

POLS 585: Field Methods in International Relations
Spring 2020
Location: Tarbutton 313
Thursday, 8:30-11:30am

Professor Danielle F. Jung
Email: danielle.jung@emory.edu
Office Hours: by appointment, sign up at calendly.com/dfjung/office-hours
Location: Tarbutton 319

Course Description

The course is designed as a workshop to introduce advanced graduate students to combining field methods from across the social sciences and to allow students to make significant progress on their own research strategies.

The overall goal of the course is to help students make progress on their research by learning about and using a combination of various social science methods and forms of data collection from the “field.” Narrowly, the class has relevance for students in across the discipline. More broadly, the methods we cover will come from a range of social science disciplines, including anthropology, economics, political science, public health, data science, and sociology.

The class is an introduction to various field methods, but also as a “workshop” to include several main goals for each session. The first goal is to introduce students to the main research strategies for scholars in the social sciences who gather data from the field. This includes readings marked as “Method” and may also include a short lecture on the method specifically in class (particularly experimental and survey methods).

The second goal is to read and discuss examples for each method, indicated by “Applied” readings. We will discuss the application of the method in these readings in class. Many of the “applied” readings are authored by me and/or my colleagues. This is not because I believe these applied readings are particularly high quality, but rather that they are demonstrative of the week’s method and I’m able to share some firsthand research design and implementation aspects of the papers. We may also have a several guests from Emory and other institutions discuss their work in the field, challenges, and approaches.

The third goal is a “Practicum” regarding important project components to writing research proposals and papers, applying for funding, ethics and IRB, data transparency and replicability, and other “process” concerns from starting to think about research designs to seeing it in published form. Although we will discuss many of these issues throughout the semester, the bulk of the “practicum” part of class will be two dedicated days, readings and preparations for Practicum days will be announced.

The fourth goal is to allow students to make progress on and receive feedback regarding their own research as the course develops with weekly “Assignments for Class” and their final research strategy. Students will be asked to post these short assignments to a folder shared with me before the start of each week’s class session when it is due. Students should be prepared to talk about their project and its development regularly in class.

In class, we will think holistically about the range of methods used in the social sciences and how we can combine them to answer our research questions. This will be done in the context of what we know about the “experimental” ideal and causal inference from the medical and physical sciences, and how that has informed research design strategies and concerns with validity in the modern social sciences and program design and evaluation.

As such, you will notice the course is organized around modules that specify threats to internal validity and external validity based on the assignment rule of treatment variables and how research findings are then relayed to academic and policy audiences broadly. Therefore, while this course presents a particular, if increasingly conventional and standardized, approach to social science research design and policy evaluation, it may be atypical compared to other classes that students may have encountered.

First, this is not a class in experimental design: while we will advance the assignment rule as a core concern shaping problems of inference and much of my own work involves field and survey experiments, the class will not focus exclusively on experiments. It is not a substitute for the Experimental Methods course.

Evaluation

Your grade will be determined as follows:

- Participation and Readings **30 percent**: This is a graduate seminar based around discussion are expected to be in class, prepared, and

actively participate. Students are expected to complete all readings and be prepared to discuss them in workshop. There will be no formal presentations of the readings, but be prepared to be cold called. .

- Mini assignments **20 percent** Where indicated, mini assignments (which should be seen as a first draft of some parts of the final research strategy) will be due at the start of class. Please submit via a google doc (or overleaf) that is viewable to both of us. You should be iterating on the cumulative assignment where relevant as a way to work on your final research strategy.
- Final Research Strategy **40 percent**: By the end of the semester, students should use the weekly assignments and feedback as a start to produce a significant writing assignment that brings together a multi-method research plan that builds on each weekly assignment. This could take the form of a research proposal for the NSF dissertation grant (recommended), program design and evaluation plan, a draft prospectus, draft chapters from a dissertation, an external funding application, or any other writing product that clearly states a question, theory, hypotheses, and strategy for collecting data through various methods in the field. Students should plan the format of the research strategy strategically to meet the goals of where they are in the program. The goal form of the strategy should be discussed (and approved) individually with me before Spring Break. The final assignment will be due electronically during finals period.

Students are not expected to have actually conducted the research and analyzed the data that they plan for the research strategy. Therefore, the assignment is just that: a plan for doing research, not a completed research project.

- Presentation **10 percent** You will present your research design on the final class meeting, where we will have a mini-panel. Use this as a chance to hone your presentation skills and get feedback on your project and design.

Tentative Schedule

Part I: Introduction

1/16: Course Introduction

Part II: Designs and field strategies with random assignment

1/23: Randomization and Measurement: Treatments and Outcomes

Method

1. Angrist and Pischke, Chapter 1, “Randomized Trials,” *Mastering Metrics*.
2. Alan Gerber and Donald Green, Chapters 1 and 2, “Introduction” and “Causal Inference and Experimentation” in *Field Experiments*.

Applied

1. Olken, Ben. 2007. “Monitoring Corruption: Evidence from a Field Experiment in Indonesia.” *Journal of Political Economy*. 115(2): 200-250.
2. Michael Callen, Clark Gibson, Danielle Jung, and James D. Long. 2016 “Improving Electoral Integrity with Information and Communications Technology,” *Journal of Experimental Political Science*

Assignment for class

1. Formulating a Research Question: Choose a research question that will guide the construction of your research strategy throughout the semester. Your question should be researchable and imply a counterfactual. It should be answerable using various data collection methods from the field.

1/30: The “Gold Standard”? Field Experiments and Randomized

Method

1. Duflo, Esther Rachel Glennerster and Michael Kremer. 2008. “Using Randomization in Development Economics Research: A Toolkit.” Chapter 61 in *Handbook of Development Economics*, Vol. 4.

Applied

1. Nahomi Ichino and Matthias Schndeln. 2012. Deterring or displacing electoral irregularities? Spillover effects of observers in a randomized field experiment in Ghana *JOP*
2. Tara Sough and Chris Fariss. Forthcoming. Misgovernance and Human Rights: Experimental Evidence of Illegal Detention without Intent. *AJPS*

Assignment for class

1. Identifying a Puzzle: Identify (and articulate) a puzzle that leads to your research question.
2. Prior Approaches: Group a few of the most prominent “prior approaches” to answering your question from the literature (without an extended literature review), with associated citations. This should only be a few sentences along the lines of “some people say x, others say y, and most recently have argued z.” Do this for theory, empirics/method, and policy as it applies.

2/6: Lab-in-the-Field Experiments

Method

1. Colin Camerer, Chapter “Introduction,” *Behavioral Game Theory: Experiments in Strategic Interaction* (Princeton: Princeton University Press, 2003).
2. Dean Karlan, “Using Experimental Economics to Measure Social Capital and Predict Financial Decisions,” *American Economic Review* 95, No. 5, 1688-1699.
3. Steven Levitt and John List, “What Do Laboratory Experiments Tell Us About the Real World,” Manuscript, 2006.

Applied

1. Lowes S, Nunn N, Robinson JA, Weigel J. “The Evolution of Culture and Institutions: Evidence from the Kuba Kingdom.” *Econometrica*, 2017.
2. Habyrimana, Humphreys, Posner, Weinstein 2007. “Why Does Ethnic Diversity Undermine Public Goods Provision?” *APSR* 101(4): 709-725. Why Does Ethnic Diversity Undermine Public Goods Provision?

Assignment for class

1. Treatments and Outcomes: Start thinking about how you will test the observable implications of your theory. What sort of treatments (independent variables) and outcomes (dependent variables) will you look at? This should clearly communicate your counterfactual. How will they be measured?

2/13: Survey Experiments I

Method and Applied

1. Jens Hainmueller, Daniel J. Hopkins, and Teppei Yamamoto, 2014. Causal Inference in Conjoint Analysis: Understanding Multidimensional Choices via Stated Preference Experiments *Political Analysis* 22, Issue 1 Winter 2014 , pp. 1-30
2. Ferree, Karen, Danielle Jung, Robert Dowd, Clark Gibson. 2018. Electoral Ink. Electoral ink and turnout in a partial democracy *The British Journal of Political Science*
3. Joshua D Kertzer, Ryan Brutger. 2016 Decomposing Audience Costs: Bringing the Audience Back into Audience Cost Theory *American Journal of Political Science* 60(1): 234-249
4. Connor Huff and Joshua D Kertzer. 2018. How the public defines terrorism *American Journal of Political Science* 62(1): 55-71
5. Thomas B. Pepinsky, R. William Liddle, and Saiful Mujani. 2012. "Testing Islam's Political Advantage: Evidence from Indonesia." *American Journal of Political Science* 56, 3.

Assignment for Class

1. Case Selection: Having thought about the range of cases that you could use to test the observable implications of your theory, identify your case(s) and discuss what features of it allow you to test hypotheses.

2/20: Survey Experiments II

Method and Applied

1. Shapiro and Wideman. Statistical analysis of endorsement experiments: Measuring support for militant groups in Pakistan

2. G Blair, K Imai, J Lyall. Comparing and combining list and endorsement experiments: Evidence from Afghanistan *American Journal of Political Science* 58 (4), 1043-1063
3. G Blair, C Christine Fair, N Malhotra, JN Shapiro. 2013. Poverty and support for militant politics: Evidence from Pakistan *American Journal of Political Science* 57 (1), 30-48
4. Jonathan Renshon, Keren Yarhi-Milo and Joshua D. Kertzer. 2019. Democratic Leaders, Crises and War

Assignment for class

1. What's the Experiment?: In a perfect world, what is the randomized experiment (field, lab, survey) that could be used to test your hypotheses? Think about your sample, treatments, and outcome measures.

2/27: Practicum I: Funding and pre-field considerations

Political Science Doctoral Dissertation Research Improvement Grants (PS DDRIG) Guidelines and Proposal Preparation Instructions and examples of successful submissions

3/5: No class meeting

3/12: Spring Break– No class

Part III: Designs and field strategies without random assignment

3/19: Natural Experiments: “Naturally” Occurring sources of variation in the field

Method

1. Thad Dunning, Chapters 1, 2, 8 “Introduction” and “Standard Natural Experiments” and “How Plausible is As-if Random?” in *Natural Experiments in the Social Sciences*, Cambridge: Cambridge Univ. Press, 2012.

Applied

1. Susan Hyde, “The Observer Effect in International Politics: Evidence from a Natural Experiment,” *World Politics* 60, 1, 2007: 37-63.

2. Renard Sexton. 2016. Aid as a Tool against Insurgency: Evidence from Contested and Controlled Territory in Afghanistan. *APSR*
3. Edward Miguel, Sebastian Saiegh, and Shanker Satyanath, "Civil War Exposure and Violence," *Economics Politics* 23, 1, 2011: 59-73.

Assignment for class

1. Assignment for Class: Observational Data Prepare a list of observational data sources (natural and quasi-experiments) that you would gather in the field to test your hypotheses. Think about the "naturally occurring" variation that exists in the field and how your data collection will make use of this variation to test your hypotheses.

3/26: Surveys: Asking questions, sampling, Design, implemetnation

Method

1. Stanley Payne, *The Art of Asking Questions* (Princeton: Princeton University Press, 1951), pp. 3-54, 228-237.
2. Bryn Rosenfeld, Kosuke Imai, Jacob N Shapiro. 2016. An empirical validation study of popular survey methodologies for sensitive questions *American Journal of Political Science* 60(3): 783-802

Applied

1. Macartan Humphreys and Jeremy Weinstein, "Handling and Manhandling Civilians in Civil War," *American Political Science Review* 100, No. 3, 429-447.
2. Danielle Jung and James Long. Social Sanctioning, Trust, and Voter Turnout in Emerging Democracies: Evidence from Afghanistan. Working paper
3. Christopher Blattman. 2009. From Violence to Voting: War and political participation in Uganda. *American Political Science Review* 103(2): 231-247

Assignment for class

1. Asking Questions Questionnaire Design: Begin to think about the types of respondents that you may ask questions to: elites, stakeholders, experts, the general public, etc. Are these one-on-one elite

interviews, focus groups, or public opinion surveys? Would they be face-to-face, household, refugee camp, online, over ICT, etc.? Once you have identified your survey population, start to develop a list of topics and questions that you would ask. Make sure they are clear, concise, and easily understandable.

4/2 and 4/9: Interviews and Focus Groups; Ethnography and Archival Work

Method

1. William Foot Whyte, "Interviewing in Field Research," in Robert G. Burgess, *Field Research: A Sourcebook and Field Manual* (London: George Allen and Unwin, 1982). pp. 111-22.
2. Robert G. Burgess, "Unstructured Interview as Conversation" in Robert G. Burgess, *Field Research: A Sourcebook and Field Manual* (London: George Allen and Unwin, 1982)
3. Robert Aunger, "On Ethnography: Storytelling or Science?" *Current Anthropology* 36, No. 1, 1995

Applied

1. Dara Kay Cohen. 2016. *Rape during Civil War*. Chapters 2 and 3
2. Clifford Geertz, "Deep Play: Notes on a Balinese Cockfight," *Daedalus* Fall 2005.
3. Daron Acemoglu, Tristan Reed, and James Robinson, "Chiefs: Economic Development and Elite Control of Civil Society in Sierra Leone," *Journal of Political Economy*, 122, 2, 2014, pp. 319-368.
4. Emily Gade. Social Isolation and Repertoires of Resistance
5. Bahney, Benjamin, Radha Iyengar, Patrick Johnston, Danielle Jung, Jacob Shapiro, Howard Shatz. 2013 Insurgent Compensation *AER:PEP*

Assignment for class (due on the 9th)

1. Prepare a list of archival, ethnographic, or other qualitative data sources that you would gather in the field to test your hypotheses and/or add description of mechanisms, measurements, and (social, political, economic, cultural) institutions.

4/16 (Will reschedule for MPSA): Practicum II: Challenges and considerations in the field and after

Reading to be announced

4/23: Presentations

Finals: Research Strategy Due

Note: Students must pass each category to pass course.

Students with Disabilities

Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Access, Disabilities Services and Resources office. Students are expected to give two weeks notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

Academic Integrity

I will follow the guidelines established by Emory College, which can be found at catalog.college.emory.edu/academic/policy/honor_code.html

Incomplete grades

Incomplete grades will not be given unless there is an agreement between the instructor and the student *prior* to the end of the course. The instructor reserves the right to determine if the incomplete grade will be given.

Disclaimer: This syllabus is intended to provide an overview of the course. You cannot claim any rights from it. While the information included within the syllabus should be a reliable guide for the course, scheduling and dates may change. Official announcements are always those made be in lecture.