

Methods of Political Science

Dr. de Vries-Jordan

Gettysburg College

Fall 2012

POL 215.B Class: MW 2:10-3:25 pm
Class Location: Glatfelter Hall 204
Office Hours: MWF 8:50-9:50 am
MWF by appointment
Office Location: Glatfelter Hall 315
Office Phone: (717)337-6053 *
Contact E-mail: hdevries@gettysburg.edu (*Please send messages via e-mail.)
Course Website: https://www.gettysburg.edu/current_students/learning_management/

Course Content:

Welcome to Methods of Political Science! The purpose of this course is to provide students with a working knowledge of the theory and practice underlying political science research. The course will provide students with practical experience utilizing a variety of methodologies commonly employed in quantitative political science research, as well as developing a proficiency using STATA software to analyze data. Attention will be paid to the scientific method, ethics in social science research, choosing the appropriate research design for a particular research question, the use of simple quantitative techniques for data analysis, and the presentation of research findings. At the end of the semester, we will devote a number of classes to qualitative political science research methods such as case studies, narrative analysis, direct observation, focus group research, and elite and specialized interviewing.

This course will ask students to consider appropriate research designs for answering specific research questions in political science. The Literature Review and Methodology assignment in the semester-long research project requires students to review previous research involving cross-national surveys of transnational protesters. Students will be asked to select a dependent variable to focus on, review the research literature, develop their own explanatory hypotheses, and propose a research design to empirically test these hypotheses. Using data from the International Peace Protest Survey conducted on February 15, 2003, students will conduct their own quantitative analysis of the data. In the Results and Discussion assignment, students will present the results obtained and analyze the findings. The instructor will give students feedback on the drafts of both sub-sections of the research paper. Students are expected to make appropriate revisions before submitting the final research paper that incorporates earlier work.

Intensive reading, consistent attendance, and active participation in discussions are required for the course. The assigned materials should be read before class on the date they are listed. Writing for the course is expected to be of a high caliber, involving critical analysis and concrete evidence, which should stimulate an engaging class discussion. There are many political vantage points represented amongst your peers. I expect you to consider both sides, to be respectful of others' opinions, trying to step into their shoes and understand their perspective, and to take turns as devil's advocate, arguing an unpopular position.

Gettysburg College curriculum:

This course meets the “Quantitative, Inductive, and Deductive Reasoning” requirement under the “Multiple Inquiries” goal. In addition, POL 215 meets the “Communication Conventions of the Major Field” requirement of the Political Science major under the “Effective Communication” goal.

Multiple Inquiries: Gettysburg College defines this goal as:

Gettysburg College students are required to engage in multiple forms of inquiry -- in the humanities, the arts, the social sciences, and natural sciences -- in a self-conscious and intentional way. We expect students to learn a variety of approaches, to apply them aptly, and to understand their value and their limitations.

Quantitative, Inductive, and Deductive Reasoning: Gettysburg College defines this requirement as:

“One course in quantitative, inductive, and deductive reasoning” which will help students in the “development of an understanding of multiple frameworks of analysis and of proficiency in reading texts that span the breadth of human expression” as well as in gaining exposure to “the perspectives and modes of inquiry and analysis that characterize academic disciplines, an encounter that continues in greater depth in the major field of study.”

Effective Communication: Gettysburg College defines this goal as:

The development of proficiency in writing, reading, and the use of electronic media. Central to these skills is the ability to articulate questions clearly, identify and gain access to appropriate kinds of information, construct cogent arguments, and engage in intellectual and artistic expression. Emphasis on this goal begins in the first year of study and continues in the major.

Major Field Communication: Gettysburg College defines this requirement as:

a course or series of courses or experiences through which students demonstrate they have learned the communication conventions of their chosen field of study. The means through which students will learn these conventions and demonstrate their mastery are determined by the individual departments.

Political Science major:

POL 215 meets the methods requirement in the Political Science major. All students are expected to take this course as sophomores or first-semester juniors. Students must pass POL 215 with a grade of C (2.0) or better to become and/or remain a major in political science. Communications conventions in the discipline that students will learn about and gain experience applying are described as follows:

In the POL 215 course required of all majors, students will build on prior exposure to modes of inquiry via an extensive exposure to the elements of the research process culminating in the production of a research paper with a literature review, research design, and data analysis. Students in this class will also engage in reading and critiquing peer-reviewed scholarship and possibly data acquisition and writing original research dealing with the fundamental questions in the respective subfield.

Course Objectives:

In light of the aforementioned goals, there are several course objectives that students should aim to achieve by the end of the course. Students will be able to:

- become familiarized with the broad palette of quantitative and qualitative research methods used by political scientists and immerse themselves in state-of-the-art research
- gain expertise in a particular sub-field of research in Political Science
- gain comfort using a variety of methodological techniques, working with different types of data, and understanding the strengths and weaknesses of different methods of obtaining evidence concerning the political realm
- learn about the theories and underlying assumptions driving scientific research in political science, as well as the methods used to test the observable implications of those rival arguments quantitatively
- read, synthesize, and analyze research examples
- demonstrate competence with rudimentary statistical skills
- gain experience presenting their ideas and analysis verbally and in writing
- produce a cumulative, revised research paper that showcases students' ability to synthesize the academic literature, critically analyze the arguments and evidence that are presented, and formulate and empirically test research hypotheses

Required Textbooks:

1. Brians, Craig Leonard, Lars Willnat, Jarol B. Manheim, and Richard C. Rich. 2010. "Empirical Political Analysis, 8th edition." Prentice Hall. ISBN-13: 9780205791217.
2. Pollock, Phillip H. 2011. "The Essentials of Political Analysis, 4th Edition and A Stata Companion to Political Analysis, 2nd Edition Package / Edition 4." CQ Press. ISBN-13: 9781608719211.
3. Notes:
 - a. "Empirical Political Analysis" is referred to as "B" in the course schedule.
 - b. "The Essentials of Political Analysis" is referred to as "P."
 - c. "A STATA Companion to Political Analysis" is referred to as "STATA."
 - d. The STATA workbook also contains an accompanying data CD.

Readings:

The assigned materials should be read before class on the date they are listed in the schedule at the end of the syllabus. Some of the readings are research articles available via the college library's databases. They will be available via hyperlinks on the course website.

Grading Distribution:

- Participation and Engagement in Class Activities, Debates, and Discussions (10 points)
- Participation and Performance in Lab Sessions and Exercises (10 points)
- Research Paper Project
 - Literature Review and Methodology (10 points)
 - Results and Discussion (10 points)
 - Final Research Paper (20 points)
- Exam 1 (20 points)
- Exam 2 (20 points)

Participation and Engagement in Class Activities, Debates, and Discussions:

Students can earn a maximum of 10 points toward the final grade via participation and engagement in class. Students are expected to attend all course sessions punctually and actively participate in the course activities, debates, and discussions. Students who are habitually late or excessively absent will receive point deductions. Class discussions are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. As aforementioned, please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position. Intensive reading is required for the course, and students are expected to come to class prepared to discuss the day's scheduled readings (chapters in the textbooks and/or research articles linked to the course website).

Participation and Performance in Lab Sessions and Exercises:

Students can earn a maximum of 10 points via their participation and performance in lab sessions and exercises. Impromptu lab time will be scheduled throughout the semester, in order to introduce students to computer hardware and software used to conduct statistical analysis. Between October 1 and November 7, class sessions will include time allocated for formal lab sessions. These lab sessions will help familiarize you with STATA and will help you to complete lab exercises. Some of these lab exercises will be collected at the end of the class and cannot be made up. Other assignments will require you to finish the assignment at home, and it will be collected at the start of the next class. As part of the research paper project, students are expected to use STATA to perform statistical analyses on a dataset of cross-national surveys of demonstrators. Students are expected to devote considerable out-of-class time (at least 15 hours) to workbook exercises and exploratory analyses of the protester survey data, using STATA. It is thus very important that you avoid missing lab sessions and turn in lab exercises.

Research Paper Project:

The Research Paper Project is a cumulative research project focused on analyzing a cross-national dataset of protester surveys. On September 24, the project will be discussed in great detail, and additional handouts will be distributed as needed. Students will conduct a literature review, propose a research methodology, conduct their own analysis of the dataset, present their findings, and analyze the results in the context of the literature. The project requires students to submit drafts of subsections of the research paper for grading. Following extensive revisions, students are expected to submit their final research paper draft for grading. There are three assignments: the Literature Review and Methodology (out of 10 points, due October 22), Results and Discussion (out of 10 points, due November 14), and Final Research Paper (out of 20 points, due December 5).

Literature Review and Methodology:

The Literature Review and Methodology are worth up to 10 points and are due October 22. This paper will be about 15 pages long (excluding references). In the literature review, students will summarize and critique previous research on their selected research topic, comparing the impact of different causal factors. Although students will certainly focus more on certain examples of this research than on others, at least 15 peer-reviewed research articles and books should be discussed. Students are expected to:

- discuss debates about how to study the research topic
- compare the trends in the research
- highlight the most recent findings and new data available
- discuss important factors (perhaps omitted variables) that need to be considered
- discuss key cases that tie to this research question
- overview the types of methodology used and types of data collected on the topic
- analyze the strengths and weaknesses of the arguments, research methods, and empirical data presented in the research literature
- develop overall arguments about the research question and the previous research
- make a case for their own research project, in light of the previous research

In the methodology section, students propose a research design they will use to gather and analyze original observations about the research topic. Students should connect the methodology to the key conclusions in the literature review, explaining how the study builds upon the strengths and weaknesses of earlier research and contributes in understanding recent developments. You will need to carefully explain and justify the variables you include in your model as well as the type of statistical analysis you are proposing. A complete, correctly formatted list of references in the Chicago Style is expected at the end of the paper, including only sources cited in the paper. The literature review should also contain parenthetical citations.

Results and Discussion:

The Results and Discussion are worth up to 10 points and are due November 14. This paper will be about 15 pages long (excluding references). The results section will involve presenting the results from your research in a succinct, organized fashion. You should carefully describe your findings, providing examples as you highlight each finding. Both tables and graphs are useful means of displaying findings in the paper. You should interpret the regression coefficients of any independent variables which are statistically significant.

In the discussion, please analyze whether or not the findings are (in)consistent with the hypotheses you outline in the literature review. Address the implications of these findings for our knowledge and understanding of the topic. Discuss which theoretical arguments you find more or less compelling as a result. Consider the strengths and weaknesses of the research and assess which directions you would recommend that future scholars pursue in their research.

Final Research Paper:

The Final Research Paper is worth up to 20 points, is due December 5, and is expected to be about 30 pages long. It is the culmination of your work in this class, drawing together the literature review, methodology, results, discussion, and references. In addition to reviewing and improving your own work throughout the semester, you will receive feedback from the instructor and your peers on the work as it is in progress. You are expected to respond to this feedback while editing the final paper. Considerable improvements, elaboration, revisions, and growth are expected. By the time the Final Paper is submitted, students are expected to have edited the entire paper multiple times for argumentative clarity, organization, grammar, punctuation, spelling, and citation. A complete, correctly formatted list of references in the Chicago Style is expected at the end of the paper, including only sources cited in the paper.

Exams:

Exam 1 is scheduled for October 15th during the class session, and Exam 2 is scheduled December 11, from 8:30-11:30 am. Each exam is worth 20 points. These exams cover all the material read and presented in the lectures prior to the date of the exam. The exams will also cover material that students are reading as they prepare their semester-long research project. Exams will often involve a combination of multiple choice questions, short answer questions, and an essay. The exam format will be discussed in class, several sessions in advance of the actual exam session, and the instructor will provide students with a review sheet which contains study questions. Please note: if students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the exam score.

Grading Policy:

When students receive grades, the raw score is listed (the points received for that assignment). A raw score can be converted into a percentage by dividing the grade achieved by the number of points an assignment was worth and then multiplying by 100. For example, if a student received a grade of 8.4 points on an assignment worth 10 points, then the student received a grade of 84%. At the end of the semester, all the raw scores are added together. The

maximum number of points a student can receive in the class is 100 points. Listed below is the scale that is used to determine how the total sum of grades (which is also a percentage) is converted to a final letter grade. There is no curve.

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00% = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60-62.99% = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. Assignments must be printed and turned in on time at the beginning of class on the date they are due.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

Tips Regarding Your Papers:

Tips Concerning Submitting Assignments:

- Paper copies of assignments are due in person at the start of the class session.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and attached a properly formatted list of references.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Double-Spaced, 1 inch margins
- No Title Page, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify sections
- Inclusion of parenthetical citations and a list of references – please use the following link to format parenthetical citations and references:
http://www.chicagomanualofstyle.org/tools_citationguide.html

Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name, the title of the paper in quotes, the Gettysburg College honor pledge, and your handwritten signature.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at Gettysburg College’s Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format (http://www.chicagomanualofstyle.org/tools_citationguide.html) should be included. These sources should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

Academic Honesty and Integrity:

On the first day of class, we (the instructor and students) will renew our support for the Gettysburg College Honor Code and its principles regarding academic integrity. We will determine which practices will be observed in the classroom and during exams and assignment preparation, in order to promote academic honesty. The syllabus describes a number of classroom practices outlined by the instructor. We will discuss and collaboratively determine any additional practices to be adopted in class, during exams, or while preparing assignments, on an ongoing basis. Students are expected to ask questions well ahead of assignment deadlines, if they need clarifications regarding what resources may be used, how they should be attributed, and whether collaborative work with their peers is permitted. In accordance with the Honor Code, students are expected to write (or type) the following version of the Gettysburg College pledge at the top of all assignments and exams and to sign their signature following the pledge.

Name of Student (printed): _____

I affirm that I have upheld the highest principles of honesty and integrity in my academic work and have not witnessed a violation of the Honor Code.

Signature of Student: _____

The Honor Code is available for you to review at:

http://www.gettysburg.edu/about/offices/provost/advising/honor_code/

Academic dishonesty includes:

cheating, plagiarism, unauthorized collaboration, unauthorized aid, fabrication of data or documents, forgery on academic forms and documents, lying to gain academic advantage, failure to report actions which clearly indicate violations of the Honor Code, stealing or destroying library materials.

Punishment for academic dishonesty can include:

reduction of the assignment grade (including to 0), reduction of the course grade (including to F), suspension for 1 or 2 semesters, and expulsion.

The instructor will review students' assignments to ensure that your writing is original and that you are properly citing others' work. Please properly cite and list references using the Chicago Manual of Style. Any quotations should be accompanied by both quotation marks ("...") and a parenthetical citation. Any ideas not originally your own but which are paraphrased in your own words, should be accompanied by a parenthetical citation. Information which is not general knowledge should also be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **PLEASE NOTE: You should be paraphrasing ideas in your own words and use quotations only when necessary. I expect to see citations and references which are correctly formatted.**

- Please refer to this link for help on citation:
http://www.chicagomanualofstyle.org/tools_citationguide.html
- Be sure to pair an in-text parenthetical citation such as (Clark and Schwedler 2003, 295) with a reference list entry at the end of a paper. Here is an example of a reference entry for a journal article:
Clark, Janine Astrid, and Jillian Schwedler. "Who Opened the Window? Women's Activism in Islamist Parties." *Comparative Politics* 35 (2003): 293-312.
- Important Notes regarding citation and references:
 - All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
 - Wikipedia is NOT an acceptable source because it is an open source website, but you may use it to access hyperlinks to primary source documents, if applicable.
 - It is not appropriate to merely "paste" quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance.
 - You should be very careful in your notes to distinguish quotes by using "" marks around them, to avoid accidentally plagiarizing from someone else's materials.
 - Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.

After reviewing these materials, please let me know if you have any questions.

Tips for Finding Useful Research Articles:

Research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To access any of the databases listed below where you can search for articles:

<http://www.gettysburg.edu/library/resources/db/index.dot>

To access any of the journals listed below and search for articles:

<http://113ep3kc7k.search.serialssolutions.com/>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.gettysburg.edu/library/services/student/>

Databases I recommend include:

Academic Search Premier (Ebscohost)
Project Muse
JSTOR
PAIS International
Columbia International Affairs Online
Worldwide Political Science Abstracts
Ingenta
Blackwell Publishing
Sage Journals Online

Key journals in International Relations and Comparative Politics

American Journal of International Law
Comparative Politics
Comparative Political Studies
Democratization
European Journal of International Law
Global Governance
International Affairs
International Studies Quarterly
International Organization
Journal of Democracy
Journal of International Affairs
Journal of International Law and International Relations
The Journal of Politics
Political Science Quarterly
Political Studies
Politics and Society
Political Research Quarterly
PS, Political Science & Politics
Review of International Studies

Journals dealing with different regions of the world

African & Asian Studies
African Studies Review
American Journal of Political Science
American Political Science Review
Asian Affairs
Asian Journal of Political Science
Asian Studies Review
British Journal of Political Science
British Journal of Politics and International Relations
Canadian Journal of Political Science
Comparative Studies of South Asia, Africa and the Middle East
European Journal of International Relations
European Journal of Political Research
European Review of Latin American & Caribbean Studies
European Union Politics
International Journal of Asian Studies
International Journal of Middle East Studies
Journal of Asian and African Studies
The Journal of Asian Studies
Journal of Contemporary African Studies
Journal of Contemporary Asia
Journal of Latin American Studies
Journal of Southern African Studies
Latin American Politics and Society
The Middle East Journal
Third World Quarterly
Middle East Policy
Middle East Quarterly (useful but often not empirical)
Middle Eastern Studies
West European Politics

Journals focused on Development and Developing Countries

European Journal of Development Research
Gender and Development
Gender, Technology and Development
Journal of Development Studies
Journal of International Development
Journal of International Relations and Development
Journal of Third World Studies
Progress in Development Studies
Third World Quarterly

Journals focused on Gender

Asian Journal of Women's Studies

European Journal of Women's Studies
Gender and Society
Journal of International Women's Studies
Journal of Middle East Women's Studies
Middle East Women's Studies Review
Politics & Gender

Journals focused on Human Rights

Human Rights Quarterly
International Journal of Human Rights
Law and Practice of International Courts and Tribunals

Journals focused on Civil Society

Mobilization
Nonprofit and Voluntary Sector Quarterly
Nonprofit Management & Leadership
Voluntas

Journals focused on the Media

European Journal of Communication
Global Media and Communication
International Journal of Communication
International Journal of Press/Politics
International Journal of Media & Cultural Politics
New Media & Society
Media, Culture & Society
Political Communication

Journals focused on the Environment

African Journal of Ecology
Environment, Development and Sustainability
Environmental Politics (articles can be requested via inter-library loan)
Global Environmental Politics
International Environmental Agreements: Politics, Law and Economics
International Journal of Sustainable Development and World Ecology
The Journal of Environment and Development
Review of European Community & International Environmental Law

Journals focused on Social Policy

Global Social Policy
Journal of European Social Policy
Journal of Policy Reform
Journal of Poverty
Social Policy (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

Citizenship Studies
European Journal of Migration and Law
Immigrants & Minorities
International Journal of Migration, Health & Social Care
International Migration
Journal of Immigrant & Refugee Services
Journal of Immigrant & Refugee Studies

Journals focused on Public Health

African Journal of Reproductive Health (useful but often not empirical)
American Journal of Public Health
European Journal of Public Health
Health Expectations (useful but often not empirical)
Journal of Health and Social Policy
Journal of HIV/AIDS & Social Services
Journal of Public Health Policy
Journal of Social Development in Africa

Journals focused on Peace, Conflict, and Conflict Resolution

Cooperation and Conflict
Conflict Management and Peace Science
International Journal of Conflict Management
International Journal of Peace Studies
International Negotiation
Journal of Conflict Resolution
Journal of Peace Research
Mobilization
Peace and Conflict

Journals focused on Defense, Foreign and Security Policy

Defence & Peace Economics
Defence Studies
Diplomacy and Statecraft
European Foreign Affairs Review
Foreign Affairs (useful but often not empirical)
Foreign Policy (useful but often not empirical)
Global Governance
International Negotiation
International Security
Journal of Human Security
Studies in Conflict and Terrorism

Journals focused on Criminal Justice

British Journal of Criminology
Canadian Journal of Criminology
European Journal of Crime, Crime Law, and Criminal Justice

European Journal of Criminology
Global Crime
International Criminal Law Review

Journals focused on Political Economy
International Journal of Political Economy
Journal of Political Economy
Oxford review of Economic Policy
Review of International Political Economy
Review of Political Economy

Questions to Consider in Evaluating Research Articles:

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, or the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

Ramifications of Your Professionalism:

Please realize that your professionalism is something that I will gauge on several fronts, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding what type of student you want to be in this course. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request.

- Enthusiasm and initiative
- Demonstrated punctuality and reliability (e.g., showing up on time to class and to meetings, turning work in on time). These are very important indicators of your maturity and your readiness to be dependable in the workplace or in graduate school.
- Professional behavioral conduct and your demeanor in your interactions with the instructor and with your peers, in class, meetings, e-mails, and discussion board postings
- Quality of work and work ethic (originality of ideas, critical analysis, completeness of work, and quality of revision of final drafts)
- Academic honesty and integrity
- Active learning: having a positive attitude, taking initiative to seek new challenges outside of your comfort zone
- Your understanding of important concepts and theoretical arguments, reflecting your reading of the class materials and participation in class sessions

- Your efforts to keep up with current political events internationally, especially in reading and discussing recent news coverage
- Ability to consider divergent perspectives and engage in respectful debate
- Teamwork and quality of cooperation with other students
- Quality of participation in discussions
- Ability to communicate clearly both verbally and in writing, as well as listening skills
- Ability to follow directions

Attendance:

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams or lab sessions are scheduled, assignments are due, or in-class presentations or activities are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. I urge students to be careful not to miss class sessions, because it is very easy to get lost if you do.

When students have accumulated three or more unexcused absences, the instructor may decide to give the student a failing grade in the course. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

Electronic Devices

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a laptop or an i-pad to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Students should take heed that the instructor will take note of any misuse of such devices for other purposes.

Caveat Concerning the Flexibility of the Course Syllabus:

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Major changes will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students' learning.

Accommodations for Students with Disabilities:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must contact the Office of Academic Advising at Gettysburg College. Please feel free to come and talk with me about such accommodations early on in the semester, bringing along the IEAP documentation that the Office of Academic Advising has provided for you to share with me.

Writing Assistance:

The Writing Center is a useful place to get some feedback on your writing:
<http://www.gettysburg.edu/academics/english/student/writing-center.dot>

Methods of Political Science Tentative Course Schedule:

Class	Date	Topics and Assignments	Readings
1	Monday, August 27, 2012	Introduction to the Course	
2	Wednesday, August 29, 2012	Research as a Process; Explaining the Political World: Building Theories and Hypotheses	B Chapters 1 – 2, Syllabus
3	Monday, September 03, 2012	Developing Your Literature Review; Designing Your Research and Choosing Your Qualitative and Quantitative Methods	B Chapters 3 – 4
4	Wednesday, September 05, 2012	From Abstract to Concrete: Operationalization and Measurement; Experimental Research: Attributing Causation through Control	B Chapters 5 – 6
5	Monday, September 10, 2012	Who, What, Where, When: The Problem of Sampling; Survey Research: Characterizing a Broader Population	B Chapters 7 – 8
6	Wednesday, September 12, 2012	Combining Multiple Measures: Using Scaling Techniques; Content Analysis: Researching Textual Material	B Chapters 9 – 10
7	Monday, September 17, 2012	Aggregate Data: Studying Groups; Comparative Research: Identifying Characteristics Across Populations	B Chapters 11 – 12
8	Wednesday, September 19, 2012	Social Network Analysis: Finding Structure in a Complex World	B Chapter 13
9	Monday, September 24, 2012	Introduction; The Definition and Measurement of Concepts; Research Paper Project (Literature Review, Methodology, Results, Discussion); International Peace Protest Survey Dataset	P Introduction and Chapter 1
10	Wednesday, September 26, 2012	Measuring and Describing Variables, Lab session	P Chapter 2, STATA Chapter 1
11	Monday, October 01, 2012	Coding Data: Preparing Observations for Analysis, Tables and Charts, Lab session	B Chapters 14 – 15, STATA Chapter 2
12	Wednesday, October 03, 2012	Statistics I and II: Univariate and Bivariate Analysis, Lab session	B Chapters 16 – 17, STATA Chapter 3
	Monday, October 08, 2012	No Class: Reading Day	
13	Wednesday, October 10, 2012	Statistics III: Multivariate Analysis, Lab session	B Chapter 18
14	Monday, October 15, 2012	Exam 1	
15	Wednesday, October 17, 2012	Proposing Explanations, Framing Hypotheses, and Making Comparisons, Lab session	P Chapter 3, STATA Chapter 4
16	Monday, October 22, 2012	Research Design and the Logic of Control, Lab session, Literature Review and Methodology Due	P Chapter 4
17	Wednesday, October 24, 2012	Making Controlled Comparisons, Lab session	P Chapter 5, STATA Chapter 5
18	Monday, October 29, 2012	Foundations of Statistical Inference, Lab session	P Chapter 6, STATA Chapter 6

19	Wednesday, October 31, 2012	Tests of Significance and Measures of Association, Lab session	P Chapter 7, STATA Chapter 7
20	Monday, November 05, 2012	Correlation and Linear Regression, Lab session	P Chapter 8, STATA Chapters 8 – 9
21	Wednesday, November 07, 2012	Logistic Regression, Lab session	P Chapter 9, STATA Chapter 10
22	Monday, November 12, 2012	Thinking Empirically, Thinking Probabilistically	P Chapter 10, STATA Chapter 11
23	Wednesday, November 14, 2012	Introduction to Qualitative Research; Ethics and Politics in Qualitative Research; Confidentiality and Sensitivity, Results and Discussion Due	Articles accessible via hyperlinks on course website
24	Monday, November 19, 2012	Case Studies, Case Selection, Narrative Analysis, Document Analysis, Archival Analysis	Articles accessible via hyperlinks on course website
	Wednesday, November 21, 2012	No Class: Thanksgiving Recess	
25	Monday, November 26, 2012	Direct Observation	B Chapter 19
26	Wednesday, November 28, 2012	Focus Group Research	B Chapter 20
27	Monday, December 03, 2012	Elite and Specialized Interviewing	B Chapter 21
28	Wednesday, December 05, 2012	Conclusions: Quantitative and Qualitative Research; Final Research Paper Due	
29	Tuesday, December 11, 2012	8:30-11:30 am Exam 2	