provide the following: theory, hypotheses, and study design. A design includes a discussion of the methodology that would enable you to control for alternative explanations and the kinds of data/information you would use to explore the research question. Also, consider what problems you may encounter in conducting your research and potential limitations.
Now, you will compose your research proposal throughout the semester and receive detailed feedback for revisions; **you will be evaluated on the quality of your revisions**.

Due Dates:

- Research question in context: 9/7, 12:00 PM
- Literature review: 9/21, 12:00 PM
- Theoretical framework/mechanism & Hypotheses: 10/5, 12:00 PM
- Study Design: Data; Sampling; Measurement of variables; Methodology: 10/19, 12:00 PM
- Research Proposal: 12/7, Midnight

Class Presentations (15%): Students are expected to give a 10-minute presentation of their research design to class to be scheduled either on 11/9 or 11/16 or 11/30 via zoom. **Class attendance at all these three class sessions is *required.*** You should also discuss potential problems encountered in the conduct of the research and the limitations of the research.

Important: For each of the research articles we read in this course you may focus on the following questions:

a. What is the main research question?
b. What is the motivation of the research question? Why is the researcher asking this question in relation to prior knowledge in this research area?
c. What is the main hypothesis the researcher seeks to test?
d. What is the theory/logic?
e. What is the methodology used for data analysis?
f. What are the main findings?
g. What is the researcher's contribution in this area of research?
h. Limitations of this study?

GRADING SCALE

Numeric	93+	90-92	87-89	80-86	77-79	70-76	67-69	60-66	59-below
Letter	A	A-	B+	B	C+	C	D+	D	F

FEDERAL FINANCIAL AID REQUIREMENT: RECORDING ACADEMIC ACTIVITY POLICY

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than August 25**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

ZOOM class meetings

This course will use Zoom for synchronous ("real time") class meetings.

Please take the time to familiarize yourself with Zoom by visiting the UCF Zoom Guides at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at <https://cdl.ucf.edu/support/webcourses/> if you have any technical issues accessing Zoom.

POLICY STATEMENTS

COVID

There are presently no required COVID-related syllabus policies at the university level. For guidance regarding COVID please visit the official CDC webpage (https://www.cdc.gov/coronavirus/2019-ncov/index.html). The COVID line at UCF no longer exists, however Student Health Services has resumed normal operations for providing care to students. This care includes providing COVID testing and care for students, and vaccination for everyone.

PROFESSIONALISM AND STUDENT CONDUCT

Students are expected to conduct themselves in a civil and professional manner. Disrupted behavior, profanity, or any other offensive behavior will not be tolerated. All mobile devices must be turned off and put out of view during class meetings. Repeated violations of professionalism will result in a reduction in course grade. **If there is anything in the syllabus that is unclear, it is up to the student to contact the professor for clarification.** Also, it is the student's responsibility to be informed of any announcements made in class meetings.

ACADEMIC HONESTY

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of

record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

RESPONSES TO ACADEMIC DISHONESTY, PLAGIARISM, OR CHEATING

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here.

STUDENT ACCESSIBILITY

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course 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). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be 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.

CAMPUS SAFETY STATEMENT

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <https://centralflorida-prod.modolabs.net/student/safety/index>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <www.getrave.com/login/ucf> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Campus Safety Statement for Students in Online-Only Courses

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 <www.getrave.com/login/ucf> and logging in. On the "My Account" tab, fill out the information, including e-mail address and cell phone number.
- Students with special needs related to emergency situations should speak with their instructors outside of class.

VIRUSES

It is important to use a reputable anti-virus program (good ones include McAfee or Norton). **Also, back up your files**: Hard drives do crash and it is really inconvenient when they do. However, this is not a valid excuse for failing to get your work in on time.

E-MAIL PROTOCOLS

Do not expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

In the "Subject" heading include the course ID, *POS 6746.0W60* and your *last name*.

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.

DEPLOYED ACTIVE DUTY MILITARY STUDENTS

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances.

MAKE-UP ASSIGNMENTS FOR AUTHORIZED EVENTS OR CO-CURRICULAR ACTIVITIES

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

RELIGIOUS OBSERVANCES

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

TENTATIVE COURSE SCHEDULE

Note: This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.

Week of	**Topics Covered:**	**Assignments:**
August 21 *8/24 FTF*	**Introduction**	Getting Started
August 28 *8/31 FTF*	**Scientific Method** **Elements of Research**	Watch Naomi Oreskes, "Why we should trust scientists" TED talk, May 2014, at https://www.ted.com/talks/naomi_oreskes_why_we_shou_trust_scientists?language=en **King et al., Chapter 1, Sections 1.1 & 1.2** **Johnson et al., Chapters 1 & 2** Biddle, Stephen and Stephen Long. 2004. "Democracy and Military Effectiveness: A Deeper Look." *Journal of Conflict Resolution* 48 (4): 525-546. Hoerner, Julian M., Alexander Jaax and Toni Rodon. 2019. "The long-term impact of the location of concentration camps on radical-right voting in Germany." *Research and Politics*. October-December 2019: 1-8
September 4 *9/7 FTF*	**Crafting and Framing the Research Question**	**Powner, Chapters 1 & 3 (pp. 55-68)** **Johnson et al., Chapter 3 (pp. 49-62)** **[R]** Angrist, Michele. 2012. "War, Resisting the West, and Women's Labor: Toward an Understanding of Arab Exceptionalism." *Politics & Gender*, 8 (1): 51-82 **[R]** Lasse Rørbæk. 2019. "Religion, Political Power, and the 'Sectarian Surge': Middle Eastern Identity Politics in Comparative Perspective." *Studies in Ethnicity and Nationalism* 19(1): 23-40. **Due: 9/7, 12:00 PM** Research Question in context/motivation (one page)

September 11 *9/14 FTF*	**The Scholarly Debate** Review of the Literature	**Powner, Chapter 3 (pp. 68-80)** **Johnson et al., Chapter 3 (pp. 63-70)** **[R]** Weldon, Steven A. 2006. "The Institutional Context of Tolerance for Ethnic Minorities: A Comparative, Multilevel Analysis of Western Europe." *American Journal of Political Science*, 50 (2): 331-349. **[R]** Solt, Frederick, Yue Hu, Kevan Hudson, Jungmin Song, and Dong "Erico" Yu. 2017. "Economic Inequality and Class Consciousness." *Journal of Politics*, 79 (3): 1079-1083. Dancygier, Rafaela and Davide D. Laitin. 2014. "Economic Discrimination, Violence, and Public Policy." *Annual Review of Political Science*, 17: 43-64 Koubi, V. 2019. "Climate change and conflict." *Annual Review of Political Science*, 22: 343-360
September 18 *9/21 FTF*	**Theory and Hypothesis**	**Powner, Chapters 2 & 4 (81-95)** **Johnson et al., Chapter 4** **King et al., Chapter 1, Section 1.3** **[R]** Hellwig, Timothy and David Samuels. 2007. "Voting in Open Economies: The Electoral Consequences of Globalization." *Comparative Political Studies*, 40 (3): 283-306. **[R]** Solt, Frederick. 2010. "Does Economic Inequality Depress Electoral Participation? Testing the Schattschneider Hypothesis." *Political Behavior*, 32: 285-301 **Due: 9/21, 12:00 PM** Literature Review (4-5 pages)

September 25 *9/28 Class Meets via Zoom*	**Quantitative Research** Establishing Causation Sampling & Experiments	**Johnson et al., Chapters 5, 6, & 9** **King et al., Chapter 3** Squire, Perevill "Why the 1936 Literary Digest Poll Failed." *Public Opinion Quarterly*, 52 (1): 125-133. **[R]** Vicuña, Bianca V. & Efrén O. Pérez. 2021. "New label, different identity? Three experiments on the uniqueness of Latinx." *Politics Groups, and Identities*, DOI: 10.1080/21565503.2021.2010576 **[R]** Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review*, 102 (1): 33-48. **Exam I:** Friday, September 29, 12am to 11:59 pm; one hour exam
October 2 *10/5 Web*	**Quantitative Data** Collection, Management, Exploration, Analysis	**Powner, Chapters 7 & 8** **Johnson et al., Chapters 10 & 11** **King et al., Chapter 6** **[R]** Karp Jeffey A., Susan A. Banducci and Shaun Bowler. 2007. "Getting Out the Vote: Party Mobilization in a Comparative Perspective." *British Journal of Political Science* 38: 91-112. **[R]** Wright, Kenicia and Ling Zhu. 2020. "When Social Capital Becomes Political Capital: Understanding the Social Contexts of Minority Candidates' Electoral Success in the American States." *The Journal of Race, Ethnicity, an Politics*, 6 (2): 373-401 Delli Carpini, Michael X. and Scott Keeter. 1993. "Measuring Political Knowledge: Putting First Things First," *American Journal of Political Science*, 37(4): 1179-1206. **Due**: **10/5, 12:00 PM** Theory and Hypotheses (1-2 pages)

October 9 *10/12 Web*	**Qualitative Research**	**Powner, Chapters 5 & 4 (95-108)** **Johnson et al., Chapter 7** **King et al., Chapter 2** **[R]** Flores-Macias, Gustavo. 2018. "The Consequences of Militarizing Anti-Drug Efforts for State Capacity in Latin America: Evidence from Mexico." *Comparative Politics*, 51(1): 1-20. **[R]** Bishara, Dina. 2020. "Legacy Trade Unions as Brokers of Democratization? Lessons from Tunicia." *Comparative Politics*, 52(2): 173-195 Pepinsky, T.B. 2019. "The return of the single-country study." *Annual Review of Political Science*, 22: 187-203
October 16 *10/19 Web*	**Qualitative Data** Collection, Management, Analysis	**Powner, Chapter 6** **Johnson et al., Chapter 8** **King et al., Chapter 6** **[R]** Rabinowitz, Beth. 2020. "Ethnicity and Power in Sub-Saharan Africa." *Comparative Politics*, 52 (3): 405-431 **[R]** Hur, Aram. (2020). "Refugee Perceptions toward Democratic Citizenship." *Comparative Politics*. 52 (3): 473-491 **Due**: **10/19, 12:00 PM** Study Design. Data, Sampling, Measurement, and Methodology (1-2 pages)
October 23 *10/26 Web*	**What to Observe and What to Avoid**	**King et al., Chapters 4 & 5** **Exam II:** Friday, October 27, 12am to 11:59 pm; one hour exam

October 30 *11/2 Class Meets via Zoom*	**Discussion of Research**	**Powner, Chapter 9** **Johnson et al., Chapter 15**
November 6 November 13 November 27 *Class meets via Zoom*	**Research Proposal Presentations**	
December 7	***Research Proposal Due Thursday, December 7, Midnight***	**Proposal Due**