Course Objective—Advances in human understanding, whether in the social sciences or hard sciences, begin with the tools of research methodology and systematic inquiry. This course will introduce you to a specific set of tools: those used in empirical political analysis. But despite the focus on political science research methodology, I guarantee you will find this class relevant across the social sciences. In the broadest of terms, the purpose of this course is to teach students how to evaluate existing empirical research, formulate their own research questions and develop analytical strategies to evaluate those questions.

In the first part of the course we will review the features of science, the scientific method, and core concepts in empirical research. Topics include theory development, how to formulate hypotheses, and how political scientists measure political variables. The first section is intended to enhance your critical and social scientific thinking skills while also helping you distinguish between scholarly and non-scholarly research. The next section introduces students to the components of a research design. We will cover the features of experimental and non-experimental designs, review the fundamentals of statistical inference, and cover how to draft a literature review. This section is intended to provide you with a working knowledge of the methods used by academic political scientists and help you design your own research. The third part of the course will focus on “doing” research. Topics include sampling, observation, content analysis, survey research, and elite interviewing. Though the discussion in this section will be limited, the goal is to provide students with a working knowledge of these common tools. After this section you should be able to develop research questions that are answerable with a variety of methods and be able to explain the various components of academic research. The final part of the course will focus on your group research project and briefly introduce empirical theories of politics. This last section is intended to “bring it all together” and enhance both your presentation and critical thinking skills.

As you are probably aware, this class is the second in a sequence required of all political science majors. The first course in this sequence introduces political philosophy and normative political analysis. Though both courses concern epistemology—how we acquire knowledge—the key difference is that this course focuses on empirics—the bits of information that are directly or indirectly observable. Despite their intellectual differences, both courses inform one another in important ways. Indeed, you will hear me say many times throughout this semester than you can address normative questions in an empirical fashion.

Course Format—I have designed this as an “active” or “participatory” course. You will see that the class requirements contain a higher quantity of assignments than normal (and in return there are fewer papers and exams). Simply put, research methods is a topic best learned by doing.

Required Texts (1)— Johnson, Janet D. and H. T. Reynolds. Political Science Research Methods, 2012, (7th ed.).

In addition to the required textbooks, students will be asked to read published research. The goals for these readings include a rudimentary understanding of various literatures (spanning comparative politics, American politics and international relations) and a sense of what political scientists and researchers actually do. While these readings may be viewed as “supplementary,” I cannot stress how important they are. These readings will be especially critical for students working on a bachelor’s essay, those in the Honors College working on collaborative research, or those considering a post-graduate education (M.A., Ph.D. or J.D.).
Course Location—This class will meet in the Education Center room 109. This classroom is a computer lab. In most meetings we will spend part of the classes discussing the day’s topic. Other classes will require the use of the computers.

OAKS—This course will rely on the OAKS reserve system. The primary purpose of OAKS is to provide students access to a handful of additional readings and other course material in the most efficient manner possible. All additional readings are clearly noted on the syllabus.

Grades—The plurality of your grade will be determined by two examinations, each worth 20%. Both exams will be given in class and are closed notes. The second exam is not comprehensive. Exam material will come from the required readings and class lecture. There is a research design due at the very end of the semester. That paper, worth 15% percent of your grade, will draw on your knowledge of the topics covered throughout the semester. It is my hope that this paper will provide you a solid foundation for writing a bachelor’s essay or research paper (perhaps if you are in the Honors College). You will also have a group project due at the end of the semester. That project, also worth 15% of your grade, is designed as a “mock academic conference” (complete with data analysis and an oral presentation of the project’s results). The remainder of your grade (30% total) will be determined by a series of assignments and quizzes. Because research methods is a “hands on” enterprise, these assignments are carefully designed to get your working with the topics of the week. There will be 4 unannounced pop quizzes throughout the semester, intended to test your compression of the required readings. There will also be 4 in class assignments and 4 homework assignments scattered throughout the semester. Each of these is worth 2.5% of your grade (where 2.5*12=30% total). So, in summary, your grade is determined by: Exam 1: 20%, Exam 2: 20%, Group Presentation: 15%, Research Design: 15%, Quizzes: 10%, Class Assignments: 10%, Homework Assignments: 10%.

I abide by the following grading scale: A = 93+, A- = 90-92.9, B+ = 87.5-89.9, B = 83-87.4, B- = 80-82.9, C+ = 77.5-79.9, C = 73-77.4, C- = 70-72.9, D+ = 67.5-69.9, D = 63-67.4, D- = 60-62.9

Student Responsibilities—You will notice that there will is no “de jure” attendance taken. However, your presence in class is absolutely crucial to earning a good grade in this course. On the one hand, you cannot simply review the required readings a day or two before the exam and expect to earn a good grade. On the other hand, if you miss an in class assignment or quiz your grade will automatically drop by 2.5%. Thus, the quizzes and assignments will count as “de facto” attendance grades. There will be one, and only one, “bonus quiz” given during the semester (also unannounced). That quiz will take the place of your lowest quiz or assignment grade.

Due Dates—Assignment and exam dates are firm. If you are unable to turn an assignment in during class, I reserve the right to deduct 1% from your grade for every hour that it’s late. If an illness or other circumstance forces you to be absent, your first responsibility is to your own health or condition. However, you are still required to fill out an absence memo with Student Affairs (that is if you missed an assignment or exam). Moreover, you should contact me immediately. Special circumstances will only be given if there is a documented and compelling reason for your absence.

Academic Honesty—As with any course at the College of Charleston, you are required to do your own work and abide by the academic honestly guidelines. Cheating of any kind will not be tolerated. For any questions please consult the Student Honor Code.

Students with Disabilities—The Center for Disability Services assists students with disabilities. They provide a number of services including academic advisement and exam assistance. Please feel free to discuss any concerns with me.
Course Overview

→ denotes the required reading(s) which are to be read prior to the start of the day or week (though see any notes). I will assume you have read, and understood, the material to be discussed each day. Note that these readings will be the subject of the unannounced, in class quizzes. I advise you to review the “objectives” listed before, during and after class. If you can answer these questions or topics you should do well on the exams (and more importantly, understand something about research methodology).

<table>
<thead>
<tr>
<th>Part I. Core Concepts in Research Methods</th>
<th>Dates/Location</th>
</tr>
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<tbody>
<tr>
<td>Introduction and Course Overview</td>
<td>T 1/14</td>
</tr>
<tr>
<td>Why is our discipline called political “science”?</td>
<td>R, T 16 &amp; 1/21</td>
</tr>
<tr>
<td>→ Johnson and Reynolds Ch. 2</td>
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<tr>
<td>Notes: read the Johnson and Reynolds chapter for Thursday and the link about media bias for Tuesday.</td>
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Objectives
What is “empirical” research and how does it differ from other kinds of research?
What is the scientific method and what are the characteristics of scientific research?
What is the “philosophy” of science? What are the basic assumptions of any science?
What are the limitations of the scientific study of politics?

Theories, Hypotheses, Concepts and Variables R, T, R 1/23, 1/28, 1/30

→ Johnson and Reynolds Ch. 4

HWK #1 DUE on Tuesday (2/4). Read ONE of the following articles. Instructions are available on my website; see the document “Assignment #1.”

→ Parker and Dull, Divided We Quarrel
→ Reiter and Tillman, Public, Legislative and Executive Constraints on Democratic Initiation of Conflict
→ Rauchhaus, Evaluating the Nuclear Peace Hypothesis

Objectives
What is a relationship? How might we know if two things are related?
What distinguishes a hypothesis from a theory?
What are the characteristics of good hypotheses?
What differentiates a dependent from an independent variable?
What is meant by “statistical control” and why is this concept important?
Measuring Political Constructs
→ Johnson and Reynolds Ch. 5
→ Xin and Rudel, The Context for Political Corruption
→ Mockabee, Wald and Leeghe, Is There a Religious Left? (see link below)
   http://news.ufl.edu/2009/10/27/religious-left/

Notes: Read Johnson and Reynolds for Tuesday and the other two for Thursday
HWK #1 DUE on Tuesday

Objectives
What is reliability? What is validity? How are the two related?
Are reliability and validity concerning to qualitative researchers as well? If so, how?
What are some common threats to reliability and validity?
Is everything measureable? When is formal measurement not wise?

Part II. Research Design and Statistics

Experimental and Non-Experimental Research Designs
→ Johnson and Reynolds Ch. 6
→ Mutz and Reeves, The New Videomalaize
→ Stratman and Baur, Plurality Rule, Proportional Representation, and the German Bundestag

Notes: Read Johnson and Reynolds for Tuesday and the other two readings for Thursday

Objectives
What are the tradeoffs of conducting an experimental versus a nonexperimental study?
What types of questions are best answered via experiment and non-experiment?
What is a case study and how does one differ from a quantitative cross-sectional study?

Comparing Quantitative and Qualitative Research
→ Thomas, The Qualitative Foundations of Political Science Methodology

Objectives
What are the similarities and differences between quantitative and qualitative
How would you characterize the differences (in your own words)?
What determines whether a researcher conducts a qualitative or quantitative research?

Exam 1
→ Johnson and Reynolds Ch. 11
→ Johnson and Reynolds Ch. 12
→ Johnson and Reynolds Ch. 13

Notes: for this week I am not expecting you to read all three chapters in Johnson and Reynolds. In fact, I will provide you with all notes and lecture material. The corresponding Johnson and Reynolds chapters are noted for your own reference (if a topic is unclear, you miss a class, or you need additional information in the future).
Objectives (continued from last page)
What is “secondary data” and where can we find it?
What are the various methods for observing and interpreting data?

Spring Break (no class)

Introduction to SPSS and Secondary Data Analysis

HWK #2 DUE on Tuesday (3/18). Data analysis exercise. Instructions are available on my website; see the document “Assignment #2.”

Objectives
To be able to analyze and interpret data in SPSS.

Finding Sources, Conducting a Literature Review, and Writing a Research Design

HWK #2 DUE on Tuesday
HWK #3 DUE on Tuesday (3/25). Review a study of interest to you. Instructions are available on my website; see the document “Assignment #3.”

Objectives
What are the five components of a research design?
Why is a literature review important?
What do I mean by “imposing intellectual order” on a literature?
How is a literature review NOT like a research summary?

Part III. Conducting Original Research

Case Selection and Sampling

HWK #3 DUE on Tuesday

Objectives
Why do we sample? What benefit do we receive by sampling?
What is the benefit of a random sample? When would we conduct a non-random sample?
In what situation is an observational research design best?
What are the strengths and limitations of an observational research design?

Survey Research and Elite Interviewing

Group Project Outline Due Thursday (4/10)
Objectives (continued from last page)
What are the various survey modes? What are their tradeoffs vis-à-vis one another?
How can we ask “good” survey questions? What are common question wording problems?
How does survey research inform elite interviewing?
How can we improve the validity of interview responses?

Content and Discourse Analysis
Observation and Ethnography

→ Johnson and Reynolds Ch. 9
→ Cooper, Knotts, and Haspel, The Content of Political Participation: Letters to
  the Editor and the People Who Write Them

Objectives
What are the advantages and disadvantages of content analysis?
In what ways can we use the written or spoken record?
Why is reliability so important in content analysis?

Part IV. Bringing It All Together: Empirical Theory and Doing Research

Research Seminar
→ TBA
→ TBA

Group Research Project Lab Session

Objectives
Do research!
Group Outlines due on Thursday
HWK #4 DUE on Thursday (4/17). Making sense of Kim Jong-il. Instructions are
available on my website; see the document “Assignment #4.”

Introduction to Empirical Theory
→ Putnam, Explaining Institutional Performance
→ Shepsle and Boncheck, Rationality: The Model of Choice
HWK #4 DUE on Thursday

Exam 2

Reading Day (no class)

Research Presentations (during the final exam time)

Research Designs Due Friday May 2nd at Noon
Notes: A hard copy is due to me in my office.

Wednesday
8:00am – 11:00am

Friday
5/2