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School of Diplomacy and International
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Fall 2021

DIPL 6310 Research Methods for Policy Analysis

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DIPL 6310: Research Methods for Policy Analysis

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Student Hours: W 11-12, Th 9-12, or by appointment

All student meetings conducted through MS Teams

Course Objectives:

This class is intended to accomplish two goals. First, this is a class for you to develop **tools** to pose questions and answer them in a social scientific fashion. Second, as this class is an essential prerequisite to DIPL 6311, you will finish this class having developed a **template** for that project.

To accomplish this first goal, we will spend the bulk of class time on understanding both qualitative and quantitative research. The second goal is one of application, as you will use insights picked up throughout the class to produce a research design of your own for use in DIPL 6311.

This is a class that involves thinking in new and unaccustomed ways. And that's okay. We can do this. The second part of the course involves a great deal of math, but it is my goal to communicate this intuitively, and we will have lots of practice in doing this. Rest assured that I am here to help.

Course Materials:

The textbook that we will use for this course is the following:

Janet B. Johnson, H.T. Reynolds, and Jason Mycoff. 2019. Political Science Research Methods 9th Edition. SAGE/CQ Press ISBN: 9781544331430. Please note that there is an electronic rental version available on the publisher's website that is more reasonably priced: <https://us.sagepub.com/en-us/nam/political-science-research-methods/book257383>

Additional readings will be available on Blackboard.

In addition, we will be using SPSS, which is an industry standard statistical software package, to complete the last four assignments. Following the end of the drop-add period, students will be provided with a link to download a free version of the software as part of the university's site license. University computers equipped with SPSS can be found in the information commons area of the library on the second floor.

Evaluation:

Your grade will be comprised of the following. More information on each of these is available on the last page of the syllabus.

Homework Assignments (6 total – 6 @ 10% each)
Research Design (40% of grade)

Student Learning Outcomes:

By the end of the semester, students should have acquired knowledge and understanding of: key concepts, models, theories, and debates involved in the study of contemporary international relations and diplomacy and the social science research process. Students should also have developed the skills to: collect, sort, and evaluate information; analyze complex situations and synthesize information; integrate different fields of study in analysis of a complex world; and communicate effectively in oral and written form.

COVID Ground Rules:

I recognize that we are teaching and learning during a pandemic, and that we are all coping with a great deal. Along the way in this class, I am certain to make mistakes. I ask for your patience. I will be patient as well. If you encounter issues at any time, please reach out and I can be of assistance. I cannot fix problems that I am unaware of.

Other Course Policies:

Coronavirus Safety: As of right now, our mask mandate is mandatory for indoors (unless you're alone or eating) and in effect until further notice. The language was clear last year: No mask, no class. Updates can be found here: <https://www.shu.edu/health-intervention-communication/>

Late work: Students who anticipate not being able to complete an assignment on time should inform me as soon as possible. Because I need to return assignments promptly, I can only grant extensions of up to 36 hours. These extensions will be penalized up to 10% of the letter grade.

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://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>

<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

Participation: Students are expected to be actively involved in learning in this class. I will rely heavily on in-class discussion and will employ the Socratic method from time to time as a means of drawing out discussion.

Duplication: Students are required to submit original work for the research design.

Policy on Homework Submission: All homework assignments must be submitted online. More information on how to do this is available at http://blogs.shu.edu/techtips/files/safeassign_student.pdf

Accommodation: 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.

Grading: Students must receive a grade of C or higher in 6310 in order to register for 6311. The School of Diplomacy does not award grades of D in graduate classes. Final grades below 70% will be entered into the gradebook as an F

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.

Student Resources:

Library Resources: Successful completion of the research design will require you to use considerable library research. Please note the following: 1) Wikipedia is not acceptable as a valid source of information and as such should not be cited;¹ 2) I will not assign the pages from the Johnson text which deal with writing a literature review, but you will find this helpful. 3) If you have further library questions, you should discuss them with Diplomacy’s library liaison, Lisa DeLuca (lisa.deluca@shu.edu).

Please review these additional library resources:

- Graduate Services Guide (General for all programs): <https://library.shu.edu/gradservices/>
- Diplomacy Graduate Remote Research Guides: <https://library.shu.edu/diplomacy-remote>
- Data Services Guide (with form to request data support): <https://library.shu.edu/data-services>

CAPS: As part of our commitment to the health and well-being of all students, Seton Hall University’s Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>

University Writing Resources: The University Writing Center, located on the 3rd floor of the library, offers a number of resources to help you succeed. These include the following:

¹ <http://chronicle.com/wiredcampus/article/1328/wikipedia-founder-discourages-academic-use-of-his-creation>

- One-on-one meetings with a tutor to discuss your writing. You can meet with a graduate student or a professor. Sign up for appointments here: <http://blogs.shu.edu/studenttoolkit/the-writing-lab/>
- An Online Writing Lab (OWL) in which you submit a paper and receive written feedback on it within 48 hours. For more information: <http://academic.shu.edu/owl/front.htm>

Schedule of Assignments

Week One September 2

Introduction

Read the syllabus and the introduction powerpoints, as well as the items below. Think about how these works speak to each other. Be prepared to discuss.

Dan Spokoyny and Thomas Scherer “Foreign Policy Should Be Evidence Based” *War on the Rocks*, July 26, 2021.

Nicholas Kristof “What the Pandemic Reveals about the male ego” *New York Times*, June 13, 2020.

David Leonhardt and Lauren Leatherby “Where the virus is growing most: countries with illiberal populist leaders” *New York Times*, June 2, 2020.

PLEASE SKIM THIS: Constantin Manuel Bosancianu, et. al. 2020. “Political and Social Correlates of Covid-19 Mortality” Working Paper, WZB Berlin.

Week Two September 9

Scientific Method / How to Ask Questions

Start to think about the research question for Assignment One.

JRM: Chapters 1 and 2.

Week Three September 16

Research Design Fundamentals

Assignment One due at start of class

JRM: Chapter 3, pages 49-53 and Chapter 4, pages 73-86.

Stephen M. Walt. 1988. Testing Theories of Alliance Formation: The Case of Southwest Asia. *International Organization* 42(2): 275-277 **ONLY**.

Martin S. Edwards. 2018. *The IMF, the WTO, and the Politics of Economic Surveillance*. New York: Routledge. **INTRODUCTION ONLY**.

Week Four September 23

Concepts and Variables

Using these readings, start to think about Assignment Two.

JRM: Chapter 4, pages 86-98.

Martha Finnemore. 1993. International Organizations as Teachers of Norms. *International Organization* 47: 565-576 **ONLY**.

Yoram Haftel and Alexander Thompson. 2006. The Independence of International Organizations. *Journal of Conflict Resolution* 50(2):253-265 **ONLY**.

Williamson, E.J., Walker, A.J., Bhaskaran, K. *et al.* Factors associated with COVID-19-related death using OpenSAFELY. *Nature* (2020). **Page One ONLY**.

Optional:

Andrew S Rosenberg, Measuring Racial Bias in International Migration Flows, *International Studies Quarterly*, Volume 63, Issue 4, December 2019, Pages 837–845.

Jeff D. Colgan. 2019. American Bias in Global Security Studies Data. *Journal of Global Security Studies* 4(3): 358–371

S. Michael Gaddis. 2017. How Black Are Lakisha and Jamal? Racial Perceptions from Names Used in Correspondence Audit Studies. *Sociological Science*. 4(19):469-489.

Week Five September 30

Case Selection

JRM: Chapters 6 and 8.

Barbara Geddes. 1990. How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics. *Political Analysis* 2:131-150.

Ronald Mitchell. 1994. Regime Design Matters. *International Organization* 48(3):425-435 **ONLY**.

Optional:

Allard Duursma, "[The \(un\)surprising effectiveness of African mediation efforts](#)" *African Arguments*, July 2, 2020.

Week Six October 7 Assignment Two due at start of class

Building Qualitative Research Designs / Intro to SPSS

David M. Edelstein. 2004. Occupational Hazards: Why Military Occupations Succeed or Fail. *International Security* 29(1):49-91.

Andrew Bennett and Colin Elman. 2007. Case Study Methods in the International Relations Subfield. *Comparative Political Studies* 40(2):170-195.

Optional:

JRM: Chapter 7

Ian Lustick. 1996. History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias. *American Political Science Review*, 90(3):605-618.

CQRM Lectures from Andrew Bennett here:

https://www.maxwell.syr.edu/moynihan/cqrm/IQMR_Resources_and_Materials/

Week Seven October 14

Sampling and Inference

JRM: Chapters 5 and 11.

Dean Knox and Jonathan Mummolo. "A widely touted study found no evidence of racism in police shootings. It's full of errors." *Washington Post*, July 15, 2020.

Week Eight October 21

Research Design Check-In

No class meeting – each of you will have a one on one meeting with me to discuss progress on your research designs.

Week Nine October 28

T-tests and Crosstabs

JRM: Chapter 12 and Chapter 13, pages 267-290.

Roy Licklider. 1995. The Consequences of Negotiated Settlements in Civil Wars, 1945-1993. *American Political Science Review* 89(3):681-690.

Week Ten November 4

Correlation and Regression

JRM: Chapter 13, pages 307-318.

Alberto Alesina and Lawrence H. Summers. 1993. Central Bank Independence and Macroeconomic Performance: Some Comparative Evidence. *Journal of Money, Credit and Banking*. 25(2): 151-162

Week Ten November 11

Multiple Regression 1

Take advantage of this week to review everything!

JRM: Chapter 14, pages 319-324.

Week Eleven November 18

Multiple Regression 2

John A. C. Conybeare. 1983. Tariff Protection in Developed and Developing Countries: A Cross-Sectional and Longitudinal Analysis. *International Organization*. 37(3):441-467.

Wayne Sandholtz and William Koetzle. 2000. Accounting for Corruption: Economic Structure, Democracy, and Trade. *International Studies Quarterly*. 44(1):31-50.

November 25 – Thanksgiving – No class

Week Twelve December 2
Regression Applications / Logistic Regression

JRM: Chapter 14, pages 324-329.

Michael Ross. 2006. Is Democracy Good for the Poor? *American Journal of Political Science* 50(4): 860-874.

Week Thirteen December 9

Logistic Regression Models

Vinícius Rodrigues Vieira, “Who Joins Counter-Hegemonic IGOs? Early and Late Members of the China-Led Asian Infrastructure Investment Bank.” *Research & Politics*, (April 2018).

Optional:

Marc Hooghe and Ruth Dassonneville. 2018. Explaining the Trump Vote: The Effect of Racist Resentment and Anti-Immigrant Sentiments. *PS: Political Science & Politics*, 51(3):528-534.

Paul Huth and Bruce Russett. 1984. What Makes Deterrence Work? Cases from 1900 to 1980. *World Politics* 36(4):496-526.

Homework Assignments

There will be six homework assignments addressing the following topics:

- Research Design Problem Statement (10%)
- Variable Operationalization (10%)
- T-Tests and Crosstabs (10%)
- Correlation (10%)
- Multiple Regression (10%)
- Logistic Regression (10%)

Homework #1: Problem Statement Assignment:

Due at the start of class on September 16.

In a minimum of three double spaced typed pages with standard margins and fonts (1”, 12 point), develop a question that you would like to research. You must do three things:

- Make certain that it is clear what your question is
- Explain how and in what ways your question is important for *scholarship*
- Explain how and in what ways your question why is important for *policymakers*

I expect your bibliography to have a minimum of six sources.

Homework #2: Variable Operationalization Assignment:

Due at the start of class on October 7.

In a minimum of four double spaced typed pages with standard margins and fonts (1", 12 point), address the following:

- *Briefly* (no more than a paragraph) summarize your research question
- Discuss how other scholars have operationalized the dependent variable that forms the basis of your study.
- Discuss how you will operationalize the dependent variable in your study (concept, measure, and source).

I expect your bibliography to have a minimum of ten sources.

Research Design Paper:

The primary written assignment in this class is a 15 page minimum (double-spaced with 1" margins and 12 point fonts) research design. **This paper is due electronically at 12 noon EST on Friday December 17.** 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 scholarship and policy)
- Review the relevant literature on this topic
- Outline a 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, but you really need to tie it to international relations. If you wish to build on one of the examples, please discuss this with me. Changes in topics must be discussed with me in advance.