**POS 6736.0M01 Conduct of Political Inquiry (83363)**

***Fall 2024***

Dr. Yogesh Joshi

**Class Location**: TBC

Class meetings will take place Face to Face. Physical presence is mandatory for this course.

**Class Meeting**: Wednesday 6:00 PM-8.50 PM

**SPSIA Office**: HPH 202C

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**Email**: yogesh.joshi@ucf.edu

**Office Hours:** Wednesday, 4.30-5.30 PM and Thursday, 2.30-4.30 PM

**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
- identifying appropriate research design for research projects

**STUDENT LEARNING OUTCOMES:**

In this course students will understand, learn and develop

- the elements of research and logic of study designs
- inference in scientific research
- relationship between theory and method in the conduct of 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
- an academic environment of mutual support and encouragement benefits scholarship
- presentation skills in group settings

**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: 978148336963

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

**ADDITIONAL READINGS FOR REFERENCE:**

Evera, Stephen Van. 2015. *Guide to Methods of Political Science*. Cornell University Press.

Luker, Kristin. 2008. *Salsa Dancing Into the Social Sciences.* Harvard University Press.

Goertz, Gary, and James Mahoney. 2012. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton University Press.

Box-Steffensmeier, Janet, Henry Brady, and David Collier (eds.). 2008. *The Oxford Handbook of Political Methodology*. Oxford University Press.

Becker, Howard. 1998. *Tricks of the Trade: How to Think About Your Research While Doing It*. University of Chicago Press.

Gerber, Alan and Donald P Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*, WW Norton.

Hyde, Susan D. 2015. "Experiments in International Relations: Lab, Survey, and Field," *Annual Review of Political Science*, 18: 403-424

**COURSE REQUIREMENTS AND GRADING:**

**All classes will be Face to Face (FTF). Attendance and class participation in FTF (10%):**

Students are expected to attend all class meetings. 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. Each student will lead the class discussion on one assigned required reading per week.

**Short Papers. Review and critique of two journal articles assigned in weekly sessions (10%):** 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).

**Two Exams (15%):** There will be two exams, an open book and open note, consisting of multiple choice and T/F questions. The first exam, **Exam I**, will be accessible to you on **Week 6** (Friday, from 12:00 AM until 11:59 PM) and the second exam, **Exam II**, will be accessible to you on **Week 11** (Friday, from 12:00 AM until 11:59 PM. Exam II covers the material from the Week 7 till Week 11. 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 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: 9/4, 12:00 PM
- Literature review: 9/18, 12:00 PM
- Theoretical framework/mechanism & Hypotheses: 10/2, 12:00 PM
- Study Design: Data; Sampling; Measurement of variables; Methodology: 10/23, 12:00 PM
- Research Proposal: 12/4, 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.**

**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.

1. In case of an emergency, dial 911 for assistance.
2. 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>.
3. Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
4. 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>.
5. 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.
6. Students with special needs related to emergency situations should speak with their instructors outside of class.

7. To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

**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**

Please do not expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply.

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:** |
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| Week 1<br><br>08/21/2024 | **Introduction** | Introduction to course material, assignments and expectations |
| Week 2<br><br>08/28/2024 | **Scientific Method**<br>**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<br><br>**Johnson et al., Chapters 1 & 2**<br><br>**King et al., Chapter 1, Sections 1.1 & 1.2**<br><br>Biddle, Stephen and Stephen Long. 2004. "Democracy and Military Effectiveness: A Deeper Look." *Journal of Conflict Resolution* 48 (4), 525-546.<br><br>Lin-Greenberg, E. (2022). Wargame of Drones: Remotely Piloted Aircraft and Crisis Escalation. *Journal of Conflict Resolution 66*(10), 1737-1765. |
| Week 3<br><br>09/04/2024 | **Crafting and Framing the Research Question** | **Powner, Chapters 1 & 3 (pp. 55-68)**<br><br>**Johnson et al., Chapter 3 (pp. 49-62)**<br><br>[R] Fearon, J. D. 1995. Rationalist Explanations for War. *International Organization*, *49*(3), 379–414.<br><br>[R] Altman, Dan. 2020. "The Evolution of Territorial Conquest After 1945 and the Limits of the Territorial Integrity Norm." *International Organization* 74(3), 490–522.<br><br>Farell, Henry and Abraham L. Newman. 2019. "Weaponized Interdependence: How Global Economic Networks Shape State Coercion." *International Security* 44 (1), 42–79<br><br>**Due: 12:00 PM** Research Question in context/motivation (one page) |

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| Week 4<br><br>09/11/2024 | **The Scholarly Debate**<br><br>Review of the Literature | **Powner, Chapter 3 (pp. 68-80)**<br><br>**Johnson et al., Chapter 3 (pp. 63-70)**<br><br>[R] Reiter, D. (2003). Exploring the Bargaining Model of War. *Perspectives on Politics*, *1*(1), 27–43.<br><br>[R] Copeland, Dale C. "Theory of Economic Interdependence and War." Vol. 148, Princeton University Press, 2015, pp. 16–50.<br><br>Sagan, S. D. (1996). Why Do States Build Nuclear Weapons?: Three Models in Search of a Bomb. *International Security*, *21*(3), 54–86 |
| Week 5<br><br>09/18/2024 | **Theory and Hypothesis** | **Powner, Chapters 2 & 4 (81-95)**<br><br>**Johnson et al., Chapter 4**<br><br>**King et al., Chapter 1, Section 1.3**<br><br>[R] Leeds, B. A. (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. https://doi.org/10.2307/3186107<br><br>[R] Dill, J., Sagan, S. D., & Valentino, B. A. (2022). Kettles of Hawks: Public Opinion on the Nuclear Taboo and Noncombatant Immunity in the United States, United Kingdom, France, and Israel. *Security Studies*, *31*(1), 1–31.<br><br>**Due: 12:00 PM** Literature Review (4-5 pages) |

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| Week 6<br><br>09/25/2024 | **Quantitative Research**<br>Establishing Causation<br>Sampling & Experiments | **Johnson et al., Chapters 5, 6, & 9**<br><br>**King et al., Chapter 3**<br><br>Squire, Peverill "Why the 1936 Literary Digest Poll Failed." *Public Opinion Quarterly,* 52 (1): 125-133.<br><br>Cohen, Dara Kay and Amelia Hoover Green. 2016. "Were 75 Percent of Liberian Women and Girls Raped? No. So Why is the U.N. Repeating that Misleading 'Statistic'?" *The Monkey Cage Washington Post*. http://wapo.st/2kFENhf |

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| | | [R]Tomz, M., Weeks, J. L. P., & Yarhi-Milo, K. (2020). Public Opinion and Decisions About Military Force in Democracies. *International Organization*, *74*(1), 119–143.<br><br>[R] Hyde, Susan D. "The Observer Effect in International Politics: Evidence from a Natural Experiment." *World Politics* 60, no. 1 (2007): 37-63.<br><br>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.<br><br>Mintz, A., & Geva, N. 1993. Why Don't Democracies Fight Each Other? An Experimental Study. *Journal of Conflict Resolution*, *37*(3), 484-503.<br><br>Huff, Connor, and Joshua Kertzer. 2018. "How the Public Defines Terrorism." *American Journal of Political Scienc*e 62, 55-71.<br><br>**Exam I:** 12am to 11:59 pm; one hour exam |
| Week 7<br><br>10/02/2024 | **Quantitative Data**<br>Collection, Management, Exploration, Analysis | **Powner, Chapters 7 & 8 Johnson et al., Chapters 10 & 11 King et al., Chapter 6**<br><br>[R] King, Gary, Jennifer Pan, And Margaret E. Roberts. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *The American Political Science Review* 107, no. 2 (2013): 326–43.<br><br>[R] Hainmueller, J., & Hiscox, M. J. (2006). Learning to Love Globalization: Education and Individual Attitudes toward International Trade. *International Organization*, *60*(2), 469–498.<br><br>von Stein, Jana. 2005. "Do Treaties Constrain or Screen? Selection Bias and Treaty Compliance." *American Political Science Review* 99(4), 611-622.<br><br>Gilligan, Michael, and Ernest Sergenti. 2008. "Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference." *Quarterly Journal of Political Science* 3(2), 89-122.<br><br>**Due: 10/2, 12:00 PM** Theory and Hypotheses (1-2 pages |

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| Week 8<br><br>10/09/2024 | **Class Activities:**<br><br>**Understanding Open-Source Data Bases (Talk with UCF Librarian)**<br><br>**Political Experiment (War Games)** | Gibler, D. M., & Sarkees, M. R. 2004. Measuring Alliances: the Correlates of War Formal Interstate Alliance Dataset, 1816–2000. *Journal of Peace Research*, *41*(2), 211-222.<br><br>Pevehouse, J. C., Nordstrom, T., McManus, R. W., & Jamison, A. S. 2020. Tracking organizations in the world: The Correlates of War IGO Version 3.0 datasets. *Journal of Peace Research*, *57*(3), 492-503.<br><br>[R] Schneider, Jacquelyn, Benjamin Schechter and Rachael Shaffer. 2023 "Hacking Nuclear Stability: Wargaming Technology, Uncertainty, and Escalation." *International Organization* 77 (3), 633-667. |
| Week 9<br><br>10/16/2024 | **Qualitative Research** | **Powner, Chapters 5 & 4 (95-108)**<br><br>**Johnson et al., Chapter 7**<br><br>**King et al., Chapter 2**<br><br>[R] Saunders, E. N. 2017. No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making. *International Organization*, *71*(S1), S219–S247<br><br>[R] Yarhi-Milo, K. 2013. In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries. *International Security 38*(1), 7-51.<br><br>Pepinsky, T.B. 2019. "The return of the single-country study." *Annual Review of Political Science*, 22: 187-203 |

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| Week 10<br>10/23/2024 | **Qualitative Data Collection, Management, Analysis** | **Powner, Chapter 6**<br><br>**Johnson et al., Chapter 8**<br><br>**King et al., Chapter 6**<br><br>[R] Spinardi, G. 1990. Why the U.S. Navy went for Hard-Target Counterforce in Trident II: (And Why it Didn't Get There Sooner). *International Security*, *15*(2), 147–190.<br><br>[R] Pauly, R.B. 2018. Would U.S. Leaders Push the Button? Wargames and the Sources of Nuclear Restraint. *International Security 43*(2), 151-192.<br><br>Joshi Y. 2022. Perceptions and purpose of the bomb: Explaining India's nuclear restraint against China. *Modern Asian Studies* 56(4), 1083-1124.<br><br>**Due**: Study Design, Data, Sampling, Measurement, and Methodology (1-2 pages) |
| Week 11<br><br>10/30/2024 | **Archives and Qualitative Data (Talk with a Historian)**<br><br>**What to Observe and What to Avoid** | Shifrinson, Joshua. 2022. "Digging through documents: the promise, problems, and prospects of archival research for international relations," in Huddleston, R. et. Al. (eds) *Handbook of Research Methods in International Relations*, Edward Elgar Publishing Limited, 583-606.<br><br>Karl, Robert. "Research Methods for Historians. Part 1: Secondary Sources + Best Practices." YouTube: 21 July 2018. https://youtu.be/sZP6X7EIN6g<br><br>Karl, Robert. "Research Methods for Historians. Part 2: Digitizing + Organizing Archival Sources." YouTube: 21 July 2018. https://youtu.be/zZhBcnVNhgM<br><br>**King et al., Chapters 4 & 5**<br><br>Baum, Matthew, and Yuri Zhukov. 2015. "Filtering Revolution: Reporting Bias in International Newspaper Coverage of the Libyan Civil War." *Journal of Peace Research* 52(3): 384-400 |
| Week 12<br>11/06/2024 | **Discussion of Research** | **Powner, Chapter 9** |

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| | | **Johnson et al., Chapter 15**<br><br>**Exam 2: one hour exam** |
| Week 13, 14 and 15<br><br>11/13/2024<br><br>11/20/2024<br><br>11/27/2024 | **Research Proposal Presentations** | |
| 12/06/2024 | **Research Proposal Due, Friday, December 6, Midnight** | **Proposal Due** |