

# Political Science 2000

## Methods in Political Science

McGannon Hall, Room 118L

MWF 11:00-11:50

W 3:45-6:45

### Professor Information

Dr. Morgan L.W. Hazelton

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Office Hours: Mon., 2:00 to 3:00; Wed. & Fri. 9:00 to 10:00; or, by appointment.

### Course Description

How powerful is the Supreme Court? Are parliamentary systems more representative of voter's preferences than presidential systems? How do demographic features influence how individuals participate in the political process? How do institutional rules influence which legislation is passed by Congress? In this class we will consider how one would go about answering such questions. In doing so, you will learn about a variety of approaches, including qualitative and quantitative methods. Theoretical and ethical concerns will guide our inquiries into empirical methods. You will learn to use statistical software and analyze data. Additionally, you will hone your skills regarding research design.

# Course Objectives

This course is designed to help students broaden their knowledge, skills, and values so that will be able to:

- understand the role of theory in empirical research.
- discern the ethical concerns regarding research and means of addressing such concerns.
- identify and describe major qualitative and quantitative approaches to the study of Political Science.
- assess strengths and weaknesses of the major qualitative and quantitative approaches to the study of Political Science.
- consume empirical evidence in a sophisticated manner, including ability to identify methodological shortcomings.
- understand the fundamentals of statistical analysis, including the underlying assumptions of such work.
- devise appropriate methodological means to answer meaningful questions related to Political Science.
- develop, plan, and defend a research project, and present the results appropriately.
- carry out analyses using relevant software.
- present evidence using both written and visual representations.

# Course Materials

Textbooks:

1. BAG - Baglione, Lisa A. 2015. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods* (3rd Ed.). Washington, D.C.: CQ Press.
2. EPA - Pollock, Philip H. III. 2016. *The Essentials of Political Analysis* (5th Ed.). Washington, D.C.: CQ Press.
3. FQR - Saldaña, Johnny. 2011. *Fundamentals of Qualitative Research*. Oxford University Press.
4. SCPA - Pollock, Philip H. III. 2015. *A STATA Companion to Political Analysis* (3rd Ed.). Washington, D.C.: CQ Press.

Electronic Reserves (<http://eres.slu.edu/>) - Password: Methods2018

1. CCEI - Aberbach, Joel D. and Bert A. Rockman. 2002. "Conducting and Coding Elite Interviews." *PS: Political Science and Politics* Vol. 35(4): 673-676.
2. CH- Druckman, James N., Donald P. Green, James H. Kuklinski, and Arthur Lupia. 2001. "Introduction: Experimentation in Political Science," in *Cambridge Handbook of Experimental Political Science*. Cambridge University Press. Pages 1-12.
3. CR - Verba, Sidney. 1996. "The Citizen as Respondent: Sample Surveys and American Democracy." *American Political Science Review* 90(1): 1-7.
4. DSI - King, Gary, Robert O. Keohane, and Sidney Verba. 1994. Excerpt from Ch. 1, *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press.
5. RR - Mansbridge, Jane. 2003. "Rethinking Representation." *American Political Science Review* 97(4): 515-528.

Online

1. CFR. 45 Code of Federal Regulation, Part 46, Subparts A-D. <https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=83cd09e1c0f5c6937cd9d7513160fc3f&pitd=20180719&n=pt45.1.46&r=PART&ty=HTML>
2. PB - Scott, Dylan. 2014. "Profs Bumble Into Big Legal Trouble After Election Experiment Goes Way Wrong." *Talking Points Memo*. <https://talkingpointsmemo.com/dc/montana-election-mailer-state-seal-stanford-dartmouth-professors>
3. QHQD- Vannette, David L. *The Qualtrics Handbook of Question Design*. [https://success.qualtrics.com/rs/542-FMF-412/images/Handbook\\_Question\\_Design.pdf](https://success.qualtrics.com/rs/542-FMF-412/images/Handbook_Question_Design.pdf). (You will need to enter contact information.)
4. WPS - Drezner, Daniel W. 2014. "When Political Scientists Practice Experimental Political Science." *The Washington Post*. <https://www.washingtonpost.com/posteverything/wp/2014/10/28/when-political-scientists-practice-experimental-political-science>

Other materials (such as handouts) will be provided via Blackboard.

## Requirements and Evaluation

### Attendance Policy and Class Participation

Class participation is an essential part of this class, and, thus, your attendance is very important. If you must miss class for a legitimate reason, such as illness, family emergency, or University-sponsored activity, you should contact me as soon as possible (which means before the missed class whenever possible). If you have more than three unexcused absences,

your class participation grade, which is worth 10% of your grade, will be lowered by 2% for each additional day. For example, if you have six total unexcused absences, your class participation grade will be no more than 4% (of the total 10%) and your overall grade in the class can be no more than 94%. It is your responsibility to track your absences.

Classroom discussion is an essential part of the learning process during which we deepen our understanding of the material, draw conceptual connections, and apply theoretical and methodological frameworks to new scenarios. In this class, we will also investigate methodological concepts using group activities. Students will be graded on their participation based on well reasoned answers, taking part in conversations and activities, thoughtfulness in comments, and active listening.

I reserve the right to give pop quizzes or additional assignments if overall class participation is not satisfactory. Any such quizzes or additional assignments would be used to assess your participation grade for that class.

## **Late Assignments and Missed Exams**

Students will be penalized 10% per day on late assignments. For an example, an assignment that would normally receive a 91% would be recorded as 71% if the student turned it in two days late.

Make-up exams will only be allowed for extraordinary circumstances. In all other cases, the student will receive no points for a missed exam.

## **Homework Assignments**

Most weeks you will have a homework assignment over theoretical and applied matters pertaining to the material. You will be asked to use various software to answer some of these questions. You may work with other students and consult outside materials in answering the questions, but you must write your own answers and cite sources where appropriate. I will drop your lowest homework grade.

## **Research Design**

There is one major project for this class which will culminate in a research design. This design will be worth 30% of your overall grade. This is not a book review or a summary of a specific research topic, but a plan for original research. This is not something you will throw together at the last second. Your project should focus on a topic in Political Science that interests you. The specific topic of the paper will be of your choosing (with my prior approval).

To help you produce the highest quality work, various assignments pertaining to the project will be due throughout the semester, including the research question and annotated bibliog-

raphy, literature review, rough draft, final draft, and presentation. Additional information regarding these assignments will be provided to you. **All assignments are due in hard copy form in class. All of these assignments should be typed and double-spaced with 1-inch margins in all directions.**

1. Research Question and Bibliography: During the third week of the course, there will be mandatory meetings to discuss potential topics. After the meetings you will prepare a single, well crafted research question, and a 5 page (double spaced) annotated bibliography containing a minimum of 10 articles or books you will use in your research. **Due Sept. 28 – 5% of your final grade.**
2. Literature Review: A 5 page (double spaced) review of literature that will be a review of previous scholarly work in your research area. The literature review should **not** be an annotated bibliography with different formatting. Instead, it will be an integration of the existing literature. **Due Oct. 26 – 5% of your final grade.**
3. Research Design - Rough Draft: A 5-7 page (double spaced) plan for your analysis that begins with an outline of your theory, hypotheses, and how you will test your hypotheses. Be sure to discuss the type of data you will need to conduct your analysis, and identify how you would get this data. **Due Nov. 16 – 5% of your final grade.**
4. Research Design - Final Draft: A complete and polished 12-15 page (double spaced) research design that includes an introduction, literature review, theory section, and a data and methods section. **Due Dec. 3 – 10% of your final grade.**
5. Presentation: A 5 minute presentation with visual aids regarding your research design followed by a question and answer period. **Dec. 3, 5 & 7 – 5% of your final grade.**

## Value Statement

The value statement is a one to two page statement regarding what values the student brings to research and how such values inform his or her research. The statement should be typed and double-spaced with 1-inch margins in all directions. This assignment is worth 5% of your final grade.

## Exams

There will be two exams in this course: a mid-term and final. The purpose of the exams is to test your mastery of the material in terms of both factual knowledge and conceptual understanding. The exams will consist of various question types that may include: multiple choice, definition recall, short answer, short essay, and mathematical computation. The final will be cumulative for the entire course.

## Course Evaluations

Students are required to fill out a course evaluation at the end of the course.

## Grading

Your grade for this course will consist of the following components and relative weights:

<b>Type</b>	<b>Item</b>	<b>Grade Value</b>
<i>Verbal</i>	Class Participation	10%
	Presentation	5%
<i>Written</i>	Homework (10)	20% (2% each)
	Research Question/Annotated Bibliography	5%
	Literature Review	5%
	Research Design - Rough Draft	5%
	Research Design - Final Draft	10%
	Value Statement	5%
<i>Examination</i> ( <i>Written</i> )	Midterm Exam	15%
	Final Exam	20%

Grades will be assigned by the following scale:

<b>Percent of Pts</b>	<b>Letter Grade</b>
≥ 93	A
≥ 90	A-
≥ 87	B+
≥ 83	B
≥ 80	B-
≥ 77	C+
≥ 73	C
≥ 70	C-
≥ 60	D
< 60	F

The above scale represents the highest requirements for a particular letter grade. That is, I may, at my discretion, alter the grading scale to require fewer percentage points to obtain a particular letter grade. Grades of “Incomplete” will only be given after extensive consultation with a student and only in the most exceptional of circumstances.

# Important Matters

## Academic Integrity and Honesty

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

## Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [akratky@slu.edu](mailto:akratky@slu.edu); 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses: [www.slu.edu/here4you](http://www.slu.edu/here4you) and <https://www.slu.edu/general-counsel>.

## Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support

student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

## **Disability Services Academic Accommodations**

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

## **University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

## **Basic Needs Security**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

# Course Schedule

What follows is a *tentative* outline of the topics to covered and when we will cover them. I may modify this schedule as necessary based on the dynamics of this particular class. If the schedule is modified, I will provide you with appropriate notice.

Week	Topic	Assignments
<b>Week 1 Introduction</b>		
Aug. 27	Structure and Expectations	Syllabus
Aug. 29	Central Role of Theory Lab 1	RR BAG 2
Aug. 31	APSA	No Class
<b>Week 2 Overview of Research</b>		
Sept. 3	Labor Day	No Class
Sept. 5	Plurality of Methods Lab 2	DSI & EPA Intro Guest Speaker: Rebecca Hyde Sign up Topic Meetings
Sept. 7	Ethical Considerations	CFR
<b>Week 3 Qualitative Methods</b>		
		<i>Topic Meetings</i>
Sept. 10	Overview of Qualitative Methods	From FQR 1 & 2 HW 1 Due
Sept. 12	Qualitative Research: Guest Speaker - Dr. Bowen Lab 3: Annotated Bibliography	Research Designs BAG 3
Sept. 14	Interviews	From FQR 1 & 2
<b>Week 4 Qualitative Methods</b>		
Sept. 17	Interviews	CCEI HW 2 Due
Sept. 19	Surveys Lab 4	Handout 1 QHQD
Sept. 21	Surveys	CR

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>Week 5 Definitions &amp; Measurement</b>		
Sept. 24	Game Theory & Spatial Model	Handout 2 HW 3 Due
Sept. 26	Operational Definitions Lab 5	EPA 1 SCPA 1
Sept. 28	Operational Definitions	EPA 1 Research Question & Ann. Bib. Due
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<b>Week 6 Definition, Measurement &amp; Variables</b>		
Oct. 1	Measuring Variables	EPA 2 HW 4 Due
Oct. 3	Describing Variables Lab 6	EPA 2 SCPA 2 &3
Oct. 5	Proposing Explanations & Framing Hypotheses Literature Reviews	EPA 3 BAG 4
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<b>Week 7 Explanations, Hypotheses, &amp; Comparisons</b>		
Oct. 8	Making Comparisons	EPA 3 HW 5 Due
Oct. 10	Relationships/Patterns Experimental Designs & Controlled Comparisons Lab 7	EPA 3 EPA 4 SCPA 4
Oct. 12	Experimental Designs: Guest Speaker - Dr. Nanes	SH; PB; WPS
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<b>Week 8 Midterm</b>		
Oct. 15	Experimental Designs & Three Scenarios	EPA 4 HW 6 Due
Oct. 17	Review Lab 8	Review
Oct. 19	<b>Midterm</b>	
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<b>Week 9 Making Controlled Comparisons</b>		
Oct. 22	Fall Break	No Class
Oct. 24	Cross-tabulation, Graphing, & Interactions Lab 9	EPA 5 SCPA 5
Oct. 26	Mean Comparison	EPA 5 Literature Review Due

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>Week 10 Foundations of Statistical Inference</b>		
Oct. 29	Foundations	EPA 6 HW 7 Due
Oct. 31	Foundations Lab 10	EPA 6 SCPA 6
Nov. 2	Research Design	BAG 5 & 7; FRQ 3
<b>Week 11 Tests of Significance</b>		
Nov. 5	Statistical Significance - Means	EPA 7 HW 8 Due
Nov. 7	Statistical Significance - Proportions Lab 11	EPA 7 SCPA 7
Nov. 9	Tests of Significance	EPA 7
<b>Week 12 Significance &amp; Association</b>		
Nov. 12	Tests of Significance - Chi-square	EPA 7 HW 9 Due
Nov. 14	Measure of Association Lab 12	EPA 7 SPCA 7
Nov. 16	Correlation & Bivariate Regression	EPA 8 Research Design - Rough Due
<b>Week 13 Linear Regression</b>		
Nov. 19	$R^2$	EPA 8 HW 10 Due
Nov. 21	Thanksgiving Break	No Class
Nov. 23	Thanksgiving Break	No Class
<b>Week 14 Linear Regression</b>		
Nov. 26	Dummy Variable Regression	EPA 8
Nov. 28	Multivariate Regression  Lab 13	EPA 8 Value Statement Due SCPA 8
Nov. 30	Multivariate Regression	EPA 8

**Week 15 Culmination**

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
Dec. 3	Presentations	Research Design - Final Due HW 11 Due
Dec. 5	Presentations Lab 14	SPCA 9
Dec. 7	Presentations	

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**Week 16 Finals**

Dec. 10	Review
Dec. 14	Final Exam: 8:00-9:50

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