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PSC 495.01: Politics Research Goals and Strategies

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POLITICAL RESEARCH GOALS AND STRATEGIES - PSC 495, Sections 1 & 80
Fall 2008
Monday 4:10 - 6:30, 334 LA

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

COURSE DESCRIPTION

Political Science is a broad discipline that addresses a range of questions and employs a wide variety of research methodologies. 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 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 various subfields of political science, such as ordinary language analysis and textual analysis in Theory; field work, case studies and least-similar/most-similar analysis in Comparative; strategic-interaction modeling in International Relations; and survey research and simple quantitative analysis in American politics. The goal of the course is to familiarize students with these approaches, enable them to evaluate research that uses these approaches, and provide them with the tools to develop methodologically sound research of their own.

READINGS

There is one textbook for this course: John Gerring. *Social Science Methodology: A Critical Framework*, 2001, W.W. Norton.

All other readings will be available in paper and on electronic course reserves (ERES) at the Mansfield Library. The readings for each week are listed in the A Course Topics and Readings section below. Depending on the progress of course, I may change some of the readings to reflect the interests of students and political events. The ERES password for this course is

GRADES AND COURSE REQUIREMENTS

Each week there will be a set of readings broadly covering that week's topic, often from widely

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)

Most weeks, students will write a one page (single spaced) analysis of the week=s readings. This analysis can be an overview of the full set of readings for that week, an intensive comparison of two or more of the readings, or an analysis of the current week=s readings that relates them to relevant readings from previous weeks. These weekly analyses must be typed and turned in by noon the day class meets (Monday), either to my Poli Sci mailbox or to christopher.muste@umontana.edu and will provide the basis for our class discussion. Papers turned in later than noon will receive only half credit, and papers not turned until after 2:00 will receive no credit.

There are thirteen possible reading analyses. All students must do analyses for the first two weeks, the readings listed under "September 8" and "September 15" in the "Course Topics and Readings" section of this syllabus. After this week, undergraduate students will choose four weeks in which to do reading analyses in the remaining eleven weeks, selected by you based on your interests. Graduate students will choose eight weeks to do reading analyses. This will be a total of six reading analyses for undergrads, each worth 5% of the grade, for a total of 30%. For graduate students, each of the ten reading analyses will be worth 3% of the grade, also 30%.

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 would like to carry out, based on your interests in political science. The research design must incorporate a literature review, hypotheses, and a comprehensive plan of the research process and the research strategies and methods that will be used to carry out the plan. The first draft of your research design will be presented during class in the week in which we cover the subfield within which your paper falls (for example, students doing political theory research designs will present them November 10). During that week the class will discuss your project and problems in the research design and potential solutions. Draft designs are due in to me at 2:00 on the day before you present your draft. The final version of the research design is due December 8, 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
AB = 90-92.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
	BB = 80-82.9	CB = 70-72.9	DB = 60-62.9	

Participation in discussion	10%
Reading Analyses	30%
Midterm exam	30%

Final exam

30% of course grade

ACADEMIC HONESTY:

* 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/name/StudentConductCode> .

* 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 that can result in penalties up to 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. See the UM plagiarism warning at <http://www.umt.edu/catalog/academic/policy.htm#plagiarism> and the Student Conduct Code at <http://life.umt.edu/VPSA/name/StudentConductCode> .

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 class, 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. If you have a question or comment about the material, please raise your hand so we can all discuss it, instead of talking to 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 classes on Cyberbear until September 15. From September 16 until October 6 you can drop using a drop slip signed by me. After October 6, you must go through the more formal and difficult late drop petition process. I will sign late drop petitions for only one week after the midterm exams are graded, and not thereafter except under extraordinary circumstances.

Incompletes will only be permitted when all the conditions set forth in the official University policy are met. The Incompletes policy is on page 23 of the *University of Montana 2007-2008 Catalog*.

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 DSS in order to arrange for and provide me with a letter of approval for accommodations. DSS is in Lommasson Center 154.

EMAIL AND BLACKBOARD

In order to obtain course materials and access your grades and other important course information, you will need to sign into the Blackboard website that has been created for this course. Information on how to access your account is at: <http://umonline.umd.edu/StudentInfo/welcome.htm>

Blackboard uses your official UM email account, so you should check it frequently. I may also send e-mails to your official UM e-mail account. If you use another email account, go into Cyberbear to have your official UM email forwarded to your preferred email account.

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

COURSE TOPICS AND READINGS

PART I: POLITICAL SCIENCE AS A SCIENCE

August 25 **Introduction**

September 1 **No Class: Labor Day Holiday**

September 8 **Philosophy of Science and How Science is Social**

Note: these readings may seem abstract and complex. However, reading them carefully and slowly, more than once, and taking notes on them, will greatly increase your understanding of the material and your reading analysis short paper, which is due at noon Monday, September 8. We will discuss these articles and related issues in class.

Gerring, John. 2001. APreface@ and AThe Problem of Unity Amid Diversity@ (chapter 1) in *Social Science Methodology: A Criterial Framework*, pp. xi - xx and 1-18.

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

Kuhn, Thomas S. 1962/1970. Selections from *The Structure of Scientific Revolutions*, reprinted in *The Philosophy of Science*, Richard Boyd, Philip Gasper, and J.D. Trout (eds), pp. 139-157.

Supplemental Reading (not required - to be discussed in class 9/8):

Popper, Karl. 1934. Selections from *The Logic of Scientific Discovery*, reprinted in *The Philosophy of Science*, Richard Boyd, Philip Gasper, and J.D. Trout (eds), pp. 99-120.

Horgan, John. 1996. "The End of Philosophy." Chapter 2 in *The End of Science*, pp. 32-59.

September 15 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. "Human Inquiry in Science," chapter 1 in *The Basics of Social Research*, pp. 5-27.

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.

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, editors, pp. 21-35.

Gerring, John. "A Criterial Framework," chapter 2 in *Social Science Methodology: A Criterial Framework*, pp. 19-31.

Supplemental Readings:

Machlup, Fritz. 1961/1994. "Are the Social Sciences Really Inferior?" In *Readings in the Philosophy of Social Science*, Martin and McIntyre, editors, pp. 5-19.

Almond, Gabriel A. 1988. "Separate Tables: Schools and Sects in Political Science." In *PS: Political Science & Politics*, 21: 828-842.

Dahl, Robert A. 1991. "What is Politics," "Describing Influence," "Interpreting Influence" and "Explaining and Appraising Influence." Chapters 1-4 in *Political Analysis*, pp. 1-48.

PART II: METHODOLOGICAL ISSUES

September 22 Natural Science and Social Science: Causation, Interpretation, and Alternatives

Almond, Gabriel. 1996. "Political Science: The History of the Discipline." In *A New Handbook of Political Science*, Goodin and Klingemann, eds., pp. 50-96.

- an analysis of how political science got where it is, and what the major methodological and substantive schools in Poli Sci are

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.

- an analysis of what Shapiro believes is a misplaced emphasis on methodology as a guide to evaluating what research is important

Shively, W. Phillips. 1998. "Doing Research." Chapter 1 in *The Craft of Political Research*, 4th ed., pp. 1-11.

- a very short and straightforward alternative view of how Poli Sci is organized into schools

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. "The Science in Social Science." Chapter 1 in *Designing Social Inquiry*, pp. 3-33.

Brady, Henry R., and David Collier. 2004. "Refocusing the Discussion of Methodology," Chapter 1 in *Rethinking Social Inquiry*, Brady and Collier, eds., pp. 3-20.

- two very different views of qualitative and quantitative approaches and how to reconcile them

September 29 Developing Research Questions, Concepts, and Hypotheses

- Review Shapiro, Ian. 2004. AProblems, Methods, and Theories in the Study of Politics.@ Chapter 2 in *Problems and Methods in the Study of Politics*, pp. 19-41.
- Shively, W. Phillips. 1998. APolitical Theories and Research Topics,@ chapter 2 in *The Craft of Political Research*, 4th ed., pp. 12-26.
- Johnson, Janet Buttolph, and Richard Joslyn. 2003. AThe Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables.@ Chapter 3 in *Political Science Research Methods*, 3rd ed., pp. 44-79.
- Gerring, John. 2001. AConcepts: General Criteria@ and AProposition: General Criteria,@ chapters 3 and 5 in *Social Science Methodology: A Criterial Framework*, pp. 35-64 and 89-117.
- Collier, David, Jason Seawright, and Gerardo L. Munck. 2004. AThe Quest for Standards.@ Chapter 2 in *Rethinking Social Inquiry*, Brady and Collier, eds., pp. 21-50.

October 6 Problems in Measuring Political Phenomena: Reliability and Validity

- discuss: Gerring, John. 2001. AProposition: General Criteria,@ chapter 5 in *Social Science Methodology: A Criterial Framework*, pp. 89-117.
- Collier, David, Jason Seawright, and Gerardo L. Munck. 2004. AThe Quest for Standards.@ Chapter 2 in *Rethinking Social Inquiry*, Brady and Collier, eds., pp. 21-50.
- review: Gerring, John. 2001. AOperationalization@ and AValidity@ from chapter 3 of *Social Science Methodology: A Criterial Framework*, pp. 43-50 only.

New Readings:

- Malcolm Gladwell, AExamined Life: What Stanley Kaplan Taught us about the SAT,@ *The New Yorker*, December 17, 2001.
- Shively, W. Phillips. 2005. AProblems of Measurement: Accuracy@ and AProblems of Measurement: Precision.@ Chapters 4 and 5 in *The Craft of Political Research*, 4th ed., pp. 37-70.
- Adcock, Robert; and David Collier. 2001. AMeasurement Validity: a Shared Standard for Qualitative and Quantitative Research.@ *American Political Science Review* 95(3), pp.529-546.
- Paxton, Pamela. 2000. AWomen's Suffrage in the Measurement of Democracy: Problems of Operationalization.@ *Studies in Comparative International Development* 35(3), pp. 92-111.

October 13 Sampling in Quantitative and Qualitative Research

- Geddes, Barbara. 1990. AHow the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics.@ *Political Analysis* 2, pp. 131-150.
- Shively, W. Phillips. 2005. ASelection of Observations for Study.@ Chapter 7 in *The Craft of Political Research*, 6th ed., pp. 97-109.
- Collier, David, James Mahoney, and Jason Seawright. 2004. AClaiming Too Much: Warnings About Selection Bias.@ Chapter 6 in *Rethinking Social Inquiry*, Brady and Collier, eds., pp. 85-102.
- Neuman, W. Lawrence. 2007. AQualitative and Quantitative Sampling.@ Chapter 6 in *Basics of Social Research*, 2nd ed., pp. 140-165.
- Gerring, John. 2001. First part of AResearch Design: General Criteria,@ chapter 8 in *Social Science Methodology: A Criterial Framework*, pp. 155-174, especially pp. 161-174.

October 20 Library Research, Archival Research, and Data Collection

- Becker, Howard S. 1986. ATerrorized by the Literature.@ Chapter 8 in *Writing for Social Scientists*, pp. 135-149.

Neuman, W. Lawrence. 2007. AReviewing 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. AFrom Questions to Sources@ and AUsing Sources.@ Chapters 5 and 6 in *The Craft of Research*, pp. 64-81.

Stern, Paul C. and Linda Kalof. 1996. AMethods of Gathering Scientific Evidence.@ Chapter 2 in *Evaluating Social Science Research*, 2nd ed., pp. 22-42, skim 43-63.

UM Library Website: Under AResearch Tools@ read first four links starting with ALibrary Catalog.@ Under ASubject Guides@ read APopular or Scholarly?@ ASuccessful Researching and Writing@ (the first six topics therein), ATechniques for Refining and Focusing Searches,@ and AEvaluating Web Pages@ (under AInternet@).

Skim only: Johnson, Janet Buttolph, and Richard Joslyn. 2003. AConducting a Literature Review.@ Chapter 6 in *Political Science Research Methods*, 3rd ed., pp. 153-169.

October 27 MIDTERM EXAM - TENTATIVE DATE

November 3 Research Design, Analysis and Writing in Political Science

Gerring, John. 2001. AResearch Design: General Criteria,@ AMethods,@ and AStrategies of Research Design.@ Chapters 8-10 in *Social Science Methodology: A Criterial Framework*, pp. 155-243.

Shively, W. Phillips. 2005. ACausal Thinking and Design of Research.@ Chapter 6 in *The Craft of Political Research*, 6th ed., pp. 74-96.

Becker, Howard S. 1986. AFreshman English for Graduate Students.@ Chapter 1 in *Writing for Social Scientists*, pp. 1-25.

Neuman, W. Lawrence. 2007. AReviewing the Scholarly Literature and Planning a Study.@ Chapter 4 in *Basics of Social Research*, 2nd ed., pp. 84-107 only.

UM Library Website: Under AResearch Tools@ click on ASubject Guides@ (in the left margin) and read ASuccessful Researching and Writing@ under "General Guides" (the first three topics therein, on "Choosing..." "Writing..." and "Designing...").

PART III: SUBFIELD EXAMPLES

November 10 American Politics: Quantitative Analysis, Survey Research & Other Methods

Katznelson, Ira, and Helen V. Milner. 2002. AAmerican 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. AIstitutions: 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. APolitical 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. AIdeological 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. AU.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.

November 17 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. AThe 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. APolitical 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. ADo 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. AThe 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. AClientelism 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 24 International Relations: Variety in Methods of Analysis

- Goldman, Kjell. 1996. AInternational 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. AU.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 AE-book@ through the Mansfield Library catalog.*

- Janis, Irving. 1982. AIntroduction: Why So Many Miscalculations?@ A Perfect Failure: The Bay of Pigs@ and AGeneralizations: 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. APoliticization 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.

December 1 Political Theory: Analytic and Normative, Explanation and Interpretation

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

Sabia, Daniel R. 1984. "Political Education and the History of Political Thought." *American Political Science Review* 78: 985-999.

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

Pitkin, Hanna Fenichel. 1969. "The Concept of Representation." Chapter 1 in *Representation*, pp. 1-24.

A strongly analytic approach to representation as an idea, using ordinary language analysis.

Rawls, John. 1971. "Justice as Fairness." Chapter 1 in *A Theory of Justice*, pp. 3-53.

Optional Readings:

Hacker, Andrew. 1954. "Capital and Carbuncles: The 'Great Books' Reappraised." *American Political Science Review*, 48: 775-786. A short and very readable analysis of the use and many misuses of political theory, with a strong argument for how theory can be relevant to political science.

December 8 FINAL RESEARCH DESIGNS DUE IN CLASS Summary Discussion of Final Research Designs & Political Science Methods