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PSCI 491.01A: Political Research Goals and Strategies

Christopher P. Muste

University of Montana - Missoula, christopher.muste@umontana.edu

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POLITICAL RESEARCH GOALS AND STRATEGIES - PSCI 491, Sections 01A & 80
Fall 2013
Monday 3:40 - 6:00, LA 106 / LA 344 (starting 9/9)
Draft Version

Professor Christopher Muste

Office: 416 Liberal Arts

Office Hours: Wednesday 1-4, and by appointment

Political Science Department - 350 Liberal Arts; phone 406-243-5202

Phone: 406-243-4829

e-mail: christopher.muste@umontana.edu

COURSE DESCRIPTION

Political Science is a broad discipline that addresses a range of questions and employs a wide variety of research methodologies, including those used in other social sciences. In this course, we explore the questions raised and methods used in the main subfields of political science: Theory, Comparative, International Relations, and American politics. Because many of the fundamental questions and methodological issues are common to all of the subfields, as well as to social science more generally, we will begin by briefly examining basic issues in the philosophy of science, including the ways in which political science is and is not “scientific.” In the second part of the course, we will study how political scientists seek methodological rigor in their research, exploring the meaning and analysis of causation, the fundamentals of research design, the formation of concepts and hypotheses, common measurement problems, and case selection and sampling issues.

In the final part of the course, we examine the methodologies characteristic of work in the four main subfields of political science, such as ordinary language analysis and textual analysis in Theory; case studies, process tracing, and qualitative comparative analysis in Comparative; strategic-interaction modeling, cognitive and group research in International Relations; and historical and institutional analysis, survey research and quantitative analysis in American politics. The goal of the course is for you to become familiar with these approaches, learn how to evaluate research that uses these approaches, and to use these tools to develop methodologically sound research of your own.

READINGS

Most course readings will be available on electronic course reserves (ERES) at the Mansfield Library. The readings for each week are listed in the “Course Topics and Readings” section below. I may change some readings to reflect political events and the interests of students in the class. The ERES password for this course is

There is one recommended basic textbook for this course, *The Craft of Political Research*, 9th edition, 2012 by W. Phillips Shively; the 8th edition is also useful and some chapters from that edition will be on ERES.

GRADES AND COURSE REQUIREMENTS

Each week there will be a set of readings broadly covering that week’s topic, often of divergent perspectives and levels. The assigned readings are varied, sometimes complex and theoretical, so students are expected to do all the readings and be prepared to discuss them each week. Being prepared will contribute to your understanding of the material and success in the course. Participation in class discussions will be 10% of the course grade.

GRADES AND COURSE REQUIREMENTS (CONTINUED)

In selected weeks, students will write a two page (double-spaced) analysis of the week's readings. This analysis can be an overview comparing a single theme in several readings for that week, an intensive comparison of two or more of the readings, or an analysis of the week's readings that relates them to relevant readings from previous weeks. These weekly analyses must be turned in by 1:00 pm the day class meets (Monday) to christopher.muste@umontana.edu. They will provide the basis for our class discussions. Papers turned in between 1:00-2:00 will receive only half credit, and papers not turned in by 2:00 will receive no credit.

There are twelve weeks with possible reading analyses. All students must do analyses for the first two weeks, the readings for September 9 and September 16 in the "Course Topics & Readings" section of this syllabus. After September 16, undergraduate students will choose two more weeks in which to do reading analyses of the remaining ten weeks, selected largely by you based on your interests. Graduate students will choose four more weeks to do reading analyses. This will be a total of four reading analyses for undergrads, each worth 7.5% of the grade, for a total of 30%. For grad students, each of the six reading analyses will be worth 5% of the grade, also 30%.

Note: No more than half of your selected weeks can be from the last four weeks of the course.

As noted above, engaging in class discussion is an important part of learning complex and unfamiliar material. Intelligent and frequent participation in class discussion is 10% of the overall course grade.

There will be a midterm exam at the end of the second section of the course, which will cover the readings and discussions up to that time. The midterm exam is worth 30% of the course grade.

The other requirement for this course is to prepare a research design for a research project you plan to carry out, based on your interests in political science. The research design must incorporate a research question, literature review, theory(ies), hypotheses, a comprehensive plan of the research process and the research strategies and methods that will be used to carry out the plan, and preliminary search for and analysis of some evidence or data. The first draft of your research design will be due in November, and we will discuss the projects and strengths and problems in the research design and potential solutions. The final version of the research design paper is due Monday, December 10 of finals week, when we will meet to discuss all the projects. The research design is worth 30% of the course grade.

GRADES: Grades will be calculated according to the following percentages:

A = 93-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	below 60=F
A- = 90-92.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	
Participation in discussion	10%			
Reading Analyses	30%			
Midterm exam	30%			
Final paper	30% of course grade			

PSCI 400: Due to the intensive writing in this course, it satisfies the PSC 400 Writing requirement for Poli Sci majors. If you want PSCI 400 credit for this course, complete an override slip and PSCI 400 signup form from Karen Boice in the PSCI office, then bring them both to me to sign.

ACADEMIC HONESTY AND PLAGIARISM:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php

The University of Montana Student Conduct Code prohibits plagiarism, which is “representing another person’s words, ideas, data, or materials as one’s own.” This is a serious academic violation potentially resulting in suspension or expulsion from the University. **I take academic honesty very seriously, and will do my utmost to prevent, uncover, and penalize any form of cheating in this course.** Read the UM plagiarism warning <http://www.umt.edu/catalog/academic/policy.htm#plagiarism> and Student Conduct Code above. Please contact me if you have any questions or concerns about academic honesty

CLASS COURTESY:

In order to have a pleasant and effective learning environment in a class this size, we need to observe a few basic courtesies. This is a small campus, so it is possible to get to the classroom on time from all other campus buildings; arriving late or leaving early disrupts the class and disturbs other students and the instructor. Please turn off all cell phones before class begins. Please don’t read a newspaper or other non-course material, eat during class, or use text messaging, web browsers, or similar communications. If you have a question or comment about the material, please raise your hand instead of discussing it with your neighbor. We’ll all benefit if we just keep in mind the reason we’re in the room together.

DROP POLICY AND INCOMPLETES:

You can drop on Cyberbear through September 16, and from September 17 to October 28 using a drop slip signed by me. Starting October 29, you must go through the more formal and difficult “late drop” petition process. I will sign late drop petitions until October 29, and after that only under extraordinary circumstances, as stated at <http://www.umt.edu/catalog/academic/policy.htm#addhttp://www.umt.edu/catalog/acad/acadpolicy/default.html> under “Beginning the forty-sixth...” Incompletes will only be permitted when all the conditions set forth in the official University policy are met – the policy is at <http://www.umt.edu/catalog/acad/acadpolicy/default.html> under “Incomplete Grade Policy”

DSS STUDENTS:

Qualified students with disabilities will receive appropriate accommodations in this course. Students with disabilities requesting accommodations on exams, papers, or other course requirements should contact me as soon as possible, and must contact the DSS office in order to arrange for and provide to me a letter of approval for accommodations from DSS. The DSS office is in Lommasson Center 154.

E-MAIL AND MOODLE:

Moodle has replaced Blackboard on the UM campus. In order to do some of the assignments for the course and to access your grades and other course information, you will need to sign into the Moodle website that has been created for this course. Information on how to access your account is at: <http://umonline.umt.edu/> Moodle and Cyberbear both send my e-mails to your official UM e-mail account, so you should check it frequently. If you use another e-mail account, go into CyberBear to have your official UM e-mail forwarded to your preferred e-mail account, and check that account frequently.

GRADUATE STUDENTS - Graduate students taking this course must complete supplemental graduate-level readings for each course topic as specified by the instructor, six reading analyses, and complete a 20-25 page research paper consisting of a research design with a well-defined research question, theory, hypothesis, literature review, data collection and analysis, and an analysis that synthesizes the five components.

COURSE TOPICS AND READINGS

NOTE: “*GS” designates readings only required for Graduate Students

PART I: POLITICAL SCIENCE AS A SCIENCE?

August 26 **Introduction**
September 2 **LABOR DAY - NO CLASS**

September 9 **Who’s Right? What’s Important? What Makes Social Science a Science? and Analyzing Research Claims**

Note: this first set of readings repays close attention and thought. They raise a number of important issues and questions, and are the basis for your first reading analysis short paper. We will analyze these articles intensively in class, so **bring a copy of the readings to class.**

- Shively, W. Phillips. 2011. “Doing Research,” chapter 1 in *The Craft of Political Research*, 8th ed., pp. 1-12.
- Babbie, Earl. 1998. “Human Inquiry in Science,” chapter 1 in *The Basics of Social Research*, pp. 5-27.
- Hoover, Kenneth and Todd Donovan. 2009. “Thinking Scientifically” Chapter 1, pp. 1-12 in *The Elements of Social Scientific Thinking*, 9th ed. Boston: Thomson Higher Education.
- Siebel, Thomas M., and Seven A. Mange. 2009. “The Montana Meth Project: ‘Unselling’ a Dangerous Drug. *Stanford Law and Policy Review* 20(2): 405-416.
- Erceg-Hurn, David. 2009. “Statement of David Erceg-Hurn to Governor Schweitzer and Montana Legislature Regarding Funding of Montana Meth Project in 2009 Budget.” Accessed 8/31/09 at: http://bloximages.chicago2.vip.townnews.com/billingsgazette.com/content/tncms/assets/editorial/fa3/502/fa3502c6-6981-11de-a692-001cc4c002e0.pdf.pdf?_dc=1246811784
- Kemmick, Ed. 2009. “Montana Meth Project: Message Heard, Results Debated.” *Missoulian*, 7/5/09.

Skim: Gerring, John. 2001. “Preface” and “The Problem of Unity Amid Diversity” (chapter 1) in *Social Science Methodology: A Critical Framework*, pp. xi - xx and 1-18.

***GS** Paul Rabinow and William M. Sullivan, 1979. “The Interpretive Turn: Emergence of an Approach.” In *Interpretive Social Sciences: A Reader*, Rabinow and Sullivan, eds., pp. 1-21.

September 16 Natural Science and Social Science: Causation, Interpretation, and Alternatives

- Almond, Gabriel, and Stephen Genco. 1977. “Clouds, Clocks, and the Study of Politics,” *World Politics* 29: 489-522.
- Babbie, Earl. 1998. “The Nature of Causation.” Chapter 3 in *The Basics of Social Research*, pp. 52-67.
- Hoover, Kenneth and Todd Donovan. 2009. “The Elements of Science.” Chapter 2, pp. 12-40 in *The Elements of Social Scientific Thinking*, 9th ed. Boston: Thomson Higher Education.
- Almond, Gabriel A. 1988. “Separate Tables: Schools and Sects in Political Science.” In *PS: Political Science & Politics*, 21: 828-842.

***GS = Optional for Grad Students:**

- *GS** Taylor, Charles. 1971. “Interpretation and the Sciences of Man,” in *Interpretive Social Sciences: A Reader*, Paul Rabinow and William M. Sullivan, editors (1979), pp. 25-72.
- *GS** Fay, Brian, and J. Donald Moon. 1977/1994. “What Would an Adequate Philosophy of Social Science Look Like?” in *Readings in the Philosophy of Social Science*, Martin and McIntyre,

PART II: METHODOLOGICAL ISSUES

September 23 Natural Science and Social Science: Causation, Interpretation, and Alternatives

review Shively, W. Phillips. 1998. "Doing Research." Chapter 1 in *The Craft of Political Research*, 9th ed., pp. 1-11.

Shively, W. Phillips. 1998. "Political Theories and Research Topics," chapter 2 in *The Craft of Political Research*, 4th ed., pp. 12-26.

Hoover, Kenneth and Todd Donovan. 2009. "Strategies" and "Refinements." Chapter 3, pp. 41-60 and Chapter 4, pp. 61-81 in *The Elements of Social Scientific Thinking*, 9th ed. Boston: Thomson Higher Education.

Shapiro, Ian. 2004. "Problems, Methods, and Theories in the Study of Politics." Chapter 2 in *Problems and Methods in the Study of Politics*, pp. 19-41.

Johnson, Janet Buttolph, and Richard Joslyn. 2003. "The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables." Chapter 3 in *Political Science Research Methods*, 3rd ed., pp. 44-79.

GS (optional): Gerring, John. 2001. "Preface" and "The Problem of Unity Amid Diversity" Chapter 1 in *Social Science Methodology: A Criterial Framework*, pp. xi - xx and 1-18.

September 30 Developing Research Questions, Concepts, and Hypotheses

Review: Shapiro, Ian. 2004. "Problems, Methods, and Theories in the Study of Politics." Chapter 2 in *Problems and Methods in the Study of Politics*, pp. 19-41.

Review: Shively, W. Phillips. 1998. "Political Theories and Research Topics," chapter 2 in *The Craft of Political Research*, 9th ed., pp. 12-26.

New: Shively, W. Phillips. 1998. "The Importance of Dimensional Thinking," chapter 3 in *The Craft of Political Research*, 4th ed.

Review: Hoover & Donovan, "Strategies" and "Refinements"

Review: Johnson, Janet Buttolph, and Richard Joslyn. 2003. "The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables."

New: Gerring, John. 2001. "Concepts: General Criteria" (**read only pp. 35-48**) and "Propositions: General Criteria," (**read only pp. 89-104**) from chapters 3 and 5 in *Social Science Methodology: A Criterial Framework*.

New: Monroe, Alan D. 2000. "The Scientific Study of Research Questions" (esp. pp. 3-11) and "Building Blocks of the Research Process" (esp. pp. 17-22) from chapters 1 and 2 in *Essentials of Political Research*.

October 7 Problems in Measuring Political Phenomena: Reliability and Validity

review: Gerring, John. 2001. "Proposition: General Criteria," chapter 5 in *Social Science Methodology: A Criterial Framework*, pp. 89-103 only.

review: Hoover & Donovan, "The Elements of Science" pp. 16-29 only; "Strategies" pp. 46-56 only; and "Refinements" pp. 77-80 only.

New Readings:

Shively, W. Phillips. 2005. "Problems of Measurement: Accuracy" and "Problems of Measurement: Precision." Chapters 4 and 5 in *The Craft of Political Research*, 9th ed., pp. 37-70.

Hoover, Kenneth and Todd Donovan. 2009. "Measuring Variables and Relationships." Chapter 5, pp. 84-97 in *The Elements of Social Scientific Thinking*, 9th ed. Boston: Thomson Higher Education.

October 7 continued next page..

October 7 (continued) Problems in Measuring Political Phenomena: Reliability and Validity

More New Readings:

Malcolm Gladwell, "Examined Life: What Stanley Kaplan Taught us about the SAT," *The New Yorker*, December 17, 2001.

Paxton, Pamela. 2000. "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization." *Studies in Comparative International Development* 35(3), pp. 92-111.

Supplemental Readings:

If you're confused at this point about theories, concepts, and hypotheses, this should be helpful (if long):

Johnson, Janet Buttolph, and Richard Joslyn. 2003. "The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables." Chapter 3 in *Political Science Research Methods*, 3rd ed., pp. 44-79.

* **GS: for Grad Students only, optional:** Adcock, Robert; and David Collier. 2001. "Measurement Validity: a Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95(3), pp.529-546.

October 14 Sampling in Quantitative and Qualitative Research

These two are general readings about case selection and sampling

Shively, W. Phillips. 2005. "Selection of Observations for Study." Chapter 7 in *The Craft of Political Research*, 9th ed., pp. 97-109.

Neuman, W. Lawrence. 2007. "Qualitative and Quantitative Sampling." Chapter 6 in *Basics of Social Research*, 2nd ed., pp. 140-165.

Gerring, John. 2001. "Methods." Chapter 9 in *Social Science Methodology: A Criterial Framework*, pp. 200-229.

These readings apply the ideas about good case selection and sampling to political research.

Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2, pp. 131-150.

Squire, Peverill. 1988. "Why the 1936 Literary Digest Poll Failed." *Public Opinion Quarterly*, 52: 125-133.

* **GS: Skim** Collier, David, James Mahoney, and Jason Seawright. 2004. "Claiming Too Much: Warnings About Selection Bias." Chapter 6 in *Rethinking Social Inquiry*, Brady and Collier, eds., pp. 85-102.

**October 21 MIDTERM EXAM - TENTATIVE DATE
And Library Research, Archival Research, and Data Collection: Part I**

**October 28 Library & Archival Research, Data Collection II; and Research Design,
Analysis and Writing in Political Science**

- Becker, Howard S. 1986. "Terrorized by the Literature." Chapter 8 in *Writing for Social Scientists*, pp. 135-149.
- Neuman, W. Lawrence. 2007. "Reviewing the Scholarly Literature and Planning a Study." Chapter 4 in *Basics of Social Research*, 2nd ed., pp. 68-84 only.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. "From Questions to Sources" and "Using Sources." Chapters 5 and 6 in *The Craft of Research*, pp. 64-81.
- Stern, Paul C. and Linda Kalof. 1996. "Methods of Gathering Scientific Evidence." Chapter 2 in *Evaluating Social Science Research*, 2nd ed., pp. 22-42, skim 43-63.
- UM Library Website: Under "Research Tools" read first four links starting with "Library Catalog." Under "Subject Guides" read "Popular or Scholarly?" "Successful Researching and Writing" (the first six topics therein), "Techniques for Refining and Focusing Searches," and "Evaluating Web Pages" (under "Internet").
- Skim only:* Johnson, Janet Buttolph, and Richard Joslyn. 2003. "Conducting a Literature Review." Chapter 6 in *Political Science Research Methods*, 3rd ed., pp. 153-169.

Research design, analysis, writing:

- Gerring, John. 2001. "Research Design: General Criteria," "Methods" (review) and "Strategies of Research Design." Chapters 8-10 in *Social Science Methodology: A Criterial Framework*, pp. 155-243.
- Shively, W. Phillips. 2005. "Causal Thinking and Design of Research." Chapter 6 in *The Craft of Political Research*, 9th ed., pp. 74-96.
- Becker, Howard S. 1986. "Freshman English for Graduate Students." Chapter 1 in *Writing for Social Scientists*, pp. 1-25.
- Neuman, W. Lawrence. 2007. "Reviewing the Scholarly Literature and Planning a Study." Chapter 4 in *Basics of Social Research*, 2nd ed., pp. 84-107 only.
- UM Library Website: Under "Research Tools" click on "Subject Guides" (in the left margin) and read "Successful Researching and Writing."

PART III: SUBFIELD RESEARCH EXAMPLES
November 4 International Relations: Variety in Methods of Analysis

Goldman, Kjell. 1996. "International Relations: An Overview." Chapter 16 in Goodin and Klingemann (eds.), *A New Handbook of Political Science*, pp. 401-427.

Read three of the following articles; your selection should be guided by your substantive and methodological interests.

review Schafer, Mark and Stephen G. Walker. 2002. "U.S. Presidents as Conflict Managers: The Operational Codes of George Bush and Bill Clinton." Chapter 4 in *Political Leadership for the New Century: Lessons from the Study of Personality and Behavior Among American Leaders*, Feldman and Valenty, eds., pp. 51-63. *This is a content analysis of leaders' speech patterns and their impact on foreign policy decisions.* NOTE: available only online as an "E-book" through the Mansfield Library catalog.

Janis, Irving. 1982. "Introduction: Why So Many Miscalculations?" A Perfect Failure: The Bay of Pigs" and "Generalizations: Who Succumbs, When, and Why." Chapter 1,2, and 10 in *Groupthink*, 2nd ed., pp. 1-47, 242-259. *A classic application of case study methods and psychological theory to small-group decision making.*

Holsti, Ole R. 2001. "Politicization of the United States Military: Crisis or Tempest in a Teapot?" 57 *International Journal* 57: 1-18. *Holsti uses data from surveys of civilian and military leaders as well as the public to explore the potential for division among these groups.*

Axelrod, Robert. 1984. "The Problem of Cooperation" and "The Live-and-Let-Live System in Trench Warfare in World War I." Chapters 1 and 4, pp. 3-19, 73-87 in *The Evolution of Cooperation*. *A classic exploration of game theory, a type of formal model, applied to conflict and war.*

Robert Powell. 1991. "Absolute and Relative Gains in International Relations Theory." *American Political Science Review* 85: 1303-1320. *A more specific and applied example of game theory in International Relations than the Axelrod reading.*

Mueller, John. 1988. "The Essential Irrelevance of Nuclear Weapons: Stability in the Postwar World." *International Security* 13: 55-79. *This article and the Jervis response to it below (read together with the Jervis) both use a mix of methods, including counter-factual, in arguing the effects of nuclear weapons.*

Jervis, Robert. 1988. "The Political Effects of Nuclear Weapons: A Comment." *International Security* 13: 80-90. *Jervis' response to Mueller - read this in tandem with the Mueller.*

NOVEMBER 11: NO CLASS DUE TO VETERAN'S DAY HOLIDAY

November 18 Comparative: Case Studies, Least-similar/Most-similar, QCA, and Single State Studies

review Gerring, John. 2001. "Methods." Chapter 9 in *Social Science Methodology: A Critical Framework*, pp. 200-229.

Collier, David M. 1993. "Comparative Politics." Chapter 5 in *Political Science: The State of the Discipline II*, ed. Ada W. Finifter, pp. 105-119.

Laitin, David D. 2002. "Comparative Politics: The State of the Subdiscipline." Chapter 23 in Katznelson and Milner (eds.) *Political Science: The State of the Discipline III*, pp. 630-659.

Read two of the following seven articles; your selection should be guided by your substantive and methodological interests.

Dreze, Jean and Amartya Sen. 1989. "China and India." In Dreze and Sen, *Hunger and Public Action*. *This is an example of a small-N comparison examining the factors involved in the development of two countries - is it a most-different or most-similar design?*

Skocpol, Theda. 1979. "Explaining Social Revolutions: Alternatives to Existing Theories" and "Causes of Social Revolutions in France, Russia and China." Chapter 1 in *States and Social Revolutions*, pp. 3-43. *Classic small-n study, selecting for the same value on the dependent variable.*

Goldthorpe, John H., David Lockwood, Frank Bechhofer, and Jennifer Platt. 1967. "The Affluent Worker and the Thesis of Embourgeoisement: Some Preliminary Research Findings." *Sociology* 1: 11-31. *An example of a single-case, crucial-case study.*

Steinmo, Sven. 1989. "Political Institutions and Tax Policy in the United States, Sweden, and Britain." *World Politics* 41: 500-535. *Another small-N comparison - is it a most-different or most-similar design? Compare this to...*

Steinmo, Sven and Caroline J. Tolbert. 1998. "Do Institutions Really Matter?: Taxation in Industrialized Democracies." *Comparative Political Studies* 31:2 (April) 165-87. *Steinmo here increases the number of cases, providing an interesting comparison to his 1989 article, above.*

Hicks, Alexander, Toya Misra, Tang Hah Ng. 1995. "The Programmatic Emergence of the Social Security State." *American Sociological Review* 60: 329-49. *A Qualitative Comparative Analysis (QCA), the Boolean comparative technique pioneered by Charles Ragin.*

Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55: 399-422. *An interesting experiment done in a single country. Another good example is Humphreys, Masters, and Sandhu 2006 World Politics article comparing leadership in Sao Tome and Principe.*

November 25: American Politics: Quantitative Analysis, Survey Research & Other Methods

- Katznelson, Ira, and Helen V. Milner. 2002. "American Political Science: The Discipline's State & the State of the Discipline" Chapter 1 in *Political Science: The State of the Discipline III*, pp. 1-26. *This reviews current political science as practiced in the U.S. today.*
- Rothstein, Bo. 1996. "Institutions: An Overview." Chapter 4 in Goodin and Klingemann (eds.), *A New Handbook of Political Science*, pp. 133-166.
- Carmines, Edward G., and Robert Huckfeldt. 1996. "Political Behavior: An Overview." Chapter 8 in Goodin and Klingemann (eds.), *A New Handbook of Political Science*, pp. 223-254.

Read two of the following articles; your selection should be guided by your substantive and methodological interests.

- Sullivan, John L., James E. Piereson, and George E. Marcus. 1978. "Ideological Constraint in the Mass Public: A Methodological Critique and Some New Findings." *American Journal of Political Science* 22: 233-249. *This article combines large-sample opinion surveys with experimentation.*
- Fenno, Richard F., Jr. 1977. "U.S. House Members in Their Constituencies: An Exploration." *American Political Science Review* 71: 883-917. *This is an example of participant-observation.*
- Kingdon, John W. 1977. "Models of Legislative Voting." *Journal of Politics* 39: 563-595. *This is an analysis of competing models of Congressional voting and methods used to evaluate the models.* [supplemental: Shepsle and Weingast on "Positive Theories of Legislative Institutions" in *Legislative Studies Quarterly* 1994.]
- Norrander, Barbara. 1989. "Explaining Cross-State Variation in Independent Identification." *American Journal of Political Science* 33: 516-536. *This is an example of aggregate data analysis, combining individual-level opinion data with state-level measures.*
- Hochschild, Jennifer. 1981. "Why There is No Socialism in the United States" (part) and "Alternative Patterns of Belief, (part) in *What's Fair? American Beliefs About Distributive Justice*, pp. 17-26 and 228-237. *This is an example of in-depth, small-N research using in-person interviews.*
- Gilens, Martin. "The News Media and the Racialization of Poverty." Chapter 5 in *Why Americans Hate Welfare*, pp. 102-132. *This is a content analysis of news media.*
- Schafer, Mark and Stephen G. Walker. 2002. "U.S. Presidents as Conflict Managers: The Operational Codes of George Bush and Bill Clinton." Chapter 4 in *Political Leadership for the New Century: Lessons from the Study of Personality and Behavior among American Leaders*, Feldman and Valenty, eds., pp. 51-63. *This is a content analysis of leaders' speech patterns and their impact on foreign policy decisions.* NOTE: available only online as an "E-book" through the Mansfield Library catalog.

December 2 Political Theory: Analytic and Normative, Explanation and Interpretation

review Shively, W. Phillips. 1998. "The Importance of Dimensional Thinking." Chapter 3 in *The Craft of Political Research*, 4th ed., pp. 27-36.

Young, Iris Marion. 1996. "Political Theory: An Overview." Chapter 20 in *A New handbook of Political Science*," ed. Robert E. Goodin and Hans-Dieter Klingemann, pp. 479-502.
This is a clear overview of recent developments in political theory, organized in terms of the topics that political theorists are investigating

Sabia, Daniel R. 1984. "Political Education and the History of Political Thought." *American Political Science Review* 78: 985-999.
A strong view that categorizes the various ways that political theory has been studied, and how students can use the categories to understand theory better.

Shapiro, Ian. 2003. "The State of Democratic Theory." Chapter 2 in Katznelson and Milner (eds), *Political Science: The State of the Discipline*, pp. 235-265
Focuses specifically on democracy and its role in theory.

Pitkin, Hanna Fenichel. 1969. "The Concept of Representation." Chapter 1 in *Representation*, pp. 1-24.
An excerpt from one of the most widely cited and respected books on political theory from the last 50 years, analyzes the idea of representation, using a method called "ordinary language analysis."

Rawls, John. 1971. "Justice as Fairness." Chapter 1 in *A Theory of Justice*, pp. 3-53.
An introduction to another influential book, this one an attempt to see if it's possible to develop an idea of justice that people with different interests and from different cultures would agree on.

Optional Readings:

Hacker, Andrew. 1954. "Capital and Carbuncles: The 'Great Books' Reappraised." *American Political Science Review* , 48: 775-786. *A short, highly opinionated and readable analysis of the uses and many misuses of analyzing political theory historically.*

December 9, 3:40 p.m FINAL RESEARCH DESIGN PAPERS DUE IN CLASS
Summary Discussion of Final Research Designs & Methods

(We will re-schedule this if we have scheduling conflicts for students in T/Th 1:10 classes)