

Instructor

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Class Information

Days: Monday/Wednesday

Time: 11:40 - 12:35

Online: Zoom Meeting ID: 931 1773 2266 (Password 457012)
or access Zoom through Blackboard

Office Hours

Day: Wednesday Time: 9:30 - 11:00 Zoom Meeting ID: 973 2482 3929 (Password 664873)

Teaching Assistants

Kyungwon Suh ksuh01@syr.edu
Sections: 101 (Friday 10:35-11:30) and 103 (Friday 12:45-1:40)
Office Hours: Thursday 10:30-11:30 Zoom Meeting ID: 867 4949 3178 (Password a2b3c5)

Jingding Wang jwang294@syr.edu
Sections: 102 (Friday 10:35-11:30) and 104 (Friday 12:45-1:40)
Office Hours: Tuesday 1:00-2:00 Zoom Meeting ID: 926 5535 9833 (Password 109662)

Continuous Feedback

I am always interested in your feedback. For that reason, I have set up an online form in which you can tell me what you think works well in the class and what does not, or share anything that's on your mind. You can do so anonymously or with your name. You can access the form here: <https://bit.ly/2Elmz07>.

Course Description

The purpose of this course, required for political science majors, is to build skills for conducting, interpreting, and presenting political science research. These skills include: basic research and data collection practices, techniques for measuring political science concepts quantitatively, hypothesis testing, interpretation of statistical evidence, and the presentation of findings in a clear and compelling manner. Tying these components together is a thematic focus on important political science concepts such as democracy, power, or representation.

Course Philosophy

This course is very valuable for your future trajectory as a political science major or minor. You will learn and practice a set of skills that can be applied widely both inside and outside of political science. While politics is not science, you will learn how the scientific method can be applied to the study of politics.

The course is designed first to help you learn how to analyze information. The frenetic advancement of technology has produced an expansion of information and data about the political world. This course will help you consume logical arguments, data, and statistics.

How do you evaluate a theory? A hypothesis? A claim about an observable relationship between X and Y? How do you know when someone is lying with statistics? You will be a better critic of other people's work, especially work that uses basic statistics. You should also leave this course thinking more systematically and critically about the truth claims made by the media, policymakers, and professors.

Next, this course will help you learn critical empirical methods for conducting your own research. You will examine the logic behind conceptualizing and analyzing ideas. Ideas about politics are often abstract such as democracy, power, and values. This course will help you evaluate these concepts with more precision.

This course will also help you develop and test your own ideas. This includes recognizing the steps to creating sound theories and testable hypotheses. You will also learn the comparative method and become familiar with case studies. Finally, you will learn basic statistical analysis. Statistics provide strategies and tools for using data to gain insight into real problems. This class will help you become a better political science student and a democratic citizen.

Course Objectives

1. The primary purpose of this course is to prepare students, especially political science majors and minors, to read and understand original research in political science, especially quantitative research.
2. The course will also increase students' understanding of the following topics: concepts, variables, and hypotheses; literature reviews and research design strategies; quantitative analysis of data; and making effective arguments.
3. This course should prove useful in other ways as well. In nearly every area of life you are presented with claims and evidence in support of these claims. This course will help you develop skills that will enable you to evaluate these claims more rigorously, and to make better-grounded claims of your own.

This Unpleasant Covid Thing

We unfortunately can't ignore the fact that we're doing this class in the middle of a worldwide pandemic. So things will be a bit different than usual, and probably in ways that are not reflected in this syllabus. What's in here right now is assuming the best-case scenario (cases remain low and we can safely do in-person instruction until Thanksgiving). I have no clue whether that's going to happen, and neither does anybody else. So we'll probably have to adjust things along the way. It'll probably be bumpy, and not everything is going to work in the way you (and I) want it to. But let's all do our best.

But here's the main thing: Whatever we do, the guiding principle is that *your health, and all our health, is the most important thing.*

- We'll offer in-person discussion sections as long as it's safe to do so. One of the first things I do each morning is check the Covid statistics. If infections on campus or in the wider Syracuse area go beyond what experts consider to be safe, I will move discussion sections online.
- Do **not**, under any circumstance, come to in-person sections when you show any symptoms, even if it's just a runny nose. Just stay home and participate online until you're cleared (send us a quick email to let us know).

- If you experience personal stress or hardship (for any reason, Covid or not), *please* get in touch with me. I'll work with you to help you succeed in the class.

The following rules apply to online and in-person classes:

- As a default, you are expected to attend lectures synchronously (discussion sections too if you are doing them online). Of course, I understand if that's occasionally not possible. For that purpose, all online classes and sections will be recorded, so you can catch up on them later. However, this should not be the default mode for most of you. If you have good reasons why you are unable to participate synchronously on a regular basis, please get in touch with me and we'll figure something out. This may involve you getting extra assignments.
- If you are in class *in person*, please wear a mask at all times and maintain a distance of at least 6 feet to other people. Eating and drinking require the lowering of the face mask, creating a potentially dangerous situation. For this reason, students are not allowed to eat or drink in class.
- If you do not follow public health guidelines, I will ask you to follow the class fully online for the rest of the semester.
- For *online* classes, please have your *camera on* with your *sound muted*. Please dress and behave as you would in a face-to-face class.

Stay Safe Pledge

Syracuse University's Stay Safe Pledge reflects the high value that we, as a university community, place on the well-being of our community members. This pledge defines norms for behavior that will promote community health and wellbeing. Classroom expectations include the following: wearing a mask that covers the nose and mouth at all times, maintaining a distance of six feet from others, and staying away from class if you feel unwell. Students who do not follow these norms will not be allowed to continue in face-to-face classes; repeated violations will be treated as violations of the Code of Student Conduct and may result in disciplinary action.

Course Materials

Required Text: Pollock, Philip H. and Barry C. Edwards 2020. *The Essentials of Political Analysis*. 6th Edition. Washington, DC: CQ Press.

MAKE SURE you have the correct edition (6th) of the textbook. I have requested that the book be placed into Course Reserves. It will hopefully be available soon, so you can check it out electronically for a short period of time. All additional readings will be posted to Blackboard.

Assignments and Grading

Your grade in this class will be based on class participation, three in-class exams, problem sets, and your grade from the discussion section.

- *Class Participation (10%)*: This part of the grade is made up of several components. First, you should make every effort to attend class synchronously. If you (occasionally) cannot do so, you are expected to watch the recording. We won't be taking attendance, but there will be weekly quizzes (on Blackboard) on the contents of the lectures.

Second, it is important that you do the assigned readings **before** class. The reading load for this course is light in order to enable a close reading of each text. Before each class, I recommend that you take notes on the readings. This will also help you prepare for the problem sets and the exams. Some of the readings, especially the one's that introduce various statistical concept, are fairly difficult, so you may have to read them several times. There will be reading quizzes on the content of the readings (on Blackboard) that will factor into the class participation grade.

Finally, there will be miscellaneous small tasks throughout the semester for which you can get credit. For example, one is right here: To show that you read the syllabus, go to <http://bit.ly/37vESJ2> and enter your name, SUID, and tell me about your current favorite movie/TV show, book, album, or podcast. If you do, you'll receive credit towards your participation grade.

- *Three Exams (40% total)*: Exams take place on **September 28, October 26, and November 23**. They are open book/open notes, but you cannot cooperate with anyone. We'll post the exam on Blackboard in the morning, and you can take it whenever you have a free block of time, as long as you upload it by the evening. Once you open the exam, you should not work more than 2 hours on it (or 2 hours times your ODS accommodation factor).

The exams are not cumulative in the regular sense. However, since material we discuss later in the class builds on what we cover earlier in the class, Exams 2 will contain some "old" material that was discussed before Exam 1, and Exam 3 will contain material that was discussed before Exams 1 and 2. There is no exam during finals week. Instead, there will be a final problem set covering material from the entire class (see below).

If you have a good reason why you are unable to take the exam and can provide appropriate documentation (e.g. illness, death in the family), please notify me *as soon as you can*. If I know about it in advance, we can work out something on a case-by-case basis. It tends to be harder to find a solution that works for everyone if you only come to me after you have missed an exam.

- *Problem Sets (30% total)*: The best way to learn the material in this class is to work through a lot of exercises. To that effect, there are (approximately) weekly problem sets. They are posted on Fridays after the discussion section and are due a week later. There will be one final problem set that covers material from the entire course that is due during the finals period. This assignment will count double. All assignments must be typed in their entirety. They are graded on a scale from 1 to 5, and late submissions will be penalized by 1 point for every 24 hours past the due date. Any homework extension requests must be made to me personally and at the time of the homework being passed out or sooner.
- *Discussion Section (20%)*: The discussion section is designed for small group discussion and activities that are integral in a course like this that requires you master a specific skill set. Your grade will depend on your attendance as well as your participation in class. You will receive a syllabus for your section with more details.

For your final grade, I use the following scale as a guide: A (93-100), A-(90-92), B+ (87-89), B (83-86), B-(80-82), C+ (77-79), C (73-76), C-(70-72), D (60-69), and F (0-59). However, the final determination about grades is with me and may deviate from this scale.

We will post grades to Blackboard. You are expected to keep track of your own grade using the raw scores from Blackboard and the weights above. Do not request your grade from your teaching assistant without working out the grade yourself using the scores from Blackboard.

If you feel, at any point, depressed, panicked, or anything the like, please come talk to me. There's always something that can be done to help you and to make sure you are in a position to complete the course. The same goes if you are in danger of failing the class. I'm happy to help, but I cannot read your mind or otherwise intuit what is going on in your life. So, come talk to me as early as possible. It's much more difficult to do something after the fact.

Office Hours

Office hours are the designated time that I set aside each week specifically for meeting with students. If you want to come during that time, you do not need to let me know in advance or ask permission, I will always be there. These hours are your chance to talk to me about course material, college in general, or just to chat so we can get to know each other. I am also happy to meet with you outside of the designated office hours, but for that you need to schedule an appointment in advance.

Due to Covid, I'll be holding my office hours on Zoom this semester. Connect using the information given above and you'll be admitted to the virtual waiting room. If you prefer to meet in person, send me an email and we'll find a spot outside where we can sit 6 feet apart from each other.

As mentioned in the previous section, it is easiest for everyone if you talk to me as early as possible about any issues or questions. Instead of waiting until you get a bad grade in an exam and asking how you can "make up" for it, come talk to me before the exam and ask questions about the material. That way, we can walk through the material together and I can explain a course concept in a different way. Similarly, rather than waiting until the end of the semester to tell me about issues that prevented you from focusing on school, talk to me earlier when there is still time for me to accommodate your circumstances. You get the point—if you find yourself asking whether you should come talk to me about something, come talk to me.

Campus Resources

As an SU student you have access to a variety of resources that can help you in this class and beyond. Please make use of them.

- Counseling Center: <http://counselingcenter.syr.edu/faculty-staff/helping-students-in-distress.html> and http://counselingcenter.syr.edu/_documents/Bill_of_Rights.pdf.
- Writing Center: http://wc.syr.edu/?_ga=2.101027140.454082058.1534346263-1387513330.1433439063
- Tutoring Services: CenterforLearningandStudentSuccess:<http://class.syr.edu/tutoring>
- Financial Counseling: <http://financialaid.syr.edu/financialliteracy>
- Career Services: http://thecollege.syr.edu/advising/index.html?_ga=2.101048900.454082058.1534346263-1387513330.1433439063

- Sexual Harassment/Title IX Concerns: Sheila Johnson-Willis, Compliance Officer. titleix@syr.edu. 315.443.0211
- Sexual & Relationship Violence Response Team: 315.443.4715

Harassment, Confidentiality, and Mandatory Reporting

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315.443.4715, 200 Walnut Place, http://counselingcenter.syr.edu/_documents/Bill_of_Rights.pdf).

Incidents of sexual violence or harassment can be reported non-confidentially to the University's Title IX Officer (Sheila Johnson Willis, 315.443.0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University's Department of Public Safety (315.443.2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, 911 in case of emergency or 315.435.3016 to speak with the Abused Persons Unit), or the State Police (844.845.7269).

I will seek to keep information you share with me private to the greatest extent possible. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. However, as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about to help make our campus a safer place for all.

Electronic Devices Policy

Well, lectures are online, so you kinda have to use an electronic device to follow them.

Communication

If you have questions about the material, chances are that you are not the only one. Therefore the best way to ask questions is in class. If your question is not related to class material or relevant to other students, please come to my office hours to talk about questions, difficulties with the class material or with homework, and so on. If you cannot make office hours, feel free to send me an email to set up an appointment.

I will usually respond to email within 24 hours during the week. I will not respond to emails during weekends, except for urgent matters. As with all business-related correspondence, please include an appropriate salutation, identify yourself, and write in complete sentences. Students are expected to check their email accounts regularly, as I will be using email to provide announcements and updates about the course. See Syracuse's email policy at <http://supolicies.syr.edu/it/email.htm>.

Religious Observances

SU's religious observances policy, at http://supolicies.syr.edu/emp_ben/religious_observance.htm, is intended to recognize the diversity of faiths represented among the campus community and protect the rights of students (as well as faculty and staff) to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance - provided they notify

their instructors no later than the end of the second week of classes.

Accommodations for Students with Disabilities

I am committed to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act of 1990. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS) located at 804 University Avenue, third floor or go to the ODS website at <http://disabilityservices.syr.edu> and click current students tab to register on-line. You may also call 315.443.4498 to speak to someone regarding specific access needs. ODS is responsible for coordinating disability-related accommodations and will issue 'Accommodation Letters' to students as appropriate. Since accommodations may require early planning and are not provided retroactively, please contact ODS as soon as possible.

Academic Integrity

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level. For more information and the complete policy, see <http://class.syr.edu/academic-integrity/policy>.

This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Privacy and Student Records

The Family Educational Rights and Privacy Act (FERPA) sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records, known as education records, and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records. For additional information about FERPA and SU's FERPA policy, see: <http://www.syr.edu/registrar/staff/ferpa>.

Course Schedule and Assigned Readings

- Aug 24 – Introduction to the Course
- Aug 26 – Studying Politics Scientifically
 - Shepsle, Kenneth A. (2010): “It Isn’t Rocket Science, but...” In: *Analyzing Politics, 2nd. ed.* W.W. Norton & Company. pp. 3-6. (Blackboard)
 - Monroe, Alan D. (2000) “The Scientific Study of Research Questions.” In: *Essentials of Political Research.* Westview Press. pp. 1-12 (Blackboard).
- Aug 31 – Research Questions in Political Science
 - Barakso, Maryann, Daniel M. Sabet, and Brian F. Schaffner (2014) *Understanding Political Science Research Methods. The Challenge of Inference.* Routledge Ch. 2 (Blackboard)
- Sep 2 – Developing Theories in Political Science
 - Barakso, Maryann, Daniel M. Sabet, and Brian F. Schaffner (2014) *Understanding Political Science Research Methods. The Challenge of Inference.* Routledge Ch. 3 (Blackboard)
- Sep 5 (Saturday, Asynchronous) – Concepts and Measurement
 - Pollock and Edwards, Ch. 1.
- Sep 7 (Labor Day, Asynchronous) – Variables
 - Pollock and Edwards, Ch. 2 (pp. 34-39).
- Sep 9 – No Class (Annual Meeting of the American Political Science Association)
- Sep 14 – Describing Variables
 - Pollock and Edwards, Ch. 2 (pp. 39-55).
- Sep 16 – Sampling and Surveys
 - Pollock and Edwards, Ch. 6 (pp. 167-188).
- Sep 21 – More Sampling and Surveys
 - Pollock and Edwards, Ch. 6 (pp. 167-188).
- Sep 23 – Exam Review, Hypotheses and Causality
 - Pollock and Edwards, Ch. 3 (pp. 72-85).
- [Sep 28 – Exam # 1](#)

- Sep 30 – Observational Research Designs: Quantitative and Qualitative Analyses
 - Parry, Marc (2013): “The American Police State.” *The Chronicle of Higher Education*. (Blackboard)
 - Cook, Gareth (2019): “The Economist Who Would Fix the American Dream.” *The Atlantic*. (Blackboard)
- Oct 5 – Qualitative Analyses
 - Goffman, Alice (2009): “On the Run: Wanted Men in a Philadelphia Ghetto.” *American Sociological Review* 74(3): 339-357. (Blackboard)
- Oct 7 – More Qualitative Analyses
 - He, Kai (2013): “Case Study and the Comparative Method.” In: *Political Science Research in Practice* New York: Routledge. Read pp. 25-32 (Blackboard)
- Oct 12 – Bivariate Hypothesis Testing: Mean Comparison, Cross-Tabulation, and Correlation
 - Pollock and Edwards, Ch. 3 (pp. 85-97).
 - Pollock and Edwards, Ch. 8 (pp. 239-244).
- Oct 14 – Bivariate Hypothesis Testing: Bivariate Regression
 - Pollock and Edwards, Ch. 8 (pp. 244-252)
- Oct 19 – Bivariate Hypothesis Testing: More on Bivariate Regression
 - Pollock and Edwards, Ch. 8 (pp. 252-257)
- Oct 21 – Exam Review, Hypothesis Testing When Using a Sample: Significance Testing
 - Pollock and Edwards, Ch. 7 (pp. 199-215).
- [Oct 26 – Exam # 2](#)
- Oct 28 – More Hypothesis Testing When Using a Sample
 - Pollock and Edwards, Ch. 7 (pp. 199-215).
- Nov 2 – Hypothesis Testing with One Confounder
 - Pollock and Edwards, Ch. 5 (pp. 134-150).
- Nov 4 – More Hypothesis Testing with One Confounder
 - Pollock and Edwards, Ch. 5 (pp. 150-158).

- Nov 9 – Linear Regression
 - Pollock and Edwards, Ch. 8 (pp. 257-263)
- Nov 11 – Linear Regression in Practice
 - Brunetti, Aymo and Beatrice Weder (2003): “A Free Press is Bad News for Corruption.” *Journal of Public Economics* 87(7): 1801-1824. (Blackboard)
- Nov 16 – Experimental Research Designs
 - Pollock and Edwards, Ch. 4 (pp. 107-114, 123-126).
- Nov 18 – More Experimental Research Designs, Exam Review
 - Issenberg, Sasha (2010): “Nudge the Vote.” *New York Times Magazine*. (Blackboard)
- [Nov 23 – Exam # 3](#)