

PH.D. SEMINAR ON ADVANCED RESEARCH DESIGN
SIS-809

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Office: SIS 115D

Office Hours: Tuesdays, Wednesdays, Fridays: 1:30-3:30 pm
Additional meeting times available by appointment

American University
School of International Service
Fall 2016

Course Meetings: Thursdays, 2:30-5:20 pm

Room: SIS 348

Course Description

The primary purpose of this course is to enable students to create and critique methodologically sound and sophisticated research designs in the social sciences. The course will explore a range of research methodologies used in the social sciences, with particular attention to the strengths, limitations, tradeoffs, and synergies offered by various methods in isolation and in combination. In doing so, the course will also explore contemporary debates concerning the philosophy of science, the place of international relations as a discipline within the larger realm of social science, and a range of practical considerations related to graduate study and the social science profession, broadly defined.

This course is designed for Ph.D. students in the School of International Service entering their third (and final) year of coursework. The course will begin with an overview of the evolution of social science as a discipline, and then will progress through discussions of key debates within the philosophy of science, including epistemological and methodological debates concerning the nature and purpose of social science research. The seminar then explores questions central to the research design process including concept formation case selection and comparison, and various modes of explanation and understanding in the social sciences. Following this, the course examines techniques for systematic data collection and analysis as well as the practical considerations associated with developing and defending a dissertation prospectus and conducting fieldwork. The seminar culminates with the presentation of student research design proposals and constructive peer reviews of these critiques by the seminar participants.

Overall, the sequence of readings and writing assignments in this course are designed to guide students through the development of their own draft dissertation prospectus over the course of the semester. In other words, the coursework here should be related to a concrete research project (it is not a hypothetical exercise). Students should enter the course with a basic idea of the research topic/question they would like to pursue (based on some preliminary background research) and then use the readings and exercises in this course to refine that topic idea into a draft dissertation prospectus.

Course Objectives

This course will:

- Explore ontological, epistemological, and methodological debates in social science research.
- Improve your understanding of both (neo)positivist and non-positivist approaches to research.
- Explore the similarities, differences, and tradeoffs among various research methods and methodologies.
- Encourage you to become a reflective and systematic researcher.
- Provide opportunities to apply a range of research to your own research interests.

Learning Outcomes

Students who successfully complete the course will be able to:

- Create and critique methodologically sound and sophisticated social science research designs.
- Complete a written draft of a Ph.D. dissertation proposal.
- Compare and contrast the methodological choices and tradeoffs involved in various research strategies.
- Apply methodologically sound research strategies in their own research interests.
- Identify and critically evaluate the major research approaches and tools across diverse methodological traditions.

Course Readings

Required Texts

The following textbooks are required, and may be purchased at the AU Bookstore or via a vendor of your choice:

- Alexander George & Andrew Bennett, *Case Studies and Theory Development in the Social Sciences*, Cambridge: MIT Press, 2005.
- Kristin Luker, *Salsa Dancing Into the Social Sciences: Research in an Age of Info-Glut*, Cambridge, MA: Harvard University Press, 2008.
- Peregrine Schwartz-Shea and Dvora Yanow, *Interpretive Research Design: Concepts and Processes*, New York: Routledge, 2012.

- Patrick Thaddeus Jackson, *The Conduct of Inquiry in International Relations: Philosophy of Science and its Implications for the Study of World Politics*, New York: Routledge, 2010.
- Immanuel Wallerstein et al. (eds.), *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*, Stanford: Stanford University Press, 1996.

The required texts will be supplemented by required readings from other sources. All additional required readings will be available via the course Blackboard site or via a direct hyperlink in this syllabus.

Course Requirements

Attendance and Participation	25%
Philosophical Wagers Paper	5%
Research Question/Problem Paper	5%
Mid-Term Research Proposal	15%
Data Sources/Evidence Paper	10%
Final Research Design Presentation	10%
Final Research Design Paper	30%
Total	100%

Attendance and Participation

Regular attendance and active participation are required, and you should come to each course meeting prepared to discuss the assigned readings in detail. Mastery of the assigned material will be demonstrated through active participation in seminar discussions. Earning a superior participation grade requires that you demonstrate critical thinking on the subjects at hand by connecting concepts across sections of the course, engaging me and your peers in discussion, and applying concepts to real world situations. Students absent for a session will be required to submit written responses to the weekly discussion questions.

As part of the course attendance and participation requirement, each student will provide a brief (~2 minute) update on the progress made in researching and developing his/her dissertation topic and proposal at the beginning of each class session. These brief updates are designed to elicit continuing assistance and feedback from all members of the seminar.

Philosophical Wagers Paper

This paper will ask you to reflect on your “philosophical wagers” – your assumptions about the social world and how it can be researched – that you carry with you into the research process. Engaging in this reflective process will help you understand the type of research project you are conducting and will help you identify the appropriate methodology for your

research. Your paper should *demonstrate serious engagement* with the philosophical questions covered in the first portion of the courses and should *reference the literature covered in class* to substantiate your claims. You are by no means bound to the choices you identify in this paper—in fact, it is likely that you will modify and adapt your perspective as the semester proceeds. The point of this exercise is to make sure that you reflect on your fundamental assumptions about the reality you intend to research as you begin the research process. Additional details will be provided on the assignment sheet posted to Blackboard. Your paper is due via Blackboard by 11:59 pm (EST) on September 25.

Research Topic Paper

The research question paper should outline the puzzle or question that you are interested in researching in more detail and that will form the basis for your eventual dissertation prospectus. You should state the research question in the form of an explicit question (e.g. “What explains....?”) and provide a *brief* background statement on the topic with selected literature references to justify both the empirical and the theoretical aspects of the puzzle. Your paper should be a *maximum* of 3 double-spaced pages (~750 words). Additional details will be provided on the assignment sheet posted to Blackboard. Your memo is due via Blackboard by 11:59 pm (EST) on October 2.

Mid-Term Research Proposal

Partway through the term each student will provide a more detailed research proposal stating the puzzle or question, justifying the empirical and theoretical significance of the problem through a succinct review of relevant scholarly literature, and advancing tentative thoughts on the questions of case selection as well as the proposed methods of investigation and analysis. This mid-term proposal should be a *maximum* of 7 double-spaced pages (~1750 words), not counting the bibliography or footnotes/endnotes; additional details will be provided in due course. Additional details will be provided on the assignment sheet posted to Blackboard. The mid-term proposal is due via Blackboard by 11:59 pm (EST) on October 30.

Data Sources/Evidence Paper

The data sources/evidence paper should provide a detailed outline of the specific data sources that are being investigated and/or will be investigated in the course of the dissertation research, along with a justification for why each data source is being included or considered and a discussion of the method of analysis that will be used to interrogate this evidence. This data sources/evidence paper should be approximately 5 double-spaced pages in length. Additional details will be provided on the assignment sheet posted to Blackboard. The data sources/evidence paper is due via Blackboard by 11:59 pm (EST) on December 4.

Research Design Presentation

The presentation of the research design will be approximately 30 minutes overall (15 minutes presentation, 3-5 minutes discussant critique; 10 minutes Q&A). Presentations should be of conference/professional quality, including the use of PowerPoint as well as handouts or supplementary materials as appropriate. The presentation should summarize the main research design tasks discussed in the paper and pose questions concerning unresolved research or methodological issues in the project. The discussant will deliver a brief verbal critique and suggest additional discussion questions for the Q&A portion of the presentation. Additional details will be provided on the assignment sheet posted to Blackboard. Presentations will take place during the last regular course meeting and during the scheduled final exam period for this course (December 8 and December 15).

Research Design Paper

Each student will submit a research design paper that articulates a planned approach for the research and writing of their dissertation. This assignment is based on the dissertation prospectus guidelines in the SIS Ph.D. Program Handbook. The research design paper should address the following questions: What is the question the dissertation is to address? What do we know about this issue now (review of relevant scholarly literature)? What is the proposed research methodology and what are the proposed forms of evidence (and the justification for these choices)? What will the proposed research contribute to the field? The text body should not exceed 4000 words in length, not including bibliography, data tables, appendices, etc. In addition, the paper should include: a bibliography of works cited, an appendix with a timeline detailing a schedule for completion of the dissertation, and a brief summary of the main topic of the dissertation (150 words or less). Additional details will be provided on the assignment sheet posted to Blackboard. Final research design papers are due via Blackboard by 11:59 p.m. (EST) on December 18.

Additional Policies and Procedures

Academic Integrity

Standards of academic conduct are set forth in the University's Academic Integrity Code (<http://www.american.edu/provost/registrar/regulations/reg80.cfm>). By registering, 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.

Grading and Grade Scale

I take the idea of academic excellence, as reflected in the [University's Academic Regulations](#), seriously. This means that "A" grade work is truly excellent, representing the highest achievement in scholarship and demonstrating accomplishment, understanding, and insight. Work that simply fulfills the minimum requirements falls into the "satisfactory" (C) to "good" (B) grade range. A thorough description of the grade scale and grading policies for this course can be found in the "Important Information" folder on Blackboard.

Late Work

I do not consider deadlines to be optional or a suggested time to hand in assigned work. In general, make-up work, extensions, and extra credit will not be allowed. Late assignments will be penalized one full letter grade for each day beyond the due date. Exceptions will only be made for genuine emergencies (medical treatment, bereavement).

Laptops and Cell Phones

Laptops are permitted during course meetings for note taking. Use of other applications (Facebook, email, internet browsing, etc.) is prohibited. Cell phones, PDAs, and other electronic devices should be turned off before the start of class and should remain off throughout the entire class meeting.

Green Teaching and Learning

This is a Certified Green Course. To the extent possible, I will not hand out printed materials, but will use Blackboard to post handouts, collect assignments, and provide you with feedback on assignments. To help make our class as green as possible, you are encouraged to buy used books (or e-books), minimize paper use by submitting assignments electronically as instructed, and read course readings online rather than printing copies. If you choose to print, please print double-sided, and recycle the paper after the end of the semester if you do not save the materials for future use.

Blackboard

A Blackboard site has been created for this course (<http://blackboard.american.edu>). Students are responsible for checking the Blackboard site on a regular basis for the most current course information. The course syllabus, course readings beyond the textbook, lecture slides, links for electronic submission of assignments, and additional course materials can be found on the Blackboard site.

Student Support Services at AU

If you experience difficulty in this course for any reason, please notify your academic advisor and me as soon as possible. American University provides numerous services that help students maximize their academic success and their social and emotional wellbeing. If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center so that we can make arrangements to address your needs.

- **[Academic Support Center](#)** (x3360, MGC 243): supports the academic development and educational goals of all AU students while also providing support to students with disabilities. We offer workshops on topics of interest to all students such as time management, note taking, critical thinking, memory skills, and test taking. Additional support includes free private and group tutoring in many subjects, supplemental instruction, The Math Lab and [The Writing Lab](#).
- **[Writing Center](#)** (x2991, Bender Library, 1st Floor): offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. Hours: 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 6 p.m. Friday. Handouts, information, and a weekly writer's blog are available via the Writing Center website and on Facebook.
- **[Counseling Center](#)** (x3500, MGC 214): is here to help students make the most of their university experience, both personally and academically. We offer 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](#)** (x3651, MGC 201): 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](#)** (x7070): provides free and confidential advocacy services for anyone in the campus community who is impacted by sexual violence (sexual assault, dating or domestic violence, and stalking). 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. Please keep in mind that all faculty and staff - with exception of counselors in the Counseling Center, victim advocates in the Wellness Center, 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](#) (x3350, Butler Pavilion, Room 410): offers 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.

Emergency Preparedness

In the event of an emergency, 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, we are committed to ensuring that all aspects of our educational programs will be delivered to our 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. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the AU Web site (<http://www.prepared.american.edu>) and the AU information line (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.

Course Outline

September 1	Introduction & Course Overview
September 8	Histories of the Social Sciences
September 15	Philosophy of Science 1: How Do We Know What We Know?
September 22	Philosophy of Science 2: Implications for Research Design
September 25 (Sun)	<i>Philosophical Wagers Paper Due</i>
September 29	The Research Question & Literature Review
October 2 (Sun)	<i>Research Topic Paper Due</i>
October 6	Concepts

October 13	Cases
October 20	Comparisons
October 27	Claims
October 30 (Sun)	Mid-Term Research Design Proposal Due
November 3	Combinations
November 10	Fieldwork & Data I: Preparing for Fieldwork
November 17	Fieldwork & Data II: Conducting Fieldwork
November 24	No Class – Thanksgiving Break
December 1	Fieldwork & Data III: Collecting, Coding, and Analyzing Data
December 4 (Sun)	Data Sources/Evidence Paper Due
December 8	Writing & Presenting Research; Research Design Presentations
December 15	Research Design Presentations (2:30-5:00 pm)
December 18	Final Research Design Paper Due

Course Schedule

Course readings outside of the required texts will be posted to the “Course Reserves” area of Blackboard. All readings are to be completed prior to the course meeting for which they are assigned. It is also advised that you work through the readings in the order in which they are listed for each date.

Sept. 1 Introduction

We will spend the first class getting to know one another, discussing our research interests, and covering the course objectives and requirements.

- Read this syllabus carefully!
- Read the documents in the “Important Information” folder on Blackboard.
- Luker: Ch. 1.
- Daniel Maliniak et al., “International Relations in the US Academy,” *International Studies Quarterly* 55, no. 2 (June 2011): 437-464.
- Paul C. Avey and Michael C. Desch, “What Do Policymakers Want? Results of a Survey of Current and Former Senior National Security Decision Makers,” *International Studies Quarterly*, 58, no. 2 (June 2014): 227-246.

Sept. 8 Histories of the Social Sciences

- Immanuel Wallerstein et al. (eds.), *Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences*, Stanford: Stanford University Press, 1996.
- Stanley Hoffman, "An American Social Science: International Relations," *Daedalus* 106, no. 3 (Summer 1977): 41-60.
- Gary King, "Restructuring the Social Sciences: Reflections from Harvard's Institute for Quantitative Social Science," *PS: Political Science & Politics* 47, no. 1 (January 2014): 165-172.
- Jeffrey C. Isaac, "Restructuring the Social Sciences? A Reflection from the Editor of *Perspectives on Politics*," *PS: Political Science & Politics* 47, no. 2 (April 2014): 279-283.
- Luker: Ch. 2, 3.

Sept. 15 Philosophy of Science: How Do We Know What We Know?

- Patrick Thaddeus Jackson, *The Conduct of Inquiry in International Relations: Philosophy of Science and its Implications for the Study of World Politics*, New York: Routledge, 2010.
- Symposium: Patrick Thaddeus Jackson's *The Conduct of Inquiry in International Relations*, in *Qualitative & Multi-Methods Research Newsletter* 8, no. 1 (Spring 2010): 3-24.
- Philip S. Gorski, "Beyond the Fact/Value Distinction: Ethical Naturalism and the Social Sciences," *Society* 50, no. 6 (December 2013): 543-553.

Sept. 22 Philosophy of Science: Implications for Research Design

- George & Bennett: Ch. 1, 2, 7.
- Schwartz-Shea & Yanow: Ch. 1, 2, 3.
- John Owen, "How Liberalism Produces Democratic Peace," *International Security* 19, no. 2 (Fall 1994): 87-125.
- Zeev Maoz and Bruce Russett, "Normative and Structural Causes of Democratic Peace," *American Political Science Review* 87, no. 3 (September 1993): 624-638.
- Ido Oren, "The Subjectivity of the "Democratic" Peace: Changing U.S. Perceptions of Imperial Germany," *International Security* 20, no. 2 (Autumn 1995): 147-184.
- Patrick Thaddeus Jackson, "Must International Studies Be a Science?" *Millennium* 43.3 (2015): 942-965.

Sept. 25 Philosophical Wagers Paper Due

Sept. 29 The Research Question & The Literature Review

- Luker: Ch. 4 (w/ Appendix 1) & Ch. 5.
- George & Bennett: Ch. 3 & 4.
- Schwartz-Shea & Yanow: Ch. 4 & 5.
- Jeffrey Knopf, "Doing a Literature Review," *PS: Political Science and Politics* 39, no. 1 (January 2006): 127-132.
- Alexander Lee, "Who Becomes a Terrorist? Poverty, Education, and the Origins of Political Violence," *World Politics* 63, no. 2 (April 2011): 203-245.

Oct. 2 Research Topic Paper Due**Oct. 6 Concepts**

- George & Bennett: review Ch. 4.
- Schwartz Shea & Yanow: review Ch. 3.
- Giovanni Sartori, "Concept Misinformation in Comparative Politics," *American Political Science Review* 64, no. 4 (December 1970): 1033-1053.
- David Collier and James E. Mahon, Jr., "Conceptual 'Stretching' Revisited: Adapting Categories in Comparative Politics," *American Political Science Review* 87, no. 4 (December 1993): 854-855.
- John Gerring, "What Makes A Concept Good?" *Polity* 31, no. 3 (Spring 1999): 357-393.
- Symposium on Concept Formation, in *APSA-CP Newsletter* 20, no. 2 (Summer 2009): 1-18.
- Charles T. Call, "Beyond the 'Failed State': Towards Conceptual Alternatives," *European Journal of International Relations* 17, no. 2 (April 2010): 303-326.
- Simin Fadaee, "Civil Society Organizations in India and Construction of Multiplicity of Human Rights," *The International Journal of Human Rights* 18, no. 4-5 (2014): 567-577.

Oct. 13 Cases

- Jonathan Gerring, "What is a Case Study and What Is It Good For?" *The American Political Science Review* 98, no. 2 (May 2004): 341-354.
- John Gerring, *Case Study Research*, Cambridge: Cambridge University Press, 2006: Ch. 5, "Techniques for Choosing Cases" (with Jason Seawright, pp. 86-150).
- Robert Cox, "The Social Construction of an Imperative: Why Welfare Reform Happened in Denmark and the Netherlands but Not in Germany" *World Politics* 53, no. 3 (April 2001): 463-498.

- Boaz Atzili, "When Good Fences Make Bad Neighbors: Fixed Borders, State Weakness, and International Conflict," *International Security* 31, no. 3 (Winter 2006-2007): 139-173.
- Claudia Aradau, "The Perverse Politics of Four-Letter Words: Risk and Pity in the Securitisation of Human Trafficking," *Millennium: Journal of International Studies* 33, no. 2 (March 2004): 251-277.

Oct. 20 Comparisons

- George & Bennett: Ch. 8 & 9.
- Luker: Ch. 9
- Sydney Tarrow, "The Strategy of Paired Comparison: Toward a Theory of Practice," *Comparative Political Studies* 43, no. 2 (February 2010): 230-259.
- Kurt Weyland, "The Arab Spring: Why the Surprising Similarities with the Revolutionary Wave of 1848?" *Perspectives on Politics* 10, no. 4 (December 2012): 917-934.
- Paul Pierson, "Big, Slow Moving, and ... Invisible: Macrosocial Processes in the Study of Comparative Politics," in *Comparative Historical Analysis in the Social Sciences*, ed. James Mahoney and Dietrich Rueschemeyer, 177-207, Cambridge: Cambridge University Press, 2003.
- George & Bennett: Ch. 11.
- Andrew Bennett, Joseph Leggold, and Danny Unger, "Burden Sharing in the Persian Gulf War," *International Organization* 48, no. 1 (1994): 39-75.
- Andrew Bennett, "Qualitative Research: Progress Despite Imperfection," *Qualitative and Multi-Methods Newsletter* 9, no. 1 (Spring 2011): 24-30.

Oct. 27 Claims

- Gary King, Robert O. Keohane, Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press, 1996: (skim / review)
 - Ch. 2: "Descriptive Inference" (pp. 34-74).
 - Ch. 3: "Causality and Causal Inference" (pp. 75-114).
- George & Bennett: review Ch. 1 & Ch. 7.
- Schwartz-Shea & Yanow: Ch. 6.
- Patrick Thaddeus Jackson, "Causal Claims and Causal Explanation in International Studies," School of International Service Working Paper no. 2014-4, April 4, 2015.
- George & Bennett: Ch. 10.
- Derek Beach and Rasmus Brun Pedersen, *Process-Tracing Methods: Foundations and Guidelines*, Ann Arbor: The University of Michigan Press, 2013; Ch. 2, "The Three Different Variants of Process-Tracing and their Uses," (pp. 9-22).

- Symposium: Causal Mechanisms, Process Tracing, and Causal Inference, *Qualitative and Multi-Method Research Newsletter* 8, no. 2 (Fall 2010): 24-34.

Oct. 30: Mid-Term Research Proposal Due

Nov. 3 Combinations: Multi-Method Research: Panacea or False Promise?

- Symposium: "Cautionary Perspectives on Multi-Method Research," *Qualitative and Multi-Method Research Newsletter* 7, no. 2 (Fall 2009): 2-22.
- Schwartz-Shea & Yanow: Ch. 8.
- Symposium: Linking Interpretation and Causal Inference, *Qualitative & Multi-Method Research Newsletter* 13, No. 2 (Fall 2015): 3-28.
- Page Fortna, "Interstate Peacekeeping, Causal Mechanisms, and Empirical Effects," *World Politics* 56, no. 4 (July 2004): 481-519.
- Michael L. Ross, "Oil, Islam, and Women," *American Political Science Review* 102, no. 1 (February 2008): 107-123.

Nov. 10 Fieldwork & Data I: Preparing for Fieldwork

- Read the [SIS IRB Guidelines](#)
- Luker: Ch. 6 & 7.
- Schwartz-Shea & Yanow: Ch. 7 (pp. 115-124 only).
- Symposium: "Fieldwork in Political Science: Encountering Challenges and Crafting Solutions," *PS: Political Science and Politics* 47, no. 2 (April 2014): 391-417.
- Nigel King and Christine Horrocks, *Interviews in Qualitative Research*, London: Sage, 2010: Ch. 3: "Designing an Interview Study" (pp. 25-41).
- Cameron Thies, "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations," *International Studies Perspectives* 3, no. 4 (November 2002): 351-372.
- Lee Ann Fujii, "Research Ethics 101: Research Dilemmas and Responsibilities," *PS: Political Science & Politics* 45, no. 4 (October 2012): 717-723

Nov. 17 Fieldwork & Data II: Conducting Fieldwork

- Luker: Ch. 8.
- George & Bennett: Ch. 5.
- Symposium on Elite Interviewing in *PS: Political Science and Politics* 35, no. 4 (December 2002): 663-688.
- King & Horrocks, Ch. 4: "Carrying Out Qualitative Interviews" (pp. 42-60).

- Symposium "Openness in Political Science: Data Access and Research Transparency," in *PS: Political Science and Politics* 47, no. 1 (January 2014): 19-83.
- Journal Editors Transparency Statement on Data Access & Research Transparency: <http://www.dartstatement.org/#!blank/c22sl>

Nov. 24 No Class – Thanksgiving Break

Dec. 1 Fieldwork & Data III: Collecting, Coding, & Analyzing Data

- Luker: Ch. 10 & Appendix 3.
- George & Bennett: Ch. 6.
- Schwartz-Shea & Yanow: Ch. 7 (pp. 124-129 only)
- King & Horrocks, Ch. 9: "An Introduction to Interview Data Analysis" (pp. 142-174).
- Symposium on Data Transparency in Qualitative and Multi-Method Research, *Qualitative & Multi-Method Research* 13, no. 1 (Spring 2015): 2-64.
- Lee Ann Fujii, "The Power of Local Ties: Popular Participation in the Rwandan Genocide," *Security Studies* 17, no. 3 (July 2008): 568-587.
- Elizabeth N. Saunders, "Transformative Choices: Leaders and the Origins of Intervention Strategy," *International Security* 34, no. 2 (Fall 2009): 119-161.

Dec. 4 Data Sources & Evidence Paper Due

Dec. 8 Writing and Presenting Research

Research Design Presentations (4)

- Luker, Appendix 2: "Tools of the Trade" (pp. 233-235).
- Michael C. Munger, "10 Tips on How to Write Less Badly" *The Chronicle of Higher Education*, 6 September 2010.
- Forrest D. Colburn & Norman Uphoff, "Common Expository Problems in Students' Papers and Theses," *PS: Political Science & Politics* 45, no. 2 (April 2012): 291-297.
- Raymond E. Wolfinger, "Tips for Writing Papers," *PS: Political Science and Politics* 26, no. 1 (March 1983): 87-88.
- Luker: Ch. 11.
- George & Bennett, Ch. 12.
- David T. Smith and Rob Salmond, "Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science," *PS: Political Science and Politics* 44, no. 3 (July 2011): 583-588.

- Rob Salmond and David T. Smith, "Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences," *PS: Political Science and Politics* 44, no. 3 (July 2011): 589-596.

FYI Topic: Turning Research Into Publications

- Donna Lee Van Cott, "A Graduate Student's Guide to Publishing Scholarly Journal Articles," *PS: Political Science and Politics* 38, no. 4 (October 2005): 741-743.
- Timothy S. Rich, "Publishing as a Graduate Student: A Quick and (Hopefully) Painless Guide to Establishing Yourself as a Scholar," *PS: Political Science & Politics* 46, no. 2 (April 2013): 376-379.
- Stephen Yoder and Brittany H. Bramlett, "What Happens sat the Journal Office Stays at the Journal Office: Assessing Journal Transparency and Record-Keeping Practices," *PS: Political Science & Politics* 44, no. 2 (April 2011): 363-374.
- James C. Garand and Micheal W. Giles, "Ranking Scholarly Publishers in Political Science: An Alternative Approach," *PS: Political Science & Politics* 44, no. 2 (April 2011): 375-384.

Dec. 15 Research Design Presentations (4) & Wrap-Up

Dec. 18 Final Research Design Papers Due