

Fall 2018

Investigating International Relations

R. Joseph Huddleston
Seton Hall University

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DIPLO 3800: INVESTIGATING INTERNATIONAL RELATIONS

Syllabus for Fall 2018

Instructor: R. Joseph Huddleston

Email: huddlero@shu.edu

Office: McQuaid 105

Lectures:

- AA** Tues & Thurs 12:30 - 1:45 pm (Stafford Hall 09)
AB Tues & Thurs 3:30 - 4:45 pm (Alfieri Hall 27)

Office Hours:

Tues & Thurs 1:50 - 3:20 pm, or arrange with me

Final Paper Due:

Tues, 12/18 at 11:59pm

This syllabus is current as of August 28, 2018. You will be notified in class and/or by e-mail if the syllabus is updated.

Quick Guide

- You will need the JRM textbook and SPSS or Excel.
- Reading quiz at the beginning of most lectures, using Plicker cards.
- 6 homeworks, due at the beginning of class
 - o HW1: 9/6, HW 2: 9/18, HW 3: 10/4, HW4: 10/25, HW5: 11/20, HW6: 12/6
- 1 Research Design paper due **12/18 at 11:59p**
- HW and Paper should be 12pt, double-spaced, Times New Roman, with word count. Chicago style citation format preferred.
 - o Turn in assignments digitally as PDF via SafeAssign/Blackboard.
 - o Late by two days → -50%, more than that → 0%
- 2 midterms, (I am out of town for both)
 - o Exam 1 on 9/27, Exam 2 on 11/8
- No class on 10/9 and 11/22. Altered schedule on 11/1
- [Here's how to get SPSS](#). Get it set up soon.
- Keep an eye on Blackboard. I will try to keep it up to date.

Required Materials

Johnson, Reynolds, and Mycoff. *Political Science Research Methods*. I am teaching out of the 8th edition. Throughout the syllabus, I abbreviate this text as JRM.

- All other readings are available through SHU Libraries or will be provided on Blackboard.

SPSS or Excel software. Every exercise and assignment can be completed through either of these programs, but it is probably better to learn SPSS. As a Seton Hall student, you have free access to SPSS. See here:

https://shuprod.service-now.com/selfservice/kb_main.do?sysparm_kb=2ae0586e4f4867008fcaecee0210c7a5

- I suggest you install SPSS right away and start getting to know it.

Course Description

This class is an introduction to political science and international relations research methodology. My main goal is to teach you the basics of creating and consuming research in the social sciences. The course will lead you through conceptualization and theory construction, the derivation of testable hypotheses, and a variety of methodologies that may be used to evaluate these hypotheses. We will discuss causal inference, observation and measurement, and other issues encompassing both qualitative and quantitative research methods. We will discuss the way in which academic articles in the social sciences are written, and how they should be read.

This course includes some basic statistics, and requires use of SPSS or Excel (possibly R, if you are ambitious) for some class assignments. These include some simple description and cross tabulation of original data and data from the [ICPSR archives](#).

This will be a demanding course. Research design is an enormous topic to cover in one semester. The volume of readings, videos, and other assignments will surpass many other courses.

Requirements

Students are expected to complete all assigned readings before the class for which they are assigned, and to arrive in class and in section prepared to discuss that material. There will be a reading quiz at the beginning of most lectures.

There will be 6 homework assignments, **due electronically by the beginning of class**. Late assignments are docked 50% if they are turned in within 48 hours following the meeting at which they are due. Assignments later than this are not accepted. There will also be two midterms and a research design paper.

Grading

| | | |
|-----------------------------------|-------|-----|
| Six homework assignments, 5% each | | 30% |
| Two midterms, 10% each | | 20% |
| Research Design Paper | | 30% |
| Participation | | 10% |
| Reading Quizzes | | 10% |



Reading Quizzes and Midterms

Reading quizzes are not hard. They are designed to test whether you did the reading, not whether you grasped every nuance. Do the reading and you should get the questions right. I will drop your lowest two quiz scores.

However, if you want to be sure you get full credit for a quiz, all you have to do is write your own multiple-choice quiz question on that session's reading. **If I select your question for that session, you will receive full credit for the quiz.** Questions must be received by 7pm the night before the course meeting in which the quiz will be given.

The midterms are closed book. Both exams will cover material from lecture, section, and the required readings, viewings, listenings, and exercises.

One key way we keep the scientific process honest is through blind review. When someone judges your work, they should do so solely on merit, not on preconceived ideas they have about you. We will employ this practice on both midterms and as many homework assignments as possible.

Homework and Research Design Assignments

Your homework assignments are designed to contribute to (or even become part of) your research design paper in this class. When I grade your homework, I will provide feedback to you that should help make your final paper a somewhat polished advanced draft. As you move forward with your senior thesis project, you will be able to build on the work you have done in this class (in the homework and research design paper), even using some of the material you have already written. The more work you do during this course, the less you can do later on!

This course is thus designed to culminate in a well-planned research design paper to carry forward into your senior thesis project, approx. 15 pages in length. In this paper, you will do the following:

- Develop an international relations research question
- Locate this question in the context of relevant literature (i.e. discuss the importance of the question both for theory and policy)
- Outline an empirical strategy for answering this question addressing the following
 - Operationalize the dependent variable (or what's being caused)
 - Develop a series of alternative explanations for the outcome
 - Operationalize independent variables (or what's doing the causing)
 - Discuss case selection (what cases are you going to look at and why)
 - Develop a testing procedure (or, how you will test your arguments, and how you will know you are right)
 - Offer a respectable bibliography comprised of academic research.

You are welcome to pick any topic you wish, as long as it is an international relations topic and as long as it is empirically feasible (if in doubt, consult me). You may wish to

build on one of our in-class examples. If you do, I would suggest you discuss this with me in advance. Changes in topics must also be discussed with me in advance. I would encourage you to consider the tractability of your project given the time frame you have. (Remember, highly ambitious projects take lots of time)

Rules for Homework and Research Design Paper

These assignments should be turned 12-pt Times New Roman font, double-spaced, with 1-in margins. Include a word count on the first page. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography. The guidelines for these formats are on the course Blackboard page.

Your assignments should be turned in as PDF documents. (Word, Pages, and most other word processors allow you to save your work as PDFs. If you need help, see [here for Word](#), and [here for Pages](#).) For assignments in which Excel or SPSS is required, include the output in your homework submission. You will turn all assignments in through Blackboard/SafeAssign, due electronically at the beginning of class on the listed date.

I will grade your work, give you feedback, and assign your grades [digitally](#).

Homework assignments must reflect your own work. You may discuss homework assignments with other students, **but if you do so, you must list the students with whom you have discussed the assignment on the top of your homework.** You must do all computer work and write all answers yourself. Do not hand in homework for which any of your answers are identical to your peers, even if your peers' names are listed on your assignment. This will be considered cheating.

Students who cheat on either a homework assignment or an exam will receive an F in the course and the case will be referred to the University.

Plicker Card In-Class Response System

During lectures, we will use the Plicker Card Response system. This system allows me to take attendance, get answers to reading quizzes at the beginning of class, and assess the class' understanding during lectures. I will give each of you a large card with a QR code that you will use to indicate your answers during quizzes. Please bring this card with you to class every session. If you have any questions about this system, please email me.

SCHEDULE OF MEETINGS

Week 1: The Big Picture

Tuesday, Aug. 28

Introduction: Wicked Problems and Why Research Matters

Thursday, Aug. 30

The Scientific Method Solves Wicked Problems (and More!)

Assigned Materials:

- Reading: JRM Ch. 1, Ch. 2 (pp. 47-57)

*****Wicked Problems Homework Distributed*****

Week 2: The Scientific Method & Selecting Questions

Tuesday, Sep 4

Assigned Materials:

- Reading: JRM Ch 2 (pp. 58-72)
- Reading: <http://slantchev.ucsd.edu/courses/ps12/01-scientific-method.pdf>
- Reading: Here's What a Man Who Studied Every Suicide Attack in the World Says About ISIS' Motives
 - o <https://www.thenation.com/article/heres-what-a-man-who-studied-every-suicide-attack-in-the-world-says-about-isiss-motives/>
- Listening (Optional; listen until 19:24): "Is there a better way to fight terrorism?"
 - o <http://freakonomics.com/2015/02/13/is-there-a-better-way-to-fight-terrorism-a-new-freakonomics-radio-podcast/>

Thursday, Sep 6

*****Wicked Problems Homework Due*****

Reviewing the Literature and Developing Questions

Assigned Materials:

- Reading: Knopf, Jeffrey W. "Doing a Literature Review." *PS: Political Science And Politics* no. 1 (2006): 127.
- Reading: JRM Ch. 3 pp. 94-101
- Reading: How to Read (and Understand) a Social Science Journal Article
 - o http://www.icpsr.umich.edu/files/instructors/How_to_Read_a_Journal_Article.pdf
- Blog post: "BrowZine is here!", Seton Hall Libraries Blog
 - o <https://blogs.shu.edu/libraries/2016/04/browzine-is-here/>

*****Literature Review Homework Distributed*****

Week 3: Hypotheses and Theory Construction

Tuesday, September 11

Deriving Testable Implications

Controversy: The Democratic Peace Theory

Assigned Materials:

- Reading: JRM Ch. 4

- Reading: Rand Corporation, "The Democratic Peace Idea"
 - o https://www.rand.org/content/dam/rand/pubs/monograph_reports/MR1346/MR1346.appc.pdf

Thursday, September 13

Assigned Materials:

- Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review* 97:1 (2003), pp. 585-602.
- Reading: Branislav L. Slantchev, Anna Alexandrova, and Erik Gartzke, "Probabilistic Causality, Selection Bias, and the Logic of the Democratic Peace," *American Political Science Review* 99:3 (2005), pp. 459-462.

ACTIVITY: Generating Testable Hypotheses

Week 4: Concepts, Variables, Measurement, Operationalization, and Validity

Tuesday, September 18

*****Literature Review Homework Due*****

Begin discussion about measurement validity

Assigned Materials:

- Reading: JRM Ch. 5
- Viewing: "What is GDP"
 - o <https://www.youtube.com/watch?v=mjJmo5mN5yA>
- Viewing: Nominal vs. Real GDP
 - o <https://www.youtube.com/watch?v=rGqhTQyY6g4>
- Viewing Real GDP Per Capita and the Standard of Living
 - o <https://www.youtube.com/watch?v=Z0qHA93oOSc>

*****Measurement Homework Distributed*****

Thursday, September 20

Assigned Materials:

- Reading: Adcock and Collier. Measurement Validity: A shared standard for qualitative and Quantitative Research
 - o <http://polisci.berkeley.edu/sites/default/files/people/u3827/APSR2001-Validity.pdf>
- Viewing: Michael Green TED talk
 - o http://www.ted.com/talks/michael_green_what_the_social_progress_index_can_reveal_about_your_country
- Viewing: "Definition of Terrorism"
 - o <https://www.youtube.com/watch?v=QV-2mXfYLDg>

ACTIVITY: Exercise and discussion on Operationalization, Measurement, and Validity

*****Midterm 1 review distributed*****

Week 5: The Experimental Ideal

Tuesday, September 25

Assigned Materials:

- Reading: JRM Ch. 6, pp. 166 -185
- McDermott, Rose. "Experimental Methods in Political Science." *Annual Review of Political Science*. 5(2002), 31-61.

Thursday, September 27

*****Midterm Exam #1 Today*****

NOTE: I am out of town. You will not be able to ask questions during the exam, which will be proctored by administrative staff.

Week 6: Quasi-Experiments and Sampling

Tuesday, October 2

Assigned Materials:

- Reading: JRM Ch. 6, pp 185 – 195
- Raghavendra, Chattopadhyay, and Duflo Esther. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* no. 5: 1409
- Poverty Action Lab, 2 write-ups
 - o <http://www.povertyactionlab.org/evaluation/impact-women-policy-makers-public-goods-india>
 - o <http://www.povertyactionlab.org/evaluation/primary-school-deworming-kenya>

Thursday, October 4

*****Measurement Homework Due*****

Sampling

Assigned Materials:

- Reading: JRM Ch. 7
- Viewing: Sampling error introduction:
 - o <https://www.youtube.com/watch?v=uGuWrPFStdg>
- Online Exercise:
 - o <https://www.khanacademy.org/math/recreational-math/math-warmup/random-sample-warmup/e/random-sample-warmup>
- Interactive Exercise (Optional, but helpful):
 - o http://onlinestatbook.com/stat_sim/sampling_dist/

Applied exercises in sampling

Week 7: Theory and Case Selection

Tuesday, October 9

FALL BREAK, NO CLASS

Thursday, October 11

Sampling (continued); Case Selection

- Reading: JRM Ch. 6, pp. 196-203
- Reading: Seawright, Jason, and John Gerring. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." *Political Research Quarterly* 61, no. 2: 294-308.

*****Case Selection Homework Distributed*****

Week 8: Small-n Research

Tuesday, October 16

The Written Record

- Reading: JRM Ch. 9

Thursday, October 18

Interviews and Focus Groups

- Reading: JRM Ch. 10, pp. 338 – 345
- Reading: Mosley, “Just Talk to People”, Introduction to *Interview Research in Political Science* (2013) (Available as SHU library e-book)
- Reading: Martin, “Crafting Interviews to Capture Cause and Effect”, Ch. 5 in *Interview Research in Political Science* (2013) (SHU library e-book)
- Reading: Stanley, Liam. 2016. "Using focus groups in political science and international relations." *Politics* 36, no. 3: 236-249.
- Reading: Leech, Beth L. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science and Politics* no. 4: 665.

NOTE: If you are interested in interview research, the entire issue of *PS: Political Science and Politics* 35:4 will be helpful to you.

Week 9: Ethical Issues and Survey Design

Tuesday, October 23

Ethical Issues

Assigned Materials:

- Reading: Lyall, Jason. 2009. "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya." *The Journal of Conflict Resolution* no. 3: 331
- Reading: Woliver, Laura R. 2002. "Ethical Dilemmas in Personal Interviewing." *PS: Political Science and Politics* no. 4: 677.

Thursday, October 25

*****Case Selection Homework Due*****

Surveys

Assigned Materials:

- Reading: JRM Ch. 10, pp. 294 – 338
- Reading using World Values Survey data:
 - o Matei, Mirabela-Constanța, and Maria-Madela Abrudan. "Are National Cultures Changing? Evidence from the World Values Survey." *Procedia - Social and Behavioral Sciences* 238, pp. 657-664.
- Reading using Arab Barometer data:
 - o “Egypt Five Years after the Uprisings”
 - o http://www.arabbarometer.org/wp-content/uploads/Egypt_Public_Opinion_Survey_2016.pdf

NOTE: There are other “Barometers”, see: <https://www.globalbarometer.net/>

Week 10: Survey Experiments

Tuesday, October 30

Assigned Materials:

- Reading (SKIM): Tomz, Michael. 2007 “Domestic Audience Costs in International Relations: An Experimental Approach” *International Organization* 61, no. 4.
- Reading: Huddleston, R. Joseph. 2019 “Think Ahead: Cost Discounting and External Validity in Foreign Policy Survey Experiments” *The Journal of Experimental Political Science* (forthcoming)
- Reading (SKIM): Wright, Matthew, Morris Levy, and Jack Citrin. 2016. “Public Attitudes Toward Immigration Policy Across the Legal/Illegal Divide: The Role of Categorical and Attribute-Based Decision-Making.” *Political Behavior* 38, no. 1: 229-253.

ACTIVITY: Class Project: Qualtrics Survey Experiment

Thursday, November 1

ALL SAINTS DAY MASS –

12:30 class starts at 1:10PM

3:30 class finishes at 4:05

ACTIVITY: Class Project: Qualtrics Survey Experiment

*****Midterm 2 review circulated*****

Week 11: Working with Data

Tuesday, November 6

Foundations of Quantitative Methods and Intro to SPSS

- Reading: JRM Ch. 11, pp. 348-368
- Viewing: The Central Limit Theorem:
 - o <https://www.youtube.com/watch?v=jvoxEYmQHNM>

Thursday, November 8

*****Midterm Exam #2 Today*****

NOTE: I am out of town. You will not be able to ask questions during the exam, which will be proctored by administrative staff.

Week 12: Working with Data: Descriptive Statistics

Tuesday, November 13

Basic Statistics with Original Data

Assigned Materials:

- Reading: JRM Ch. 11 pp. 369-384
- Optional viewing: Difference in means tests (t-tests)
 - o Excel: <https://www.youtube.com/watch?v=L-jfenou5hl>
 - o SPSS: <https://www.youtube.com/watch?v=VUUfBWlziIU>
- Optional Reading:
 - o Excel: <http://www.statisticshowto.com/how-to-do-a-t-test-in-excel/>

o SPSS: <https://libguides.library.kent.edu/SPSS/IndependentTTest>
*****Data Homework 1 Distributed*****

Thursday, November 15

Continuing Descriptive Stats with Observational Data

Assigned Materials:

- Reading (SKIM): Agresti and Finlay, Ch. 3 (PDF on Blackboard)
- Viewing: Scatterplots and Trendlines
 - o <https://www.youtube.com/watch?v=-KRtKU98i50>
- Explore: Seton Hall's ICPSR subscription
 - o <https://library.shu.edu/icpsr>

Working with SPSS Graphs

Week 13: Inferential Statistics

Tuesday, November 20

*****Data Homework 1 Due*****

Linear Regression

Assigned materials:

- Reading: JRM Ch. 12
- Viewing: "Working with SPSS: Bivariate (or Simple" Regression
 - o <https://www.youtube.com/watch?v=CSYTZWFnVpg>

Thursday, November 22

THANKSGIVING, NO CLASS

Week 14: Multivariate Analysis

Tuesday, November 27

Linear Regression Continued

Assigned Materials:

- Reading: JRM Ch. 13
- Reading: Reread Ch. 6 pp. 191-195

*****Data Homework 2 Distributed*****

Thursday, November 29

Multivariate Analysis

Regression Discontinuities

Assigned Materials:

- Reading: JRM Ch. 14 pp. 518-558
- Reading: Bertoli, Andrew D. 2017. "Nationalism and Conflict: Lessons from International Sports." *International Studies Quarterly* 61, no. 4: 835.
 - o Posted on Blackboard

Week 15: Multivariate Analysis and Logistic Regression

Tuesday, December 4

Logistic Regression

- Reading: JRM Ch. 14 pp. 559-582

Thursday, December 6

*****Data Homework 2 Due*****

Assigned Materials:

- Reading: How Elite Students Get Elite Jobs.
 - o <http://marginalrevolution.com/marginalrevolution/2015/04/how-elite-students-get-elite-jobs.html>
- Reading: Why a Harvard Professor Has Mixed Feelings When Top Students Take Jobs in Finance.
 - o http://www.nytimes.com/2015/04/12/upshot/why-a-harvard-professor-has-mixed-feelings-when-students-take-jobs-in-finance.html?_r=0

Workshopping our Final Papers

Finals Week

Tuesday, December 18

Final Paper due at 11:59pm

Upload to Blackboard via SafeAssign

Program Goals and Student Learning Objectives

The curriculum provides students with the knowledge, skills, and multi-cultural literacy that will enable and encourage them to contribute to substantive and policy-relevant issues in diplomacy and international affairs.

Specifically, the program's effectiveness focuses on the following aspects of the School's three mutually reinforcing curricular aims:

- Knowledge and understanding of: (A) The key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy; (B) The interaction between politics and economics in the international system; (C) The prevailing global issues, such as international conflict, global health, and environmental challenges; and (D) Knowledge and understanding of the social science research process.
- Skills to: (A) Collect, sort, and evaluate information; (B) Analyze complex situations and synthesize information; and (C) Communicate effectively in oral and written form.
- A sense of global citizenship and to employ a global perspective to: (A) Recognize and understand differences among a diversity of cultures and viewpoints; and (B) Demonstrate leadership qualities and other essential skills of diplomacy.

Upon finishing this course, students should be able to: (1) Describe the methodologies used in Political Science, International Relations, and other social sciences; (2) Understand how to read academic literature, evaluate claims, develop research questions, and formulate ways to answer those question using the methodological tools discussed in class; (3) Evaluate claims to knowledge made by people in the media, by politicians, by academics, and by their peers; (4) Understand basic descriptive and analytical statistics; and (5) Understand how all the social sciences are connected in terms of methodology.

Course Webpage and Blackboard

This syllabus and appropriate links are available on Blackboard. The slides from lecture will be available on Blackboard whenever possible, I will post the slides before class so that students can print them out to take notes directly onto the slides. Reviewing the slides is not a substitute for attending lecture, and the slides will not include all the information covered in lecture, or all the material that will be on the exams.

Statement on Accessibility

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at DSS@shu.edu.

Statement on Equity and Diversity

Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.

Statement on Academic Integrity

Plagiarism and other forms of academic dishonesty will be reported to the administration and may result in a lowered or failing grade for the course, and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here:

<https://www.shu.edu/student-life/upload/Student-Code-of-Conduct.pdf>
<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

See also the brief piece posted on Blackboard about how to avoid plagiarizing.

Policy on Incompletes

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing

Grade Disputes

You may contest the grade on an exam or assignment up to one week after it is returned. If you believe that there has been an error on your exam, submit a **written** description of the error you believe occurred along with the exam to me. Clerical errors and outright mistakes will be corrected; decisions about the amount of partial credit to give for an answer will not be revisited.

Academic Resources

If you need support during this course, Seton Hall has resources for you.

The Academic Resource Center is the general support place for students. The Online Writing Lab provides students with comments on papers via email within 48 hours. The Writing Center and the Math Learning Lab offer appointments for one-to-one tutoring. More information is available here:

- <http://www.shu.edu/student-services/toolkit.cfm>