

POS 6736: Conduct of Inquiry
Department of Political Science
University of Florida
Spring 2022

Instructor: Andrew Janusz
Zoom Meeting ID: 340 043 3009
Zoom Link: <https://ufl.zoom.us/my/andrewjanusz>
Virtual Office Hours: Mondays 2 - 4 PM, (or) by appointment
Email: ajanusz@ufl.edu

Course Information

Seminar: Wednesdays 3:00 PM - 6:00 PM (MAT 0006)

Course Description

This course provides graduate students with an introduction to research design in political science. We will cover the fundamentals of the research process starting with the formulation of research questions and the construction of research puzzles. We will then cover theory building, the derivation of hypotheses, and discuss methodological approaches.

The aim of most empirical research methods is to draw inferences, that is, use the things we know to learn about the things we do not know. We will discuss a variety of the methods social scientists use to draw inferences about politics. These include large-N quantitative analysis, small-n case studies, and experimental approaches. We will devote considerable attention to the strengths and weaknesses of the different methodological approaches we cover. This will better prepare you to critically evaluate scholarly work and equip you to undertake original research.

Expectations and Assessments

Students are expected to come to each class having read all assigned material and ready to discuss them. The success of the seminar depends on it. To this end, students should bring with them to each class summaries of the readings, as well as at least three questions for discussion. Students should also send these discussion questions to me by 9 AM every Tuesday. Your participation in the classroom discussions will count for 20% of your final grade.

Students will write three response papers over the course of the semester. Each of those response papers should be between 1200-1500 words and critically engage with the readings for the week. You may choose the weeks in which you write and submit the response papers, but two requirements must be met. First, the response papers must be submitted to Canvas prior to the start of the class to which the readings correspond (i.e. you write about the readings for the week and submit the paper prior to our discussion of them). And second, you must submit one response paper on or before February 15th.

The bulk of your grade in this course, 50% will be based on your development of a 10-page (single-spaced) research proposal that meets the requirements of a “project description” for an NSF Doctoral Dissertation Improvement Grant. You will develop that prospectus in consultation with me according to your own research interests. To that end, you must meet with me at least once prior to the due date for the proposal memo, which is due **February 1st**.

The proposal you develop for this class may not end up being the basis for your dissertation prospectus or a grant proposal – that is okay. By identifying an interesting puzzle, formulating a viable research question, evaluating existing research on the topic, proposing an explanation, and then developing a plan to collect and analyze data, you will develop critical research skills that will be valuable in the future.

Your research proposal will take shape in parts. On **February 1st**, each student will submit a one-page typed proposal memo (5%). It should:

- A. Introduce the topic;
- B. State your research question clearly and concisely;
- C. Describe the payoff from knowing the answer;
- D. Provide an intuition about how you could advance the literature on the topic;
- E. Suggest a theoretical link between the factors you see as consequential to the outcome of interest; and
- F. Provide an initial bibliography of at least 8 sources.

On **March 8th**, each student will submit a draft of your literature review (10%). Students should review the literature relevant to your question. Students should pay particular attention to concepts, measurements, case selection, and methods.

On **March 22nd**, each student will do a brief presentation on their research topic (5%). After introducing their research question, students will provide a theoretical statement about the political process they are studying, from which we can derive more expectations. In their presentation, students should identify scope conditions (to whom the theory applies, when, and why). Students should also explain what methodological approach they believe would be most conducive to testing their theory.

On **April 19th**, each student will submit a draft of the research design itself for feedback from me and your fellow students (20%). Students will be randomly assigned to write a 2-page typed review commenting on another student’s draft research design (10%). The reviews should take the form of a journal review, where you make specific recommendations about how to improve the paper. Students should submit those reviews by the following week **April 26th**.

The final version of your research proposal is due on **May 3rd** at 12:30 PM via Canvas (50%).

All assignments other than weekly questions will be submitted in hard copy to me and electronically via Canvas. Except in documented emergencies, late assignments accrue a 20% penalty the first day they are late and 10% each additional day.

Course Readings

The following books are required. They are available via the UF bookstore and online:

- Henry Brady and David Collier. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2012. 2nd edition
- Gary King, Robert Keohane, Sidney Verba, *Designing Social Inquiry*. Princeton University Press, 1994.
- John Gerring, *Social Science Methodology: A Unified Framework*. Cambridge University Press, 2012. 2nd edition

In addition to readings from these books, there are readings from academic journals and volumes that I expect you to read. I have made these additional readings available on the course Canvas.

Proposal Reference Readings

- Przeworski, Adam and Frank Salomon (1988, 1995). "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions." Memo published by the Social Science Research Council.
- Watts, Michael, William Bowen, and Neil Rudenstien. 2001. "The Holy Grail: In Pursuit of the Dissertation Proposal." *Institute of International Studies*: 1-12.

Grading Scale

Percent	Grade
93.4-100	A
90.0-93.3	A-
86.7-89.9	B+
83.4-86.6	B
80.0-83.3	B-
76.7-79.9	C+
73.4-76.6	C
70.0-73.3	C-
66.7-69.9	D+
63.4-66.6	D
60.0-63.3	D-
0-59.9	E

Course Policies

Academic Integrity: The University of Florida is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. It is essential that all members of the University practice academic integrity and accept individual

responsibility for their work and actions. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction and referral to the university's Academic Integrity Committee, which may impose additional sanctions.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with me.

In-Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, *students may not publish recorded lectures without the written consent of the instructor*.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.

Accessibility Services: If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (dso.ufl.edu/drc). Please be sure that necessary accommodations are properly documented by the UFDRC. To obtain a classroom accommodation, you must first pre-register with the DRC (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when

requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

Technology Resources: The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392-HELP (4357), or helpdesk.@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Academic Resources: There are many other campus, academic resources you should take advantage of throughout the semester. These include:

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Library Support: <http://cms.uflib.ufl.edu/ask> Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/> Now offering online consultation.
- On-Line Students Complaints: <https://distance.ufl.edu/getting-help/student-complaintprocess/>.
- Career Connections Center: <https://career.ufl.edu/> Career assistance and counseling.

Crisis Resources: If you or someone you know is struggling with any crisis including but not limited to gender, sexual, racial, or domestic violence, there are many community and University of Florida resources available. Some of these include:

- U Matter, We Care (umatter@ufl.edu, 352-392-1575, <https://umatter.ufl.edu>)
- RESPECT – UF Division of Student Affairs (<https://respect.ufsa.ufl.edu>)
- Counseling and Wellness Center – available 24/7 (352-392-1575, <https://counseling.ufl.edu>)
- Student Health Care Center (352-392-1161, <https://shcc.ufl.edu>)
- Multicultural & Diversity Affairs (352-392-1217, <https://multicultural.ufl.edu>)
- Hitchcock Field & Fork Pantry- Assisting members of our campus community who experience food insecurity - <https://pantry.fieldandfork.ufl.edu>
- UF Health Shands Emergency Room / Trauma Center (352-733-0111)
- Gainesville Police Department (non-emergency #: 352-955-1818, <https://gainesvillepd.org>)

University Covid-19 Protocols:

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to always wear approved face coverings during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be in every classroom.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Course Schedule

1.11.23 Introduction to the course

- Lightman, Alan. "A Sense of the Mysterious." *Daedalus*, 132.4 (2003): 5-21.
- Gustafsson, Karl, and Linus Hagström. "What is the Point? Teaching Graduate Students How to Construct Political Science Research Puzzles." *European Political Science*, 17.4 (2018): 634-648.

1.18.23 Social Inquiry and the Scientific Method

- Trochim, William and James Donnelly. The Research Methods Knowledge Base. 3rd. *Mason, OH: Atomic Dog Publishing*, 2006. Chapter 1
- Gerring, John. *Social Science Methodology: A Unified Framework*. 2nd Edition. Cambridge University Press, 2012. Chapters 1-2
- Brady, Henry and David Collier. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2010. Prefaces and Introduction.
- Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. "Beyond SES: A resource model of political participation." *American Political Science Review* 89. 2 (1995): 271-294.
- White, Ismail K., Chryl N. Laird, and Troy D. Allen. "Selling Out?: The Politics of Navigating Conflicts Between Racial Group Interest and Self-Interest." *American Political Science Review* 108.4 (2014): 783-800.

1.25.23 Scientific Research

- Gary King, Robert Keohane, Sidney Verba, *Designing Social Inquiry*. Princeton University Press, 1994. Chapter 1
- Brady, Henry and David Collier. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2010. Chapter 2.
- Gerring, John. *Social Science Methodology: A Unified Framework*. 2nd Edition. Cambridge University Press, 2012. Chapters 3-4
- Samuel Huntington, "Clash of Civilizations," *Foreign Affairs* Summer, 1993.
- Henderson, Errol A., and Richard Tucker. "Clear and Present Strangers: The Clash of Civilizations and International Conflict," *International Studies Quarterly* 45.2 (2001) 317-38.

2.1.23 Concepts and Measures: The Building Blocks of Research

NOTE: Your research proposal memos are due on Canvas at the start of class.

- Gerring, John. *Social Science Methodology: A Unified Framework*. 2nd Edition. Cambridge University Press, 2012. Chapters 5-7.
- King, Gary, Robert Keohane, Sidney Verba, *Designing Social Inquiry*. Princeton University Press, 1994. Section 5.1
- Adcock, Robert and David Collier. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review*, 95.3 (2001): 529-546.
- Munck, Gerardo and Jay Verkuilen. "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." *Comparative Political Studies*, 35.1 (2002): 5-34.

Supplemental Readings:

- McDonald, Michael and Samuel Popkin. "The Myth of the Vanishing Voter," *American Political Science Review* 95.4 (2001): 963-74.
- Fariss, Christopher. 2014. "Respect for Human Rights Has Improved Over Time: Modeling the Changing Standard of Accountability." *American Political Science Review* 108.2 (2014): 297-318.
- Bailey, Stanley R., Mara Loveman, and Jeronimo O. Muniz. "Measures of "Race" and the Analysis of Racial Inequality in Brazil." *Social Science Research* 42.1 (2013): 106-119.
- Mondak, Jeffery. "Reconsidering the Measurement of Political Knowledge." *Political Analysis* 8.1 (1999): 57-82.
- Postmes, Tom, Alexander Haslam, and Lise Jans. "A Single-item Measure of Social Identification: Reliability, Validity, and Utility," *British Journal of Social Psychology* 52.4 (2013): 597-617.

2.8.23 Building Theories: Inferring vs. Explaining and Other Problems

- Gerring, John. *Social Science Methodology: A Unified Framework*. 2nd Edition. Cambridge University Press, 2012. Chapters 8-10.
- Lave, Charles and James March. *An Introduction to Models in the Social Sciences*. University Press of America, 1993. Chapter 2.
- Brady, Henry and David Collier. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2010. Chapter 5.

• King, Gary, Robert Keohane, Sidney Verba. *Designing Social Inquiry*. Princeton University Press, 1994. Chapter 3.

2.15.23 Political Science Pitfalls: Selection Bias, Validity Issues, and Choosing Levels of Analysis

• Skocpol, Theda. *States and Social Revolutions: A Comparative Analysis of France, Russia and China*. Cambridge University Press, 1979. Chapter 1.

• Geddes, Barbara. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. University of Michigan Press, 2003. Pages 89-129.

• Bennett, Andrew and Colin Elman. "Qualitative Research: Recent Developments in Case Study Methods," *Annual Reviews of Political Science*. 9 (2006): 455-476.

• King, Gary, Robert Keohane, Sidney Verba. *Designing Social Inquiry*. Princeton University Press, 1994. Section 1.2.3

• Majeski, Stephen and Shane Fricks. "Conflict and Cooperation in International Relations," *The Journal of Conflict Resolution*, 39.4 (1995): 622-645.

2.22.23 Research Designs Part I - Statistical Studies.

• Kennedy, Peter. *A Guide to Econometrics*. John Wiley & Sons, 2008. Introduction: 1-10.

• Little, Daniel. *Varieties of Social Explanation: An Introduction to the Philosophy of Social Science*, Westview Press, 1991. Chapter 8 (159-79).

• Bond, Jon. "The Scientification of the Study of Politics: Some Observations on the Behavioral Evolution in Political Science," *Journal of Politics* 69.4 (2007), 897-907.

• Collier, Paul, and Anke Hoeffler. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56.4 (2004): 563-595.

• Collier, Paul, Anke Hoeffler, and Dominic Rohner. "Beyond Greed and Grievance: Feasibility and Civil War." *Oxford Economic Papers* 61.1 (2009): 1-27.

Supplemental Reading:

• Schrodtt, Philip A. "Seven Deadly Sins of Contemporary Quantitative Political Analysis." *Journal of Peace Research* 51.2 (2014): 287-300.

3.1.23 Research Designs Part II - Case Study and “Small-N” Analyses

- Van Evera, Steven. *Guide to Methods for Students of Political Science*. Cornell University Press, 2016. Chapter 2.
- King, Gary, Robert Keohane, Sidney Verba. *Designing Social Inquiry*. Princeton University Press, 1994. Chapter 6.
- Brady, Henry and David Collier. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Rowman & Littlefield Publishers, 2010. Chapters 10 and 11.
- Mahoney, James. “Strategies of Causal Assessment in Comparative Historical Analysis,” in James Mahoney and Dietrich Rueschemeyer eds. *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University Press, 2003. pp. 337-72.
- Doner, Richard, Bryan Ritchie and Dan Slater. “Systematic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective,” *International Organization* 59.2 (2005): 327-61.

Supplemental Listening:

- “Why Empires Declared a War on Drugs” with Diana Kim
<https://open.spotify.com/show/0iczEqV0HDVqOcFetCSTmt?si=cHWixhlASSWqxHHFC78NIQ&nd=1>

3.8.23 Experiments

NOTE: Your literature reviews are due on Canvas at the start of class.

- Angrist and Pischke. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton University Press, 2009. Chapter 2
- Bond, Robert M. et al. “A 61-million-person Experiment in Social Influence and Political Mobilization.” *Nature* 489 (2012):295–98.
 - Hainmueller, Jens, and Michael J. Hiscox. “Attitudes Toward Highly Skilled and Low-Skilled Immigration: Evidence from a Survey Experiment.” *American Political Science Review* 104.1 (2010): 61–84.
 - Olken, Benjamin. “Monitoring Corruption: Evidence from a Field Experiment in Indonesia.” *Journal of Political Economy* 115.2 (2007): 200–49.
 - Gonzalez-Ocantos, Ezequiel, Chad Kiewiet De Jonge, Carlos Meléndez, Javier Osorio, and David W. Nickerson. “Vote Buying and Social Desirability Bias: Experimental Evidence From Nicaragua.” *American Journal of Political Science* 56:1 (2012): 202-217.

- Ferraz, Claudio, and Frederico Finan. “Exposing Corrupt Politicians: The Effects of Brazil’s Publicly Released Audits on Electoral Outcomes,” *Quarterly Journal of Economics* 123 (2008): 703-45.

3.22.23 Theory and Method Workshop

Each student will do a brief presentation (8-10 minutes). After stating their research question, students will provide a theoretical statement about the political process they are studying, from which we can derive more expectations. In their presentations, students should identify scope conditions (to whom the theory applies, when, and why). Students should also describe what methodological approach they believe would be most conducive to testing their theory.

3.29.23 Diverse Approaches in American

- Fenno, Richard. “US House Members in Their Constituencies: An Exploration,” *American Political Science Review* 71, 3 (1977): 883-917.
- Bartels, Larry. “Constituency Opinion and Congressional Policy Making: The Reagan Defense Buildup,” *American Political Science Review* 85.2 (1991):457-474.
- John Kingdon. *Congressmen’s Voting Decisions*. University of Michigan Press, 1989. Chapter 1.
- David Broockman, “Black Politicians are More Intrinsically Motivated to Advance Blacks’ Interests: A Field Experiment Manipulating Political Incentives,” *American Journal of Political Science* 57.3 (2013): 521-536.

4.5.23 Diverse Approaches in Comparative

- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. “Why do Ethnic Groups Rebel? New Data and Analysis,” *World Politics*, 62.1 (2010): 87-119.
- Varshney, Ashutosh. “Ethnic Conflict and Civil Society: India and Beyond,” *World Politics* (2001) 362-98.
- McClendon, Gwyneth. “Race and Responsiveness: An Experiment with South African Politicians,” *Journal of Experimental Political Science* 3 (2016): 60-74.
- Posner, Daniel. “The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi.” *American Political Science Review* 98.4 (2004): 529-545.

Supplemental Materials:

Mousa, Salma. "Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq." *Science* 369.6505 (2020): 866-870.

- “The Promise and Limits of Intergroup Contact, with Salma Mousa”
<https://open.spotify.com/episode/0G01KYILnU5UJXmlTfcb9q>

4.12.23 Diverse Approaches in IR

- John Owen, “How Liberalism Produces Democratic Peace,” *International Security* 19.2 (1994).
- Maoz, Zeev, and Bruce Russett. "Normative and Structural Causes of Democratic Peace, 1946–1986." *American Political Science Review* 87.3 (1993): 624-638.
- Tomz, Michael, and Jessica L. Weeks. "An Experimental Investigation of the Democratic Peace." *Annual Meeting of the American Political Science Association. Washington, DC.* 2010.
- Oren, Ido. “The Subjectivity of the Democratic Peace: Changing U.S. Perceptions of Imperial Germany,” *International Security* 20.2 (1995): 147-184.

4.19.23 Workshopping Research Designs Week 1

NOTE: The full draft of your research design are due on Canvas at the start of class.

4.26.23 Workshopping Research Designs Week 2

NOTE: Peer reviews are due on Canvas at the start of class.

5.3.23 Final proposals are due on Canvas at 12:30 PM