

POLS 495w: Honors Tutorial Fall 2021

Class meetings

TTh 10-11:15am ET

Location: Candler Library 123¹

Instructor

Professor Danielle F. Jung

Virtual and in person office hours:

- open: Mondays 1-2pm <https://emory.zoom.us/my/dfjung>
- by appointment made at <https://calendly.com/dfjung>

Email: danielle.jung@emory.edu

Phone: 404-727-0507

Office: Tarbuton 319

Preferred contact: Office hours

Notify the instructor of a change in attendance: <https://forms.gle/U42RYCMYWso95fQs5>

Course Description

The Honors Tutorial in Political Science is a course designed especially for senior Political Science, PPA, and International Studies majors who are pursuing an honors degree. The goal of the course is straightforward: to help students transform their research topics into clear questions and to design a project that analyzes those questions through rigorous, original research using the methods of political science. By the end of this course, each student will have carefully prepared a full introduction to their honors thesis, the main elements of which are: (1) a clearly stated research question; (2) a review and analysis of relevant literature; (3) theory and hypotheses to be tested (when applicable); and (3) a detailed research plan. Thus, students will be well on their way in the preparation of well-reasoned, feasible, rigorous, and interesting honors theses.

Updated: August 23 2021

¹ We are planning for in-person learning. If at some moment we need to be online, we will meet here:

<https://emory.zoom.us/j/97640328385?pwd=TWdUSIBramhRQIJEQm1uaE9sdTJrQT09>

Meeting ID: 976 4032 8385

Passcode: 176692

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Grade Breakdown:

The instructor will provide substantive and editorial feedback on all written assignments. Students also will receive a summary evaluation in the form of a standard letter grade on all written assignments except the Diagnostic Exercise, Bibliographic Journal, and initial Statement of Research Question. Feedback may be shared with students' thesis advisers to keep them updated and informed.

Final grades, while subject to the discretion of the instructor, are based on the following weights:

Annotated Bibliography, Outline, & Papers #1-2	30%
Class participation (including, slack discussions, Presentations/Workshops, Administrative tasks, meetings)	25%
Peer Reviews	15%
Final Paper & Data Collection Plan/ <i>Chapter Outline</i>	20%
Thesis advising	10%

In general, students who consistently exceed expectations for their written assignments, play a leading (but not overbearing) role in class discussions, present their work in an effective manner, provide very constructive feedback to classmates, and meet weekly and productively with their advisors will receive an "A." Those who consistently meet expectations for their written assignments, play a significant (positive) role in class discussions, usually present their work in an effective manner, regularly provide constructive feedback to classmates, and meet regularly and productively with their advisors will receive an "A-." Those who do not meet expectations for their written assignments, do not often play a meaningful role in class discussions, do not usually present their work in an effective manner, do not provide constructive feedback to classmates on a regular or reliable basis, and do not meet regularly or productively with their advisors will receive a "B+" or lower.

Assignments and Deadlines

Unless otherwise noted, consider “before class” (10am ET) to be the due date.

NOTE: Those students whose projects involve surveying, interviewing, or directly observing human subjects MUST obtain additional training, certification, and prior approval of their research proposal from Emory’s Institutional Review Board (IRB). Due to Covid-19, many techniques will be unavailable to students and we will need to be creative about using new techniques. Students should work with their thesis advisor and the Political Science Dept.’s IRB coordinator as soon as possible to make sure their proposals are (a) designed ethically and effectively AND (b) submitted to the IRB for approval at least four weeks prior to contacting their human subjects.

Assignments are cumulative (with the exceptions of the Diagnostic Exercise and the Bibliographic Journal). Each new assignment will include revisions of previous assignment(s), plus a new element of your thesis introduction. Revisions are expected and encouraged—up to a certain point. Drastic changes late in the semester may be a problem. You should also note that assignments are due about every two-three weeks. It is important that you work on your proposal *steadily and continuously*, not in fits and starts. This is not a course for which you can leave the assignment until the night before!

Unless otherwise noted, assignments should be submitted via canvas to the instructor *before* the deadline indicated above. Submitting an assignment late is not in your best interest. Such delays are not simply an inconvenience to the instructor. The tutorial assignments help you design a good project that you can complete and defend successfully. Turning these assignments in late indicates that you are not making sufficient progress and that the feasibility and quality of your thesis may be in jeopardy. In addition, habitual tardiness will be reflected in your course grade.

Diagnostic Exercise

Due 8/31 on Canvas (not graded).

Meeting with Dr. Jung

You must meet with Dr. Jung during August or the first half of September (before 9/16). Schedule a short meeting [here](#).

Meeting with Dr. Palazzolo/Bibliographic Journal

[Schedule meeting with Dr. Chris Palazzolo](#) before 9/13 to discuss your research topic and relevant bibliographic sources. Email him (cpalazz@emory.edu) your Bibliographic Journal (2 pages max.) and list of references (with full citations) you have already consulted and a 1 page summary of your topic at least 24 hours ahead of your meeting. Please familiarize yourself with the library guide for Political Science Honors Students [here](#) in advance of the meeting!

Confirmation of Thesis Advisor/beginning of semester meeting

You should identify, confirm, and meet with your thesis advisor at the beginning of the semester (by September 2). Use this conversation to:

- specify your goals for the semester:

- What do you want to see in a (my) thesis?
- Where in the thesis-writing process should I be at the end of the semester?
- get their advice about other faculty to meet with
- get their expectations about what schedule they would prefer to ensure you're making good progress (meetings on zoom, email updates, and at what frequency)

Summarize the answers to the questions above, this conversation, and your interactions thus far, and submit this with your chair's name to canvas.

Research Question

Drafts of your own proposed research question in light of the following questions: 1) What is “political” about your question? 2) Is this an empirical question (i.e., addressed through empirical observation/evidence), or is it a philosophical/ normative question (i.e., addressed through reference to values or preferences)? If empirical, is it a causal question or a descriptive one (or both)? 3) What “big-picture” theories, debates, questions or concepts does the question engage? 4) Why is your question worth investigating? How might it contribute to the existing scholarly literature? What might be the real-world, applied significance or implications of your question?

9/16 Research Statements Due (Canvas)

Outline: Updated Research Question and Outline

Revised statement of Research Question, Literature Review, and Theory (Hypotheses optional, but encouraged) – including at least 10 bibliographical references and citations. For a more detailed description and rubric, please see the canvas assignment page.²

10/7 Outline due (Canvas)

Midterm presentations and Final workshops

At the middle and end of the semester students will present their draft work for feedback and comments. We will decide how to structure these presentations (whether live or asynchronous) and interactions as a group.

Paper #1

(appx 10-15 pages) Research Question, Literature Review, Theory, and Statement of Hypotheses. For a more detailed description and rubric, please see the canvas assignment page.³ Your peer comments will comprise a major portion of this grade.

² Note those who are doing game theoretic models should pay attention to the modified rubric on the canvas assignment.

³ Note those who are doing game theoretic models should pay attention to the modified rubric on the canvas assignment.

You will be assigned peer papers to give constructive comments and feedback on. More details will be provided in class.

10/28 post to canvas drafts for peer editing (Canvas)

11/2 and 11/4 post peer comments on assigned papers (Perusall and canvas) prior to class

Meeting with Dr. Rob O'Reilly

You should schedule a meeting with Dr. O'Reilly during the week of 10/18 or to meet with him by 10/22.

Email him at roreill@emory.edu with options for days/times that you would be available to meet. At the time you schedule your meeting, or at least 24 hours ahead of your meeting you should email Dr. O'Reilly a short summary of your thesis and your anticipated data needs, as well as your IV and DV.

Paper 2

(approx. 15-20 pages): Revised Research Question, Lit Review, Theory, and Statement of Hypotheses; PLUS Data and Methods (Research Design). For a more detailed description and rubric, please see the canvas assignment page.⁴

You will be assigned peer papers to give constructive comments and feedback on. More details will be provided in class.

11/23 paper 2 due (Canvas)

11/30 peer editing comments due (perusall)

FINAL PAPER and Data collection plan, plan for spring

Due December 14 (10:30am ET) *Submit on canvas*. Also email a copy to your thesis advisor! For a more detailed description and rubric, please see the canvas assignment page.

Thesis Advising

Working closely with your thesis advisor will no doubt improve the quality – and efficiency – of your work. Thus, students should identify and begin working with their advisor *as soon as possible, but no later than August 27*. Once identified, students should meet approximately weekly with their thesis advisor and solicit their feedback on each and every assignment. Meetings can take place in person or not (e.g., email, zoom, skype, phone call); discuss with your advisor what would work best. *A copy of each assignment should be given to your advisor (and any other faculty member whose input may be*

⁴ Note those who are doing game theoretic models should pay attention to the modified rubric on the canvas assignment.

particularly helpful) on or before the Tutorial deadline. If you experience any difficulties fulfilling these goals, please notify Prof. Jung right away. Grades for 'Thesis Advising' will be assigned in consultation with students' thesis advisors.

Thesis committee

Over the course of the semester (in close consultation with your thesis advisor), you may select your thesis committee and upload those names to canvas for approval. If you want to get "early bird" approval, you should start those discussions early in the Fall semester and submit them to Dr. Jung (over canvas) by the end of September. If your chair prefers to wait until the thesis is taking shape, please defer to their preference and you will submit these names to Dr. Jung later in the Fall. Be aware that if you wait to discuss committee composition with your chair until December or early January faculty may be away and unable to confirm participation by the deadline.

Class Participation

Student participation in this seminar is extremely beneficial: students learn more when they engage with others – both instructor and classmates – in class. The class participation grade will be based on attendance and participation in discussion. Participation is assessed on the basis of students' engagement with assigned readings *and* efforts to relate class material to their specific topics and projects. All students should come to class prepared to discuss updates and problems in their thesis progress as well as the following questions.

- 1) What is the most important methodological lesson offered in this day's reading? ["Methodological lesson" refers to useful guidance on how to conduct good, convincing social science (*or philosophical*) research.]
- 2) How do you see this lesson applying to your own research? If it doesn't apply, explain why not.

Written responses to these questions (i.e., notes) are encouraged in Perusall, but not required.

Most of the classes will be conducted in a modified law school format, i.e., Prof. Jung will often call on students to reflect on their topics in the context of the assigned reading. Unlike law school, however, the goal is not to put students on the spot by testing a specific body of knowledge. It is rather to help students grapple with the materials and strengthen their projects.

Class participation should also include regular peer-to-peer interactions in which students offer thoughtful feedback on each other's work. Through peer editing and during the Midterm Presentations and designated Workshops in particular, each student is expected to participate collaboratively as both presenter and audience member. As presenters, students should come with prepared remarks and respond thoughtfully to questions and suggestions from their classmates. As audience members, students should participate actively and constructively by listening carefully, asking questions, and offering comments and suggestions. This model of peer interaction can and should apply (a bit more informally) to all class meetings.

Students are expected to attend synchronous sessions. Observance of religious holidays also will be considered an excused absence. Please notify the instructor in writing if you will miss class for this reason.

Respect for and attentiveness to your classmates is imperative. That doesn't mean you must always agree with each other or that you can't critique each other's work. To the contrary, some of the most interesting discussions center on debatable propositions and some of the most useful feedback is the most critical. Yet no one should fear ridicule or personal hostility from classmates. Nor should anyone's contributions be ignored repeatedly.

To encourage interactive participation, I request that students generally try to find a quiet, distraction-free place to attend synchronous sessions.

Technology

We will be using a variety of tools to stay connected.

Zoom

We may need to meet via Zoom. Please familiarize yourself with Zoom through the tutorials [here](#) before our first class

In our synchronous class meetings on Zoom, we should:

1. Plan to learn without distractions. This requires no cell phones, talking during lectures (unless recognized by the instructors), reading newspapers, etc. during class. If students must have cell phones on to receive emergency calls about family members, they should keep their phones on vibrate.
2. Allow others to speak. Rather than interrupt your fellow students, raise your hand and wait to be called on by the instructor.
3. You are expected to attend all synchronous classes, prepared to contribute to discussion in meaningful ways. This requires reading and reviewing the assigned material in advance (often this will involve peer editing). To foster engagement, we request that you allow for video during our Zoom sessions. If privacy concerning your surroundings is important, you can put up a virtual background. If you have other reasons for not allowing video, please discuss them with me. In addition, your VoiceThread and Slack Discussion Board responses will be factored into your participation grade.

Canvas

The class canvas page will be the hub for submitting assignments. This syllabus and all other handouts, along with the optional paper assignment, will be posted on that site. It is a good idea to check with friends if you have missed class.

Slack

Most of our out of class discussion and communication will take place over slack. We will have a dedicated workspace. Please check it regularly (at least once every weekday) and use it to ask and answer all questions that are not private there. This will be a year-long process; creating a community here will be important for sharing ideas and helping each other in the writing and research process.

Perusall

We will do peer editing in Perusall. Please create an account at perusall.com and add our course using the following course code: JUNG-W2LBR.

Google Docs

In group activities during our synchronous sessions, sometimes you will need to share your work with group members and the instructors through a Google doc.

VoiceThread

Some of your assignments will involve posting small video clips of yourself, sharing answers through VoiceThread. You can find a useful tutorial on how to access and use VoiceThread through Canvas here: <https://voicethread.com/howto/canvas-2/>.

If you have any difficulty with these tools, your best resource is [Emory's Student Technology Support](#).

Technology Requirements

Hardware

Computer (running a relatively current version of Windows, Mac or Linux operating system)

High Speed Internet (for participating in video conferencing)

Headset with microphone. (the microphone part is really important)

Software

1. Latest version of an Internet Browser (Chrome, Firefox, or Safari) with up to date plug-ins for Java, and Adobe Flash.

Browser Settings: Please make sure your browser settings are configured so that 1) the Pop-Up Blocker is disabled, 2) Cookies are permitted, and 3) Java and Flash are enabled

2. A PDF reader (like adobe acrobat reader, make sure the plug-in is installed)

3. [Google Drive](#) software & account

4. Word Processing software (such as MS office, or OpenOffice)

Web based software we will be using via a browser:

a. Canvas (canvas.emory.edu - login with Emory credentials)

b. Zoom (please [test your system](#) and make sure you are capable of participating in an online meeting)

C. Perusall

D. Slack

Technical Issues and support

If you are experiencing any technical difficulties, the first steps to trouble shoot are:

1. Check the above computer and browser requirements and ensure that your system and browser are up-to-date.

2. Open an ALTERNATIVE browser and perform the same task. Did it work or not?

3. Once you have attempted the two steps above, feel free to start a thread on the discussion forum on the main discussion board or via email if you cannot access the forums.

4. If all else fails and your instructor is not reachable, please contact the Emory support Service Desk at help.emory.edu to create a ticket in the ServiceNow or call 404-727-7777. Assistance is available 24/7.

Course Outline, Schedule, and Readings

Date	Topic/reading	To do: (start/schedule/due)
Week 1		
Th 8/26	<p>Introductions</p> <p>Expectations for the tutorial and the year</p>	<p>SCHEDULE: meeting with Dr. Jung (must be before end of the first week of September)</p> <p>SCHEDULE: Meeting with your thesis advisor</p> <p>TO DO: join slack workspace, add profile picture, post a summary of your proposed thesis</p> <p>TO DO: Join the class perusall.com page using course code: JUNG-W2LBR</p> <p>START: working on your bibliographic journal (see canvas assignment)</p>
Week 2		
T 8/31	<p>The Science in Political Science</p> <ul style="list-style-type: none"> ● King, Gary, Robert O. Keohane, and Sidney Verba. 1994. <i>Designing Social Inquiry</i>. Princeton, NJ: Princeton University Press. Chp. 1 ("The Science in Social Science"), pp. 3-12 ONLY [library-- online] ● Johnson, George. 1999. "It's a Fact: Faith and Theory Collide over Evolution." <i>New York Times</i> (15 August): <p>Recommended for further reading/viewing:</p> <ul style="list-style-type: none"> ● Strezhnev, Anton. 2012. "The Fundamental Uncertainty of Science." <i>Causal Loop</i>. ● Oliver, John. 2016. "Scientific Studies." <i>Last Week Tonight with John Oliver</i> (HBO) (note: includes some sexually explicit material) 	<p>DUE: Diagnostic exercise (canvas)</p>
Th 9/2	<p>Orientation to Bibliographic Resources</p> <ul style="list-style-type: none"> ● guest speaker: Dr. Chris Palazzolo, Head of Collections & Social Sciences Librarian, Woodruff Library ● Review: 	<p>DUE: Confirmation of Thesis Chair and summary of their expectations (approximately 1 single-spaced page) (Canvas)</p>

	<p>https://guides.libraries.emory.edu/main/pols_honors</p> <p>Reading:</p> <ul style="list-style-type: none"> • RvR, Chp. 17, pp. 529-537 ONLY • Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2003. <i>The Craft of Research</i>. Chicago: University of Chicago Press, pp. 3-5, 9-26 ONLY 	<p>SCHEDULE:</p> <p>Schedule meeting with Dr. Chris Palazzolo before 9/13 to discuss your research topic and relevant bibliographic sources. Email him (cpalazz@emory.edu) your Bibliographic Journal (2 pages max.) and list of references (with full citations) and a 1 page summary of your topic at least 24 hours ahead of your meeting. Please familiarize yourself with the library guide for Political Science</p> <p>Guide for Honors Students here in advance of the meeting!</p>
<p>Week 3</p>		
<p>T 9/7</p>	<p>What Makes a Good Research Question</p> <ul style="list-style-type: none"> • King, Keohane, and Verba 1994, Chp. 1 (“The Science in Social Science”), Section 1.2, pp. 12-28 ONLY • RvR, Chp. 2, pp. 49-52 ONLY • Mansbridge, Jane. 2014. “What is Political Science For?” <i>Perspectives on Politics</i> 12(1): 8-17. • Ziblatt, Daniel. 2009. “Shaping Democratic Practice and the Causes of Electoral Fraud: The Case of Nineteenth-Century Germany.” <i>American Political Science Review</i> 103(1): pp. 1-2(1st column) • Thachil, Tariq. 2014. “Elite Parties and Poor Voters: Theory and Evidence from India.” <i>American Political Science Review</i> 108(2): p. 454 ONLY • Doner, Richard F., Bryan K. Ritchie, and Dan Slater. 2005. “Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective.” <i>International Organizations</i> 59: pp. 327-329(end of 1st paragraph) ONLY • McEntire, Kyla Jo, Michele Leiby, and Matthew Krain. 2015. “Human Rights Organizations as Agents of Change: An Experimental Examination of Framing and Micromobilization.” <i>American Political Science Review</i> 109(3): 407-408 (“Introduction” section) 	<p>TO DO:</p> <p>Students should come prepared to discuss their own proposed research questions in light of the following questions: 1) What is “political” about your question? 2) Is this an empirical question (i.e. addressed through empirical observation/evidence), or is it a philosophical/ normative question (i.e. addressed through reference to values or preferences)? If empirical, is it a causal question or a descriptive one (or both)? 3) What “big-picture” theories, debates, questions or concepts does the question engage? 4) Why is your question worth investigating? How might it contribute to the existing scholarly literature? What might be the real-world, applied significance or implications of your question?</p>
<p>Th 9/9</p>	<p>The Literature Review</p> <ul style="list-style-type: none"> • RvR, Chp. 17, pp. 537-543 ONLY 	

	<ul style="list-style-type: none"> ● Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. 1982. "Experimental Demonstrations of the 'Not-So-Minimal' Consequences of Television News Programs." American Political Science Review 76(December): pp. 848-849 ONLY ● Thachil 2014, pp. 455-457(1st column) ONLY ● McEntire et al. 2015, p. 408 ONLY 	
Week 4		
T 9/14	<p>Theory and Political Science</p> <ul style="list-style-type: none"> ● (review) King, Keohane, and Verba 1994, Section 1.2.2 ("Improving Theory"), pp. 19-23 ONLY ● RvR, Chp. 2, pp. 25-30 ONLY ● Ziblatt 2009, pp. 2-3(1st column) ONLY ● Thachil 2014, pp. 457(1st column, last paragraph)-459(1st column) ONLY ● McEntire et al. 2015, pp. 409-412(1st column) ONLY 	<p>DUE (9/13): Individual meeting with Dr. Chris Palazzolo re: research topic/question; locating sources and developing a bibliography for your literature review</p> <p>DUE: to Dr. Palazzolo 24 hours before your meeting: a list of references they have already consulted/located, along with a one pager about their research topic.</p>
Th 9/16	<p>Building Blocks of Theory & Theory Testing: Models, Variables, Units of Analysis, and Hypotheses</p> <ul style="list-style-type: none"> ● RvR, Chp. 2, pp. 30-49 ONLY ● Johnson, Reynolds, and Mycoff 2016. Political Science Research Methods Chp. 4 ("The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables"), pp. 109-21 ONLY [Reserves] ● Ziblatt 2009, p. 3(1st two paragraphs of the "Research Design and Data" section) ONLY ● Thachil 2014, p. 459(1st paragraph of the "Testing a Division-of-Labor Argument" section) & pp. 468-69(1st paragraph of the "Specifying Causal Mechanisms..." section) ONLY ● McEntire et al. 2015, Table 1 (p. 413) 	<p>Due: Research question Due (canvas)</p>
Week 5		
T 9/21	<p>Discuss Outline of RQ, Lit Review, Theory (hypotheses) , updates on research progress</p>	
Th 9/23	<p>Descriptive Inference: Conceptualization and Measurement</p> <ul style="list-style-type: none"> ● RvR, Chp. 4 ● Ziblatt 2009, pp. 3-8 ONLY 	

	<ul style="list-style-type: none"> Karim, Sabrina, and Daniel Hill. 2018. "The Study of Gender and Women in Cross-National Political Science Research: Rethinking Concepts and Measurement." Working Paper and Appendix (sections 2 and 3) 	
Week 6		
T 9/28	<p>The Logic of Randomized Experiments</p> <ul style="list-style-type: none"> RvR, Chps. 11 and 14 Iyengar, Peters, and Kinder 1982, pp. 849-856 <p>Randomized Survey Experiments</p> <ul style="list-style-type: none"> McEntire et al. 2015, pp. 412(2nd column)-423 Kalla, Joshua L., and David E. Broockman. 2016. "Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment." American Journal of Political Science 60(3): 545-58. 	
Th 9/30	NO CLASS	
Week 7		
T 10/5	Midterm Presentations Day 1	
Th 10/7	Midterm Presentations Day 2	DUE: Outline of RQ, Lit Review, Theory (hypotheses) due on canvas
Week 8		
T 10/12	FALL BREAK	
Th 10/14	<p>Gathering Data 1</p> <p>guest speaker: Dr. Robert O'Reilly, Numeric Data Services Leader, Emory Center for Digital Scholarship</p> <p>Review: https://guides.libraries.emory.edu/main/EDC_POLS</p>	<p>TO DO: Students should come to class with an idea of what their key (independent and dependent) variables and unit(s) of analysis are.</p> <p>SCHEDULE:</p> <ul style="list-style-type: none"> You should schedule a meeting with with Dr. O'Reilly during this week to meet with him by 10/22. Email him at roreill@emory.edu with options for days/times that you would be available to meet. At the time you schedule your

		meeting, or at least 24 hours ahead of your meeting you should email Dr. O'Reilly a short summary of your thesis and your anticipated data needs, as well as your IV and DV.
Week 9		
T 10/19	Moving from Outline to Draft	
Th 10/21	<p>How have other people done this?</p> <ul style="list-style-type: none"> • Examples of past theses (located on canvas files) <p>Supplementary reading on Gathering Data: Searching for and accessing secondary sources of quantitative (and qualitative) data</p> <ul style="list-style-type: none"> • Johnson, Reynolds, and Mycoff 2016. Political Science Research Methods Chp. 8, pp. 244-48 ("Types of Data and Collection Techniques") ONLY [Reserves] • RvR, Chp. 6 • RvR, Chp. 3, pp. 65-66 ONLY • Waite, Matt. 2013. "Handling Data about Race and Ethnicity" Source: An OpenNews Project 	<p>Look through the example theses. Find two or more that match your general topic area, method, advised by your chair, and/or approach and come prepared to discuss how that thesis was structured overall, what the thesis did well, what could be improved, and how these examples inform how you are thinking about structuring your thesis.</p> <p>DUE: meet with Dr. O'Reilly by the end of this week</p>
Week 10		
T 10/26	<p>Causal Inference in Observational Studies</p> <ul style="list-style-type: none"> • RvR, Chps. 12 and 13 • Zibblatt 2009, pp. 7-13 ONLY <p>Recommended for a refresher:</p> <ul style="list-style-type: none"> • RvR, Chp. 10 • Thachil 2014, pp. 459-476 	
Th 10/28	<p>(Causal) Inference in Case Studies</p> <ul style="list-style-type: none"> • Zibblatt 2009, bottom of p. 12 and pp. 14-19 • Doner et al. 2005, pp. 346-356 • Gade, Emily "Social Isolation and Repertoires of Resistance" 	<p>DUE: Paper #1 Due (canvas) Revised Research Question, Lit Review,</p>

	<ul style="list-style-type: none"> (recommended!) Liu, Amy H., and Jacob I. Ricks. 2012. "Coalitions and Language Politics: Policy Shifts in Southeast Asia." <i>World Politics</i> 64(3): 476-506 	Theory, and Statement of Hypotheses
Week 11		
T 11/2	Research design and analysis workshop	DUE: Paper 1 draft peer editing
Th 11/4	Research design and analysis workshop	DUE: Paper 1 peer edits 2
Week 12		
11/9	<p>Natural and Quasi Experiments: Finding Exogeneity in the Real World</p> <ul style="list-style-type: none"> RvR, Chp. 15 <p>Read 2 of the following:</p> <ul style="list-style-type: none"> Enos, Ryan D. 2016. "What the Demolition of Public Housing Teaches Us about the Impact of Racial Threat on Political Behavior." <i>American Journal of Political Science</i> 60(1): 123-42. (natural experiment and diff-in-diff) Hopkins, Daniel J. 2011. "Translating into Votes: The Electoral Impacts of Spanish-Language Ballots." <i>American Journal of Political Science</i> 55(4): 813-829. (regression discontinuity) Ritter, Emily Hencken, and Courtenay R. Conrad. 2016. "Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression." <i>American Political Science Review</i> 110(1): 85-99. (instrumental variable) Weeraratne, Bilesha. 2016. "Protecting the Welfare of Children and its Causal Effect on Limiting Mother's Labour Migration." <i>International Migration</i> 54(5): 59-75. (diff-in-diff) <p>Other examples:</p> <ul style="list-style-type: none"> Hyde, Susan D. 2007. "The Observer Effect in International Politics: Evidence from a Natural Experiment." <i>World Politics</i> 60(1): 37-63. Lyall, Jason. 2009. "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya." <i>Journal of Conflict Resolution</i> 53(3): 331-362. 	
11/11	<p>Interviews and asking sensitive questions</p> <ul style="list-style-type: none"> Cohen, Dara Rape in Civil War, excerpts (canvas) 	

	<ul style="list-style-type: none"> ○ Table 1.2, pp 55-60, Chapter 3 ● Gade Appendix (on canvas) 	
Week 13		
11/16	<p>Survey experiments</p> <ul style="list-style-type: none"> ○ Volha Charnysh, Christopher Lucas, Prerna Singh “The Ties that Bind National Identity Salience and Pro-Social Behavior Toward the Ethnic Other” (canvas) <ul style="list-style-type: none"> ■ https://journals.sagepub.com/doi/10.1177/0010414014543103 ■ Replication materials: https://journals.sagepub.com/doi/suppl/10.1177/0010414014543103 ○ Huff and Kertzer How the Public defines terrorism AJPS (canvas) <ul style="list-style-type: none"> ■ Online appendix: https://onlinelibrary.wiley.com/action/downloadSupplement?doi=10.1111%2Fajps.12329&file=AJPSAppendix032817.pdf ■ Replication data: https://dataverse.harvard.edu/dataset.xhtml?persistentId=doi:10.7910/DVN/LD6NL8 ○ Blair on sensitive questions (canvas) <p>Optional:</p> <ul style="list-style-type: none"> ● (review) Johnson, Reynolds, and Mycoff 2016. Political Science Research Methods Chp. 8, pp. 244-48 (“Types of Data and Collection Techniques”) ONLY [Reserves] ● RvR, Chp. 7 ● RvR, Chp. 3, pp. 67-79 ONLY 	
11/18	<p>Natural and Quasi Experiments: Finding Exogeneity in the Real World</p> <ul style="list-style-type: none"> ● RvR, Chp. 15 <p>Read 2 of the following:</p> <ul style="list-style-type: none"> ● Enos, Ryan D. 2016. “What the Demolition of Public Housing Teaches Us about the Impact of Racial Threat on Political Behavior.” American Journal of Political Science 60(1): 123-42. (natural experiment and diff-in-diff) ● Hopkins, Daniel J. 2011. “Translating into Votes: The Electoral Impacts of Spanish-Language Ballots.” American Journal of Political Science 55(4): 813-829. 	

	<p>(regression discontinuity)</p> <ul style="list-style-type: none"> Ritter, Emily Hencken, and Courtenay R. Conrad. 2016. "Preventing and Responding to Dissent: The Observational Challenges of Explaining Strategic Repression." <i>American Political Science Review</i> 110(1): 85-99. (instrumental variable) Weeraratne, Bilesha. 2016. "Protecting the Welfare of Children and its Causal Effect on Limiting Mother's Labour Migration." <i>International Migration</i> 54(5): 59-75. (diff-in-diff) <p>Other examples:</p> <ul style="list-style-type: none"> Hyde, Susan D. 2007. "The Observer Effect in International Politics: Evidence from a Natural Experiment." <i>World Politics</i> 60(1): 37-63. Lyll, Jason. 2009. "Does Indiscriminate Violence Incite Insurgent Attacks? Evidence from Chechnya." <i>Journal of Conflict Resolution</i> 53(3): 331-362. 	
Week 14		
T 11/23	Qualtrics and MTurk workshop	DUE: Paper #2 (approx. 15-20 pages): Revised Research Question, Lit Review, Theory, and Statement of Hypotheses; PLUS Data and Methods (Research Design)
Th 11/25	Thanksgiving no class	
Week 15		
T 11/30	Workshops: Presentations/problems and Issues in the Research Process	DUE: 11/30 5pm Paper #2 peer editing on perusall
Th 12/2	Workshops: Presentations/problems and Issues in the Research Process	
Week 16		
T 12/7	Workshops: Presentations/problems and Issues in the Research Process	
FINALS PERIOD		
12/14		DUE: FINAL PAPER (canvas)

		Due: Plan for Spring (canvas) Due: Thesis committee composition
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NOTE for those students who will be analyzing quantitative data for their thesis:

Emory's Institute for Quantitative Theory and Methods offers an array of valuable resources for you. Year-round, they staff a Statistics Help Desk, which offers one-on-one assistance with data set-up and analysis by appointment or on a "walk-in" basis. The Help Desk's hours of operation are available at: <http://quantitative.emory.edu/resources/graduate/statshelp.html> . Please be aware that this service is available only to Emory graduate students and honors undergraduates working on their honors theses.

Policies

Academic Integrity

The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. For more information on the Emory College Honor Code, see:

<http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

Plagiarism is an Honor Code violation particularly relevant to this course. The Appendix of the Honor Code offers a very helpful guide on the proper use of sources in writing research papers. Further advice on how to avoid plagiarism and properly document one's sources is available on the course *Canvas* site (see *APSA Style Manual*; Babbie, "Avoiding Plagiarism," in *The Practice of Social Research*, 10th ed., pp. 488-89) and will be provided by the instructor as needed.

Office hours

Most students only attend office hours immediately before papers or exams are due or after grades are returned. These are the times when demand for meeting time is highest, and consequently at such times instructor availability may be limited. We are very happy to answer questions about exams or papers up until the due dates, where availability permits, but we strongly urge you to use office hours throughout the *rest* of the semester to discuss the course and your progress. Because this is an introductory survey of the field, we cover a broad range of material in a short time. As a result, there may be topics that you wish were covered in more detail. It is important to us that this course enriches your educational experience and fosters your curiosity and interest in the field. We hope that you will visit during office hours, or at other times by appointment, whenever you think discussion on an individual basis would be helpful. **Take responsibility for your learning and ask for individual attention when you need it.**

Writing Resources.

Tutors in the Emory Writing Center and the ESL Program are available to support Emory College students as they work on any type of writing assignment, at any stage of the composing process. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center and ESL tutors take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students who are non-native speakers of English are welcome to visit either the Writing Center tutors or the ESL tutors; native speakers may request Writing Center tutors. Learn more and make an appointment by visiting the websites of the [ESL Program](#) and the [Writing Center](#). Please review tutoring policies before your visit.

Accessibility Services

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must

contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Students must renew their accommodation letter every semester they attend classes. Contact the Office of Accessibility Services for more information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the OAS website at <http://equityandinclusion.emory.edu/access/students/index.html>

Teaching and learning during the pandemic

Some of you may need to be off campus for some portion of the semester. I want our classroom community to thrive no matter the classroom delivery method or your individual methods of participating in class. I cannot guarantee an identical experience for students who cannot be physically in the classroom or an experience that is identical to pre-pandemic semesters, but my goal is to treat all students equitably and to ensure grading is clear, consistent, and fair for all of you.

As always, communication is important. I commit to responding to emails within 48 hours of receipt, and my intention to respond faster than that most of the time. I will likely be slower on weekends. Likewise, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to treat you all equitably and do what I can to help you succeed in this course.

Classroom safety

Everybody must keep their face mask on at all times when they are indoors on campus, and this includes in our classroom. Your face mask must cover your nose, mouth, and chin, and should fit snugly. Due to the necessity of keeping your PPE on, eating and drinking is forbidden in the classroom. Please read this [Emory advice about quality and fit of mask](#). If you aren't complying with the masking requirement, I will have to ask you to leave the classroom to ensure my safety and the safety of your classmates. Keep in mind that some of your classmates may not be able to be vaccinated and/or are immunocompromised, so Emory's campus masking policy ensures everyone's safety without requiring anybody to disclose their personal situation.

Health considerations

At the very first sign of not feeling well, *stay at home* and reach out for a health consultation. Please consult the [campus FAQ](#) for how to get the health consultation. Recognize that Emory is using several layers of safety: the vaccine mandate, the indoor face mask requirement, and contact tracing.

Required Texts

[RvR] Remler, Dahlia K., and Gregg G. Van Ryzin. 2015. *Research Methods in Practice: Strategies for Description and Causation*, 2nd edition. Los Angeles, Sage Publications.

American Political Science Association. 2018. *Style Manual for Political Science*, Revised 2018 Edition. Available online at: www.apsanet.org/stylemanual.

The RvR textbook is available for purchase at the Emory Bookstore. All other readings are available via *eJournals*, the library's online *Reserves*, or other online sources as noted.

Please post on Slack as soon as possible if one of the readings is not available via the web. (If you find it or another useful resource on your own also please post that to Slack.)

Resources

[How to read Political Science](#)

[Library Resources for Honors POLS students](#)

[Data Resources for Honors POLS students](#)

Disclaimer

This syllabus is intended to be a guide for the semester. Depending on the class needs, and in response to the changing local and global environment, we may need to revise. All changes will be announced in class.