
UNIVERSITY OF TEXAS AT EL PASO
POLS 3600 CEL: Research in Political Science
Fall 2022

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Office Hours: TR 9-10am (by appointment)

Course Registration Number: 17027
Classroom: LART 403
Date/Time: TR 10:30am-12:20pm

COURSE OVERVIEW

The primary goal of this *POLS 3600 CEL** course is to introduce you to the scientific study of politics. Throughout this course, we will cover various topics including developing research questions, theories and hypotheses, evaluating causal relationships, designing research, operationalization and measurement of variables, analyzing data, and making statistical inferences. Therein, you will learn how to apply the scientific method for studying political phenomena by conducting your own empirical research and also be able to incorporate your contributions into a broader perspective vis-à-vis a presentation project developed with your peers. Please note that course assignments and assessments are developed in line with UTEP's "Edge Advantages" goals such that significant portions of the class deal with community engagement activities, namely through nonpartisan voter awareness and registration opportunities. This will be achieved through both face-to-face and remote social media efforts given the ongoing health and security circumstances amid the COVID-19 pandemic.** I look forward to working with you during the course of the semester and encourage you to be active in our classroom activities and discussions.

***NOTE 1:** The "CEL" designation for this course stands for the "Community Engagement & Leadership" Program in the College of Liberal Arts (full details to be provided at the start of the course). The purpose of this CEL course is to strengthen students' understanding of their role in society as engaged citizens and to build knowledge and competencies to empower students to be socially responsible and active community leaders. Accordingly, course assignments and assessments fall in line with the CEL Program mission in Liberal Arts, as well as within the broader framework and mission of UTEP's "Edge Advantages" goals.

****NOTE 2:** Given the possible restrictions and limitations to in-person interaction and planned community engagement activities amid the ongoing circumstances surrounding the COVID-19 pandemic, outreach efforts may also be employed remotely through social media for this course in addition to (or instead of) by direct face-to-face activities (the safety and health of students is first and foremost!). Please also read the section further below entitled "COVID-19 Precautions and Accommodations" for more general advice and guidance to follow during the pandemic.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Learning outcomes relevant to Social and Behavior Sciences (SBS) and in line with UTEP's CEL and Edge Missions - Students can expect to learn the following by the end of this course:

- To define, understand, and apply basic concepts, principles, and practices regarding the scientific study of politics (Targeted Edge Advantages: Critical thinking, Problem solving)
- To develop research questions and hypotheses, identify and apply relevant theoretical frameworks, and formulate strategies for systematic research (Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence)
- To recognize and apply basic analytical methods and approaches that political scientists use for the systematic study of political phenomena (Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence, Global Awareness, Social responsibility)
- To draw valid inferences from statistical analyses by using the scientific method (Targeted Edge Advantages: Communication, Critical thinking, Problem solving)
- To develop ideas about the role that citizens play in national politics through various means of skill-building in political participation, including in-person and/or online social media communication, interpersonal teamwork, and change-making skills, which lend themselves broadly to leadership in community engagement (Targeted Edge Advantages: Global awareness, Social Responsibility, Change-Making Skills, Initiative and Responsibility)
- To understand and apply the basics of academic writing commonly employed in the political science literature (Targeted Edge Advantages: Communication, Confidence, Social responsibility)

OBJECTIVES FOR PROFESSIONALISM

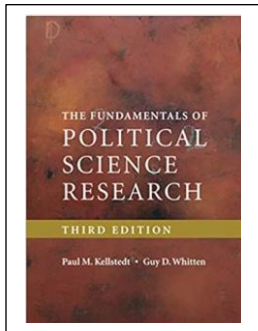
As a member of this classroom it is vital that you to adhere to the following principles of professionalism:

- interpret the consequences of one's own actions (unprofessional conduct will be dealt with swiftly through the university)
- have responsible civic engagement—that is,
 - respect different points of view and different cultures
 - work effectively as a member of the classroom
 - articulate the value to society and the workplace of a diverse and global perspective

As such, it is essential that the utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics. Avoid any unnecessary arguments with other class members, such as targeted polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views.

No inappropriate behavior will be tolerated. Unprofessional conduct will be dealt with swiftly through the university and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

REQUIRED COURSE TEXT



Paul M. Kellstedt and Guy D. Whitten. 2018. *The Fundamentals of Political Science Research (Third Edition)*. New York: Cambridge University Press.
(ISBN: 978-1316642672)

This book is available at online bookstores and suppliers in hardback, paperback, and online formats for purchase or rent.

ADDITIONAL READINGS

Apart from the required book, I will also assign several additional book chapters and journal articles as listed in the course schedule section of this syllabus. All these items are available on Blackboard in the “Additional Readings” folder.

GRADING POLICY

Your final grade in this class will be based on the following requirements:

Course Requirement	Due	Weight
Class Attendance & Participation	All Meetings	10 percent
Homework Assignments	Various dates	15 percent (in total)
CEL Project	12/1	20 percent
Class Individual Paper Project	12/1	15 percent
Midterm Exam	10/13	20 percent
Final Exam	TBD	20 percent
Total		100

All grades (including the final grade) are based on the following distribution of points:

Points	Letter
≥ 89.50	A
79.50-89.49	B
69.50-79.49	C
59.50-69.49	D
≤ 59.49	F

I do not change grades or give individual-specific extra-credit opportunities to be fair to everyone. If you are concerned about your grade, please come and see me during my office hours. This is particularly important if your grade on the first exam is not what you expected. I will not change the grade, but I can give you feedback and suggestions on how to improve your performance in the class.

CLASS PARTICIPATION

I expect everyone to attend class on the scheduled dates and times. Keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions. To do so, you should complete the assigned readings before each class meeting. Exams will cover material from the readings and the lectures, so doing just one or the other will leave you at a disadvantage.

You will be asked to sign an attendance sheet at each class meeting and it is your responsibility to make sure to sign-in. In-class attendance and participation will count for 10% of the final grade such that one must attend and participate in class to earn an A. Only those students who attend class regularly and actively participate in class discussions will receive full credit (100) for their class participation grade. *After three unexcused absences, I will begin to deduct 10 points from your participation grade for each absence thereafter. If you arrive late and request to sign-in at the end of the class meeting, I will deduct 5 points from your participation grade for each incident of tardiness after two late arrivals. The same policy will apply to incidents of leaving class early (Note that if you leave the class early, the time of your departure will be recorded).* The class participation portion of the grade is non-negotiable and left solely to the discretion of the instructor.

CEL PROJECT (BLACKBOARD GETTING STARTED TIPS)

When you log into our Blackboard course page, you will see a section folder with the full instructions and forms to help you get started on and complete your CEL Voter Awareness & Registration Community Engagement Project (20 hours of service worth 20% of the grade).*

*These activities will be done in partnership with UTEP's Center for Community Engagement (CCE) and the El Paso County Elections Department.

*As mentioned above, given the restrictions and limitations to face-to-face interaction and planned community engagement activities amid the ongoing circumstances surrounding the COVID-19 pandemic emergency, outreach efforts may be employed remotely through social media for this course rather than solely by direct face-to-face activities (the safety and health of students is first and foremost!).

For this, you will need to follow a few key step-by-step instructions to get started and complete the work (see the full folder on Blackboard for the more detailed steps and downloadable forms):

1. Fill out and submit to me (a) the student contract form and (b) the UTEP release form (send both to me BEFORE starting any activity). I can submit these to the UTEP Center for Community Engagement office on your behalf.
2. For the portion of your activities related to voter registration, here is a link where people can check their status and download an online application to mail in their voter registration: <https://www.votetexas.gov/register-to-vote/where-to-get-an-application-2.html> (this link will be especially helpful given the current COVID-19 social distancing guidelines and other limitations/restrictions that highly limit or do not allow for in-person activities). Accordingly, you may share these forms online with interested people so they may fill them out and submit them on their own (Please note: do NOT fill the forms out yourself unless you are trained and deputized to do so, which then requires that you submit the forms on their behalf by a certain

deadline. This should not apply or be of concern given our avoidance of face-to-face interactions amid the pandemic. However, if you have questions about this or alternative options you would like to be considered for credit, please contact the professor). Unless you are already willingly trained, deputized, and ready to do the actual paperwork/submissions yourself, I strongly suggest you take the more cautious route of directing people to registration forms and letting people know that they can easily fill out and submit the forms themselves to the elections office.

Note 1: For those of you who are local to El Paso, here are two additional helpful links – one to general voter registration information provided by the El Paso County Elections Office and a second link to the printable official Voter Registration Application for El Paso residents:

https://epcountyvotes.com/voter_information/voter_registration

<https://el-paso-county->

[elections.s3.amazonaws.com/documents/files/000/000/800/original/EL_Paso_2016_VR17.pdf?1462227051](https://el-paso-county-elections.s3.amazonaws.com/documents/files/000/000/800/original/EL_Paso_2016_VR17.pdf?1462227051)

Note 2: If you are from outside of the El Paso/Paso Del Norte region, feel free to contact me if you have difficulty finding the same type of information and application forms for your location – I will be glad to help you!

3. Read through the UTEP Volunteer Tip Sheet (Reminders for conducting your activity, no submission required for this).

4. Once you have completed each of your activities, fill out (a) the student time sheet (Note: For voter awareness and registration activities, please make sure to keep track of the number of hours you served, the number of people you came in contact with, and the number of individuals you helped get registered to vote [you can include it right next to your number of hours] so I can keep records for UTEP, thank you!) and (b) reflection sheets, and then send them to me via email scan. Once I record your activities for the course, I will also report the data to the UTEP Center for Community Engagement. We will have a final due date towards the end of the semester when all forms and documentation must be submitted in order to officially get credit for your work.

[Targeted Edge Advantages: Communication, Leadership, Global awareness, Social Responsibility, Change-Making Skills, Initiative and Responsibility]

INDIVIDUAL RESEARCH PROJECT

The purpose of this course is to introduce you to the scientific study of politics. An important part of this goal is to help you develop the analytical skills necessary to grasp the dynamics of systematically studying political phenomena by writing an empirical research paper on a topic of your choosing as an individual, and a presentation as a group. Throughout the semester, we will discuss the expectations for the research paper (and presentation) in greater detail. Below are the major guidelines:

- The paper should be double-spaced; 5-6 pages long (not counting the cover page with your full name and title!); typed in 12-point Times New Roman font with 1-inch margins; and pages should be numbered. Papers that do not follow the formatting guidelines will lose 10 points.
- Your individual paper that you will submit should have a literature review of at least 5 scholarly sources (see also below) that give a well-rounded understanding of the topic at

hand. You should then follow the literature review with a paper proposal that consists of the following: a clear causal claim, independent variable, dependent variable, direction of relationships, and type of proposed approach (e.g., cross-sectional, time-series, case study, experimental, etc.). If you are unclear about what constitutes a scholarly book or article, please ask! (For example, Wikipedia is NOT a scholarly source).

- There should be no more than two extensive quotations (in excess of three lines of text).
- Make sure you are aware of the scholarly pitfalls of plagiarism, which are discussed in detail in the document on academic misconduct (available on Blackboard). Specifically, whenever you use an idea or information from another source, you must give credit to the author by properly citing her/him *within the text* as well as by including a list of all references at the end of the text. Not doing so constitutes an act of plagiarism, which will result in a score of zero for the paper.
- The formatting of your paper should follow the *American Political Science Association* (APSA) style. Specifically, you are required to carefully read the document on citation and reference requirements (also available on Blackboard) and employ these formatting rules for your research paper. Papers submitted with an inaccurate citation/reference format will lose up to 25 points (depending on severity).
- Tables and figures should be included on separate pages at the end of the text. As such, please do not embed them in the text as this may cause spacing problems. Instead, right below (or right above) the paragraph where you mention a figure or a table, insert a centered designation that reads as such:
[Table (or Figure) 1 here]
- In addition to the substantive quality of your assignments, grades will also be based on the clarity of one's writing (e.g., appropriate tone of writing, organization, quality of spelling and grammar, etc.). Please note that the University Writing Center (UWC) provides writing assistance to all UTEP students. The UWC is located on the second (ground) floor of the library in Room 227 Library; phone: (915) 747-5112.
- You are welcome to come and discuss your paper progress during my office hours (by appointment).

Additional instructions will be provided in class.

Note: As you may know, UTEP has recently begun an initiative called Edge, which recognizes that “Students enter UTEP with many talents, great strengths, and big dreams. The UTEP Edge – the cross-campus culture of student success and empowerment – develops these assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni and community partners.” Accordingly, the course assignments are developed with a mindset to allow each student to apply their learning exercises and skills in a way that aligns with what UTEP refers to as “Edge Advantages” goals as listed under our learning outcomes for the course.

To see more information about UTEP's Edge Experiences and Edge Advantages assets, visit: <https://www.utep.edu/edge/about/about.html>

EXAMS

There are two exams for the course: a midterm exam and a comprehensive final. Questions are based on the readings, lectures, and class discussions.

Make-up exams

Make-up exams will be given *only* in the case of a *documented* university-excused absence (see the "excused absences" section below). Note that make-up exams may be in a different format than the original exam and may require more intensive preparation. If you miss a test and your absence is not considered excused, you will receive a zero on the test. This policy will be strictly enforced.

EXTRA CREDIT

If, during the semester you have zero absences, three bonus points will be added to your final grade. Having only one absence will earn you two extra points and if you have only two absences, you will get one extra point. If you have more than two absences, you will not receive extra credit points. University-excused absences will not be counted against you, so long as you provide documentation the day you return to class. Again, it is your responsibility to document excused absences in a timely fashion. Other extra credit opportunities may be offered at the sole discretion of the instructor and will be assigned in-class to all students on an equal opportunity basis.

EXCUSED ABSENCES

I will excuse absences and late work *only* when a student participates in an official university-recognized activity, observes a recognized religious holiday of her/his faith that happens to coincide with a class session, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency. To be excused, you must notify me *in writing* prior to the date of absence. That said, in cases where advance notification is not feasible (e.g. a medical emergency), you must provide notification as soon as possible following your absence. Such notification must include an explanation of why notice could not be sent in advance. You must also provide satisfactory documentation verifying the reason for the absence. In case of an illness, a doctor's note is the proper documentation required. *For my records, you should e-mail me a scanned copy of the documentation that verifies the reason for your absence (if you don't have access to a scanner, you can take a photo of the documentation).* *Documentation that is not provided in a timely manner will not be accepted.* Please do not ask me to excuse absences for minor illnesses or scheduling conflicts. I am aware that students have other interests and obligations, but you should nevertheless make this class a priority. If you are likely to have recurring conflicts, please take another course that better fits your schedule.

See academic regulations in UTEP Undergraduate Catalogue for a list of excused absences: <http://academics.utep.edu/Default.aspx?tabid=54418>. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the

student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.”

CLASSROOM AND E-MAIL PROTOCOL

Chatting, e-mailing, internet browsing, or any activity not related to official class activity is prohibited. The best way to contact me is via UTEP e-mail. I will make every attempt to respond to your e-mail within 24 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest. When e-mailing me, please put the course number in the subject line. In the body of your e-mail clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

ACADEMIC DISHONESTY AND MISCONDUCT

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, collusion, and plagiarism. Cheating may involve copying from or providing information to another student and possessing unauthorized materials during a test. Collusion involves collaborating with another person to commit any academically dishonest act. *One example of collusion is signing in for another person (or having someone sign for you) on the class attendance sheet.*

Plagiarism is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. If you are unsure whether a citation is required, err on the side of caution and provide one. A document detailing different forms of plagiarism is provided on Blackboard. Here is an informative webcast on plagiarism: <http://www.plagiarism.org/resources/webcasts>.

Be aware, just as the internet has made it easier to find material, it has also made it easier to trace the source of any written work. All written work submitted for this course will be checked by the instructor for originality via *SafeAssign*—an online originality checking service made available by UTEP.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://studentaffairs.utep.edu/Default.aspx?tabid=4386> for further information.

AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you require specific accommodations and support services, please contact the Center for Accommodations and Support Services (CASS). Please keep in mind that accommodations need to be requested at

least two weeks (or a month if advance planning, such as the acquisition of books-on-tape, is required) prior to the beginning of the semester. Here is the contact information for CASS: web: <http://sa.utep.edu/cass/>; phone: (915) 747-5148; fax: (915) 747-8712; e-mail: cass@utep.edu; location: UTEP Union Building East Room 106.

COVID-19 PRECAUTIONS AND ACCOMMODATIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Further COVID-19 Precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

Under no circumstances should anyone go to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let the University know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Students who refuse to follow UTEP's preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus but have face-to-face classes, you should contact your professors as soon as possible so necessary and appropriate accommodations can be arranged.

Students who are considered high risk according to [CDC guidelines](#) and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

SOFTWARE REQUIREMENTS

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed):

- [Adobe Acrobat Reader](#). To get this program, go to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the instructions.
- [Adobe Flash Player](#). To get this program, go to <https://get.adobe.com/flashplayer/> and follow the instructions.
- [QuickTime Player](#). To get this program, go to <http://www.apple.com/quicktime/download/> and follow the instructions.

[Microsoft Office](#). If you do not have a word-processing software, go to <https://my.apps.utep.edu>. Using My.Apps interface, UTEP students can access most software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

UTEP TECHNICAL SUPPORT

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.

[Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

The course materials used in this course are copyrighted. By course materials, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lecture notes and PowerPoint slides, in-class materials, review sheets, and additional problem sets. This also includes any information posted on the course webpage. Because these are copyrighted, you do not have the right to distribute the course materials, unless I expressly grant permission.

CLASS SCHEDULE AND READING ASSIGNMENTS*

*Note: This is a provisional schedule of our course. With advanced notice, I may introduce specific changes based on progress in class.

SECTION I: PREPARING FOR AND DESIGNING RESEARCH	
8/23	Introduction and Course Overview Intro Discussion: The scientific study of politics *During this session, we will also review the syllabus/schedule, key requirements, and preview the class project requirements and options. **Please order/buy your required textbook, thanks!
8/25	Scientific Study of Politics K & W Chapter 1
8/30	Developing Research Questions, Theories and Hypotheses K & W Chapter 2
9/1	Class Projects: Instructions and Guidance Class Individual Short Paper <ul style="list-style-type: none">• Full instructions and helpful tips for getting started will be provided for the individual paper to begin exploring topics and ideas. We will also expand on exploring causal relationships for project ideas in the next session to further help you get started. CEL Project Training <ul style="list-style-type: none">• Students will be briefed and trained on expectations concerning community engagement project employing the Empathic Global Citizenship framework for nonpartisan voter outreach and registration.• We will also go over the paperwork (release form and student contract) required for the community engagement and leadership components (provided via UTEP's Center for Community Engagement CCE).
9/6	Evaluating Causal Relationships K & W Chapter 3
9/8	Conducting Literature Reviews Johnson, Janet and H.T. Reynolds, with Jason D. Mycoff. 2008. <i>Political Science Research Methods</i> . Washington DC: CQ Press. Chapter 6. Document on Citation and Reference Requirements
9/13	NO CLASS (APSA CONFERENCE) *Work on class projects
9/15	NO CLASS (APSA CONFERENCE) *Work on class projects

9/20	<p>An Overview of the Academic Writing Process Roselle, Laura and Sharon Spray. 2008. <i>Research and Writing in International Relations</i>. New York: Longman. Chapters 4, 11, and 12.</p> <p>Research Ethics Babbie, Earl. 2004. <i>The Basics of Social Research</i>. Belmont: Wadsworth Publishing. Chapter 3.</p> <p>Document on Academic Misconduct and Dishonesty</p>
9/22	<p>Research Design: Qualitative Methods Levy, Jack S. 2002. Qualitative Methods in International Relations. In F. P. Harvey & M. Brecher (Eds.), <i>Evaluating Methodology in International Studies</i>. Ann Arbor: University of Michigan Press, pp. 432-454.</p>
9/27	<p>Research Design: Quantitative Methods K & W Chapter 4</p>
9/29	<p>Research Design: Experimental Methods K & W Chapter 4 (continued) Morton, Rebecca B., and Kenneth C. Williams. 2010. <i>Experimental Political Science and the Study of Causality: From Nature to the Lab</i>. New York: Cambridge University Press. Chapter 1.</p>
10/4	<p>Research Design: Formal Modeling Morton, Rebecca B. 1999. <i>Methods and Models: A Guide to the Empirical Analysis of Formal Models in Political Science</i>. New York: Cambridge University Press. Chapter 2.</p>
10/6	<p>Conceptualization, Operationalization, and Measurement K & W Chapter 5</p> <p>Sampling Johnson, Janet and H.T. Reynolds, with Jason D. Mycoff. 2008. <i>Political Science Research Methods</i>. Washington DC: CQ Press. Chapter 7.</p>
10/11	<p>Review for Midterm Exam</p>
10/13	<p>Midterm Exam</p>
<p>SECTION II: ANALYZING DATA</p>	
10/18	<p>Data Analysis Using STATA Class discussion</p>
10/20	<p>Obtaining and Coding Data Brians, Craig L., Lars Willnat, Jarol B. Manheim, and Richard C. Rich. 2008. <i>Empirical Political Analysis: Quantitative and Qualitative Research Methods</i>. 7th ed. New York: Pearson/Longman. Chapter 14.</p>

10/25	Preparing Your Datasets for Analysis Full practice session lab work
10/27	Probability and Statistical Inference (Part I – Descriptive Statistics and Graphs) K & W Chapter 6
11/1	Probability and Statistical Inference (Part II – Continued) K & W Chapter 6 (Continued)
11/3	Bivariate Hypothesis Testing and Regression Models (Part I) K & W Chapter 7
11/8	Bivariate Hypothesis Testing and Regression Models (Part II) K & W Chapter 8
11/10	Multiple Regression (Part I) K & W Chapter 9
11/15	Multiple Regression (Part II) K & W Chapter 10
11/17	Qualitative versus Quantitative Approaches & Other Types of Modeling K & W Chapter 12 Johnson, Janet and H.T. Reynolds, with Jason D. Mycoff. 2008. <i>Political Science Research Methods</i> . Washington DC: CQ Press. Chapter 14.
11/22	Thanksgiving Holiday (NO CLASS) <i>No class – continue work on class projects.</i>
11/24	Thanksgiving Holiday (NO CLASS) <i>No class – continue work on class projects.</i>
11/29	CEL Project Training & Sharing Session *Instructions for completing the final CEL reflection and cumulative engagement hours report for CEL Timesheet *Class Discussion (“How Have We Built Empathic Global Citizenship & What Does It Mean To Us?”)
12/1	Review for Final Exam
TBD	FINAL EXAM