

Instructor

Simon Weschle
Assistant Professor of Political Science
Office Hours: M 11:30-1:30 or by appointment

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Class Information

Time: M/W 2:15-3:10

Room: Maxwell Auditorium

Teaching Assistants

Dongshu Liu
Sections: 101 (F 10:35-11:30) and 104 (F 2:15-3:10)

dliu105@syr.edu

Hanna Noh
Sections: 106 (F 9:30-10:25) and 103 (F 2:15-3:10)

hanoh@syr.edu

Jacob Waugh
Sections: 105 (F 9:30-10:25) and 102 (F 10:35-11:30)

jtwaugh@syr.edu

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.

Course Materials

Required Text: Pollock, Philip H. 2016. *The Essentials of Political Analysis. 5th Edition*. Washington, DC: CQ Press.

MAKE SURE you have the correct edition (5th) of the textbook. It is available for purchase at the SU Bookstore and online outlets. I have also placed a copy of the book into Course Reserves. You can check out the book for short periods of time from the service desk in Bird Library. 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, it is important to attend class, and we will take attendance. Of course, there are good reasons why you might miss class sometimes, so you have two “free” unexcused absences. Anything beyond that will affect your grade negatively. If you miss class for excusable reasons (illness etc.), please email me as soon as possible.

Second, you are expected to follow the lecture and participate in it. To do so effectively, 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. From time to time, I will give reading quizzes 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, or album. If you do, you'll receive credit towards your participation grade.

- *Three Exams (40% total)*: Exams take place on **February 17**, **March 30**, and **April 27**. They are closed book/closed notes, but you'll be provided with a formula sheet. 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 handed out in the discussion section and are due in section 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 (you have one "free" unexcused absence) 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.

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

Electronic devices can be distracting to people around the user as well as to the users themselves. There is mounting evidence that allowing students to use electronic devices in class leads to worse learning outcomes overall (read: lower grades). However, I realize that for a variety of reasons, some students do better when taking notes electronically. I therefore do not ban electronic devices outright, but I do have an opt-in policy. That is, if you want to use a laptop or tablet in class, you must talk to me in office hours, lay out your reasons why you need an electronic device, and obtain my permission.

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, feel free to approach me after class. I also encourage you to visit 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>.

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

- Jan 13 – Introduction to the Course
- Jan 15 – 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).
- Jan 20 – No Class (Martin Luther King Jr. Day)
- Jan 22 – 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)
- Jan 27 – 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)
- Jan 29 – Concepts and Measurement
 - Pollock, Ch. 1.
- Feb 3 – Variables
 - Pollock, Ch. 2 (pp. 24-29).
- Feb 5 – Describing Variables
 - Pollock, Ch. 2 (pp. 29-43).
- Feb 10 – Sampling and Surveys
 - Pollock, Ch. 6 (pp. 123-145).
- Feb 12 – More Sampling and Surveys, Review
 - Pollock, Ch. 6 (pp. 123-145).
- Feb 17 – Exam # 1
- Feb 19 – Hypotheses and Causality
 - Pollock, Ch. 3 (pp. 48-58).

- Feb 24 – 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)
- Feb 26 – Qualitative Analyses
 - Goffman, Alice (2009): “On the Run: Wanted Men in a Philadelphia Ghetto.” *American Sociological Review* 74(3): 339-357. (Blackboard)
- Mar 2 – 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)
- Mar 4 – Bivariate Hypothesis Testing: Mean Comparison, Cross-Tabulation, and Correlation
 - Pollock, Ch. 3 (pp. 58-70).
 - Pollock, Ch. 8 (pp. 184-188).
- Mar 9 – Bivariate Hypothesis Testing: Bivariate Regression
 - Pollock, Ch. 8 (pp. 188-194)
- Mar 11 – Bivariate Hypothesis Testing: More on Bivariate Regression
 - Pollock, Ch. 8 (pp. 194-201)
- Mar 16 & 18 – No Class (Spring Break)
- Mar 23 – Hypothesis Testing When Using a Sample: Significance Testing
 - Pollock, Ch. 7 (pp. 156-165).
- Mar 25 – More Significance Testing, Review
- [Mar 30 – Exam # 2](#)
- Apr 1 – Hypothesis Testing with One Confounder
 - Pollock, Ch. 4 (pp. 84-97).
- Apr 6 – More Hypothesis Testing with One Confounder
 - Pollock, Ch. 5.

- Apr 8 – Linear Regression
 - Pollock, Ch. 8 (pp. 201-209)
- Apr 13 – 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)
- Apr 15 – Experimental Research Designs
 - Pollock, Ch. 4 (pp. 78-84).
- Apr 20 – More Experimental Research Designs
 - Issenberg, Sasha (2010): “Nudge the Vote.” *New York Times Magazine*. (Blackboard)
- Apr 22 – Review
- [Apr 27 – Exam # 3](#)