

**Seminar on Advanced Research Design
SIS 809-001**

School of International Service, American University

Fall 2021

Mondays: 2:30 pm – 5:20 pm

Location: SIS 348

Office hours: Tuesdays, 3:30–5:30pm, [link](#)

Book office hours [here](#)

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COURSE DESCRIPTION

The purpose of this class is to enable doctoral students from the School of International Service to develop and complete a well-written, well-designed, and methodologically sound research proposal. This research proposal will form the basis for students' dissertation prospectuses as well as funding proposals that most doctoral students submit during their tenure at SIS.

The readings assigned in this course will help students understand the common elements of research designs and the multiple choices that they will have to make in developing their own research proposals. The intermediary assignments for the course enable students to produce the different components of a research proposal and then, at the end, integrate these components into one complete research proposal as the final assignment for the course. The course begins by discussing the common structure of research proposals and the process of developing them. It then focuses on how to develop a question, ground it in the literature, and develop a theory and testable hypotheses. It moves on to focus on the different types of research designs that students may want to use in their research proposals. The final part of the class discusses in more detail the methods that students will use in their research designs. This part of the class has been designed specifically for the cohort participating in this section of the course.

In addition to developing their own research designs, students will learn how to offer constructive feedback on their peers' research designs. Social science is a social discipline. To improve our work, social scientists need to give and receive constructive feedback from other scholars.

LEARNING OBJECTIVES

This course will:

- Examine the common components of a research design and identify the qualities of good research designs.
- Review the common components of the research design in depth and guide students through the development of each of these components.
- Identify the methodological and research design choices that students must make in developing their research design and the tradeoffs present with each choice.

- Review and apply the skills necessary to complete a well-written, well-designed, and methodologically sound research proposal, including good writing practices, constructive critique, immersion in the literature, preliminary data collection, and time management.
- Enable students to complete a well-written, well-designed, and methodologically sound research proposal.

LEARNING OUTCOMES

Students who successfully complete this course will be able to:

- identify the qualities of good research designs;
- make informed research design and methodological choices in developing their research design;
- employ the skills necessary to complete a well-written, well-designed, and methodologically sound research proposal, including good writing practices, constructive critique, immersion in the literature, preliminary data collection, and time management; and
- produce a well-written, well-designed, and methodologically sound research proposal.

COURSE REQUIREMENTS

This course includes seven intermediary assignments, each of which focuses on a component of the students' dissertation prospectus, and one final assignment, the full dissertation prospectus.

Intermediary assignments (40% total)

All intermediary assignments must be submitted on time and posted in the designated Blackboard discussion forum so that they can be accessed by all class participants. For each class period where we will discuss your intermediary assignments, please come to class with a publication (book or article) where you thought the relevant component was done well.

1. Research Puzzle/Question (5%) – Due before class 1

Your first assignment is to identify a research question (or 2 or 3) and an associated lit review. This assignment is due to me via Canvas prior to the first class. In addition to submitting Assignment 1, please prepare a PPT slide for each of your research questions.

- *Basic components of Assignment 1: Question and Lit Review:* 1) You should write 2-3 pages per question. I will not read long lit reviews at this stage and will stop reading at the end of the 3rd page. This will force you to be clear and parsimonious. 2) The structure of your assignment should be as follows: an introductory paragraph where you identify your question and tell us why it is important, ideally following this structure: Hook; Juxtaposition of what the lit says and the issue revealed in your hook; what is puzzling about the juxtaposition (remember, a puzzle is always constructed in reference to something else); and your question. 3) A description of what the literature says about your question and the gaps in the literature. This should be structured around the themes in the literature as they relate to your question. Make sure to identify clearly the gap in the literature that your research

- project aims to fill and the contribution that you will make to the literature by filling this gap. 3) If you already have an idea of how you will answer this question and what your tentative hypotheses are, write one paragraph about this.
- *The PPT slide(s) should summarize:* your research question; the gap in the literature it aims to fill; and the contribution that you aim to make to the literature by filling this gap. Please prepare one slide per research question.

2. *Annotated Outline of Dissertation Prospectus (5%) – Due Thursday, September 9th*

The purpose of this assignment is for you to think through the precise content of your prospectus and the flow from one section to the next. 1) Prepare a clear outline with your headings and subheadings that you think will appear in your prospectus. 2) Annotate the outline. This means that you will need to provide a paragraph description of what happens in each section and in each sub-section that summarizes the main purpose and, ideally, the main argument in that section. The more details you can give about your specific topic, the better. It should be approximately 2-4 pages. This is not an easy or simple exercise. You will need to process the content in the readings and think through the implications for your research topic and for how you will write your prospectus.

3. *Literature Review (5%) – Due Thursday, September 16th*

This assignment allows you to demonstrate that you know the literature that addresses your research question in your discipline. You must include an updated research and introductory paragraph (in line with instructions provided for Assignment 1) prior to your lit review. As outlined in all of the readings, literature reviews must be organized according to themes that relate to your research question. Your literature review must be comprehensive, well-structured, and not exceed 10 pages, 1.5 spaces (not including bibliography). In your literature review, do not include the literature that you will use to build/support your theory or hypotheses.

4. *Theory and Hypotheses (5%) – Due Thursday, October 7th*

In this assignment, you will describe the theory and related hypotheses that you will build and/or test in your dissertation. Your theory and hypotheses should specify in detail your independent and dependent variables, the causal chain and/or mechanisms that you contend connects these variables, and alternative explanations for your dependent variable (other than your hypothesized independent variables). You must support your hypotheses and theory with the relevant literature. Make sure to cite literature from class and outside of class that supports your methodological approach. Ideally, you will present your theory in diagram form. This assignment should not exceed 5 pages, 1.5 spaced, not including the bibliography.

5. *Variables and Measurement Strategy (5%) – Due Thursday, October 14th*

In this assignment, you will outline in detail exactly how you will measure your variables and why this is a valid and reliable measure of your variables. Support all of your decisions with the relevant literature. This assignment should not exceed 3 pages, 1.5 spaced, not including the bibliography.

6. *Research Design (10%) – Due Thursday, Nov 11th*

The purpose of this assignment is to describe in detail how you will go about testing/building your theory outlined in assignments 4 and 5. In this assignment, you should include a revised and updated theory/hypotheses and variable/measurement strategy (based on the feedback that you receive from me and in class). You should then articulate the design that you will employ to investigate your theory: small-n, medium-n, large-n, experimental, quasi-experimental, ethnographic. You must justify all design decisions that you make, ensuring that all decisions are grounded in your research question and theory and the relevant literature covered in class. As always, please cite all sources. This assignment should not exceed 10 pages, 1.5 spaced, not including your bibliography.

7. *Data Collection and Analysis Methods (5%) – Due Thursday, November 25th*

The purpose of this assignment is outline how you will collect and analyze the data that you will use in testing/building your hypothesis/theory. This assignment should include a detailed description of the data that you will use, how you will collect the data or gain access to it, how you will analyze it (including by using multiple methods, if relevant), and how you address any ethical concerns with your data collection and analysis. If using multiple methods, please make sure that you are clear about the inferential value of each method and how the methods will jointly enable you to answer your research question. This assignment should not exceed 4 pages, 1.5 spaced, not including bibliography.

Dissertation Prospectus (40%)

Your dissertation prospectus should be no more than 20 pages, 1.5 spaced (not including bibliography or appendices). It should follow the standard format that we will discuss in week 2 of the class. It should be well-written, well-structured, and integrate citations from the readings discussed in class as well as the literature in which students ground their research proposals. Submit your dissertation prospectus via Canvas to Prof. Campbell by 2:10pm on December 13th, 2020.

Class Participation (20%)

Students are expected to do *all* readings *before* class and actively participate in all class discussions. Each week, students will also take responsibility for presenting one of the readings and discussing how this reading relates to the arguments in the other readings from that class. Students are also expected to provide constructive feedback on their peers' work. You are required to attend each class. Active participation in class discussion, constructive feedback on your peers' work, and demonstration of knowledge of the assigned readings constitute your class participation grade.

COURSE SCHEDULE AND TOPICS

The sections below list the topic and readings for each class. The required readings are mandatory and must be done **before** class. All readings are posted on Blackboard. The further readings provide additional resources to further explore each topic in more depth.

Overview of Weekly Topics

Week	Date	Topic
1	08/30/2021	Introduction <i>Research Puzzle/Question due before class</i> <i>Annotated Outline of Dissertation Prospectus due Thursday, September 9th</i>
2	09/13/2021	The Research Proposal <i>Literature Review due Thursday, September 16th</i>
3	09/20/2021	Topics, Literature Reviews, and Puzzles
4	09/27/2021	Research Design and Inference
5	10/04/2021	Theory and Hypotheses <i>Theory and Hypotheses due Thursday, October 7th</i>
6	10/11/2021	Operationalization and Measurement <i>Variables and Measurement Strategy due Thursday, October 14th</i>
7	10/18/2021	Selection Bias and Case Selection
8	10/25/2021	Mixed-Method Designs
9	11/01/2021	Experimental and Quasi-Experimental Designs <i>Research Design due Thursday, November 11th</i>
10	11/08/2021	Small-n and Medium-n Designs
11	11/15/2021	Within- and Cross-Case Analysis
12	11/22/2021	Fieldwork and Data Collection <i>Data Collection and Analysis Methods due Thursday, November 25th</i>
13	11/29/2021	Research Ethics and Data Management and Coding
14	12/13/2021	Dissertation Prospectus Workshop <i>PPT Presentations of Prospectus in Class</i>
15	12/06/2020	Final Assignment Due

Week 1: August 30, 2021 – Introduction

Research Puzzle/Question due in class

Annotated Outline of Dissertation Prospectus due Thursday, September 9th

This introductory session will discuss the goals and expectations of the course. It will also discuss the several central questions of the course.

- What is a successful dissertation prospectus/research proposal?
- What is constructive feedback?
- What is a robust and rigorous research design?
- How do you identify the appropriate methods for a research design?

Week 2: September 13, 2021 – The Research Proposal

Literature Review due Thursday, September 16th

- What are the components of a dissertation prospectus?
- What is the difference between a dissertation prospectus, a dissertation, and a funding proposal?
- What is the process for developing a dissertation prospectus?

Required Reading:

- Cassuto, Leonard. 2011. "[Demystifying the Dissertation Proposal](#)." The Chronicle of Higher Education.
- Enterline, Andrew J. 2007. [A Guide to Writing Research Projects in Graduate Political Science Courses](#). Denton, TX: University of North Texas.
- Ferry, Elizabeth. 2008. [So You Have to Write a Dissertation Proposal? Some Thoughts on How to Keep from Being Overwhelmed and Move Steadily Towards Your Goal](#). Waltham, MA: Department of Anthropology, Brandeis University.
- Miller, Beth et. al. 2013. "How to be a Peer Reviewer: A Guide for Recent and Soon-to-be PhDs." *PS: Political Science & Politics*, vol. 46, no. 1: 120-123.
- Pzreworski, Adam, and Frank Salomon, [The Art of Writing Proposals](#), New York: Social Science Research Council, 1995.
- The Graduate Writing Center. [Writing Conference, Thesis, and Dissertation Proposals](#). State College, PA: Penn State.
- Watts, Michael. [The Holy Grail: In Pursuit of the Dissertation Proposal](#). Berkeley: University of California Berkeley.

Further Reading:

- George Washington University Writing Guides – <https://politicalscience.columbian.gwu.edu/types-political-science-writing>.
- Locke, Lawrence. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals* (Sage 2007).
- [Writing a Research Paper for a Graduate Seminar in Political Science](#), Ashley Leeds, Rice University.
- [Research Papers in Political Science: 14 Points](#), Alexander B, Downes, October 24, 2012.
- The Writing Center. [Dissertations](#). Chapel Hill: University of North Carolina at Chapel Hill.
- The Writing Center. [Grant Proposals \(or Give me the money!\)](#). Chapel Hill: University of North Carolina at Chapel Hill.

Week 3: September 20, 2021 – Topics, Literature Reviews, and Puzzles

Required Reading:

- Green, Amelia Hoover. 2013. "How to Read Political Science: A Guide in Four Steps."
- Knopf, Jeffrey. 2006. "Doing a Literature Review." *PS: Political Science and Politics*, vol. 39, no. 1: 127-132.
- Gustafsson, Karl, and Linus Hagström. 2017. "What Is the Point? Teaching Graduate Students How to Construct Political Science Research Puzzles." *European Political Science*, vol 17: 634-648.
- Schwartz-Shea and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes*. New York: Routledge. Chapters 1 and 2, 15-23 and 24-44.
- McCauley, Adam and Andrea Ruggeri. Forthcoming. "Formulating Research Questions & Designing Research Projects in International Relations."

Further Reading:

- See Raul Pacheco-Vega's blog page on literature reviews: <http://www.raulpacheco.org/resources/literature-reviews/>
- Eidlin, Fred. "The Method of Problems versus the Method of Topics." *PS: Political Science and Politics* 44:04 (2011): 758-761.
- Geddes, Barbara. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor: The University of Michigan Press. Chapter 1, 1-27.
- Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks: CQ Press. Chapters 1 and 3. (Chapter 1 → Topics and Puzzles; Chapter 2 → Lit Review)

Week 4: September 27, 2021 – Research Design and Inference

Required Reading:

- Brady, Henry. 2008. "Causation and Explanation in Social Sciences." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier, eds., *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 218-270.
- Lebow, Richard Ned. 2009. "Constitutive Causality: Imagined Spaces and Political Science." *Millenium: Journal of International Studies*, vol. 38, no. 2: 211-239.
- Mahoney, James and Gary Goertz. 2012. *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton, New Jersey: Princeton University Press. "Part I: Causal Models and Inference," 41-83.
- Schwartz-Shea and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes*. New York: Routledge. Chapter 3, 45-53.

Further Reading:

- Befani, Barbara. 2012. [Models of Causality and Causal Inference](#). Review prepared as part of the DFID study, Broadening the Range of Designs and Methods for Impact Evaluation. London: Department for International Development.
- Bennett, A. and C. Elman. 2006. "Complex Causal Relationships and Case Study Methods: The Example of Path Dependence," *Political Analysis*, pp. 250-267
- Brady, Henry E. and David Collier, eds. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham: Rowman and Littlefield.
- Collier, David, Jason Seawright, and Gerardo Munk. 2010. "The Quest for Standards: King, Keohane, and Verba's Designing Social Inquiry." In Brady, Henry E. and David Collier, eds. 2010. *Rethinking Social Inquiry*. Lanham: Rowman and Littlefield, 33-64.
- Heckman, J. 2005. "The Scientific Model of Causality," *Sociological Methodology*, pp. 1-98.
- Holland, Paul W. 1986. "Statistics and Causal Inference." *Journal of the American Statistical Association* 81:945-70. (25-40).
- Howson, Colin and Peter Urbach. 2006. *Scientific Reasoning: the Bayesian Approach*. Third Edition. La Salle IL: Open Court.
- Humphreys, Macartan. Evidence in Governance and Politics. "[10 Things to Know About Causal Inference](#)."
- Imai, K., L. Keele, D. Tingley, and T. Yamamoto. 2011. "Unpacking the Black Box of Causality: Learning about Causal Mechanisms from Experimental and Observational Studies," *American Political Science Review*, pp. 765-789.

- King, Gary, Robert O Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, N.J.: Princeton University Press. Chapter 3, 75-114.
- Mahoney, James. 2010. "After KKV: The New Methodology of Qualitative Research." *World Politics*, vol. 62, no. 1, pp.120-147.
- Mahoney, James, and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research." [*Political Analysis* 14](#): 227-249.
- McKeown, Timothy. 1999. "Case Studies and the Statistical Worldview: Review of King, Keohane, and Verba's *Designing Social Inquiry: Scientific Inference in Qualitative Research*." *International Organization*, vol 53, no. 1, 161-90.
- Yanow, Dvora. 2006. "Neither Rigorous Nor Objective? Interrogating Criteria for Knowledge Claims in Interpretive Science." In Dvora Yanow and Peregrine Schwartz-Shea, eds. *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk: M.E. Sharpe.
- Yanow, Dvora. 2006 "Thinking Interpretively: Philosophical Presuppositions and the Human Sciences." In *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. New York: ME Sharpe, 5-26.

Week 5: October 4, 2021 – Theory and Hypotheses

Theory and Hypotheses due Thursday, October 1st

Required Reading:

- Dessler, David and Owen, John. 2005. "Constructivism and the Problem of Explanation." *Perspectives on Politics*, vol. 3, no. 3: 597-610.
- Gerring, John and Christenson, Dino. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge University Press. (Chapters 1-2, and 4-5)
- Mahoney, James, and Gary Goertz. 2012. "Section IV: Research Design and Generalizations." *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press. Chapters 14-17, 177-226.
- Ruggeri, Andrea. "On Theorizing" in [*Rules of Thumb Series*](#).
- Schwartz-Shea and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes*. New York: Routledge. Chapter 6, 91-114.

Further Reading:

- Almond, Gabriel and Stephen Genco. 1977. "Clouds, Clocks, and the Study of World Politics." *World Politics*, 29, no. 4.
- Brady, Henry E. and David Collier. 2010. *Rethinking Social Inquiry*. Lanham: Rowman and Littlefield.

- Elster, Jon. 2007. *Explaining Social Behavior: More Nuts and Bolts for the Social Sciences*. Cambridge: Cambridge University Press. (Chapters 1-3, 6-66)
- Fearon, James. 1991. "Counterfactuals and Hypothesis Testing in Political Science." *World Politics* 43: 169-96.
- Geddes, Barbara. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor: The University of Michigan Press. Chapter 2, and pp. 27-89.
- Gerring, John. 2010. "Causal Mechanisms: Yes, But..." *Comparative Political Studies* 43: 1499-1526.
- Klotz, Audie and Cecilia Lynch. 2007. *Strategies for Research in Constructivist International Relations* M.E. Sharpe. Chapter 1, 3-22.
- Lakatos, Imre. 1970. "Falsification and the Methodology of Scientific Research Programs" in *Criticism and the Growth of Knowledge*, Lakatos and Musgrave, eds. Cambridge: Cambridge University Press.
- Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks: CQ Press. Chapter 2 and 4.
- Ragin, Charles C. 1987. *The Comparative Method*. Berkeley: University of California Press. Chapters 2, 3, and 4, 19-68.
- Rogowski, R. "How Inference Neglects Theoretical Anomaly," in H. Brady and D. Collier, eds., *Rethinking Social Inquiry*.
- Shapiro, Ian. 2002. "Problems, Methods, and Theories in the Study of Politics, or: What's Wrong with Political Science and What to do About it." *Political Theory* 30, 4: 588-611.
- Sutton R. and B. Staw. 1995. "What Theory is not," *Administrative Science Quarterly*, pp. 371-384.
- Tilly, Charles. 2001. "Mechanisms in Political Processes." *Annual Review of Political Science* 4.
- Weick, Karl E. 1989. "Theory Construction as Disciplined Imagination." *The Academy of Management Review*, 14, no. 4, pp. 516-531.
- Van Evera, Stephen. 1997. *Guide to Methods for Students of Political Science*. Ithaca and London: Cornell University Press. Chapter 1: "Hypotheses, Laws and Theories: A User's Guide," 7-48.
- Yanow, Dvora. 2006 "Thinking Interpretively: Philosophical Presuppositions and the Human Sciences." In *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. New York: ME Sharpe, 5-26.

Week 6: October 11, 2021 – Operationalization and Measurement

Variables and Measurement Strategy due Thursday, October 8th

Required Reading:

- Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review*, vol. 95, no. 3, 2001.
- Gerring, John and Christenson, Dino. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge University Press. Chapter 3
- Goertz, Gary. 2020. *Social Science Concepts and Measurement*. Princeton University Press. (Chapters 2, 3, 4, and 10)
- Mahoney, James, and Gary Goertz. 2012. "Section III: Concepts and Measurement." *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. Princeton: Princeton University Press. Chapter 10-13, 127-176.
- Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks: CQ Press. Chapters 6 and 7, 135-156 and 157-180.
- Schwartz-Shea and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes*. New York: Routledge. Chapters 4 and 5, 54-77 and 78-90.

Further Reading:

- Gerring, John. 1999. "What Makes A Concept Good?" *Polity*, 31, no. 3: 357-393.
- Gerring, John. 2012. *Social Science Methodology: A Unified Framework*. Cambridge: Cambridge University Press. Chapter 7, 155 – 193.
- Goertz, Gary. 2005. *Social Science Concepts: A User's Guide*. Princeton: Princeton University Press.
- Goertz, Gary. "Concepts, Theories, and Numbers: A Checklist for Constructing, Evaluating, and Using Concepts or Quantitative Measures," in J. Box-Steffensmeier, H. Brady, and D. Collier, eds., *The Oxford Handbook of Political Methodology*.
- Jackman, Simon. 2009. "Measurement." *Oxford Handbook on Political Methodology*. New York: Oxford University Press.
- Jackson, Patrick Thaddeus. 2020. "The dangers of interpretation: C.A.W. Manning and the 'going concern' of international society." *Journal of International Political Theory* 16(2): 133-152.
- King, Gary, Robert O Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, N.J.: Princeton University Press. Chapter 5, 150-207.
- Kurian, George Thomas. 2011. "Ecological Fallacy," in *The Encyclopedia of Political Science*. CQ Press.

- Sartori, Giovanni. 1970. "Concept Misinformation in Comparative Politics." *American Political Science Review*, 64, no. 4 (December): 1033-53.
- Webb, Eugene J, et al. 2000. *Unobtrusive Measures*. Thousand Oaks, Calif.: Sage Publications.
- Sen, Maya and Omar Wasow. 2016. "Race as a Bundle of Sticks: Designs that Estimate Effects of Seemingly Immutable Characteristics." *The Annual Review of Political Science*.

Week 7: October 18, 2021 – Selection Bias and Case Selection

Required Reading:

- George, Alexander and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Harvard: Belfer Center for Science and International Affairs. Chapter 1, 3-36.
- Gerring, John and Christenson, Dino. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge University Press. (Chapter 9)
- King, Gary, Robert O Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, N.J.: Princeton University Press. Chapters 4 and 6, 113-149, 208-230.
- Mahoney, James and Gary Goertz. 2012. "Part II: Within-case Analysis." *A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences*. 85-124. Princeton, New Jersey: Princeton University Press.

Further Reading:

- Collier David, and Mahoney, James. 1996. "Insights and Pitfalls: Selection Bias in Qualitative Research." *World Politics* 49, no. 1, pp. 56-81.
- Collier, David, and James E. Mahon, "Conceptual 'Stretching' Revisited: Alternative Views of Categories in Comparative Analysis," *American Political Science Review* 87:4 (December 1993), pp. 845-55.
- Dixon, Jeffrey, Royce A. Singleton, and Bruce C. Straits. 2015. "Chapter 6: Sampling – Case Selection as a Basis for Inference." *The Process of Social Research*, 137-172. Oxford: Oxford University Press.
- Fearon, James. 2000. "Selection Effects and Deterrence." *International Interactions* 28, no. 1, pp. 5-29.
- Geddes, Barbara. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor: The University of Michigan Press. Chapter 3, 89-130.
- Gerring, John. 2004. "What is a Case Study and What is it Good for?" *American Political Science Review* 98, no. 2, pp. 341-54.
- Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks: CQ Press. Chapter 5, 109-134.

- Thompson, S. K. 2012. *Sampling*, Third Edition. Hoboken, NJ: Wiley.
- Van Evera, Stephen. 1997. *Guide to Methods for Students of Political Science*. Ithaca and London: Cornell University Press. Chapter 2: What are Case Studies? How Should They Be Performed?," 49-88.

Week 8: October 25, 2021 – Mixed Method Designs
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Required Reading:

- Gerring, John. 2012. *Social Science Methodology: A Unified Framework*. Cambridge: Cambridge University Press. Chapter 11, 291-326.
- Goertz, Gary. 2017. *Multimethod Research, Causal Mechanisms, and Case Studies*. Princeton: Princeton University Press, Chapters 1, 3, 5, 7, and 8, 1-24, 58-74, 107-140, 155-194, 197-217.
- Lieberman, Evan S. 2005. "Nested Analysis as a Mixed-Method Strategy for Comparative Research." *The American Political Science Review*, vol. 99, no. 3: 435-452.
- Schwartz-Shea and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes*. New York: Routledge. Chapter 8, 130-139.
- Seawright, Jason. 2016. *Multi-Method Social Science: Combining Qualitative and Quantitative Tools*. New York: Cambridge University Press. Chapters 1 and 2, 1-39.

Further Reading:

- Ahmed, Amel and Rudra Sil. 2012. "When Multi-Method Research Subverts Methodological Pluralism – or, Why We Still Need Single-Method Research." *Perspectives on Politics* 10(4): 935-953.
- Bamberger, Michael. 2012. [*Introduction to Mixed-Methods in Impact Evaluation*](#). Washington, DC: Interaction.
- Bamberger, Michael, Jim Rugh, and Linda Mabry. 2012. "Chapter 14: Mixed-Method Evaluation." In *Real World Evaluation: Working under Budget, Time, Data, and Political Constraints* 2nd edition, 319-354. Los Angeles, CA: Sage.
- Creswell, John and Vicki Plano Clark. "Chapter 3: Choosing a Mixed-Method Design." *Designing and Conducting Mixed Methods Research*, 2nd Edition, 53-106. Los Angeles: Sage Publications, 2011.
- Fearon, James D. and David D. Laitin. 2008. "Integrating Qualitative and Quantitative Methods," in Box-Steffensmeier, Janet M., Henry Brady, and David Collier, eds. *The Oxford Handbook of Political Methodology*, Oxford: Oxford University Press.
- Hedström, Peter. 2008. "Studying Mechanisms to Strengthen Causal Inferences in Quantitative Research." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier

eds. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 319-335.

- Humphreys, Macartan and Alan Jacobs. 2014. "Mixing Methods: A Bayesian Integration of Qualitative and Quantitative Approaches to Causal Inference." *Working Paper*.
- Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks: CQ Press. Chapter 8, 180-205.
- Ragin, Charles C. 1987. *The Comparative Method*. Berkeley: University of California Press. Chapter 5, 69-84.
- Rohlfing, Ingo. 2007. "What you See and What you Get: Pitfalls and Principles of Nested Analysis in Comparative Research." *Comparative Political Studies* 20, no. 10: 1492-1514.

<p>Week 9: November 1, 2021 – Experimental and Quasi-Experimental Designs</p>
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<p><i>Research Design due Thursday, October 29th</i></p>

Required Reading:

- Gerber, Alan S. and Donald P. Green. 2008. "Field Experiments and Natural Experiments." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier eds. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 357-381.
- Gerring, John and Christenson, Dino. 2017. *Applied Social Science Methodology: An Introductory Guide*. Cambridge University Press. (Chapter 6-8, and 10)
- Cunningham, Scott. 2020. "Causal Inference: The Mixtape." V.1.8. <https://www.scunning.com/mixtape.html>. (Chapters 1 and 4)

Further Reading:

- Angrist, Joshua D. and Jörn-Steffen Pischke. 2015. *Mastering Metrics: The Path from Cause to Effect*. Princeton: Princeton University Press.
- Banerjee, Abhijit and Esther Duflo. 2017. [*Handbook of Field Experiments*](#). North Holland: Elsevier
- Dunning, Thad. 2008. "Improving Causal Inference: Strengths and Limitations of Natural Experiments." *Political Research Quarterly* 61:2, pp. 282–93.
- Dunning, Thad. 2012. *Natural Experiments in the Social Sciences: A Design-Based Approach, Strategies for Social Inquiry*. Cambridge: New York: Cambridge University Press.
- Fairbairn, William, and Adam Kessler. [*Practical Advice for Selecting Sample Sizes*](#). The Donor Committee for Enterprise Development, May 2015.
- Gerber, A. S. and D. P. Green (2012). *Field Experiments: Design and Analysis*. New York, NY: Norton.

- Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel J. J. Vermeersch. 2016. [*Impact Evaluation in Practice: Second Edition*](#). Washington, DC: The World Bank. (Chapters 4-8)
- Glennerster, Rachel. 2013. *Running Randomized Evaluations: A Practical Guide*. Princeton, NJ: Princeton University Press. (Entire book)
- Huber, John. 2013. "Is theory getting lost in the 'identification revolution'?" *The Monkey Cage*. The Washington Post.
- Imben, Guido, W. and Rubin, Donald. B. 2015. *Causal inference in statistics, social, and biomedical sciences*. Cambridge University Press.
- Khandker, Shahidur, Gayatri Koolwal, and Hussain Samad. 2010. [*Handbook on Impact Evaluation: Quantitative Methods and Practices*](#). Washington, DC: World Bank.
- McConnell, B. and M. Vera-Hernandez (2015). Going beyond simple sample size calculations: A practitioner's guide. IFS Working Paper W15/17.
- McDermott, Rose. 2013. "The Ten Commandments of Experiments: PS: Political Science & Politics. 46:3, pp.605-610.
- Morgan, Stephen L. and Christopher Winship. 2007. *Counterfactuals and Causal Inference*. Cambridge: Cambridge University Press.
- Morton, Rebecca B. and Kenneth C. Williams. 2008. "The Advent of Experimental Political Science." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier eds. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 339-356.
- Murnane, Richard J., and John B. Willett. 2010. *Methods matter: Improving causal inference in educational and social science research*. Oxford University Press.
- Paluck, Elizabeth Levy. 2010. The Promising Integration of Qualitative Methods and Field Experiments." *The Annals of the American Academy of Political and Social Science* (March 2010): 59-71.
- Shadish, W., T. Cook, and D. Campbell, *Experimental and Quasi-Experimental Designs*.
- Rubin, D. 2008. "For Objective Causal Inference, Design Trumps Analysis," *The Annals of Applied Statistics*, 808-840.

Week 10: November 8, 2021 – Small-n and Medium-n Designs

Required Reading:

- Bernhard, Michael and Daniel O'Neill. "Comparative Historical Analysis." *Perspectives on Politics*, Vol. 19, issue 3: 699-704.
- Collier, David, Jody LaPorte, and Jason Seawright. 2008. "Typologies: Forming Concepts and Creating Categorical Variables." In Janet M. Box-Steffensmeier, Henry E. Brady, and

David Collier eds. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 152-173.

- George, Alexander and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Harvard: Belfer Center for Science and International Affairs. Chapters 3, 8, and 9, 67-72, 73-88, 109-124, 233-262.
- Gerring, John. 2016. *Case Study Research: Principles and Practices (Second Edition)*. Cambridge: Cambridge University Press, Chapters 2-5 and 9-10, 26-134 and 193-239.
- Ragin, Charles C. 2008. "Measurement Versus Calibration: A Set-Theoretic Approach." In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier eds. *The Oxford Handbook of Political Methodology*. Oxford: Oxford University Press, 174-198.
- Ruffa, Chiara and Evangelista, Matthew. 2021 "Searching for a middle ground? A spectrum of views on causality in qualitative research." *Italian Political Science Review*.
- Simmons, Erica and Nick Smith. 2017. "Comparison with an Ethnographic Sensibility." *PS: Political Science and Politics*, vol. 50, no. 1: 26-30.
- Yin, Robert K. 2018. "Designing Case Studies: Identifying Your Case(s) and Establishing the Logic of Your Case Study." *Case Study Research: Design and Methods, 6th Edition*. Thousand Oaks, CA: Sage. Chapter 2, 25-62.

Further Reading:

- George, Alexander and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. Harvard: Belfer Center for Science and International Affairs. (Entire book.)
- Buroway, Michael. 2009. *The Extended Case Method*. Berkeley: University of California Press, Chapter 4.
- Capoccia, Giovanni and R. Daniel Kelemen "The Study of Critical Junctures." *World Politics*. 59:3 (April 2007).
- Freedman, David. 2010. "On Types of Scientific Inquiry: The Role of Qualitative Reasoning." In Brady, Henry E. and David Collier, eds. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham: Rowman and Littlefield, 221-236.
- Gerring, John and Rose McDermott. 2007. "An Experimental Template for Case Study Research." *American Journal of Political Science*. 51(3):688-701.
- Geertz, Clifford "Thick Description: Toward an Interpretive Theory of Culture." *The Interpretation of Cultures* (Basic Books, 1973), pp.3-30.
- Jackson, Patrick Thaddeus. 2017. "Causal Claims and Causal Explanation in International Studies." *Journal of International Relations and Development* 20; 689-716.
- Lin, Ann Chih. 1998. "Bridging Positivist and Interpretivist Approaches to Qualitative Methods." *Policy Studies Journal* 26, no. 1, 162-80.

- Pierson, Paul. *Politics in Time: History, Institutions, and Social Analysis*. Princeton: Princeton University Press.
- Ragin, Charles. 2008. *Redesigning Social Inquiry: Fuzzy Sets and Beyond*. Chicago, University of Chicago Press.
- Seawright, Jason, and John Gerring. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." *Political Research Quarterly* 61(2): 294-308.

Week 11: November 15, 2021 – Within- and Cross-Case Analysis

Required Reading:

- Beach, Derek and Rasmus Brun Pedersen. 2013. *Process-Tracing Methods: Foundations and Guidelines*. Ann Arbor, MI: University of Michigan Press. Chapters 4-6.
- Bennett, Andrew and Jeffrey Checkel. 2015. *Process Tracing*. New York: Cambridge University Press. Chapter 1 and 8.
- Gerring, John. 2016. *Case Study Research: Principles and Practices (Second Edition)*. Cambridge: Cambridge University Press, Chapters 7-8, 135-189.
- Zaks, Sherry. 2021. "Return to the Scene of the Crime: Revisiting Process Tracing, Bayesianism, and Murder." *Political Analysis*

Further Reading:

- Bennett, Andrew. 2010. "Process Tracing and Causal Inference." In Brady, Henry E. and David Collier, eds. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham: Rowman and Littlefield, 207-220.
- Bennett, Andrew, Tasha Fairfield, and Jeffrey Checkel. "Process Tracing and Bayesian Logic." (PowerPoint presentation.) Process Tracing Short Course, APSA 2018 (Boston, Massachusetts). [on Blackboard]
- Bennett, Andrew, Tasha Fairfield, and Jeffrey Checkel. "Process Tracing: Overview and Practical Advice." (PowerPoint presentation.) Process Tracing Short Course, APSA 2018 (Boston, Massachusetts). [on Blackboard]
- Büthe, Tim. 2002. "Taking Temporality Seriously: Modeling History and the Use of Narratives as Evidence," *American Political Science Review* 96(3): pp. 481–93.
- Collier, David. 2011. "Understanding Process Tracing." *PS: Political Science and Politics*, 44: 4. (Full article and appendix.)
- Fairfield, Tasha and Andrew Charman. 2018. "A Dialogue with the Data: The Bayesian Foundations of Iterative Research in Qualitative Social Science." *Perspectives on Politics*, 17(1): 154-167.

- Kreuzer, Marcus. "The Structure of Description: Evaluating Descriptive Inferences and Conceptualizations." *Perspectives on Politics*.
- Mahoney, James and Kathleen Thelen, eds. 2015. *Advances in Comparative-Historical Analysis*. Cambridge: Cambridge University Press, Chapters 1, 5-6, and 8-9, 3-36, 123-179, 211-263.
- Pepinsky, Thomas B. 2019. "The Return of the Single-Country Study." *The Annual Review of Political Science*.
- Tansey, Oisín. 2007. "Process Tracing and Elite Interviewing: A Case for Non-Probability Sampling." *PS: Political Science and Politics* 40(4): pp.765-772.
- Trachtenberg, Marc. 2006. *The Craft of International History: A Guide to Method*. Princeton, NJ: Princeton University Press.
- Zaks, Sherry. 2017. "Relationships Among Rivals (RAR): A Framework for Analyzing Contending Hypotheses in Process Tracing." *Political Analysis* 25:344-362.

Week 12: November 22, 2021 – Fieldwork and Data Collection

Data Collection and Analysis Methods due Thursday, November 19th

Required Reading:

- Fujii, Lee Ann. *Interviewing in Social Science Research: A Relational Approach*. Routledge, 2017. Chapters 1, 2, and 5.
- Ghodsee, Kristen. 2016. *From Notes to Narrative: Writing Ethnographies that Everyone Can Read*. Chicago: University of Chicago Press, Chapter 2.
- If doing field research, read: Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. *Writing Ethnographic Fieldnotes*. University of Chicago Press, 2011. (Chapters 1, 2, 5, 6)
- Kapiszewski, Diana, Lauren MacLean, and Benjamin Read. 2015. *Field Research in Political Science*. New York: Cambridge University Press, Chapters 1-9.
- *If doing field research in sensitive settings*: Khoury, Rana B. 2020. "Hard-to-Survey Populations and Respondent-Driven Sampling: Expanding the Political Science Toolbox." *American Political Science Association*. Vol. 18, No. 2: 509:526
- Schwartz-Shea and Dvora Yanow. 2012. *Interpretive Research Design: Concepts and Processes*. New York: Routledge. Chapter 7, pp. 115-129.

Further Reading:

- Barrett, Christopher B. and Jeffrey W. Cason. *Overseas Research: A Practical Guide*. 2nd ed. Johns Hopkins University Press, 2010.
- Bradburn, Norman, Seymour Sudman, and Brian Wansink. 2004. *Asking Questions*. San Francisco: John Wiley and Sons.

- Bussel, Jennifer. 2020. "Shadowing as a Tool for Studying Political Elites." *Political Analysis*
- Cohen, Nissim and Tamar Arieli "Field Research in Conflict Environments: Methodological Challenges and Snowball Sampling." *Journal of Peace Research* 48:4 (July 2011), pp.423-436.
- Devereux, Stephen and John Hoddinott, eds. 1992. *Fieldwork in Developing Countries*. Harvester Wheatsheaf.
- Glaser, James M. "The Challenge of Campaign-Watching: Seven Lessons of Participant-Observation Research." *PS: Political Science and Politics*, 29:3 (September 1996), 533-37.
- Goldstein, Kenneth. 2002. "Getting in the Door: Sampling and Completing Elite Interviews." *Political Science and Politics* 35, no. 4 (December): 669-72.
- Grosh, M. and P. Glewe. 2000. *Designing Household Survey Questionnaires for Developing Countries*. Washington, DC: World Bank.
- Groves, Robert. 2009. *Survey Methodology*. NY: Wiley.
- Heck, Barbara, Preston, Elizabeth, and Svec, Bill, "A Survival Guide to Archival Research" *AHA Perspectives on History*. December 2004.
- Krosnick, Jon and Stanley Presser. 2010. *The Handbook of Survey Research*.
- Leech, Beth. 2002. "Asking Questions: Techniques for Semi-Structured Interviews." *Political Science and Politics* 35, no. 4 (December): 665-68.
- Mosley, Layna, ed. 2013. *Interview Research in Political Science*. Ithaca: Cornell University Press.
- Krause, Peter, Szekly, Ora. 2020. *Stories from the Field: A Guide to Navigating Fieldwork in Political Science*. Columbia University Press.
- Pearce, Lisa D. "Integrating Survey and Ethnographic Methods for Systematic Anomalous Case Analysis." *Sociological Methodology* 32 (2002), pp. 103-32.
- Ladner, Sam. Tips on notetaking for qualitative researchers.
- Robson, Colin, and Kieran McCartan. "Chapters 11: Survey and Questionnaires," Chapter 12: Interviews and Focus Groups," "Chapter 13: Tests and Scales," "Chapter 14: Observational Methods," and Chapter 15: Additional Methods of Data Collection." In *Real World Research*, 4th Edition, 243-384. West Sussex, UK: John Wiley and Sons Ltd., 2016.
- Stewart, David and Prem Shamdasani. 2014. *Focus Groups: Theory and Practice*. NY: Sage.
- Symposium on "Field Work in Political Science: Encountering Challenges and Crafting Solutions" *PS: Political Science* 47:2 (April 2014), pp.391-417.
- Vidich, Arthur J. "Participant Observation and the Collection and Interpretation of Data." *American Journal of Sociology* 60:4 (January 1955), 354-60.

- Wedeen, Lisa. "Reflections on Ethnographic Work in Political Science." *Annual Review of Political Science* 13 (2010), pp. 255-272.
- Weiss, Robert. 1995. *Learning from Strangers*. New York: The Free Press.
- Williams, Christine L. and Heikes, E. Joel. "The Importance of Researcher's Gender in the In-Depth Interview: Evidence from Two Case Studies of Male Nurses." *Gender & Society* 7:2 (June 1993), 280-91.

Week 13: November 29, 2021 – Research Ethics and Data Management and Coding
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Required Reading:

- Campbell, Susanna P. 2017. "Ethics of Research in Conflict Environments." *Journal of Global Security Studies*, vol. 2, issue 1: 89-101.
- Davenport, Christian and Will Moore. "Conflict Consortium Data Standards & Practices for Observational Data." 2014. <https://conflictconsortium.weebly.com/standards--best-practices.html>
- Fujii, Lee Ann. 2012. "Research Ethics 101: Research Dilemmas and Responsibilities." *PS: Political Science & Politics* 45, no. 4 (October): 717-23.
- Kreuzer, Marcus and Craig Parsons. 2018. "Epistemological and Ontological Priors: Varieties of Explicitness and Research Integrity." Final Report of QTD Working Group I.1, Subgroup 1. Qualitative Transparency Deliberations Final Reports: <https://www.qualtd.net/#>.

Further Reading:

- Bernard, H. Russell. *Research Methods in Anthropology: Qualitative and Quantitative Approaches*, Chapters 16-18.
- Belmont Report, available at: <http://ohsr.od.nih.gov/guidelines/belmont.html>
- Dixon, Jeffrey, Royce A. Singleton, and Bruce C. Straits. "Chapter 13: Qualitative Data Analysis." *The Process of Social Research*. Oxford: Oxford University Press, 2015.
- Fujii, Lee Ann. 2010. "Shades of Truth and Lies: Interpreting Testimonies of War and Violence." *Journal of Peace Research*. Vol. 47 (2) pp. 231-241.
- Glennerster, Rachel. "Chapter 8 – "Analysis." In *Running Randomized Evaluations: A Practical Guide*, 324-385. Princeton: Princeton University Press, 2013.
- Gordon, Eleanor. 2020 "The Researcher and the Researched: Navigating the Challenges of Research in Conflict-Affected Environments." *International Studies Review*
- Green, Amelia Hoover and Cohen, Dara Kay. 2020. "Centering Human Subjects: The Ethics of "Desk Research" on Political Violence." *Journal of Global Security Studies*, 0(0), 2020, 1-17

- Herrnson “Replication, Verification, Secondary Analysis and Data Collection in Political Science” *PS: Political Science and Politics* 28:3 (September 1995), pp. 452-455.
- Robson, Colin, and Kieran McCartan. “Chapter 18: The Analysis and Interpretation of Qualitative Data.” In *Real World Research*, 4th Edition, 243-384. West Sussex, UK: John Wiley and Sons Ltd., 2016, 459-484.
- Qualitative Transparency Deliberations Final Reports: <https://www.qualtd.net/#>.
- Symposium on “Data Collection and Collaboration.” *PS: Political Science and Politics* 43:1 (January 2010).
- Symposium on “Openness in Political Science: Data Access and Research Transparency,” *PS: Political Science and Politics* 47:1 (January 2014).

Week 14: December 6, 2021 – Prospectus Workshop

PPT Presentations of Full Prospectus in Class

- David T. Smith and Rob Salmond, *Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science*.
- David T. Smith and Rob Salmond, *Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences*.

Week 15: December 13, 2021 – Final Assignment Due

LEARNING THE TRICKS OF THE TRADE

There are numerous helpful books and websites to guide you through this process. I have included many of them above on the reading list and have listed several additional ones below. These books focus on writing, managing your time, understanding the expectations of your academic discipline, and generally developing strategies and skills that will help to produce a high-quality dissertation.

- Baglione, Lisa A. 2015. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*. Thousand Oaks: CQ Press.
- Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You’re Doing It*. Chicago: Chicago University Press.
- Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. 2016 [*The Craft of Research: Fourth Edition*](#). Chicago: University of Chicago Press.
- Calarco, Jessica McCrory. 2020. *A Field Guide to Grad School: Uncovering the Hidden Curriculum*. Princeton: Princeton University Press.

- Grimmer, Justin. 2018. "Graduate School is 1/3 George Strait, 1/3 Kanye West, and 1/3 Paula Radcliffe."
- LaVaque-Manty, Mika, Daniele LaVaque-Manty, and Mya Poe. 2016. *Writing in Political Science: A Brief Guide*. Oxford: Oxford University Press.
- Peters, Robert L. 1997. *Getting What you Came For: The Smart Student's Guide to Earning a Master's or a PhD*. New York: Farrar, Straus, and Giroux.
- Powner, Leanne C. 2015. *Empirical Research and Writing: A Political Science Student's Practical Guide*. Thousand Oaks: CQ Press. Chapters 9-11. [These chapters give very valuable advice on writing up your research, practicing peer review, presenting your work, and publishing.]
- Turabian, Kate L. et al. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers / Kate L. Turabian ; Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff*. 9th edition. Chicago: University of Chicago Press, 2018.
- UCLA Institute for Digital Research and Education. <https://stats.idre.ucla.edu/>.

American University Policies and Services

ACADEMIC INTEGRITY

University policies on [academic integrity](#) (this includes plagiarism) govern all students and will be strictly enforced. Standards of academic conduct are set forth in the University's [Academic Integrity Code](#). By registering for this course, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary actions will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to the requirements for this course.

POLICY FOR SHARING OF COURSE CONTENT

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.

Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. See: [ASAC Accommodations](#). To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty. Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of *American University's Student Conduct Code* and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (e.g. influenza or other communicable disease) or other emergency (e.g. snow day), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, the university is committed to ensuring that all aspects of its educational programs will be delivered to its students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific

information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

SUPPORT FOR AU STUDENTS

During the semester, there may be times when you can benefit from the resources that AU makes available to students to help with stress or academic challenges. Some useful resources are listed below.

Academic Support and Access Center (ASAC) MGC 243, 202-885-3360. All students may take advantage of the Academic Support and Access Center (ASAC) for individual academic skills, counseling, workshops, tutoring and writing assistance, as well as Supplemental Instruction. All services are free. The services include the Writing Center (first floor of Bender Library), which assists students with academic writing and assignments. The Math/Stat Lab (Myers Building, 202-885-3154) which provides mathematics and statistics tutoring. Additional content tutoring is also available in the ASAC's Tutoring Lab.

Students with Disabilities. American University is committed to making learning and programming as accessible as possible. Students who wish to request accommodations for a disability, must notify me with a letter of approved accommodations from the ASAC. As the process for registering and requesting accommodations can take some time, and as accommodations, if approved, are not retroactive, I strongly encourage students to contact the ASAC as early as possible. For more information about the process for registering and requesting disability-related accommodations, contact ASAC.

Counseling Center MGC 214, 202-885-3500 is here to help students make the most of their university experience, both personally and academically. It offers individual and group counseling, urgent care, self-help resources, referrals to private care, as well as programming to help you gain the skills and insight needed to overcome adversity and thrive while you are in college. Contact the Counseling Center to make an appointment in person or by telephone, or visit the Counseling Center page on the AU website for additional information.

Center for Diversity & Inclusion MGC 201, 202-885-3651 is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy.

OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence McCabe Hall 123, 202-885-7070, oasis@american.edu, provides free and confidential advocacy services for students who experience sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with one of the two victim advocates in OASIS.

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operated in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](#) 202-885-2527 or the [Office of the Dean of Students](#) 202-885-3300 dos@american.edu. To file a Title IX complaint, contact the Title IX Program Officer 202-885-3373 or TitleIX@american.edu. Please keep in mind that all faculty and staff - with exception of counselors in the Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center - who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident.

[International Student & Scholar Services](#), Butler Pavilion, Room 410 has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources.