I. Course Description

This course provides a foundation in the scientific method, especially with respect to social scientific research questions. The topics covered in this course provide students with the basis for understanding, investigating, and critiquing political science research. The focus of this course is on scientific integrity and rigor. We will concentrate on topics of logical deduction, falsification, persuasion, causality, and evidence. The principles addressed in this course are applicable to all varieties of questions and methods addressed by political scientists.

II. Course Goals

- Identify the strengths and weaknesses of different research design strategies.
- Develop unique social scientific research designs to evaluate questions in political science.
- Articulate arguments and ideas in written and oral form in a compelling manner.
- Write a research proposal that could provide the basis for a Master’s or PhD thesis.

III. Course Components

Class Presentation & Participation (15%) Each week, one (or two) student(s) will be responsible for presenting the required readings. The student presenter should circulate discussion questions to the rest of the class prior to the start of class (no later than Wednesday at 5:00pm). The presenter will provide a brief oral summary of the readings and help to start discussion about the day’s topics. The presenter should note points of interest, confusion, or controversy in the readings and provide a thoughtful criticism.

Weekly Writing Assignments (25%) Students will receive a writing prompt each week (most of which are written below) that is relevant to the week’s readings. The writing assignments are designed to help students apply research design lessons to typical political science research publications, or other appropriate quotidian examples. Assignments will be posted on Blackboard 1 week prior to their due date and will range in length from 1-5 pages. Assignments are due at the beginning of each class and may be submitted in hardcopy or electronically.
Brief Research Designs (3) (10% each) Each student will write three brief unique research designs (3-6 pages) on the following topics:
- Qualitative case study
- Large N data analysis
- Experimental Design

Students are free to be highly hypothetical and creative in these assignments. They will be graded on coherence, scientific integrity, and the probability that, if enacted, the research would lead to insights or inferences not previously understood. Essays are due on: March 3, April 7, and April 21.

Complete Research Design (30%) Each student will write one complete research design (12-20 pages) that includes the following components:
- A clear, well-motivated research question
- A literature review that places the question in context of extant knowledge of the topic
- A clear, detailed research design procedure that reflects the details discussed in the course (e.g., sampling, inference, falsification, validation, measurement, etc.)

The essay constitutes the final exam for the course and should reflect the comprehensiveness this implies. It is due by 11:59pm on Thursday, May 5.

IV. Logistics

Incompletes. I am not inclined to offer incomplete grades. I strongly advise you to organize yourself to complete the coursework in a timely fashion. I am open to helping you with your assignments, of course, and will do my best to help you develop projects of a reasonable scale. Students rarely start the semester planning to take an incomplete, but it is easy to get behind. Know that I will not be comfortable offering incomplete grades.

Cheating, Plagiarism, and Academic Integrity. Students in this course will be expected to comply with the George Mason University Honor Code (see http://honorcode.gmu.edu/). Any student engaged in any academic misconduct will receive an F on the offending exam or assignment. Egregious violations will result in an F grade for the course and will be reported to the appropriate Dean’s office. These violations include cheating on an exam, using someone else’s work as your own, and plagiarizing the written word. Plagiarism (using someone else’s words or ideas without providing credit or citation) is a serious offense. If you have any questions at all about what constitutes cheating, plagiarism, or academic misconduct, please ask the instructor.

Students with Disabilities. If you have a disability for which you are or may be requesting an accommodation, please let me (the instructor) know and contact the Disability Resource Center (DRC) at (703) 993-2474. All discussions with me regarding disabilities are confidential.

Grading. In this course, I will use a grading scale that is typical of Ph.D.-level courses that includes a four-part scale. You can think of the scale as being: high-pass, pass, low-pass, or fail. The grade scale and its interpretation is the following:
Grade | Interpretation
--- | ---
A | Excellent work; high pass.
A- | Good work; pass.
B+ | Work needs some improvement; low-pass. Some additional attention may be required before advancing to PhD candidacy.
B or lower | Your work has not been adequate Ph.D.-level work.

PhD students can think of their letter grades as a means of communicating their position in the degree program and as subtle advice about whether or not an academic career path is advisable. Master’s students will also be graded on this scale, but the interpretation of letter grades is more about a reflection of the quality of the work, and less of a message to the student about career paths.

V. Required Texts

The reading load for this course is intense and dense. It is vital that you keep up with the readings. One of the most important skills you will learn as a graduate student (most important in terms of being successful in graduate school) is how to efficiently digest a large volume of readings. I know that you will not be able to read every word that is assigned; but you will need to learn how to quickly glean the most important points from each reading. While I cannot require it, I strongly encourage you to take notes on everything you read. Good organization and careful note taking will increase your retention of the material, improve your ability to recall information, lead to superior classroom discussions, and reduce your research and study time at later points. Taking notes may mean it takes longer to get through some material, but the (long term) benefits of doing so, far exceed the (short term) costs.

For substantive articles that we read, as a minor guide to digesting volumes of information in an efficient way, use the following questions to help focus your attention about each piece of research:
1.) What is the main question the author is asking?
2.) What motivates the question/why is the author asking the question?
3.) What is the primary expectation, hypothesis, or claim the author seeks to test?
4.) On what theory or logic is the expectation based?
5.) What methods of investigation has the author used to evaluate the claim?
6.) What are the primary findings? Were the expectations met?
7.) How does this research advance, or contribute to, our knowledge of this topic?

In addition to the following required texts, a series of articles are listed in the detailed weekly description below. I strongly recommend that students use bibliographic software to access, document, and catalog the items they read. While there are many such software options around, I recommend using Zotero, a free add-in for your web-browser. It works with most browsers but is designed to work in Firefox and you’ll get the most functionality from it if you use it with Firefox. Information and tutorials on Zotero are available here (http://infoguides.gmu.edu/politics/zotero). As a first assignment, I ask that students explore this software and use download all the readings into Zotero. You may notice that I have not provided links in the syllabus to the readings. All the readings are available through web access at
Mason’s library. I recommend using Jstor.org or Google Scholar (http://scholar.google.com/) to find the articles listed below. You’ll need to be logged into a secure Mason portal, either from a campus IP, by responding with your Mason username and password at the library prompt. From the library homepage you can search for Jstor, or political science direct, which will give you most of the articles, except those published in the last few years. For recent articles, first log into a Mason connection, then follow a google scholar link that takes you directly to the source journal. We will go over these strategies in class. Using bibliographic software will make your life easier—never fret about formatting a bibliography ever again! For graduate students who expect to take field exams, this approach is essential.

**Required Books**

**Recommended Books**

VI. Course Schedule and Reading Assignments

**Thursday, January 21**
**INTRODUCTION TO THE COURSE**
*Required Readings:*

*Assignment:* Bring to class something convincing. This can be an advertisement, blog post, song, poem, editorial, etc. We’ll use these examples to discuss the principles of persuasion. Why do we believe what we believe?

**Thursday, January 28**
**INTRODUCTION TO RESEARCH DESIGN AND TOOLS OF THE PROFESSION**

*In Class Guest: Dr. Helen McManus*
Assignment: Write a letter to the editor in response to calls from some members of Congress to defund federal government research support for political science. Critics of such funding suggest that federal dollars should not be spent on political science research because it is wasteful, often confirmatory of the obvious, or that the government is spending a lot of money to collect data that is not necessary in our modern world. In your editorial, respond to critiques that political science is not a true science and does not make meaningful contributions to our world or government.

Thursday, February 4
MAKING A CREATIVE CONTRIBUTION AND TOPIC SELECTION
Assignment: Write 4 paragraphs, of no more than 250 words each, in which you articulate 4 different potential research questions.

Thursday, February 11
LITERATURE REVIEW
Assignment: Construct a bibliography of no fewer than 15 sources that would be appropriate to review for one of the research questions you wrote the previous week.

Thursday, February 18
THEORY BUILDING
Assignment: For the research question for which you wrote a bibliography last week, write a brief essay that develops a theoretical framework for understanding the research question. The theory should be parsimonious, grounded in literature, backed by logic, and offer explanation.
Thursday, February 25

MODELS AND CAUSAL INFERENCES


Assignment: Find three examples of causal statements. These could be in journal articles, books, editorials, infomercials, or whatever. They don’t need to be about politics, they just need to be a causal claim. For each one, evaluate and critique it. Where does it potentially fail the rules of logic or the properties of having proven its causal claim?

Thursday, March 3 ****Qualitative RD Short Essay Due Today****

HYPOTHESES AND FALSIFICATION


Assignment: Identify the criteria for strong hypotheses. Find 10 examples of published hypotheses in any related book or article. Write a short critique of each showcasing each one’s positive features and drawbacks. Could they be improved? Do they meet the criteria for strong hypotheses?

Thursday, March 10—No Class Tonight—SPRING BREAK

Thursday, March 17

FIELD EXPERIMENTS


**Assignment:** Develop an experimental design that will help explain the puzzle about why undergraduate students frequently do not attend lecture the day after an exam. Specify the mechanism you’re testing. Present all the elements of the experimental design that are necessary to evaluate and conduct the experiment.

**Thursday, March 24**

**CASE STUDIES**


**Assignment:** On the question of whether democratic nation-states’ military engagement in authoritative regimes leads to regime change, select some comparative cases and write a justification for the case selection.

**Thursday, March 31**

**SURVEY RESEARCH**


Johnson, Janet Buttolph, and H. T. Reynolds. 2012. Political Science Research Methods. CQ Press. [CHAPTERS 7 &10 available on Blackboard]


**Assignment:** Write a short paper in which you develop a survey that might be conducted among GMU students. Describe the primary question. Define the population over which you seek inference. Define the sampling strategy. Develop the survey instrument and battery.

**Thursday, April 7**

*****Large-N RD Short Essay Due Today**********
MEASUREMENT AND OBSERVATION

**Assignment:** During this week, develop a short paper in which you describe how you would measure an abstract concept. Define the concept and the measurement strategy. Then, exchange papers with a peer in class, and critique a peer’s measurement strategy for validity and reliability. In your essay, show your original response and the critique(s) of at least one peer.

Thursday, April 14

MORE CAUSATION AND EMPIRICAL MODELING

**Assignment:** Find a published empirical model in a recent political science journal and critique it for aspects of model misspecification or violations of first principles of social science as described in this week’s readings.

Thursday, April 21

********Experimental RD Short Essay Due Today **********

GAME THEORY

**Assignment:** See problem set posted on Blackboard

Thursday, April 28

INTERDEPENDENCE, NETWORKS, AND LEVELS OF ANALYSIS
Borgatti, Stephen P., Martin G. Everett, and Jeffrey C. Johnson. 2013. *Analyzing Social Networks*. SAGE. [CHAPTERS 1-3, on Blackboard]

**Assignment:** See problem set posted on Blackboard.
Thursday, May 5
FINAL CLASS
STUDENT PRESENTATIONS OF FINAL PAPERS