Contact Information
You are always welcome to stop by my office, either during office hours or anytime my door is open. I am also happy to make appointments if you are unable to stop by during those times. You may also contact me by email.

Course Description
The purpose of this course is to introduce first year graduate students to political science as a discipline and the scope of political science research methods. The class is organized into several topics or themes, and the last class period being reserved for individual student presentations to the class. The course starts with an introduction and overview of the history of the discipline as well as political science as a profession. We then discuss various ethical issues in performing research and introduce some epistemological issues and the scientific method. We then proceed by examining several stages of the research process, such as formulating the research question, concept formation, theory construction, research design, sampling, measurement, and additional analytical methods and strategies. This course is intended to introduce students to both quantitative and qualitative methods, though students by the end of the course should be able to describe how the two approaches are complimentary.

This class is scheduled to meet on Tuesday. The format of this class will consist mostly of guided discussion by the instructor with intense student discussion and engagement. To start class, I will typically offer introductory remarks to provide the important background information and any relevant context. On a weekly basis, the class will consist of structured and unstructured participation by the students.

Required Texts & Class Readings
Required Texts
No required texts

Class Readings
For each class session I have listed the required readings. I reserve the right to make changes to the reading assignments and the dates that material will be covered as necessary. Students must complete the required reading for each class, and come prepared to thoroughly discuss each work. Most of the readings for this course will come from political science journals and assigned texts. I will occasionally make additional readings available electronically. The majority of the articles can be downloaded from the internet at www.jstor.org. Students are expected to obtain copies of these articles and other
readings. (note: these articles should be free as long as you are downloading them through a UK computer or logged in through the UK library).

One important note about the design of the reading list, in most areas, there was an explicit effort to emphasize “breadth” over “depth.” This decision has several implications. First, the readings under any given topic are not comprehensive, but would be more accurately described as an introduction and only a sample of some of the main works in that area. Hence, there are several articles and books that are important to the field, but were not chosen because of finite time and space. Second, because there are only so many weeks in a semester, I undoubtedly omitted some important topics (or neglected others by combining two or three topics into one). Again, students wishing to conduct research or dissertation work using work from a field should consult with the instructor on other areas of general importance.

**Course Requirements and Grading**

Evaluation in this course will be based on the following components:

- Participation: 20%
- Assignments: 30%
- Research Design Paper: 40%
- Paper Presentation: 10%

The grading scale is as follows:

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<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<td>0-69</td>
<td>E</td>
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**Participation:** This is a graduate level seminar, therefore participation is essential. I do not mention attendance because it is mandatory. If you must miss class for some reason, you may receive an excused absence if it follows the University guidelines for excused absences. It is highly recommended that you contact the instructor in advance, when possible. I reserve the right to decide what constitutes a reasonable absence if it does not meet the University list of approved excused absences. I expect you to attend and be prepared for each session. By prepared, I mean that you should have read the assigned materials and have considered how they complement and contrast with the other readings. Thus, students are responsible for offering their thoughts and opinions without solicitation from the instructor. As a general rule, each student should always come prepared, at a minimum, for the following:

- Succinctly summarize each reading
- Answer: What do you see as the major themes of the readings?
- Answer: What questions of clarification do you have?
- Answer: What criticisms do you have of the arguments?
- Answer: What do the readings contribute to your understanding of the weekly topic?

The success of this class depends in large part on giving your full effort and the consistent participation of students.

**Assignments:** A large component of your grade will come from (almost weekly) assignments. These assignments will tend to be written in nature, and will range in form from general reaction papers to the weekly readings to specific questions about the readings. Be prepared to hand in a hard copy.
Research Design Paper: The largest component of this course is the research design component. Each student will submit a 15-20 page research design on a topic chosen by the student. This component is designed to get students to apply the concepts and strategies taught in this class. The paper will describe the nature of the problem addressed by the proposed research, clearly state the question to be investigated, explain its disciplinary significance and review the relevant existing literature. It will also contain a theory (with a crisp theoretical argument) and hypotheses; indicate how concepts are operationalized and variables are measured, state how the data will be gathered, and indicate your method of analysis. Finally, in your conclusion, you should include a thorough assessment of the limitations of your proposed study (e.g., threats to internal and external validity, etc.), as well as identify important questions that your proposal might raise if you get the results you expect. The project must be feasible (assume you could execute the study with a budget of only $100). The paper should also include at least one table and one figure (though more are strongly encouraged). Note, these do not have to be complex, and these are not part of the actual analysis you are proposing, but can be a part of the theory and argument to show the paper topic’s importance. The student is encouraged to think of figures and tables as tools to help write a stronger paper. At the end of the semester, each student will make a brief presentation to the class describing his or her research design. In addition, please follow the stylistic guidelines (including citation format) in the APSA Style Manual (consult the manual or the most recent volume of the APSR. I will provide feedback and comments on each section and hand them back. Be prepared to hand in a hard copy.

To increase the quality of the paper, and increase the likelihood of correctly applying the concepts, the research design will be done in sections throughout the semester. Each section will have a corresponding due date listed below on the schedule. Your grade on this component will be determined according to your performance on these sections. The research design paper is worth 40% of your overall grade. This 40% is broken down into these components:

- Research Question 10%
- Literature Review 25%
- Theory, Hypotheses, Data & Method(s) 25%
- Conclusion section and FINAL DRAFT 40%

Note, the goal is to build the paper proposal over the course of a semester. Thus, when you hand in each subsequent part, you are to revise the previous part by taking into account my comments and suggestions and then turning it in as part of the new part. For example, I will return your research question and paragraphs with some suggestions for framing it as the opening of your paper. You are to take that and revise it and then build onto that with your literature review. So when you hand in your lit review, you will also hand in the opening part of your paper (the research question, etc.), which I will subsequently evaluate.

Presentation: During the last class you will present your paper to the rest of class. The goal is to gain practice and give a “conference style” presentation based on your proposal. More details will be given on the presentation towards the end of the semester.

ACADEMIC MISCONDUCT & DISHONESTY

Academic dishonesty will not be tolerated. Individuals suspected of academic misconduct will be handled according to established rules of the University of Kentucky and the College of Arts & Sciences.
Those found guilty of misconduct or plagiarism will be punished to the fullest extent possible. This includes, but is not limited to being given a zero on the corresponding part and a failing grade in the class. Misconduct includes, but is not limited to, cheating on assignments or examinations, plagiarizing (misrepresenting one’s own work done by another), submitting identical papers for more than one course (unless professor approved), depriving another of course materials, and sabotaging another’s work. Some examples of plagiarism include, but are not limited to: failure to properly document sources, and copying verbatim from another source without properly citing the source.

**Special Needs**
Students with special needs are advised to contact the instructor immediately. Every effort to accommodate special needs will be made. You will need a letter from the Disabilities Resource Center that lists the accommodations.

**Class Schedule**

*** I reserve the right to alter the schedule from time to time (as needed). Any changes will be announced in class.

1. **Aug. 29: First Day of Class & Introduction**
   i. **Required Reading**
      1. “An Open Letter from the New DGS” Blog Post on The Duck of Minerva
      8. History of the Department of the University of Kentucky. [https://polisci.as.uky.edu/polisci-history](https://polisci.as.uky.edu/polisci-history)

2. **Sept. 5: History of the Discipline; and Political Science the Profession**
   i. **Required Reading**

3. **Sept. 12: Ethics in Social and Political Research**
   i. Required Reading
1. “Obedience Video”
   http://www.youtube.com/watch?v=W147ybOdgpE&feature=related
6. Reno, Jamie. “My Life as a Guinea Pig.”
7. Montana Field Experiment readings
8. Institutional websites to be familiar with
      i. http://www.hhs.gov/ohrp/
   b. Office of Research Integrity (U of K)
      i. http://www.research.uky.edu/ori/
9. Prison Experiment Video and below readings:
   a. Video: http://www.youtube.com/watch?v=sZwfNs1pqG0&feature=related
   c. Zimbardo consent form
   d. Zimbardo Human subjects form.
11. Academic Fraud?
    a. Broockman et al. and related readings (will make available)

i. Assignment #1: Read through the Garand and Giles reading carefully (browse the two optional readings). Contact a professor from the Department in your area and ask her/him to identify the top 5 journals that would be relevant to your/his/her area of study. Browse only the most recent issue of each of these journals. Count the number of articles that use quantitative methods (statistics) and the number of articles that do not use quantitative methods. This is perhaps most easily determined by the absence of tables of numbers and/or statistical coefficients. Record this information in the form of a short, half-page report and bring it to class. Be prepared to discuss it and hand it in.

4. Sept. 19: Knowledge, the Scientific Method and Its Practice in the Social Sciences
   i. Required Reading
      1. King, Keohane, and Verba: Preference and Chapter 1
      2. Read the Transcript of “Science & Pseudoscience”
5. Smith, Rogers M. 2002. “Should we make political science more of a science or more about politics?” PS: Political Science and Politics 35: 199-201.

ii. Assignment #2
1. In 3 double-spaced pages, answer the following two questions. 
   a. Briefly summarize the basic features of the scientific method discussed in your readings. Identify some of the challenges facing political scientists in applying the scientific method to study political phenomena.
   b. What is “scientific progress” according to the different views of Kuhn, Popper, and Lakatos? Why and how does it occur, according to all three?

5. Sept. 26: Concepts in Political Science- Theory Building - Concept Formation
   i. Required Reading

   ii. Assignment #3
   1. In approximately two double-spaced pages, answer the following two questions concerning the Collier and Levitsky 1997 article.
      a. What is the problem within the democratization literature that they are trying to address?
      b. How do they propose to solve this problem? Are they successful?

   i. Required Readings
   2. Hoover and Donovan section on “The Many Roles of Theory”

ii. Assignment #4: In approximately 2 pages, double spaced, answer the following question.
1. What are the alternative conceptions of causal inference

7. Oct. 10: Measurement and Research Design
i. Required Reading

ii. Assignment #5
1. In approximately 2 double spaced pages, answer the following question.
a. Summarize Brockett’s criticisms of the measurement choices made by Muller and Seligson. Are the problems he cites fatal to Muller and Seligson’s findings? Why or why not?

iii. Due: Research Question for Research Design (2-3 paragraphs)

8. Oct. 17: Sampling
i. Required Readings

ii. Assignment #6
1. In two double-spaced pages, answer the following questions:
a. What is the problem of sample selection bias and how can it affect causal inference?
b. For the Reed article, summarize the nature of the selection bias problem and the implications that it had for past research. For Keeter et al, explain the sampling issue there?
   i. Required Readings
   ii. Assignment #7
   1. In one page, single space, briefly evaluate the internal and external validity of the Druckman JOP article.

   i. Required Reading
   1. Morrow, James. 1994. Game Theory for Political Scientists chaps 1-3
   2. “A Note on Multiple Regression”
   ii. DUE: LITERATURE REVIEW FOR RESEARCH DESIGN (7-10 PAGES)

11. Nov. 7: Survey Research
   i. Required Readings
   1. AAPOR’s statement on “The Critical Role of Transparency & Standards I Today’s World of Polling and Opinion Research.”
http://www.aapor.org/AAPOR_Letter_on_NYT_Polling_Change.htm

ii. Assignment #8
1. Write a two page, double spaced, critique of either the Kuklinski et al or the Canache et al article (pick one). Briefly highlight the strengths of it, but spend most of the space on the weaknesses of the research design. Be sure to comment on whether their research question could be answered differently or better with a different type of research design.

12. November 14: Qualitative, Mixed Methods & Small n Research
i. Required Reading

ii. Assignment #9
1. In one single spaced page, explain why qualitative methods were valuable in answering the question in Jacobs and Shapiro article? Identify the strengths and weaknesses of the approach. Could quantitative methods be used?

13. November 21: Content Analysis
i. Required Readings


ii. DUE: THEORY, HYPOTHESES, DATA & METHODS (APPROX. 5-10 PAGES)

14. November 28: Miscellaneous Topics
   i. Required Readings

   ii. Assignment #10
      1. In one single page, single spaced, pick one theme and write a reaction paper to the arguments in that them. Address the strengths and weaknesses of the theme.

15. Dec. 5: Present Research Designs
   i. Presentations, Question and Answer Session
      1. Presentations should be 12-13 minutes (maximum)
ii. Required “re-readings”


Papers: FINAL DRAFT OF PAPER DUE WEDNESDAY, DECEMBER 13th BY 1pm.