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School of Diplomacy and International Relations

Fall 2019

DIPL 6310 AA/NB Research Methods for Policy Analysis

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DIPL 6310: Research Methods for Policy Analysis
School of Diplomacy & International Relations, Seton Hall University
AA: Tues. 2:00 – 4:10, Alfieri Hall 122 (ST 122)
NB: Tues. 5:00 – 7:10, Alfieri Hall 122 (ST 122)

Professor: R. Joseph Huddleston
Office Hours: Wed. 9a – 12p (McQuaid 105)
Email: joseph.huddleston@shu.edu

This syllabus is current as of October 5, 2019. You will be notified in class and/or by e-mail when the syllabus is updated.

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. You will also be assigned academic readings accessible through Seton Hall's library.

Course Description
This class is an introduction to political science 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.

Grading
Participation   …………………………………………………………………………… 30%
Three homework assignments, 12% each   ………………………………………………… 36%
Research design Paper   ……………………………………………………………… 34%

Course Grading Scale

Participation (30%)
Participation goes well beyond attendance. In includes thoughtful engagement with all parts of the class. This course is taught around class discussion, debate, and activities. This means we will all be dependent on each other's efforts to prepare for and engage in class activities and have a worthwhile learning experience. Each class session's participation will be graded as following:
- 2 points: Active, thoughtful participation that demonstrates understanding of the assigned material and full participation in classroom activities.
- 1.5 points: Limited participation that demonstrates some understanding of the assigned material and some participation in classroom activities and discussion.
- 1 point: Attendance with little or no participation in class.

- 0 points: Unexcused absence (beyond 1 allowable unexcused absence)

You are expected to **complete all assigned readings before the class** for which they are assigned, and to arrive in class prepared to discuss that material. You may also find it helpful to prepare notes and talking points before each session, including your thoughts, opinions, analysis, and questions about the week's materials.

Homework and Research Design Assignments (70%)

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 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. 4500 – 6000 words (15 - 20 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
    o Operationalize the dependent variable (or what's being caused)
    o Develop a series of alternative explanations for the outcome
    o Operationalize independent variables (or what's doing the causing)
    o Discuss case selection (what cases are you going to look at and why)
    o Develop a testing procedure (or, how you will test your arguments, and how you will know you are right)
    o 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)

Homework assignments are **due electronically by the beginning of class on the date it is due**. Late assignments are docked 10% for each 24 hours following their respective deadlines. Assignments more than one week late will be given a 0.

Research Design Paper due <u>Friday, December 13</u> at 11:59pm. Upload <u>PDF</u> to Bb.

Guidelines 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.

Your assignments should <u>be turned in to Blackboard as PDF</u> documents. (If you need help generating a PDF, see <u>here for Word</u>, and <u>here for Pages</u>.) You will turn all assignments in through Blackboard, due electronically at the beginning of class on the listed date.

I will grade your work, give you feedback, and assign your grades <u>digitally</u>. Hard copies are for reference during class.

Primary Student Learning Outcomes:
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.

<u>**Meetings and Materials**</u>

Week 1 (8/27)   Introduction

Week 2 (9/3)   Asking the Right Question
Required Materials:
-   JRM Ch 1-2 (SKIM)
-   JRM Ch 3 (READ)
-   Knopf, Jeffrey W. (2006) "Doing a Literature Review." *PS: Political Science and Politics* no. 1: 127.
-   Yazici, E. (2018). Transborder identities, bias, and third-party conflict management. Conflict Management and Peace Science
-   Sovacool, Asen, Sorrell. 2018. "Promoting novelty, rigor, and style in energy social science," *Energy Research & Social Science* 45(1)

Week 3 (9/10)   Hypothesis and Theory Construction
Required Materials:
-   JRM Ch 4
-   Branislav Slantchev. 2005. "The Scientific Method." Here:
    o   http://slantchev.ucsd.edu/courses/ps12/01-scientific-method.pdf

- Megan Stewart. 2018. "Civil War as State-Making: Strategic Governance in Civil War." *International Organization* 72(1)
- Nicolás Liendo and Jessica Maves Braithwaite. 2018. "Determinants of Colombian attitudes toward the peace process." *Conflict Management and Peace Science* 35(6)

==********Research Question Homework Distributed*********==

Week 4 (9/17)   **Concepts and Variables**
- JRM Ch 5
- Adcock and Collier. 2001. "Measurement Validity: A shared standard for qualitative and Quantitative Research", *APSR*
  - http://polisci.berkeley.edu/sites/default/files/people/u3827/APSR2001-Validity.pdf
- Munck and Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating alternative indices," *Comparative Political Studies*, 35(1)
- Coppedge et al. 2011. "Conceptualizing and Measuring Democracy: A New Approach," *Perspectives on Politics* 9(2)
- LinkedIn Learning "SPSS Statistics Essential Training"
  - Module 1: 25 min
  - Module 2: 18 min

Week 5 (9/24)   **All Research is Experimental**
- JRM Ch. 6, pp. 166 - 195
- McDermott. "Experimental Methods in Political Science." *Annual Review of Political Science*. 5(2002), 31-61.
- Wantchekon. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3)
- Raghabendra and Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* no. 5: 1409
- Posner, Daniel. 2005. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4)
- LinkedIn Learning "SPSS for Academic Research"
  - Module 3: 33min
  - Module 4: 22min
- LinkedIn Learning "SPSS Statistics Essential Training"
  - Module 8: 12 min
    - Only 8.6 "Paired t" and 8.7 "Independent t"

Week 6 (10/1)   **Sampling and Case Selection**
==********Research Question Homework Due*********==
Required Materials:
- JRM Ch. 6 pp. 196-203
- JRM Ch. 7
- Gerring, John. 2004 "What Is a Case Study and What Is It Good For?" American Political Science Review. 98(2)
- 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
- Barbara Geddes. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2:131-150.

- LinkedIn Learning "SPSS for Academic Research"
  o Module 2: 27min
Recommended
- John Gerring. 2007. "Is There a (Viable) Crucial-Case Method?" *Comparative Political Studies* 40(3)
==*********Empirical Strategy Homework Distributed*********==

Week 7 (10/8)   **Qualitative Methods**
Required Materials (They're short, I promise):
- Mosley, "Just Talk to People", Introduction to *Interview Research in Political Science* (2013) (Available as SHU library e-book)
- Leech, Beth L. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science and Politics* no. 4: 665.
- Martin, "Crafting Interviews to Capture Cause and Effect", Ch. 5 in *Interview Research in Political Science* (2013) (SHU library e-book)
- Stanley, Liam. 2016. "Using focus groups in political science and international relations." *Politics* 36, no. 3: 236-249.
- Lee Jarvis and Michael Lister. 2015. "'I read it in the FT,'" Ch. 6 in *Critical Perspectives on Counter-Terrorism* (on Bb)
Recommended resources:
- Leech, Beth L. 2002, "Interview Methods in Political Science." *PS: Political Science and Politics* 35(4)
- Aberbach, Joel D., and Bert A. Rockman. 2002. "Conducting and Coding Elite Interviews." *PS: Political Science and Politics* 35(4)

Week 8 10/15   **Fall Break, No class**

Week 9 (10/22)   **Survey Design**
- JRM Ch. 10, pp. 294 – 338
- Inglehart, Ronald F., Ponarin, Eduard, & Inglehart, Ronald C. 2017. "Cultural Change, Slow and Fast: The Distinctive Trajectory of Norms Governing Gender Equality and Sexual Orientation." *Social Forces* 95(4)
- Amos Tversky and Daniel Kahneman. 1981. "The Framing of Decisions and the Psychology of Choice." *Science* 211(30)
- Huddleston, R. Joseph. 2019 "Think Ahead: Cost Discounting and External Validity in Foreign Policy Survey Experiments" *The Journal of Experimental Political Science*
- Check out the Global Barometer Surveys: https://www.globalbarometer.net/
- LinkedIn Learning "SPSS Statistics Essential Training"
  o Module 3: 43 min
  o Module 4: 17 min

Week 10 (10/29)   Descriptive Statistics
==*********Empirical Strategy Homework Due*********==
Required Materials:
- JRM Ch. 11
- Paul Gill et al. 2014. "Bombing Alone. Tracing the Motivations of Antecedent Behaviors of Lone-Actor Terrorists." *Psychiatry & Behavioral Sciences* 59(2)
- Kalisha Figures and Joscha Legewie. 2019. "Visualizing Police Exposure by Race, Gender, and Age in New York City." *Socius* 5

- Sarah Leo. 2019. "Mistakes, we've drawn a few", *The Economist*
- LinkedIn Learning "SPSS Statistics Essential Training"
  - Module 5: 15 min
  - Module 6: 14 min
  - Module 7: 45 min

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

Week 11 (11/5)   Correlation and Regression
Required Materials:
- JRM Ch. 12-13
- 2 Readings on Bb
- LinkedIn Learning "SPSS Statistics Essential Training"
  - Module 8: 22 min
    - Sections 8.1, 8.2, 8.3, 8.5

Week 12 (11/12)   No Class Scheduled. Sign up for individual meetings.

Week 13 (11/19)   Multiple Regression
Required Materials:
- JRM Ch. 14 pp 516-559
- Smith, Megan and James Igoe Walsh (2013). "Do Drone Strikes Degrade Al Qaeda? Evidence from Propaganda Output." *Terrorism and Political Violence* 25(2)
- Stewart, Megan. 2018. "Civil War as State-Making: Strategic Governance in Civil War." *International Organization* 72(1)
  - (**We will focus on interpreting the empirical tests**)
- LinkedIn Learning "SPSS Statistics Essential Training"
  - Module 8: 10 min
    - Section 8.4 "Multiple Regression"
  - Module 7 (suggested rewatch): 45 min

Week 14 (11/26)   Logistic Regression
Required Materials:
- JRM: Chapter 14, pp 559-581
- Chacha, M., & Stojek, S. (2019). Colonial ties and civil conflict intervention: Clarifying the causal mechanisms. *Conflict Management and Peace Science*, 36(1), 42–62
- Maya Sen. 2017. "How Political Signals Affect Public Support for Judicial Nominations: Evidence from a Conjoint Experiment." *Political Research Quarterly* 70(2)
  - (**We will focus on interpreting the empirical tests**)
- LinkedIn Learning "SPSS Statistics Essential Training"
  - Module 9: 21 min

Week 15 (12/3)   Regression Applications
*********Data Homework Due*********
Required Materials:
- Marina Petrova. 2019. "What Matters Is Who Supports You: Diaspora and Foreign States as External Supporters and Militants' Adoption of Nonviolence." *Journal of Conflict Resolution* 0(0)
- Hegre, Hultman, and Nygard. 2019. "Evaluating the Conflict-Reducing Effect of UN Peacekeeping Operations." *Journal of Politics* 81(1)

- Jens Hainmueller, Daniel Hopkins, and Teppei Yamamoto. 2014. "Causal Inference in Conjoint Analysis: Understanding Multidimensional Choices via Stated Preference Experiments" *Political Analysis* 22
    o **(We will focus on interpreting the empirical tests)**

(12/11 – 12/17)   Finals Week
                 Research Design Paper due <u>**Friday, December 13**</u> **at 11:59pm**
                 Upload to Blackboard

<u>**Policies and Resources**</u>

- **Plagiarism, Cheating and 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:
    - http://www.shu.edu/offices/student-life/community-standards/communitystandards.cfm
    - http://www.shu.edu/academics/diplomacy/academic-conduct.cfm.
- **Counseling**. The Office of Counseling and Psychological Services (CAPS) offers assistance to students in need of support. CAPS is located in Mooney Hall and can be reached at (973)-761-9500.
- **Absences**. Students are expected to attend all class sessions and participate in discussions. If a medical situation or other emergency arises students should inform the professor via email at the earliest possible opportunity as to the reason for their absence. Unexcused absences will bring down your participation grade.
- **Grade Appeals**. Grades in this course are not negotiable. If you think an error has been made, you may contest the grade on an assignment up to one week after it is returned. Clerical errors and outright mistakes will be corrected; other grading decisions will not be revisited.
- **Late Assignments**. Failure to turn in a paper on its due date will result in a grade penalty. All late papers (anything submitted after the deadline) will be penalized by 10% per 24hrs (i.e., a 100% A paper turned in one day late is an A- at 90%, two days late a B- at 80%, etc.). Assignments more than one week late will be given a 0. There may be exceptions made in cases of medical or family emergency.
- **Technology**. Students will be allowed to use laptop computers during class for the purposes of note taking only. All other activities (email, internet, Facebook, etc.) are prohibited during class. Students who violate this policy will forfeit their laptop privileges.
- **Accommodations**. 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.
- **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

7

the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

- **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