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Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2024

DIPL 6310 Research Methods for Policy Analysis

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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 205 (SH 205)****Professor:** R. Joseph Huddleston**Student Hours:** Monday 2:30–4:30 (McQuaid 101B)

Wednesday 10:45–11:45

Email: joseph.huddleston@shu.edu

This syllabus is current as of January 22, 2024. You will be notified in class and/or by e-mail if/when the syllabus is updated.

Required Materials

Textbook: 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: 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 Friday, May 17 at 11:59pm. Upload Word .docx to **Canvas.**

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 **Canvas** as Word .docx documents. You will turn all assignments in through **Canvas**, 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.

Policy on Generative AI (e.g. ChatGPT)

I will allow you to use AI in this class in certain cases. In fact, some expect it. Learning to use AI is an emerging skill, and I will provide instructions on how to use it constructively. Each assignment will have its own rules and recommendations on AI, but I also have a general policy.

There are **three cornerstone rules** for the use of AI in this course:

1. Idea generation only, no writing.
2. Clear labeling always (**red letter**).
3. Document and chat history required.

1. Idea generation and assistance only

Writing is thinking. To let someone else write in your voice is to give away a little piece of your brilliance. This should be done with extreme caution. This is why the use of AI in this course will be **limited to “supporting” roles**, such as some of the following:

- Generate ideas for a writing topic.
- Recommend sources for you to read.
- Summarize and annotate sources.
- Generate ideas for how to construct an argument or paper.
- Recommend edits to streamline your writing or correct your grammar.

However, there are uses of AI that **will not be allowed** unless otherwise specified, such as:

- Using AI to produce finalized written content (e.g. a paragraph in a paper).
- Running your work through AI to rewrite it to a higher/different standard.
- Having AI write a whole sentence or more, which you then rephrase and present as your own.
- Anything else where you task AI with making an argument that you will present as your own.

2. Clear labeling

It is critical that you always have a record of what parts of your documents come from AI. I may sometimes allow you to insert text generated by AI into an assignment. In all cases of such an insertion, all AI-generated text must be displayed in **red letters**. This will allow me to easily see the difference as I read your work. I may also ask you to include citations.

3. Document and AI-conversation history

You may be asked to provide a version history of your document and the complete record of your conversation with AI. I will provide you with instructions on how to do this.

When you use an AI, **be aware of the limits**, such as the following:

- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Do not trust anything ChatGPT or another AI says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand already.
- AI is a tool, but one that you need to acknowledge using. Include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so violates the academic integrity policy.
- Be thoughtful about when this tool is useful. Do not use it if it is not appropriate for the case or circumstance.

Meetings and Materials

Week 1 (1/22) Introduction

Week 2 (1/29) 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 (2/5) Hypothesis and Theory Construction

Required:

- JRM Ch 4
- Kenneth Waltz. 1988. "The Origins of War in Neorealist Theory," *Journal of Interdisciplinary History* 18(4) (first 2 pages)
- Emily Ritter. 2022. "Using theory to choose an empirical research strategy", pp. 221-236 (**Canvas**)
- Rand Corporation, "The Democratic Peace Idea", pp. 147-160
- 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)

Week 4 (2/12) Concepts and Variables

Required:

- JRM Ch 6
- Emily Ritter. 2022. "Using theory to choose an empirical research strategy", pp. 228-240 (**Canvas**)
- Coppedge et al. 2011. "Conceptualizing and Measuring Democracy: A New Approach," *Perspectives on Politics* 9(2)
- (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:

- Munck and Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating alternative indices," *Comparative Political Studies*, 35(1)
- 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.

Week 5 (2/19) 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)
- Raghabendra 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 (2/26)

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 – 3.10: 47 min

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

Week (3/4)

Spring Break, No class

Week 7 (3/11)

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)
- Saldaña, 2009, Coding Manual for Qualitative Researchers (excerpt on [Canvas](#))
- Lee Jarvis and Michael Lister. 2015. "I read it in the FT," Ch. 6 in *Critical*

Perspectives on Counter-Terrorism (on **Canvas**)

- (SKIM) Leech, Beth L. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science and Politics* no. 4: 665.
- (SKIM) Martin, "Crafting Interviews to Capture Cause and Effect", Ch. 5 in *Interview Research in Political Science* (2013) (SHU library e-book)
- 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 (3/18)

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)
- Huddleston, R. Joseph. 2019 "Think Ahead: Cost Discounting and External Validity in Foreign Policy Survey Experiments" *The Journal of Experimental Political Science*
- (SKIM) Amos Tversky and Daniel Kahneman. 1981. "The Framing of Decisions and the Psychology of Choice." *Science* 211(30)
- (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 (3/25)

Lab Day. Atlas.TI and Stata

Week 10 (4/1)

No Class. Easter Holiday.

Week 11 (4/8)

Individual Meetings (Sign up on Canvas, most likely Tuesday 4/9)

Week 12 (4/15)

Descriptive Statistics

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

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* 2(2)
- Jenna Jordan. 2009. "When Heads Roll: Assessing the Effectiveness of Leadership Decapitation," *Security Studies* 18(4)

- 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

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

Week 13 (4/22) Correlation and Regression

Required:

- JRM Ch. 13
- JRM Ch. 14, read to p.318
- Play around with this “[Eyeball regression](#)” game designed by Sophie Hill
 - Try to guess the slope and intercept.
- LinkedIn Learning “[Introduction to Stata](#)”
 - [Module 6: Ordinary Least Squares \(OLS\) Regression](#)
 - Sections 6.1 – 6.3: 19 min

Week 14 (4/29) 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 15 (5/6) Logistic Regression

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

Required:

- JRM Ch. 14 (finish chapter)
- Stanton, Jessica. 2013, “Terrorism in the context of civil war”, *Journal of Politics* 75(4)
 - (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

(5/8 – 5/14)

Finals Week**Research Design Paper due Wednesday, May 15 at 11:59pm**Upload Word .docx to **Canvas****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:
 - <https://www.shu.edu/documents/Student-Code-of-Conduct.pdf>
 - <https://www.shu.edu/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 emergencies.
- **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>