GOVERNMENT 281: CONCEPTS AND METHODS IN POLITICAL SCIENCE RESEARCH

Dr. Lindsay Mayka, Assistant Professor of Government
LRMayka@Colby.edu
Office Hours: M/W/F 12-1:15, or by appointment in Diamond 253
Course Website: web.colby.edu/GO281

This course introduces students to the "science" side of political science. Throughout the semester, you will be trained to think like social scientists. You will learn how to pose research questions about politics, how to gather evidence that will enable you to answer your research questions, and how to analyze this evidence to make valid causal arguments. Throughout the course, you will be charged with thinking critically and debating the strengths and weaknesses of various methodological approaches in the study of politics, learning how to apply these insights to your own research, and analyzing and critiquing the scholarship of political scientists.

The course is divided into five sections:
- In the first section, we will discuss the "truth-producing" value of social science inquiry and the questions that political scientists ask.
- The second section explores the logic of how we turn concepts of political science into concrete variables that we can define and measure in the real world.
- The third short section introduces that logic of hypotheses that we test through the social scientific method, and ways to avoid the trap of mixing up correlation with causality.
- In the fourth section, we will analyze large-n research designs: studies that examine patterns across many cases and draw on quantitative analysis. I assume that students do not have a background in statistics, and this course will keep the nitty-gritty of quantitative data analysis to a minimum. Instead, the focus is on teaching you the basic *logic* behind causal analysis that uses quantitative data. At the end of this section you will have developed a core competency to read, interpret, and critique quantitative studies assigned in Government courses. However, future coursework will be needed to undertake your own quantitative analyses.
- The fifth section examines small-n research designs: studies that examine causal relationships for a small number of cases, and which seek to trace out causal dynamics on a more micro level. We will discuss ways to design such studies, and approaches to qualitative data collection and generation.

One cannot learn research methods in a passive way. Truly understanding the concepts and techniques behind methodology requires *active* learning. To maximize our time in the classroom, this will be a "flipped" class. A flipped class is one in which students are first exposed to ideas and concepts via readings and recorded lectures prior to class, and then spend class time asking questions, discussing the concepts learned, and working through applications. In addition, throughout the semester, students will work in groups to develop a proposal for a major political science study.

Course Objectives
1. Deepen understanding of the social scientific method and causal inference. Students will learn to identify the causal claims of authors and to challenge their approaches and assumptions.
2. Develop the skills to understand quantitative analysis, including basic regression. This class will *not* provide the tools to do more in-depth data analysis, but enable you to understand how and why quantitative data is manipulated.
3. Learn to collect and synthesize existing literature to engage in theory building through your research.
4. Build critical thinking skills in understanding how to collect empirical evidence to support arguments and causal claims.
5. Gain the capacity to design and implement your own research project. The research proposal that you produce for this course will follow the same format that you would use to propose an independent study or honors thesis in the Government department. This experience will also give you the training needed to complete the 20-25 page research paper required for the Government major.

What to Expect from a Flipped Classroom
The purpose of flipping a class is to maximize the value of time spent in the classroom. The philosophy is that students will learn and retain the material better if they spend out-of-class time on the more passive modes of learning, such as reading and listening to lectures, and reserve time in the classroom for more active modes of learning, such as asking questions, discussing the course material, and developing your methodological skillset through applications.

Prior to each class, students will need to dedicate considerable time preparing. In a "traditional" methods course, you might spend time outside of class reading sections of a methods textbook; during class, the professor would lecture on the material that you had read. In our flipped course, you will have (relatively) fewer readings. Instead, I have recorded video lectures that spell out exactly what I want you to learn. For some class sessions, there will be additional readings from *Naked Statistics*, a popular media book that communicates the basic logic of quantitative analysis. For other classes, you will read political science articles that we will serve as fodder to discuss the implementation a particular methodological approach or tool. I often assign sections of a methods textbook as a recommended reading to complement the video lectures.

For a typical class, students will watch 2-4 short video lectures prior to class. Please try to complete the video lectures and quizzes by 9 pm the evening before class, to give me time to grade all the quizzes. **You must complete these videos and quizzes by 9 am.** This deadline enables me review everyone's progress and update the lesson plan accordingly, in case there are questions/areas that need clarification.

 The videos are uploaded using a program, Edpuzzle, that tracks each student's viewing. There are also ungraded quizzes embedded in the video lectures. I will use these quizzes to gauge students' understanding of the material, and discover areas that might need more clarification in class. It is imperative that you watch the videos closely, since they will be the main means of transmitting information in this course, and because your classmates and I will be counting on you to come to class prepared. A failure to watch the videos and complete the quizzes on time

will have a negative impact your grade; 7% of your final grade is based on completing the video lectures and quizzes on time.

Here are some tips about getting the most out of these pre-recorded lectures and quizzes:
- You *must* watch the videos prior to class. I will develop our lesson plan under the assumption that everyone has spent considerable time with the videos. These lessons won't work unless all students arrive to class prepared.
- While most of the videos are only about 5-10 minutes each, that doesn't mean that you should spend only that amount of time watching them. Take advantage of your ability to pause the video and to re-watch segments, particularly if you find a section confusing.
- Take notes while you are watching! Taking notes helps you process material. You should bring these notes to class so you can refer to them during our lesson.
- Write down any questions you have after watching the videos. You can bring questions to class, but ideally you will email me your questions by 9 am the day of class so I can incorporate them into our lesson plan.
- After each class session, review my feedback on the video lecture quizzes. I grade these quizzes prior to each class and typically write comments that explain when an answer was incorrect.
- In total, **you should spend approximately 1.5-2 hours preparing for each class**. Depending on the assignments for that day, you may spend most of your time on the video lectures. Other days will be split between video lectures and readings that we will discuss in class. Still other days, you will focus on readings and answering study questions that are posted on the course website.

Assessment
Students will have the following grade breakdown:

10%	Class engagement
7%	On-time completion of video lectures and quizzes
40%	Three exams
7%	Literature review
36%	Research proposal

Class engagement
Students are expected to be active participants in all classes. Students must be fully prepared at all times to discuss the readings and video lectures for that day, and for previous classes.

On the course website, I have provided study questions and key terms to help you prepare for each class. You are responsible for these questions/terms during class, and you should dedicate a portion of your preparation time to writing up brief responses to the questions. I will occasionally cold call on students to get the conversation moving along. **Please bring printed copies of all readings to class**, as well as your notes on the readings and video lectures.

At several points throughout the semester, we will dedicate class time to peer review on each other's research proposals. Peer reviewing not only benefits those who receive feedback, but also helps those students who provide feedback, who gain the opportunity to see various models

of research. To prepare for each in-class peer-review session, you should read the other group's piece, as well as write up suggestions about how to make it stronger. Bring two copies of your comments to class: one for me, and one for the group. Your active engagement during these peer review sessions will be part of your class engagement grade.

On-Time Completion of Video Lectures and Quizzes
To make this course work, it is essential that *everyone* completes the video lectures and quizzes on time. Doing so ensures that we all begin class from a similar starting point, enabling us to delve deeper in the material and to clarify areas of confusion. 7% of your course grade will come from your record in completing the video lectures and quizzes prior to class. To be clear, it's ok if you don't get the answers to the quizzes correct—but I am looking to see that you made a good-faith effort.

Exams
There will be three out-of-class exams, which are worth a total of 40% of your final grade. I will count your lowest exam as only 10% of your final course grade, while the other two exams will each count as 15% of your course grade.

Literature Review and Research Proposal
Each student will work in a group of 3-4 students to develop a 20-30 page proposal for a political science research study. Students will select a research question of their choosing and develop a literature review on that subject. After completing these initial steps, students will then turn their research question into a research *puzzle*, hypothesize about potential causal relationships, develop a research design that can test these hypotheses, and outline a strategy to collect quantitative and/or qualitative data. The research proposal will be completed in a scaffolded fashion, meaning that students will submit drafts of different sections throughout the semester.

Students are required to meet with the professor during office hours to discuss their proposed research question during the week of February 16. I expect that you also will come to speak with me periodically to brainstorm ideas and discuss any questions or challenges that you face.

The literature review will be worth 6% of the course grade and is designed to give you a launching point to develop the proposal. The final research proposal will be worth 36% of the course grade. For both of these assignments, the group will receive a collective grade, worth 2/3 of the total project grade. The remaining 1/3 of the research proposal grade will be assigned separately for each individual according to peer evaluations, self evaluations, and my own observations of group dynamics.

Just How Much Time Does this Course Require?
How much work do you need to dedicate outside of the class for these assignments? On average, students are expected to put in approximately 10-12 hours of work per week for a four-credit class, as per U.S. Department of Education guidelines. Since you will be spending 2.5 hours in the classroom, this means you should be working about 7.5-9.5 hours per week for this course outside of the classroom. If you find that you are spending more than 12 hours per week on the class, please see me to discuss strategies to prepare for class more efficiently.

Grading

If you put in time, effort, and a sense of curiosity, you will get a LOT out of this class, and your grade will reflect your hard work. As Colby students, I know that you are all smart. Your grade will reflect the work you put into the class. I have high standards, and I will give you the tools to help you learn core concepts and information, and to develop the skills needed to meet those high standards. The class is not curved, and nothing would make me happier than to have all students earn As in this class.

Grading Standards	
A	Exceptional work. Demonstrates superb understanding of the course material *and* outstanding critical thinking and analytic rigor. Goes beyond simply answering the prompt to craft a creative and insightful analysis. Communicates information in a clear, concise, and mechanically correct manner. *An A grade will only be given if work is exceptional.*
B	Good work. Demonstrates a strong grasp of course material and good analytic rigor, but with some errors (e.g. faulty assumptions in logic or some incorrect descriptions of an author's argument). May have some problems with structure or mechanics but overall easy to understand the main gist. Solid work, but not the most original or insightful analysis.
C	Mediocre work. Applies some course material and themes, but demonstrates considerable misunderstanding of material. Difficult to discern the student's argument and the logic supporting this argument. A number of serious problems with structure and mechanics.
D	Poor work. May attempt to apply some course materials and themes, but demonstrates very serious errors or misunderstanding of course material. The student doesn't appear to have any argument, and the assignment lacks structure entirely and has extensive problems with mechanics. Shows little effort.
F	Very poor work. Assignment is unrelated to course material and fails to address the prompt and guidelines. Reflects a lack of effort.

Grading Scale	
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	<60

Creating an Environment of Mutual Respect

This class is a partnership between me as your professor, and you as students. Together, we will build a supportive, respective, and productive environment to learn and to explore challenging questions about political science and research methods. Building this kind of environment requires mutual respect.

What do I expect from you? I expect students to arrive to class prepared to contribute, meaning that you have completed the readings and have written responses to the study questions. I also expect professional behavior in class. My benchmark is an important business or policy meeting. One arrives a few minutes early. One does not get up in the middle of a meeting and wander out for a bathroom break, a sip of water, or to text a friend. (Feel free to bring a beverage to class.) Repeated unprofessional behavior will be seen as a lack of engagement and will be reflected in your grade.

What can you expect from me? You can expect me to be tirelessly enthusiastic and to work hard for you, both in this semester and in future semesters when you need advising. I encourage all of you to stop by my office hours, even if you don't have a question and just would like to chat about the class, politics, or life after Colby. You can reach me best via email at LRMayka@colby.edu. I will respond to you within 24 hours during the week, and within 48 hours on the weekend.

Academic Misconduct
Honesty, integrity, and personal responsibility are cornerstones of a Colby education and provide the foundation for scholarly inquiry, intellectual discourse, and an open and welcoming campus community. These values are articulated in the Colby Affirmation and are central to this course. You are expected to demonstrate academic honesty in all aspects of this course. If you are clear about course expectations, give credit to those whose work you rely on, and submit your best work, you are highly unlikely to commit an act of academic dishonesty.

Academic dishonesty includes, but is not limited to: violating clearly stated rules for taking an exam or completing homework; plagiarism (including material from sources without a citation and quotation marks around any borrowed words—even if you include a citation); claiming another's work or a modification of another's work as one's own (including using a friend's paper from a previous semester as "inspiration" for the paper you will write); buying or attempting to buy papers or projects for a course; fabricating information or citations; knowingly assisting others in acts of academic dishonesty (including letting a friend check out your work for inspiration); misrepresentations to faculty within the context of a course (including being dishonest about physical ailments, emergency travel, or technological difficulties); and submitting the same work, including an essay that you wrote, in more than one course without the permission of the instructors.

Academic dishonesty is a serious offense against the college. Sanctions for academic dishonesty are assigned by an academic review board and may include failure on the assignment, failure in the course, or suspension or expulsion from the College.

For more on recognizing and avoiding plagiarism, see the library guide: libguides.colby.edu/avoidingplagiarism

Electronic Devices
Laptops may only be used by those with special learning needs that have consulted with me in advance. Cell phones should be silenced during class.

Religious Holidays
Colby College supports the religious practices of students, faculty, and staff. If an assignment date conflicts with a religious holiday that you celebrate/honor, please notify me well in advance of these days. For this class I ask that you notify me by e-mail at least 14 days in advance of the date in question.

Special Accommodations
If you need disability-related accommodations in this class, please inform me immediately.

Required Text
- Charles Wheelan. 2014. *Naked Statistics: Stripping the Dread from Data*. New York: W.W. Norton and Company.

All other readings can be found on the course website.

Class 1 – Wednesday, February 5: Course Introduction

PART I: ASKING GOOD POLITICAL SCIENCE QUESTIONS

Class 2 – Friday, February 7: Ontology, Epistemology, and Theory
- Video Lectures:
  - "Ontology, Epistemology, and Theory in Political Science"
  - "Features of Political Science Theories"
  - "Three Types of Questions in Political Science"
- Reading:
  - Lee Drutman. "Clouds, Clocks, and the Unexpected Rise of Donald Trump." *Vox*. February 23, 2016.
  - *Recommended:* Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd Edition. New York: Cambridge University Press. pp. 1-7.

Class 3 – Monday, February 10: Finding, Reading, and Synthesizing Sources
- Readings:
  - Paul Edwards. "How to Read a Book, v5.0." University of Michigan School of Information.
  - Raúl Pacheco-Vega. "Writing Synthetic Notes of Journal Articles and Book Chapters."
  - Raúl Pacheco-Vega. "Synthesizing Different Bodies of Work in Your Literature Review: The Conceptual Synthesis Dump (CSED) Technique."
  - *Recommended:* Raul Pacheco-Vega. "Writing an Annotated Bibliography."

Class 4 – Wednesday, February 12: Building a Literature Review
- Readings:
  - Jeffrey Knopf. 2006. "Doing a Literature Review." *PS: Political Science & Politics* January: 127-135.
  - Raúl Pacheco-Vega: "How to Undertake a Literature Review"
  - Vesla Weaver and Amy Lerman. 2010. "Political Consequences of the Carceral State." *American Political Science Review* 104(4): 817-833. Focus on pages 817-820.

Class 5 – Friday, February 14: Research Puzzles
- Video Lecture:
    - "Research Puzzles"
- Reading:
    - Jillian Schwedler. 2013. "Puzzle." *Qualitative & Multi-Method Research* Fall: 27-30.
    - Vesla Weaver and Amy Lerman. 2010. "Political Consequences of the Carceral State." *American Political Science Review* 104(4): 817-833. Focus on pages 817-820.
    - Review Research Puzzle section of Research Proposal guidelines and Research Puzzle rubric.

Sunday, February 16: Research Question due – 11:59 pm

PART II: CONCEPTUALIZING AND MEASURING VARIABLES

Class 6 – Monday, February 17: Concepts, Variables, and Measurement
- Video Lectures:
    - "Concepts and Conceptualization"
    - "Variables and Operationalization"
    - "Reliability, Validity, and Precision"
    - "Levels of Measurement"
- Reading:
    - Wheelan Chapter 3 (focus on pages 36-49)
    - *Recommended:* Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd edition. New York: Cambridge University Press. pp. 7-15.

Class 7 – Wednesday, February 19: Measurement and Quantitative Datasets
- Video Lectures:
    - "Sources of Quantitative Data"
- Readings:
    - Review library guide on quantitative datasets: http://libguides.colby.edu/c.php?g=30072&p=2901495
    - Spend an hour looking through the American National Election Survey website

Thursday, February 20: Anthony Jack talk, Page Commons—5:15 pm

Class 8 – Friday, February 21: Probability and Sampling
- Video Lectures:
    - "Comparing Populations and Samples"
    - "The Problem of Unrepresentative Samples"
- Readings:
    - Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd edition. New York: Cambridge University Press. pp. 129-133.
    - Wheelan Chapter 7, *recommended*: Chapters 5-6

Sunday, February 23: Annotated Bibliography and Literature Excel Sheet due – 11:59 pm

Class 9 – Monday, February 24: Descriptive Statistics
- Video Lectures:
    - "Statistics Intro: Mean, Median, and Mode"
    - "Range, Variance, and Standard Deviation: Measures of Spread"
    - "The Normal Distribution and the 68-95-99.7 Rule"
- Reading:
    - Wheelan Chapter 2

Class 10 – Wednesday, February 26: Confidence Intervals
- Video Lectures:
    - "Standard Error"
    - "Confidence Intervals"
    - *Recommended:* "Central Limit Theorem"
    - *Recommended:* "Standard Error of the Mean"
- Reading:
    - Wheelan Chapter 8, Chapter 10 (pages 169-178 only)
    - Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd edition. New York: Cambridge University Press. pp. 133-143.

Thursday, February 27: Exam 1 – 4-6 pm

Class 11 – Friday, February 28: No Class

PART III: HYPOTHESES AND CAUSAL RELATIONSHIPS

Class 12 – Monday, March 2: Hypotheses
- Video Lectures:
  - "Features of Good Hypotheses"
  - "Unit of Analysis"
  - "Antecedent and Intervening Variables"
- Readings:
  - Derek Thompson. "First Children Are Smarter—but Why?" *The Atlantic*. October 21, 2013.
  - Alec MacGinnis. "Who Turned My Blue State Red?" *ProPublica*. November 20, 2015.
  - Vesla Weaver and Amy Lerman. 2010. "Political Consequences of the Carceral State." *American Political Science Review* 104(4): 817-833. Focus on pages 817-823.
  - Review Hypotheses section of Research Proposal guidelines and Hypotheses rubric.

Class 13 – Wednesday, March 4: Four Criteria to Assess Causality
- Readings:
  - Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd edition. New York: Cambridge University Press. pp. 51-66.
  - Peter Whoriskey. "For Decades, the Government Steered Millions away from Whole Milk. Was That Wrong?" *The Washington Post*. October 6, 2015.
  - Maria Cramer. "Another Benefit to Going to Museums? You May Live Longer." *The New York Times*. December 22, 2019.

PART IV: LARGE-N RESEARCH DESIGNS

Class 14 – Friday, March 6: Cross-tabs and Correlation
- Video Lectures:
  - "Cross-tabs for Two Variables"
  - "Cross-Tabs: Controlling for a Third Variable"
  - "Correlation Coefficient"
- Reading:
  - Wheelan Chapter 4

Sunday, March 8: Literature Review due – 11:59 pm

Class 15 – Monday, March 9: Hypothesis Testing and Difference in Means
- Video Lectures:
    - "Hypothesis Testing: Overview"
    - "Type I and Type II Errors"
    - "Statistical Significance"
    - "Difference in Means Tests"
- Reading:
    - Wheelan Chapter 9
    - *Recommended:* Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd edition. New York: Cambridge University Press. pp. 145-150.

Class 16 – Wednesday, March 11: Bivariate Regression
- Video Lectures:
    - "The Bivariate Regression Equation"
    - "Confidence Intervals"
    - "The R-Squared Statistic"
- Reading:
    - Wheelan Chapter 11, *recommended:* Chapter 12.
    - *Recommended:* Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd edition. New York: Cambridge University Press. pp. 171-181.

Class 17 – Friday, March 13: Multivariate Regression 1
- Readings:
    - Vesla Weaver and Amy Lerman. 2010. "Political Consequences of the Carceral State." *American Political Science Review* 104(4): 817-833.
    - *Recommended:* Wheelan Chapter 12.
    - *Recommended:* Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd edition. New York: Cambridge University Press. pp. 197-213.
- Video Lectures:
    - "Multiple Regression"
    - "Interpreting Regression Tables"

Class 18 – Monday, March 16: Multivariate Regression 2
- Reading:
    - Lorrie Frasure-Yokley and Bryan Wilcox-Archuleta. 2019. "Geographic Identity and Attitudes toward Undocumented Immigrants." *Political Research Quarterly* 72(4): 944-959.
- **Puzzle due – 11:59 pm**

Class 19 – Wednesday, March 18: In-Class Peer Review: Puzzle

Thursday, March 19: Exam 2 – 4-6 pm

Class 20 – Friday, March 20: No Class

SPRING BREAK: MARCH 21-29!

Class 21 – Monday, March 30: Observational vs. Experimental Research Designs
- Reading:
    - Paul Kellstedt and Guy Whitten. 2013. *The Fundamentals of Political Science Research*, 2nd edition. New York: Cambridge University Press. pp. 69-90.
    - Aaron E. Carroll. "Workplace Wellness Programs Don't Work Well. Why Some Studies Show Otherwise." *The New York Times*. August 6, 2018.
    - Nina Teicholz. "The Government's Bad Diet Advice." *The New York Times*. February 20, 2015.
    - Additional popular media articles—TBD.
    - *Recommended:* Wheelan Chapter 13.
    - Review "Research Design" section of Research Proposal guidelines and Research Design rubric.

Class 22 – Wednesday, April 1: Experiments in Political Science
- Video Lectures:
    - "What Are Experiments?"
    - "Types of Experiments in Political Science"
    - "Internal Validity"
    - "Limited Realization of X"
    - "External Validity"

Class 23 – Friday, April 3: Natural Experiments
- Video Lecture:
    - "Natural Experiments"
- Readings:
    - Daniel Posner. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4): 529-545.
    - Jim Tankersley. "'Sesame Street' and its Surprisingly Powerful Effects on How Children Learn." *Washington Post*. June 7, 2015.

Class 24 – Monday, April 6: Quasi-Experiments
- Video Lectures:
    - "Quasi-Experiments"
    - "Interrupted Time-Series Designs"
- Reading:
    - Andrea Louise Campbell. 2003. "Participatory Reactions to Policy Threats: Senior Citizens and the Defense of Social Security and Medicare." *Political Behavior* 25(1): 29-49.

Class 25 – Wednesday, April 8: Comparing Large-N Research Designs
- Video Lecture:
  - "Comparing Experimental Research Designs"
- Reading:
  - Amanda Taub and Max Fisher. "Facebook Fueled Anti-Refugee Attacks in Germany, New Research Shows." *New York Times*. August 21, 2018.
- To prepare for class: with a partner, write a 1-page overview of a research design to explore the causal impact of Facebook usage on anti-refugee violence.
- **Revised Puzzle and Hypotheses due – 11:59 pm**

Class 26 – Friday, April 10: In-Class Peer Review: Puzzle and Hypotheses

PART V: SMALL-N RESEARCH DESIGNS

Class 27 – Monday, April 13: Case Studies and the Comparative Method
- Video Lectures:
  - "Cases"
  - "Types of Small-N Research"
  - "Comparing Large-N and Small-N Studies"
- Reading:
  - Julia Lynch. 2020. *Regimes of Inequality: The Political Economy of Health and Wealth*. New York: Cambridge University Press. Chapter 1.
- Future readings if you do case studies or case comparisons for a senior thesis:
  - John Gerring. 2007. *Case Study Research: Principles and Practices.* New York: Cambridge University Press.

Class 28 – Wednesday, April 15: Case Selection
- Reading:
  - John Gerring. 2008. "Case Selection for Case-Study Analysis: Qualitative and Quantitative Techniques." In *The Oxford Handbook of Political Methodology*, eds. Janet Box-Steffensmeier, Henry Brady, and David Collier. New York: Oxford University Press. pp. 647-650, 655-656, 668-677.
  - Review: Julia Lynch. 2020. *Regimes of Inequality: The Political Economy of Health and Wealth*. New York: Cambridge University Press. Chapter 1.

Class 29 – Friday, April 17: Process Tracing 1
- Readings:
  - Julia Lynch. 2020. *Regimes of Inequality: The Political Economy of Health and Wealth*. New York: Cambridge University Press. Chapter 4.
  - *Recommended:* Andrew Bennett and Jeffrey T. Checkel. 2013. "Process Tracing: From Philosophical Roots to Best Practices," in Andrew Bennett and Jeffrey T. Checkel, eds. *Process Tracing: From Metaphor to Analytic Tool*. New York: Cambridge University Press. pp. 3-37.
- Video Lecture:
  - "Sources of Qualitative Data"

Class 30 – Monday, April 20: Process Tracing 2
- Readings:
    - o Julia Lynch. 2020. *Regimes of Inequality: The Political Economy of Health and Wealth*. New York: Cambridge University Press. Chapter 4.
- **Research Design due – 11:59 pm**

Class 31 – Wednesday, April 22: In-Class Peer Review—Research Designs

Thursday, April 23: Exam #3 – 4-6 pm

Class 32 – Friday, April 24: No Class

Class 33 – Monday, April 27: Interviewing
- Video Lectures:
    - o "Interviewing"
- Readings:
    - o Sarah Elizabeth Parkinson. 2013. "Organizing Rebellion: Rethinking High-Risk Mobilization and Social Networks in War." *American Political Science Review* 107(3): 418-432.
    - o *Recommended:* Layna Mosley. 2013. "Introduction: 'Just Talk to People'? Interviews in Contemporary Political Science," in Layna Mosley, ed. *Interview Research in Political Science*. Ithaca: Cornell University Press. pp. 1-28.
    - o *Recommended:* Julia Lynch. 2013. "Aligning Sampling Strategies with Analytic Goals," in Layna Mosley, editor. *Interview Research in Political Science*. Ithaca: Cornell University Press. pp. 31-44.
- Future readings if you do interviews or focus groups for a senior thesis:
    - o Herbert Rubin and Irene Rubin. 2012. *Qualitative Interviewing. The Art of Hearing Data*, 3rd ed. Thousand Oaks, CA: Sage.
    - o Layna Mosley, editor. 2013. *Interview Research in Political Science*. Ithaca: Cornell University Press.
    - o Jennifer Cyr. 2019. *Focus Groups for the Social Science Researcher*. New York: Cambridge University Press.

Class 34 – Wednesday, April 29: Participant and Non-Participant Observation
- Readings:
    - o Diana Fu. 2017. "Disguised Collective Action in China." *Comparative Political Studies* 50(4): 499-527.
    - o Methods appendix for Fu 2017.

Thursday, April 30: Colby Liberal Arts Symposium
- Attend at least one government senior thesis presentation

Class 35 – Friday, May 1: No Class Due to CLAS

Class 36 – Monday, May 4: Documents as Data

- Readings:
  - Megan Ming Francis. 2019. "The Price of Civil Rights: Black Lives, White Funding, and Movement Capture." *Law & Society Review* 53(1): 275-309.

Class 37 – Wednesday, May 6: Course Overview
- **Draft of Full Proposal Due – 11:59 pm**

Class 38 – Friday, May 8: In-Class Peer Review: Full Proposal

Sunday, May 17: Final Research Proposal due – 11:59 pm