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Diplomacy Syllabi

School of Diplomacy and International  
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Spring 2020

## **DIPL 3800 Investigating International Relations**

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*Seton Hall University*

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**DIPL 3800: Investigating International Relations**

School of Diplomacy &amp; International Relations, Seton Hall University

AA: Mon &amp; Wed 2:00 - 3:15 pm (Alfieri Hall 27)

AB: Mon &amp; Wed 3:30 - 4:45 pm (Alfieri Hall 27)

Professor: R. Joseph Huddleston

Office Hours: Mon 12:45 – 1:45 pm &amp; Tues 2:30 – 4:30 pm

Email: [joseph.huddleston@shu.edu](mailto:joseph.huddleston@shu.edu)

This syllabus is current as of January 8, 2020. You will be notified in class and/or by e-mail if the syllabus is updated.

**Required Materials**Johnson, Reynolds, and Mycoff. *Political Science Research Methods*.

I am teaching out of the 8<sup>th</sup> edition. Throughout the syllabus, I abbreviate this text as JRM. You will also be assigned academic readings accessible through Seton Hall's library.

SPSS software, available [here](#). Every exercise and assignment can also be completed through Excel, but it is probably better to learn SPSS. As a Seton Hall student, you have free access to SPSS. I suggest you install SPSS right away, as we will have weekly SPSS labs starting in Week 4.

**Course Description**

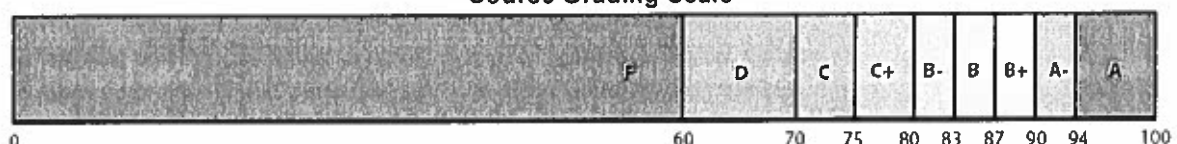
This class is an introduction to political science international relations research methodology. My main goal is to teach you the basics of creating and consuming research in the social sciences. The course will lead you through conceptualization and theory construction, the derivation of testable hypotheses, 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, or R, if you are ambitious) for some class assignments. These include some simple description and cross tabulation of original data.

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.

**Grading**

Three homework assignments, 10% each .....	30%
One midterm, 15% .....	15%
Research Design Paper .....	35%
Participation .....	10%
Reading Quizzes .....	10%

**Course Grading Scale**

**Participation (10%)**

Participation 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 demonstrating understanding of the assigned material and current events. Full participation in classroom activities, discussion of readings.
- 1.5 points: Limited participation demonstrating some understanding of the assigned material and current events. Limited participation in classroom activities and discussion of readings.
- 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.

**Reading Quizzes (10%)**

We will use the Socrative system to do in-class reading quizzes at the beginning of each class. 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 three quiz scores.

If you want to be sure you get full credit for a quiz, all you have to do is write your own quiz question (multiple-choice or fill-in-the-blank) 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.

**Midterm (15%)**

The midterm will be closed book. It will cover material from lecture, section, and the required readings, viewings, listenings, and exercises.

**Homework and Research Design Assignments (65%)**

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, approximately 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)

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 Wednesday, May 13 at 11:59pm. Upload PDF 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 be turned in to Blackboard as PDF documents. (If you need help generating a PDF, see here for Word, and here for Pages.) 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 digitally.

### **Additional Notes**

Healthy disagreement and discussion are a central component of this class. Constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights. It is not just encouraged, it is expected. All viewpoints are welcome, but no ideas are immune from scrutiny and debate. There may be times when you disagree with someone else's opinion. It is important that you respond in an appropriate, respectful, professional, and constructive manner.

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.

### **Meetings and Materials**

#### **Week 1 (1/13)    Introduction**

Mon. Jan. 13

Introduction: Wicked Problems and Why Research Matters

Wed. Jan. 25

The Scientific Method Solves Wicked Problems (and More!)

Required:

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

**Week 2 (1/20)**

**The Scientific Method**

Mon, Jan 20 – No Class

Wed, Jan 22

Required:

- JRM Ch 2 (pp. 58-72)
- Slantchev, parts 1 and 2
- Here's What a Man Who Studied Every Suicide Attack in the World Says

Recommended:

- (Listen until 19:24): "Is there a better way to fight terrorism?"

**Week 3 (1/27)**

**Finding the Right Question**

Mon, Jan 27

Reviewing the Literature and Developing Questions

Required:

- JRM Ch. 3 pp. 94-101
- Knopf, Jeffrey W. "Doing a Literature Review." *PS: Political Science and Politics* no. 1 (2006): 127.

Recommended:

- How to Read (and Understand) a Social Science Journal Article
- BrowZine is here!, Seton Hall Libraries Blog

\*\*\*\*\*Research Question Homework Distributed\*\*\*\*\*

Wed, Jan 29

Deriving Testable Implications

Controversy: The Democratic Peace Theory

Required:

- JRM Ch. 4
- Slantchev, parts 3 and 4
- Rand Corporation, "The Democratic Peace Idea"

**Week 4 (2/3)**

**Theory, Hypotheses, Concepts, and Variables**

Mon, Feb 3

Required:

- (SKIM) 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.
- LinkedIn Learning "SPSS Statistics Essential Training"
  - Module 1: 25 min

ACTIVITY: Generating Testable Hypotheses

Wed, Feb 5

Begin discussion about measurement validity

Required:

- JRM Ch. 5
- Viewing: What is GDP?
- Viewing: Nominal vs. Real GDP
- Viewing: Real GDP Per Capita and the Standard of Living

- LinkedIn Learning "[SPSS Statistics Essential Training](#)"
    - [Module 2](#): 18 min
- ACTIVITY: SPSS Lab (Be ready)

**Week 5 (2/10) Concepts and Variables (continued)**Mon, Feb 10

Required:

- Adcock and Collier. [Measurement Validity: A shared standard for qualitative and Quantitative Research](#)
- [Michael Green TED talk](#)
- LinkedIn Learning "[SPSS for Academic Research](#)"
  - [Module 3](#): 33min

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

Wed, Feb 12

Required:

- JRM Ch. 6, pp. 166 -185
- McDermott, Rose. "Experimental Methods in Political Science." *Annual Review of Political Science*. 5(2002), 31-61.
- LinkedIn Learning "[SPSS for Academic Research](#)"
  - [Module 4](#): 22min

ACTIVITY: SPSS Lab (Be ready)

**Week 6 (2/17) Experimental Logic and Sampling**Mon, Feb 17

\*\*\*\*\*Research Question Homework Due\*\*\*\*\*

Required:

- JRM Ch. 6, pp 185 – 195
- Poverty Action Lab, 2 write-ups
  - [Women as Policy Makers](#)
  - [Deworming in Kenya](#)

Recommended:

- Raghabendra, Chattopadhyay, and Duflo Esther. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* no. 5: 1409

Wed, Feb 19

Sampling

Required:

- JRM Ch. 7
- Viewing: [Sampling error introduction](#)
- Exercise: [Khan Academy Warmup](#)
- Exercise: [Sampling Distributions](#)
- LinkedIn Learning "[SPSS for Academic Research](#)"
  - [Module 2](#): 27min

ACTIVITY: Applied exercises in sampling, SPSS Lab (Be ready)

\*\*\*\*\*Empirical Strategy Homework Distributed\*\*\*\*\*

**Week 7 (2/24) Case Selection and Qualitative Methods**

Mon, Feb 24

Sampling (continued); Case Selection

Required:

- JRM Ch. 6, pp. 196-203
- 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.

Wed, Feb 26

The Written Record

Required:

- JRM Ch. 9
- ACTIVITY: Optional SPSS Lab (Be ready)

**Week -- (3/2)      Spring Break, No class**

**Week 8 (3/9)      More Qualitative Methods and Ethical Considerations**

Mon, March 9

Interviews and Focus Groups

Required:

- JRM Ch. 10, pp. 338 – 345
- 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.
- Lee Jarvis and Michael Lister. 2015. "'I read it in the FT,'" Ch. 6 in *Critical Perspectives on Counter-Terrorism* (on Bb)

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

Wed, March 11

Ethical Issues

Required:

- Lyall, Jason. 2009. "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya." *The Journal of Conflict Resolution* no. 3: 331

ACTIVITY: SPSS Lab (Be ready)

**Week 9 (3/16)      Using Survey Research**

Mon, March 16

Required:

- JRM Ch. 10, pp. 294 – 338
- (SKIM) 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)
- Check out the [Global Barometer](#) and [World Values Surveys](#)
- LinkedIn Learning "[SPSS Statistics Essential Training](#)"
  - [Module 3](#): 43 min
  - [Module 4](#): 17 min

Wed, March 18

\*\*\*\*\*Empirical Strategy Homework Due\*\*\*\*\*

Required:

- (SKIM) Tomz, Michael. 2007 “Domestic Audience Costs in International Relations: An Experimental Approach” *International Organization* 61, no. 4.
- Huddleston, R. Joseph. 2019 “Think Ahead: Cost Discounting and External Validity in Foreign Policy Survey Experiments” *The Journal of Experimental Political Science* 5(2)

ACTIVITY: Class Project: Qualtrics Survey Experiment

\*\*\*\*\*Midterm review circulated\*\*\*\*\*

### **Week 10 (3/23) Designing an Original Survey Experiment**

Mon, March 23

ACTIVITY: Class Project: Qualtrics Survey Experiment

Wed, March 25

\*\*\*\*\*Midterm Exam\*\*\*\*\*

**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 11 (3/30) Working with Data**

Mon, March 30

Foundations of Quantitative Methods and Intro to SPSS

- Reading: JRM Ch. 11, pp. 348-368
- Viewing: The Central Limit Theorem

Wed, April 1

Basic Statistics with Original Data

Required:

- Reading: JRM Ch. 11 pp. 369-384
- LinkedIn Learning “SPSS Statistics Essential Training”
  - Module 8: 12 min
    - Only 8.6 “Paired t” and 8.7 “Independent t”
- LinkedIn Learning “SPSS Statistics Essential Training”
  - Module 5: 15 min
  - Module 6: 14 min
  - Module 7: 45 min

ACTIVITY: SPSS Lab (Be ready)

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

### **Week 12 (4/6) Correlation and Regression**

Mon, April 6

Continuing Descriptive Stats with Observational Data

Required:

- (SKIM) Paul Gill et al. 2014. “Bombing Alone. Tracing the Motivations of Antecedent Behaviors of Lone-Actor Terrorists.” *Psychiatry & Behavioral Sciences* 59(2)
- Explore: Data Resources
  - Seton Hall’s ICPSR subscription
  - Other SHU Data Resources



**Policies and Resources**

- **Academic Integrity & Dishonesty.** 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.
- **Disability Services Statement.** 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](mailto:DSS@shu.edu).
- **Citation Formats.** 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.
- **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.
- **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>