

POLITICAL RESEARCH GOALS AND STRATEGIES - PSCI 480

Fall 2020

Monday 3:00 - 5:20, LA 344

Draft Syllabus

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COURSE DESCRIPTION AND LEARNING OUTCOMES

Political Science addresses a wide range of questions and employs a variety of research methodologies, including many used in other social sciences. In this course, we explore the questions raised and methods used in the main subfields of political science: Comparative, Theory, International Relations, and American politics. Because the fundamental questions and methodological issues are common to the four subfields, and to social science more generally, we will begin by briefly examining basic issues in the philosophy of science, including the ways in which political science is and is not “scientific.” In the second part of the course, we will study how political scientists seek methodological rigor in their research, exploring the meaning and analysis of causation, the fundamentals of research design, the formation of concepts and hypotheses, common measurement problems, and case selection and sampling issues.

In the final part of the course, we examine the methodologies characteristic of work in the four main subfields of political science, such as ordinary language analysis in Theory; case studies and qualitative comparative analysis in Comparative; strategic-interaction modeling, in IR; and institutional analysis and survey research in American politics. The goals of the course are for you to understand the range of research approaches used to study political phenomena, learn how to critically evaluate the strengths and weaknesses of political research using these approaches, and to use these tools to develop a methodologically sound research design of your own.

READINGS

Most of the course readings are available on Moodle. The readings for each week are listed in the “Course Topics and Readings” section below. I may change some readings to reflect political events and the interests of students in the class, or if I find a better reading on a topic. The rest of the readings will be in the one required basic textbook for this course, *The Craft of Political Research, 10th edition* (2017) by W. Phillips Shively. The book is available from the UM Bookstore, and online. Be sure to get the 10th edition; previous editions don’t contain some important changes.

GRADES AND COURSE REQUIREMENTS

Each week there will be a set of readings broadly covering that week’s topic, often of divergent perspectives and levels. The assigned readings are varied, sometimes complex and theoretical, so you are expected to do all the readings and be prepared to discuss them each week. Being prepared will contribute to your understanding of the material and success in the course. Participation in class discussions will be 10% of the course grade.

... GRADES AND COURSE REQUIREMENTS (CONTINUED)

In selected weeks, students will write a 3-4 page (double-spaced) analysis of the week's readings. This analysis can be an overview comparing a single theme in several readings for that week, an intensive comparison of two or more of the readings, or an analysis of the week's readings that relates them to relevant readings from previous weeks. These weekly analyses are due by 1:00 pm the day class meets (Monday) to christopher.muste@umontana.edu. They will provide one source of topics for our class discussions. Papers turned in between 1:00-2:00 will receive half credit, and papers not turned in by 2:00 will receive no credit unless cleared with me via email by 10 am.

There are eleven weeks with possible reading analyses. All students must do reading analyses for the first two weeks, the readings for August 31 and September 14 (9/7 is Labor Day) in the "Course Topics & Readings" section of this syllabus. After September 14, undergraduate students will choose two more weeks in which to do reading analyses of the remaining nine weeks, selected largely by you based on your interests. Graduate students will choose four more weeks to do reading analyses. This will be a total of four reading analyses for undergrads, each worth 7.5% of the grade, for a total of 30%. For grad students, each of the six reading analyses will be worth 5% of the grade, also totaling 30%.

Note: At least half of your remaining Reading Analysis weeks must be done by October **21st (midterm).

As noted above, participating in class discussion is an important part of learning complex and unfamiliar material. Intelligent and frequent participation in class discussion is 10% of the overall course grade.

There will be a midterm exam at the end of the second section of the course, which will cover the readings and discussions up to that time. The midterm exam is worth 30% of the course grade.

The other requirement for this course is to prepare a research design for a research project you plan to carry out, based on your interests in political and social science. The research design must incorporate a research question, literature review, theory(ies), hypotheses, a comprehensive plan of the research process and the research strategies and methods that will be used to carry out the plan, and preliminary search for and possible analysis of some evidence or data. A draft plan describing the main components of your research design will be due in late October, and the first draft of your research design will be due in November. We will discuss the strengths and problems in the research design and potential solutions throughout the semester. The final version of the research design paper is due Monday, November 23rd of finals week, when we will meet to discuss all the projects. The research design is worth 30% of the course grade.

GRADES: Grades will be calculated according to the following percentages:

A = 93-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	below 60=F
A- = 90-92.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	
Participation in discussion		10%		
Reading Analyses		30%		
Midterm exam		30%		
Final paper		30% of course grade		

PSCI 400: Due to the extensive writing in this course, the course satisfies the PSC 400 Writing requirement for Poli Sci majors. If you want PSCI 400 credit for this course, please email me. You can sign up for 1 credit of PSCI 400 even if you have already taken PSCI 400 in another course.

ACADEMIC HONESTY AND PLAGIARISM:

All students must practice academic honesty. Academic misconduct is subject to academic penalties by the course instructor and/or a disciplinary sanction by the University. You must be familiar with the Student Conduct Code, online at <http://www.umt.edu/student-affairs/community-standards/default.php>

The University of Montana Student Conduct Code prohibits plagiarism, which is “representing another person’s words, ideas, data, or materials as one’s own” and other forms of academic misconduct. These are serious academic violations that can result in penalties up to suspension or expulsion from the University.

I take academic honesty very seriously, and do my utmost to prevent, uncover, and penalize any form of dishonesty. Read Section V, “Academic Conduct” on pp. 5-12 of the Student Conduct Code above.

Please contact me with any questions or concerns about academic honesty.

CLASS COURTESY:

In order to have a pleasant and effective learning environment in a class this size, and both on Zoom and in person, we need to observe a few basic courtesies. Please arrive in class on time; arriving late or leaving early disrupts the class. **Turn off all cell phones and all other electronic devices before class begins – except for using your computer in class to take notes. On Zoom, please mute your audio unless you are talking to the class, then please “unmute” yourself so we can hear you!** Please do not read any non-course material, eat during class, or use text messaging, web browsers, or similar communications. You may take class notes using a computer but do not use it for other purposes. If you have a question or comment about the material, please raise your hand instead of discussing it with your neighbor. **We all benefit when we remember we’re in the room together to learn.**

DROP POLICY AND INCOMPLETES:

You can drop on Cyberbear through September 9, and from September 10 to October 21 (5 pm) using a drop form signed by me and your advisor. From October 22 - November 18 (5 pm), you must go through the more difficult “late drop” petition process. I will sign late drop petitions until November 15, and after that only if necessitated by accident, illness, or family/personal emergency as stated on the Drop form here:

<http://www.umt.edu/registrar/PDF/Course-Drop-Form.pdf> Incompletes will only be permitted when all the conditions set forth in the official University policy are met – this policy and other official UM academic policies are at <https://catalog.umt.edu/academics/policies-procedures>

DSS STUDENTS:

Qualified students with disabilities will receive appropriate accommodations in this course. Students with disabilities requesting accommodations on exams, papers, notes or other course requirements should contact me, and must provide me with a copy of, your DSS letter of accommodations as soon as you can. The DSS office is in Lommasson Center 154, their website is <https://www.umt.edu/disability-services/> .

E-MAIL AND MOODLE:

Every UM student has an official UM e-mail account, and students registered for this course have a Moodle course account. I’ll use your official UM e-mail for important announcements, and course readings and grades will be on Moodle. Instructions for your UM e-mail and Moodle accounts are: <https://umt.teamdynamix.com/TDClient/Home/> Moodle and Cyberbear both send my e-mails to your official UM e-mail account, so you should check it frequently. If you use another e-mail account, go into CyberBear or go to IT Central to have your official UM e-mail forwarded to your preferred e-mail account, and check that account frequently.

GRADUATE STUDENTS - Graduate students taking this course must complete the “graduate increment” consisting of graduate-level readings for each course topic as specified by the instructor, six reading analyses (instead of the four for undergraduates), and complete a more extensive 20-25 page paper consisting of a research design with a well-defined research question, theory, hypothesis, literature review, plus some data collection and analysis, with the paper synthesizing the five components.

COURSE TOPICS AND READINGS

NOTE: “*GS” designates readings only required of Graduate Students

PART I: POLITICAL SCIENCE AS A SCIENCE?

August 24 Introduction - research methods and course requirements

August 31 Who’s Right? What’s Important? Is Social Science a Science? Analyzing Research Claims

Note: this first set of readings repays close attention and thought. They raise a number of important issues and questions, and are the basis for your first reading analysis short paper. We will analyze these articles intensively in class, so **bring a copy of these readings to class.**

Shively, W. Phillips. 2017. “Doing Research,” chapter 1 in *The Craft of Political Research, 10th ed.*, pp. 1-13.

Babbie, Earl. 1998. “Human Inquiry in Science,” chapter 1 in *The Basics of Social Research*, pp. 5-27.

Hoover, Kenneth and Todd Donovan. 2009. “Thinking Scientifically” Chapter 1, pp. 1-12 in *The Elements of Social Scientific Thinking, 9th ed.* Boston: Thomson Higher Education.

Siebel, Thomas M., and Seven A. Mange. 2009. “The Montana Meth Project: ‘Unselling’ a Dangerous Drug.” *Stanford Law and Policy Review* 20(2): 405-416.

Erceg-Hurn, David. 2009. “Statement of David Erceg-Hurn to Governor Schweitzer and the Montana Legislature Regarding Funding of Montana Meth Project in 2009 Budget.”

Skim: Gerring, John. 2001. “Preface” and “The Problem of Unity Amid Diversity” (chapter 1) in *Social Science Methodology: A Criterial Framework*, pp. xi - xx and 1-18.

***GS = for Grad Students:**

***GS** Paul Rabinow and William M. Sullivan, 1979. “The Interpretive Turn: Emergence of an Approach.” In *Interpretive Social Sciences: A Reader*, Rabinow and Sullivan, eds., pp. 1-21.

September 7 LABOR DAY - NO CLASS

September 14 Natural Science and Social Science: Causation, Interpretation, and Alternatives

Babbie, Earl. 1998. “The Nature of Causation.” Chapter 3 in *The Basics of Social Research*, pp. 52-67.

Hoover, Kenneth and Todd Donovan. 2009. “The Elements of Science.” Chapter 2, pp. 12-40 in *The Elements of Social Scientific Thinking, 9th ed.* Boston: Thomson Higher Education.

Almond, Gabriel, and Stephen Genco. 1977. “Clouds, Clocks, and the Study of Politics,” *World Politics* 29: 489-522.

Almond, Gabriel A. 1988. “Separate Tables: Schools and Sects in Political Science.” In *PS: Political Science & Politics*, 21: 828-842.

***GS SKIM** Taylor, Charles. 1971. “Interpretation and the Sciences of Man,” in *Interpretive Social Sciences: A Reader*, Paul Rabinow and William M. Sullivan, editors (1979), pp. 25-72.

PART II: METHODOLOGICAL COMPONENTS – PIECES OF THE PUZZLE

September 21 Natural Science and Social Science: Causation, Interpretation, and Alternatives

review Shively, W. Phillips. 2013. "Doing Research." Chapter 1 in *The Craft of Political Research, 9th ed.*, pp. 1-13.

Shively, W. Phillips. 2013. "Political Theories and Research Topics," chapter 2 in *The Craft of Political Research, 9th ed.*, pp. 14-32.

Hoover, Kenneth and Todd Donovan. 2009. "Strategies" and "Refinements." Chapter 3, pp. 41-60 and Chapter 4, pp. 61-81 in *The Elements of Social Scientific Thinking, 9th ed.* Boston: Thomson Higher Education.

Shapiro, Ian. 2004. "Problems, Methods, and Theories in the Study of Politics." Chapter 2 in *Problems and Methods in the Study of Politics*, pp. 19-41.

Johnson, Janet Buttolph, and Richard Joslyn. 2003. "The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables." Chapter 3 in *Political Science Research Methods, 3rd ed.*, pp. 44-79.

GS : Gerring, John. 2001. "Preface" and "The Problem of Unity Amid Diversity" Chapter 1 in *Social Science Methodology: A Criterial Framework*, pp. xi - xx and 1-18.

September 28 Developing Research Questions, Concepts, and Hypotheses

Review: Shapiro, Ian. 2004. "Problems, Methods, and Theories in the Study of Politics." Chapter 2 in *Problems and Methods in the Study of Politics*, pp. 19-41.

Review: Shively, W. Phillips. 2013. "Political Theories and Research Topics," chapter 2 in *The Craft of Political Research, 9th ed.*, pp. 14-32.

New: Shively, W. Phillips. 2013. "The Importance of Dimensional Thinking," chapter 3 in *The Craft of Political Research, 9th ed.*, pp. 33-41.

Review: Hoover & Donovan, "Strategies" and "Refinements"

Review: Johnson, Janet Buttolph, and Richard Joslyn. 2003. "The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables."

New: Gerring, John. 2001. "Concepts: General Criteria" (**read only pp. 35-48**) and "Propositions: General Criteria," (**read only pp. 89-104**) from chapters 3 and 5 in *Social Science Methodology: A Criterial Framework*.

New: Monroe, Alan D. 2000. "The Scientific Study of Research Questions" (esp. pp. 3-11) and "Building Blocks of the Research Process" (esp. pp. 17-22) from chapters 1 and 2 in *Essentials of Political Research*.

October 5 Problems in Measuring Political Phenomena: Reliability and Validity

review: Gerring, John. 2001. "Proposition: General Criteria," chapter 5 in *Social Science Methodology: A Criterial Framework*, pp. 89-103 only.

review: Hoover & Donovan, "The Elements of Science" pp. 16-29 only; "Strategies" pp. 46-56 only; and "Refinements" pp. 77-80 only.

New Readings:

Shively, W. Phillips. 2013. "Problems of Measurement: Accuracy" and "Problems of Measurement: Precision." Chapters 4 and 5 in *The Craft of Political Research, 9th ed.*, pp. 42-72.

Hoover, Kenneth and Todd Donovan. 2009. "Measuring Variables and Relationships." Chapter 5, pp. 84-97 in *The Elements of Social Scientific Thinking, 9th ed.* Boston: Thomson Higher Education.

October 5 continued on next page...

October 5 (continued) Problems in Measuring Political Phenomena: Reliability and Validity

More New Readings:

Malcolm Gladwell, "Examined Life: What Stanley Kaplan Taught us about the SAT," *The New Yorker*, December 17, 2001.

Paxton, Pamela. 2000. "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization." *Studies in Comparative International Development* 35(3), pp. 92-111.

Supplemental Readings:

If you're confused at this point about theories, concepts, and hypotheses, this should be helpful (if long):

Johnson, Janet Buttolph, and Richard Joslyn. 2003. "The Building Blocks of Social Scientific Research: Hypotheses, Concepts, and Variables." Chapter 3 in *Political Science Research Methods, 3rd ed.*, pp. 44-79.

* **GS: for Grad Students only, optional:** Adcock, Robert; and David Collier. 2001. "Measurement Validity: a Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95(3), pp.529-546.

October 12 Sampling in Quantitative and Qualitative Research

These two are general readings about case selection and sampling

Shively, W. Phillips. 2013. "Selection of Observations for Study." Chapter 7 in *The Craft of Political Research, 9th ed.*, pp. 96-110.

Neuman, W. Lawrence. 2007. "Qualitative and Quantitative Sampling." Chapter 6 in *Basics of Social Research, 2nd ed.*, pp. 140-165.

Gerring, John. 2001. "Methods." Chapter 9 in *Social Science Methodology: A Criterial Framework*, pp. 200-229.

These readings apply the ideas about good case selection and sampling to political research.

Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2, pp. 131-150.

Squire, Peverill. 1988. "Why the 1936 Literary Digest Poll Failed." *Public Opinion Quarterly*, 52: 125-133.

* **GS:** Collier, David, James Mahoney, and Jason Seawright. 2004. "Claiming Too Much: Warnings About Selection Bias." Chapter 6 in *Rethinking Social Inquiry*, Brady and Collier, eds., pp. 85-102.

October 19 MIDTERM EXAM - TENTATIVE DATE

**Plus - Library & Archival Research, and Data Collection & Analysis: Part I
Workshop and Readings TBD**

**October 26 Library & Archival Research, Data Collection II; and Research Design,
Analysis and Writing in Political Science**

*** Draft Research Design Proposals are due at 1:00 pm**

- Becker, Howard S. 1986. "Terrorized by the Literature." Chapter 8 in *Writing for Social Scientists*, pp. 135-149.
- Neuman, W. Lawrence. 2007. "Reviewing the Scholarly Literature and Planning a Study." Chapter 4 in *Basics of Social Research, 2nd ed.*, pp. 68-84 only.
- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. "From Questions to Sources" and "Using Sources." Chapters 5 and 6 in *The Craft of Research*, pp. 64-81.
- Stern, Paul C. and Linda Kalof. 1996. "Methods of Gathering Scientific Evidence." Chapter 2 in *Evaluating Social Science Research, 2nd ed.*, pp. 22-42, skim 43-63.
- UM Library Website: Under "Research Tools" read first four links starting with "Library Catalog." Under "Subject Guides" read "Popular or Scholarly?" "Successful Researching and Writing" (the first six topics therein), "Techniques for Refining and Focusing Searches," and "Evaluating Web Pages" (under "Internet").
- GS: Skim:** Johnson, Janet Buttolph, and Richard Joslyn. 2003. "Conducting a Literature Review." Chapter 6 in *Political Science Research Methods, 3rd ed.*, pp. 153-169.

Research design, analysis, writing:

- Gerring, John. 2001. "Research Design: General Criteria," "Methods" (review) and "Strategies of Research Design." Chapters 8-10 in *Social Science Methodology: A Criterial Framework*, pp. 155-243.
- Shively, W. Phillips. 2013. "Causal Thinking and Design of Research." Chapter 6 in *The Craft of Political Research, 9th ed.*, pp. 73-95.
- Becker, Howard S. 1986. "Freshman English for Graduate Students." Chapter 1 in *Writing for Social Scientists*, pp. 1-25.
- Neuman, W. Lawrence. 2007. "Reviewing the Scholarly Literature and Planning a Study." Chapter 4 in *Basics of Social Research, 2nd ed.*, pp. 84-107 only.
- UM Library Website: Under "Research Tools" click on "Subject Guides" (in the left margin) and read "Successful Researching and Writing."

November 2 Research Design Proposal Discussion

*** Final Research Design Proposals are due at 1:00 pm (not papers, just the proposals)**

We will have a roundtable discussion of the Research Design Proposals, to refine and focus the proposals. Readings will be assigned based on common issues and approaches in students' proposals.

November 2 READINGS: NEXT PAGE

PART III: SUBFIELD RESEARCH EXAMPLES

November 2 American Politics: Quantitative Analysis, Survey Research & Other Methods

- Katznelson, Ira, and Helen V. Milner. 2002. "American Political Science: The Discipline's State & the State of the Discipline" Chapter 1 in *Political Science: The State of the Discipline III*, pp. 1-26. *This reviews current political science as practiced in the U.S. today.*
- Rothstein, Bo. 1996. "Institutions: An Overview." Chapter 4 in Goodin and Klingemann (eds.), *A New Handbook of Political Science*, pp. 133-166.
- Carmines, Edward G., and Robert Huckfeldt. 1996. "Political Behavior: An Overview." Chapter 8 in Goodin and Klingemann (eds.), *A New Handbook of Political Science*, pp. 223-254.

Read two of the following articles; your selection should be guided by your substantive and methodological interests.

- Sullivan, John L., James E. Piereson, and George E. Marcus. 1978. "Ideological Constraint in the Mass Public: A Methodological Critique and Some New Findings." *American Journal of Political Science* 22: 233-249. *This article combines large-sample opinion surveys with experimentation.*
- Fenno, Richard F., Jr. 1977. "U.S. House Members in Their Constituencies: An Exploration." *American Political Science Review* 71: 883-917. *This is an example of participant-observation.*
- Kingdon, John W. 1977. "Models of Legislative Voting." *Journal of Politics* 39: 563-595. *This is an analysis of competing models of Congressional voting and methods used to evaluate the models.* [supplemental: Shepsle and Weingast on "Positive Theories of Legislative Institutions" in *Legislative Studies Quarterly* 1994.]
- Norrander, Barbara. 1989. "Explaining Cross-State Variation in Independent Identification." *American Journal of Political Science* 33: 516-536. *This is an example of aggregate data analysis, combining individual-level opinion data with state-level measures.*
- Hochschild, Jennifer. 1981. "Why There is No Socialism in the United States" (part) and "Alternative Patterns of Belief, (part) in *What's Fair? American Beliefs About Distributive Justice*, pp. 17-26 and 228-237. *This is an example of in-depth, small-N research using in-person interviews.*
- Gilens, Martin. "The News Media and the Racialization of Poverty." Chapter 5 in *Why Americans Hate Welfare*, pp. 102-132. *This is a content analysis of news media.*
- Schafer, Mark and Stephen G. Walker. 2002. "U.S. Presidents as Conflict Managers: The Operational Codes of George Bush and Bill Clinton." Chapter 4 in *Political Leadership for the New Century: Lessons from the Study of Personality and Behavior among American Leaders*, Feldman and Valenty, eds., pp. 51-63. *This is a content analysis of leaders' speech patterns and their impact on foreign policy decisions.* NOTE: available only online as an "E-book" through the Mansfield Library catalog.

November 9

Comparative Politics: Case Studies, Least-similar/Most-similar, QCA, Single State Studies, and More

review Gerring, John. 2001. "Methods." Chapter 9 in *Social Science Methodology: A Criterial Framework*, pp. 200-229.

Collier, David M. 1993. "Comparative Politics." Chapter 5 in *Political Science: The State of the Discipline II*, ed. Ada W. Finifter, pp. 105-119.

Laitin, David D. 2002. "Comparative Politics: The State of the Subdiscipline." Chapter 23 in Katznelson and Milner (eds.) *Political Science: The State of the Discipline III*, pp. 630-659.

Read two of the following seven articles; your selection should be guided by your substantive and methodological interests.

Dreze, Jean and Amartya Sen. 1989. "China and India." In Dreze and Sen, *Hunger and Public Action*. *This is an example of a small-N comparison examining the factors involved in the development of two countries - is it a most-different or most-similar design?*

Skocpol, Theda. 1979. "Explaining Social Revolutions: Alternatives to Existing Theories" and "Causes of Social Revolutions in France, Russia and China." Chapter 1 in *States and Social Revolutions*, pp. 3-43. *Classic small-n study, selecting for the same value on the dependent variable.*

Goldthorpe, John H., David Lockwood, Frank Bechhofer, and Jennifer Platt. 1967. "The Affluent Worker and the Thesis of Embourgeoisement: Some Preliminary Research Findings." *Sociology* 1: 11-31. *An example of a single-case, crucial-case study.*

Steinmo, Sven. 1989. "Political Institutions and Tax Policy in the United States, Sweden, and Britain." *World Politics* 41: 500-535. *Another small-N comparison - is it a most-different or most-similar design? Compare this to...*

Steinmo, Sven and Caroline J. Tolbert. 1998. "Do Institutions Really Matter?: Taxation in Industrialized Democracies." *Comparative Political Studies* 31:2 (April) 165-87. *Steinmo here increases the number of cases, providing an interesting comparison to his 1989 article, above.*

Hicks, Alexander, Toya Misra, Tang Hah Ng. 1995. "The Programmatic Emergence of the Social Security State." *American Sociological Review* 60: 329-49. *A Qualitative Comparative Analysis (QCA), the Boolean comparative technique pioneered by Charles Ragin.*

Wantchekon, Leonard. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55: 399-422. *An interesting experiment done in a single country. Another good example is Humphreys, Masters, and Sandbu 2006 World Politics article comparing leadership in Sao Tome and Principe.*

November 16: International Relations: Variety in Methods of Analysis

Goldman, Kjell. 1996. "International Relations: An Overview." Chapter 16 in Goodin and Klingemann (eds.), *A New Handbook of Political Science*, pp. 401-427.

Read three of the following articles; your selection should be guided by your substantive and methodological interests.

review Schafer, Mark and Stephen G. Walker. 2002. "U.S. Presidents as Conflict Managers: The Operational Codes of George Bush and Bill Clinton." Chapter 4 in *Political Leadership for the New Century: Lessons from the Study of Personality and Behavior Among American Leaders*, Feldman and Valenty, eds., pp. 51-63. *This is a content analysis of leaders' speech patterns and their impact on foreign policy decisions.* NOTE: available only online as an "E-book" through the Mansfield Library catalog.

Janis, Irving. 1982. "Introduction: Why So Many Miscalculations?" "A Perfect Failure: The Bay of Pigs" and "Generalizations: Who Succumbs, When, and Why." Chapter 1,2, and 10 in *Groupthink*, 2nd ed., pp. 1-47, 242-259. *A classic application of case study methods and psychological theory to small-group decision making.*

Holsti, Ole R. 2001. "Politicization of the United States Military: Crisis or Tempest in a Teapot?" 57 *International Journal* 57: 1-18. *Holsti uses data from surveys of civilian and military leaders as well as the public to explore the potential for division among these groups.*

Axelrod, Robert. 1984. "The Problem of Cooperation" and "The Live-and-Let-Live System in Trench Warfare in World War I." Chapters 1 and 4, pp. 3-19, 73-87 in *The Evolution of Cooperation*. *A classic exploration of game theory, a type of formal model, applied to conflict and war.*

Robert Powell. 1991. "Absolute and Relative Gains in International Relations Theory." *American Political Science Review* 85: 1303-1320. *A more specific and applied example of game theory in International Relations than the Axelrod reading.*

Mueller, John. 1988. "The Essential Irrelevance of Nuclear Weapons: Stability in the Postwar World." *International Security* 13: 55-79. *This article and the Jervis response to it below (read together with the Jervis) both use a mix of methods, including counter-factual, in arguing the effects of nuclear weapons.*

Jervis, Robert. 1988. "The Political Effects of Nuclear Weapons: A Comment." *International Security* 13: 80-90. *Jervis' response to Mueller - read this in tandem with the Mueller.*

November 16 **Political Theory: Analytic and Normative, Explanation and Interpretation
Research Design Troubleshooting and Refining – Class Discussion**

review Shively, W. Phillips. 2013. “The Importance of Dimensional Thinking.” Chapter 3 in *The Craft of Political Research*, 9th ed., pp. 33-41.

Young, Iris Marion. 1996. “Political Theory: An Overview.” Chapter 20 in *A New handbook of Political Science*,” ed. Robert E. Goodin and Hans-Dieter Klingemann, pp. 479-502.

This is a clear overview of recent developments in political theory, organized in terms of the topics that political theorists are investigating

Sabia, Daniel R. 1984. “Political Education and the History of Political Thought.” *American Political Science Review* 78: 985-999.

A strong view that categorizes the various ways that political theory has been studied, and how students can use the categories to understand theory better.

Shapiro, Ian. 2003. “The State of Democratic Theory.” Chapter 2 in Katznelson and Milner (eds), *Political Science: The State of the Discipline*, pp. 235-265

Focuses specifically on democracy and its role in theory.

Pitkin, Hanna Fenichel. 1969. “The Concept of Representation.” Chapter 1 in *Representation*, pp. 1-24.

An excerpt from one of the most widely cited and respected books on political theory from the last 50 years, analyzes the idea of representation, using a method called “ordinary language analysis.”

Rawls, John. 1971. “Justice as Fairness.” Chapter 1 in *A Theory of Justice*, pp. 3-53.

An introduction to another influential book, this one an attempt to see if it’s possible to develop an idea of justice that people with different interests and from different cultures would agree on.

Optional Readings:

Hacker, Andrew. 1954. “Capital and Caruncles: The ‘Great Books’ Reappraised.” *American Political Science Review* , 48: 775-786. *A short, highly opinionated and readable analysis of the uses and many misuses of analyzing political theory historically.*

MONDAY, NOVEMBER 23 **FINAL RESEARCH DESIGN PAPERS DUE IN CLASS**

Summary Discussion of Final Research Designs & Methods

We will take this last class during finals week to discuss the research designs, identify their strengths and options for potential modifications, improvements, and extensions.