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Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2022

Research Methods for Policy Analysis

R. Joseph Huddleston Ph.D.

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DIPL 6310: Research Methods for Policy Analysis
School of Diplomacy & International Relations, Seton Hall University
Mon. 5:00 – 7:10, Muscarelle 08 (SH 08)

Professor: R. Joseph Huddleston
Student Hours: Mon. 2p – 4:45p (McQuaid 105)
Email: joseph.huddleston@shu.edu

This syllabus is current as of January 24, 2022. You will be notified in class and/or by e-mail if/when the syllabus is updated.

Required

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

I am teaching out of the 9th edition. Throughout the syllabus, I abbreviate this text as JRM. You will also be assigned academic readings accessible through Seton Hall’s library.

Stata software, available from SHU here.

Every exercise and assignment can also be completed through Excel, but it is probably better to learn Stata. As a Seton Hall student, you have free access to Stata. I suggest you install Stata as soon as possible, as we will have weekly Stata labs starting in Week 4.

Course Description

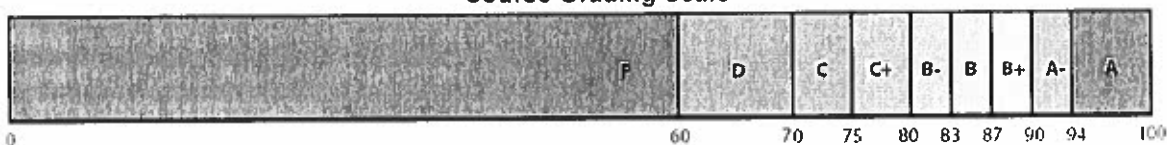
This class is an introduction to political science international relations research methodology. My main goal is to teach you the basics of creating and consuming research in the social sciences. The course will lead you through conceptualization and theory construction, the derivation of testable hypotheses,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

Grading

Participation	15%
Three homework assignments	45%
Research design Paper	40%

Course Grading Scale



Participation (15%)

Participation goes well beyond attendance. It 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 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 (85%)

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 thesis project, approx. 4000 – 6000 words (12 - 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
 - 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 Monday, May 16 at 11:59pm. Upload Word .docx to Teams.

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 Teams as Word .docx documents. You will turn all assignments in through Teams. due electronically at the beginning of class on the listed date. I will grade your work. give you feedback, and assign your grades digitally. Hard copies are not necessary.

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.

Meetings and Materials

Week 1 (1/24) Introduction

Week 2 (1/31) Asking the Right Question

Required:

- JRM Ch 1-2 (SKIM)
- JRM Ch 3 (READ)

- Knopf, Jeffrey. (2006) "Doing a Literature Review." *PS: Political Science and Politics* no. 1: 127.
 - Sovacool, Asen, Sorrell. 2018. "Promoting novelty, rigor, and style in energy social science," *Energy Research & Social Science* 45(1)
- *****Research Question Homework Distributed*****

Week 3 (2/7) Hypothesis and Theory Construction

Required:

- JRM Ch 4
- Branislav Slantchev. 2005. "The Scientific Method." Here:
 - <http://slantchev.ucsd.edu/courses/ps12/01-scientific-method.pdf>
- Stewart, Megan. 2018. "Civil War as State-Making: Strategic Governance in Civil War." *International Organization* 72(1)
- Yazici, Emir. 2018. Transborder identities, bias, and third-party conflict management. *Conflict Management and Peace Science* 37(4)
- Kenneth Waltz. 1988. "The Origins of War in Neorealist Theory," *Journal of Interdisciplinary History* 18(4) (first 2 pages)

Week 4 (2/14) Concepts and Variables

Required:

- JRM Ch 6
- Rand Corporation, "The Democratic Peace Idea", pp. 147-160
- Munck and Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating alternative indices," *Comparative Political Studies*, 35(1)
- Sidhartha Mukharjee. 2017. *The Gene* excerpt (Teams)
- (SKIM) 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>
- LinkedIn Learning "Introduction to Stata"
 - Module 1: Getting Started, 25 min

Recommended:

- Coppedge et al. 2011. "Conceptualizing and Measuring Democracy: A New Approach," *Perspectives on Politics* 9(2)

Week 5 (2/21) All Research is Experimental

Required:

- JRM Ch. 9. read to p.182
- Wantchekon. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55(3)
- Raghobendra and Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* no. 5: 1409
- Poverty Action Lab. 2 write-ups (they're short)
 - Women as Policy Makers
 - Deworming in Kenya

- LinkedIn Learning “[Introduction to Stata](#)”
 - [Module 2: Exploring Data](#)
 - Sections 2.1 - 2.6: 27 min

Week 6 (2/28) **Sampling and Case Selection**

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

Required:

- JRM Ch. 5
- JRM Ch. 7, read to p.140
- 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
- Ross, Michael. 2004. "How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases" *International Organization* 58(1)
- 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)
- (SKIM) Barbara Geddes. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2:131-150.
- (SKIM) Gerring, John. 2004 "What Is a Case Study and What Is It Good For?" *American Political Science Review*. 98(2)
- LinkedIn Learning “[Introduction to Stata](#)”
 - [Module 3](#)
 - Sections 3.1 – 3.7: 28 min

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

Week (3/7) **Spring Break, No class**

Week 7 (3/14) **Qualitative Methods**

Required:

- JRM, rest of Ch. 7
- JRM Ch. 8
- 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)
- Lee Jarvis and Michael Lister. 2015. “I read it in the FT,” Ch. 6 in *Critical Perspectives on Counter-Terrorism* (on Teams)
- LinkedIn Learning “[Introduction to Stata](#)”
 - [Module 3: Manipulating Data](#)
 - Sections 3.8 – 3.10: 19 min
- **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 8 (3/21) Survey Design

Required:

- JRM Ch. 10, read to p.202
- 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)
- (SKIM) 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*
- (SKIM) Tomz, Michael. 2007 "Domestic Audience Costs in International Relations: An Experimental Approach" *International Organization* 61(4)
- Check out the Global Barometer Surveys: <https://www.globalbarometer.net/>
- LinkedIn Learning "Introduction to Stata"
 - Module 4: Graphing in Stata
 - Sections 4.1 – 4.4: 20 min

Week 9 (3/28) Descriptive Statistics

Required:

- JRM rest of Ch. 9 (from p.182)
- JRM rest of Ch. 10 (from p.202)
- JRM Ch. 11 - 12
- Huddleston, R Joseph and David Wood, 2021, "Functional Markets in Yemen's War Economy," *Journal of Illicit Economies and Development* 3(1)
- Economist Graphic Detail Selections (Click "Full text – PDF"): [meat](#), [vaccinations](#), [wiki](#), [COVID news](#), [lockdowns](#), [influenza](#), [air pollution](#), [wealth and schooling](#)
- Rosamund Pearce, 2020, "[Why you sometimes need to break the rules in data viz](#)", *The Economist*
- Sarah Leo. 2019. "[Mistakes, we've drawn a few](#)", *The Economist*
- (Browse) Excellent [free data visualization textbook](#)
- Explore: Data Resources
 - [Seton Hall's ICPSR subscription](#)
 - [Other SHU Data Resources](#)
 - [Dataverse \(Harvard\)](#)
 - [Jeremy Darrington's Guide](#)
- LinkedIn Learning "Introduction to Stata"
 - Module 4: Graphing in Stata
 - Sections 4.5 – 4.7: 14 min
 - Module 5: Basic Inferential Statistics
 - Sections 5.1 – 5.4: 19 min

Week 10 (4/4) Correlation and Regression

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

Required:

- JRM Ch. 13
- JRM Ch. 14, read to p.318
- Selected Readings on Teams
- LinkedIn Learning “[Introduction to Stata](#)”
 - [Module 6: Ordinary Least Squares \(OLS\) Regression](#)
 - Sections 6.1 – 6.3: 19 min

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

Week 11 (4/11) No Class Scheduled. Sign up for individual meetings.

Week 12 (4/18) No Class. Easter Holiday

Week 13 (4/25) Multiple Regression

Required:

- JRM Ch. 14 (from p. 318)
- 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 “[Advanced and Specialized Statistics with Stata](#)”
 - [Browse all modules: Know your available resources](#)

Week 14 (5/2) Logistic Regression

Required:

- JRM: Review Ch. 14
- Stanton, Jessica. 2013, “Terrorism in the context of civil war”, *Journal of Politics* 75(4)
- Chacha, M., & Stojek, S. 2019. “Colonial ties and civil conflict intervention: Clarifying the causal mechanisms.” *Conflict Management and Peace Science*, 36(1), 42–62
 - (We will focus on interpreting the empirical tests)
- LinkedIn Learning “[Introduction to Stata](#)”
 - [Module 7: Binary Outcome Models \(Logit and Probit\)](#)
 - Sections 7.1 – 7.3: 15 min

Week 15 (5/9) Regression Applications

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

Required:

- JRM Ch. 15
- 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* 63(9)
- Polo, Sara, & Belen Gonzalez, 2020, “The Power to Resist: Mobilization and the Logic of Terrorist Attacks in Civil War,” *Comparative Political Studies* 53(13)

- Hegre, Hultman, and Nygard. 2019. "Evaluating the Conflict-Reducing Effect of UN Peacekeeping Operations." *Journal of Politics* 81(1)
 - (We will focus on interpreting the empirical tests)

(5/12 – 5/18)

Finals Week**Research Design Paper due Monday, May 16 at 11:59pm**

Upload Word .docx to Teams

Policies and Resources

- **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:** 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 info, please visit: <https://www.shu.edu/counseling-psychological-services/index.cfm>
- **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.** Students who anticipate not being able to turn in an assignment on time should let me know as soon as possible. Without prior communication, 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 or COVID-related issues.
- **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 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>

COVID Provisions:

- **Coronavirus Safety:** Our mask mandate remains 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/>
- **Ground rules:** We’re in a pandemic. It’s scary, it’s uncertain, and we are all struggling with personal and professional problems we have never faced before. If you need an exception, I will not judge you, and I will not think less of you. You do not owe me personal information about your health or living circumstances. If you need to miss class, need extra help, or need extensions on assignments, just ask. I will work with you. If I can’t help you, I will help you find someone who can. There are lots of resources on campus. This is an ongoing crisis. I will do my best as your instructor, and I hope you will do your best to work with me. I will cut you some slack, as long as you stay in communication with me. And I hope you will cut me some slack too.
- **Attendance** is still mandatory. If you are unable to comply with the attendance plan on the syllabus, please speak with me immediately.
 - Read the Dean of Students’ guidelines on attendance [here](#).
 - If you have used up your allowed absences and need to be out more than that, excused absences will be considered due to extenuating circumstances; however, I need to receive communication from you beforehand. I can’t help you if you’re not in touch with me. “Excused” means that I must receive a phone or email message or written note before the absence occurs. Please contact Dr. Edwards if you expect to be out more than 3 consecutive classes.
- **Communication:** You must check your SHU email account, notifications on Microsoft Teams, and Blackboard regularly—at least once a day—to keep regular pace with the class. Please check before each class and before leaving your house/dorm to attend class, in case I need to run the class remotely (via Teams) on any given day. I will make every effort to respond to you quickly; you can expect to hear back within 48 hours, unless an emergency arises.
- **If you are unable to comply with any of these policies, please speak to me, and we will work out an accommodation.** This can happen on a semester-long or one-time basis.