



*The science of the good for man is politics.
Aristotle, The Nichomachean Ethics*

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Class Meetings
Mondays
3 – 4:30 pm
Library Classroom Hewes 124

Office Hours:
M, Tu, W, and F, 1 – 2 pm
Th, 11a -12n
Or by appointment

The professor reserves the right to make changes to this syllabus.

I. OVERVIEW

Syllabus Outline

- I. Overview
- II. Course Objectives
- III. Course Books
- IV. Assignments and Grading Plan
- V. Course Schedule
- VI. More Policies
- VII. Full Assignment Descriptions

This course provides seniors an opportunity to design, research, and write a 6250 – 7500 word research paper for the Political Science major. It provides a forum where students will receive regular, constructive feedback on their work from peers and faculty. A purpose of the course is to create a community of people going through the writing process together who will be a source of mutual support, help and feedback.

The goals in Fall including picking a research topic, writing a research plan, completing a literature review, and writing a full research prospectus on your chosen topic. You'll also learn basic elements of political science research and practice skill-building exercises.

The Spring semester is devoted to writing and presenting your paper. You will send a research abstract to the Illinois State University undergraduate Political Science conference. If your proposal is accepted, you will travel with the rest of the class to present the paper at ISU in April. In addition, you may present your findings at Scholars' Day on campus.

This will be a challenging course: writing a major research paper is hard work, and you'll be learning new skills and ways of thinking for it. The reward will be more than a degree in political science and more than just a better understanding of the political world. You'll have skills and a set of analytical lenses that you can apply and build on as a professional and as a citizen engaged in the political world.

Please **ask questions**, challenge assumptions, and politely disagree with your classmates or me. Remember to listen to and reflect on everyone's contributions. Be respectful in your peer feedback. I'm interested in hearing how your life experiences and knowledge intersect with topics we're in class. Please share your perspectives!

Syllabus Revisions: This syllabus is subject to revision by the instructor with written or verbal notice given in class or by email.

II. COURSE OBJECTIVES

By the end of this *fall* course, you will...

1. Learn about the various methods and approaches within political science.
2. Establish independent research skills in your field.
3. Complete a prospectus for your project, that includes a literature review.
4. Improve analytical skills, conceptual clarity, critical reasoning, and constructive synthesis

III. COURSE BOOKS AND RESOURCES

Some of the readings involve a website: <https://politicalscienceguide.com/>

I will make all other readings available via the course Moodle website. There is a small amount of reading for the class. Careful reading will help ensure your success!

I also recommend you – optionally – occasionally read political science blogs. They will help with ideas for research topics and the literature review.

All Political Science:	Monkey Cage	http://www.washingtonpost.com/blogs/monkey-cage/
U.S. Political Parties:	Mischiefs of Faction	http://www.mischiefsoffaction.com/
U.S. Survey Research:	Pollster	http://www.pollster.com/
International Relations:	Duck of Minerva	http://duckofminerva.com/
Law & Legal Studies:	Empirical Legal Studies	http://www.elsblog.org/
Political Economy:	Chris Blattman	http://chrisblattman.com/

IV. ASSIGNMENTS AND GRADING PLAN

Course Workload

<i>Item</i>	<i>Expected Average Time</i>
Classroom activities	1.5 hours/week
Reading and class prep	1.5 hours/week
<u>Direct Work on Project</u>	<u>3.5 hours/week</u>
<i>Total</i>	<i>6.5 hours/week</i>

Fall Assignments

The purpose of these assignments are to help keep you on schedule for successful completion of your project.

Classroom Engagement: Participation and Attendance (10%)

This course requires not only attendance but also active participation. This entails doing the readings before class, thinking critically about them and the topics we are discussing. Active participation can significantly help your grade in the course, non-participation can significantly lower your grade, and non-attendance WILL significantly lower your grade.

- You must attend class. Think of it as if you are a pilot learning to fly. You have to put in a number of hours in the cockpit to qualify.
- You must be active in class. This can take a variety of forms, including: speaking in class, asking questions, emailing me questions, and coming to office hours.
- **You can miss ONE class without any serious consequence. If you miss more than TWO classes you may receive no participation credit. I reserve the right to fail you** for the course if you have missed too much class.
- You must meet me at my office hours at least once.

Notecard Requirement (5%)

Due: Periodic Dates, listed on course schedule

On each of those days, between 1 and 3 notecards will be due.

Each notecard must include the following:

- Full bibliographic information of a source you may use for your project.
- 2 – 3 sentences on how that source may be useful.

Short Papers (20%)

There will be FIVE short papers designed to help move your project along and practice research skills.

1. “The Research Question”, Due Sept 10
2. “Concepts and Measurement”, Due Oct 1
3. “Case Selection”, Due Oct 22
4. “Research Methods”, Due Oct 29
5. “Annotated Outline”, Due Nov 26

Literature Review Draft (15%)

Due Nov 5

Research Prospectus (including informal presentation at end of term) (50%)

Due Dec 10

Coursework will be weighted as follows:

1. Classroom Engagement	10 pts.						
2. Notecards	5						
2. Short Papers		20					
3. Literature Review Draft		15					
4. Research Prospectus				50 pts.			
	15	+	35	+	50	=	100

The Grading Scale

I will be using the following grading scale in this course:

94-100 A	84-86 B	74-76 C
90-93 A-	80-83 B-	70 - 73 C-
87-89 B+	77-79 C+	69/below D/F

V. COURSE SCHEDULE

Reminder: All readings available via Moodle or the website, “A Political Science Guide”.

Introduction

August 27: Introduction

What are we interested in? What are the expectations for this course?

Getting Started

September 3: The Research Question

Reading:

- “The Research Question”, *A Political Science Guide*
- And Read EITHER:
 - Celeste Dominguez, "Under What Conditions Will Activism Against CAFOs Be Successful in the U.S.?"
 - Akbota Yergaliyeva, "Kazakhstan's Language Reform"

Optional Reading:

- *If interested in general political science:* Butz, William P. and Barbara Boyle Torrey. “Some Frontiers in Social Science.” *Science*. 30 June 2006.
- *If interested in political theory:* Brown, Wendy. “At the Edge.”

- Lupia, Arthur. 2014. "What is the Value of Social Science? Challenges for Researchers and Government Funders." *PS: Political Science and Politics*.
- Smith, Roger M. 2002. "Should we Make Political Science More of a Science or More about Politics?" *PS: Political Science and Politics*, 35(2), 199-201.
- Almond, GA, and SJ Genco. 1977. "Clocks, clouds and the study of politics." *World Politics*. 29. 489-522.
- Bernstein et al. 2000. "God Gave Physics the Easy Problems: Adapting Social Science to an Unpredictable World".
- Ostrom, Elinor. "Some Thoughts about Shaking Things Up: Future Directions in Political Science", *PS: Political Science and Politics*.

September 10: The Research Project

 Due: Short Paper # 1: The Research Question

Reading:

- "The Research Proposal or Prospectus", *A Political Science Guide*
- King, Keohane, and Verba. *Designing Social Inquiry*. Ch. 1.

The Literature Review

September 17: The Literature Review

Librarian will discuss research strategies and resources.

Readings:

- "The Literature Review", *A Political Science Guide*.
- Knopf, JW. 2006. "Doing a Literature Review." *PS: Political Science and Politics*. 39(01). 127-132.
- One Article Related to Your Research
 - Bring in a notecard with (a) bibliographic information; and (b) 2 - 3 sentences on how it might be useful.

Research Methods: Fundamentals

September 24: Concepts and Measurement; Hypotheses and Arguments

Readings:

- "Concepts and Measurement", *A Political Science Guide*
- Booth, Colomb and Williams. Excerpts from *The Craft of Research*.
- Chart Only from Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review*, 95: 529-546.
- "Hypotheses and Arguments", *A Political Science Guide*

Recommended:

- Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review*, 95: 529-546.
- Elkins, Zachary. 2000. "Gradations of Democracy? Empirical Tests of Alternative Conceptualizations." *American Journal of Political Science*, 44: 293 – 300
- Excerpts from Goertz, Gary. 2006. *Social Science Concepts: A User's Guide*. Princeton: Princeton University Press.

October 1: Experiments and Causality

 Due: Short Paper # 2: Concepts and Measurement

Reading:

- "Causality", *A Political Science Guide*.
- Campbell and Stanley, Excerpts from *Experimental and Quasi-Experimental Designs for Research*.
- One article related to your project
 - Bring in a notecard with (a) bibliographic information; and (b) 2 - 3 sentences on how it might be useful.

Recommended:

- Pierson, Paul. 2004. *Politics in Time: History, Institutions, and Social Analysis*. Princeton: Princeton University Press
- Fearon, James D. 1991. Counterfactuals and Hypothesis Testing in Political Science. *World Politics*. 43(2). 169 – 195.

- Braumoeller, Bear F. 2003. "Causal Complexity and the Study of Politics." *Political Analysis* 11: 209- 233.
- Druckman, James N. and Arthur Lupia. "Experimenting with Politics", *Science*.

October 8: Sampling and Case Selection

Reading:

- Kaarbo, J, and RK Beasley. 2002. A practical guide to the comparative case study method in political psychology. *Political Psychology*. 20(2). 369-391.
- One article related to your project.
 - Bring in a notecard with (a) bibliographic information; and (b) 2 - 3 sentences on how it might be useful.

Optional:

- Sudman, Seymour. 1983. "Applied Sampling." In *Handbook of Survey Research*, eds. Peter Rossi, James Wright, and Andy Anderson. New York: Academic Press. 145-194.
- Patton, Michael Quinn. 1990. *Qualitative Evaluation and Research Methods*. Newbury Park, CA: Sage. 162-186.
- Biernacki, Patrick and Dan Waldorf. 1981. "Snowball Sampling." *Sociological Methods and Research*, 10: 141-164.
- Geddes, Barbara. 1990. "How the Cases You Chose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis*, 2: 131-150 Excerpts from King, Keohane, and Verba. *Designing Social Inquiry*.

October 11 – 15: NO CLASS: FALL BREAK

BUT.... We are not meeting, of course! But note that there are assignments due the following THREE Mondays. Use this as a time to stay on top of things, especially with regards to the:

- **Short Paper on Case Selection**
- **and Literature Review Draft**

Research Methods: Specific Tools & Approaches

October 22: Methods and Approaches

 *Due: Short Paper # 3: Case Selection*

Reading

- George, Alexander L. and Timothy McKeown. 1985. "Case Studies and Theories of Organizational Decision Making." In Robert Coulam and Richard Smith, eds., *Advances in Information Processing in Organizations*. Greenwich, CT.: JAI Press. 43-68.
- *Selections from "A Political Science Guide" [see Moodle]*

Recommended:

- King, Gary. "Replication, Replication", *PS: Political Science and Politics*.

October 29: More on Methods and Approaches

 *Due: Short Paper # 4: Research Methods*

Reading

- TWO articles or chapters related to your project.
 - Bring in a notecard with (a) bibliographic information; and (b) 2 - 3 sentences on how it might be useful.

November 5: More on Methods and Approaches

 *Due: Literature Review Draft*

November 12: Using Data

Optional Readings:

- Excerpt from: Rubin, Herbert J., and Irene Rubin. 1995. *Qualitative interviewing: The Art of Hearing Data*. Beverly Hills, CA: Sage.
- Excerpt from Stewart, David W. *Secondary Research: Information Sources and Methods*, "Using and Integrating Secondary Information".

- Ian Lustick. “History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias.” *American Political Science Review* (September 1996)

Writing and Reviewing

November 19: Writing and Rhetoric

Readings:

- George Orwell. “Politics and the English Language.”
- Look at resources on writing found at “Writing”, *A Political Science Guide*
- Read TWO articles/chapters related to your project.

Recommended:

- Druckman, James N. 2015. “Communicating Policy-Relevant Science.” *PS: Political Science & Politics*, 48:S1, 58-69.

THANKSGIVING BREAK:

No Classes: Thanksgiving Break, November 21 - 25

FALL CONCLUSION

November 26: Class

Due: Short Paper # 5: Annotated Outline

Reading

- Read THREE articles/chapters related to your project.
 - Bring in a notecard with (a) bibliographic information; and (b) 2 - 3 sentences on how it might be useful.

December 3: Last Day of Class

Informal Presentations

Finals: December 10, 6 – 9 pm

Research Prospectus is Due.

Students will meet with instructor during the finals period to assess their progress on their research projects.

VII. SPRING SEMESTER: Looking Forward...

Sketch of the Spring Semester:

Late January: 1 page hypothesis & justification

Mid February: abstract due

Late February: Methods & results draft due

Mid March: Draft due (add intro, hypothesis, discussion, & conclusion, revise other sections)

Late March: Peer draft feedback due

Early April: Submit final conference paper

April: Practice #1 presentations & feedback

April: Practice #2 presentations & feedback, Scholar’s Day posters due

April: Scholars’ Day presentations

April: [Illinois State](#) undergrad conference (all-day trip)

May: Final version of paper due

VII. MORE POLICIES

The professor reserves the right to make changes to this syllabus.

Students have the right to ask the professor for exceptions, but the professor has the right of refusal.

Academic Integrity

Plagiarism and Cheating. Plagiarism and cheating will not be tolerated. I feel especially strong about this when it comes to student writing. Please remember that the consequences for any kind of cheating can result in an "F" for the class and possibly other actions by the university.

At Monmouth College we view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally – will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined in the Scots Guide (<http://department.monm.edu/stuserv/student-handbook/academic.htm>) and to the specific guidelines for each course, as elaborated on the professor's syllabus.

“Cheating means getting unauthorized help on an assignment, quiz, or examination. (1) You must not receive from any other student or give to any other student any information, answers, or help during an exam. (2) You must not use unauthorized sources for answers during an exam. You must not take notes or books to the exam when such aids are forbidden, and you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is an "open book" exam. (3) You must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected.

“Plagiarism means submitting work as your own that is someone else's. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write.”

Diversity in discussion

Throughout the course of the semester, we will be addressing a variety of issues on which people will have strong and diverse opinions. It is critical that we respect one another's thoughts,

and address our comments at the ideas, not the person. Our section is not a forum for demeaning or threatening language.

Teaching & Learning Center:

The Teaching and Learning Center offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, Drop-In and appointment tutoring, and individual Academic Coaching. The TLC is here to help students excel academically. TLC services are not just for struggling students, but can assist all students to get better grades, practice stronger study skills, and manage time.

Make an appointment with Kam Williams, Director of Academic Support Programs and Student Disability Services, at the TLC on the 2nd floor of Poling Hall. The Department phone number is 457-2257, or contact the department online at <http://ou.monmouthcollege.edu/academics/teaching-learning-center/>. We can also be reached via email at: tlc@monmouthcollege.edu. Like the TLC on Facebook: https://www.facebook.com/pages/Monmouth-College-Teaching-and-Learning-Center/203117166403210?ref=aymt_homepage_panel

Disability Support Services:

If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access.

Students with disabilities can apply for accommodations at the Teaching and Learning Center (TLC). The TLC is located on the 2nd floor of Poling Hall. For more information, call 309-457-2257 or connect online at <http://ou.monmouthcollege.edu/life/disability-services/default.aspx>

College Counseling Services

Monmouth College Counseling Services assists students in addressing personal, social, career, and study problems that can interfere with your academic progress and success. All services are free and can include individual and group counseling, crisis consultations, and wellness groups. The Counseling Center is in the lower level of Poling Hall, and you can schedule an appointment there, by calling Student Affairs at x2114, or by email hfisher@monmouthcollege.edu or cbeadles@monmouthcollege.edu. The website is: <http://www.monmouthcollege.edu/life/residence-life/counseling-services> In an emergency, please immediately call 911 and campus security at 309-337-5708.

VIII. FULL ASSIGNMENT DESCRIPTIONS

Short Papers (20%)

There will be FIVE short papers designed to help move your project along and practice research skills.

1. “The Research Question”, Due Sept 10

For this assignment you will:

1. You will identify UP TO THREE possible research questions.
2. For each, you will identify at least 1 reason the question is important and at least 2 possible answers to the question.
3. You will also provide bibliographic information for SIX sources you may use in the project. You do not have to have read them.

Minimum: 250 words.

Bring ONE copy to class and submit ONE copy on Moodle.

2. “Concepts and Measurement”, Due Oct 1

You will identify ONE concept that you think may be useful for your research.

You will provide:

1. a general “background” definition,
2. a systematized definition, and
3. a measurement strategy for that concept that includes
 - an indicator and
 - a way to “score” that concept.

Note that the diagram in Adcock and Collier provides the model for this assignment.

Minimum: 250 words.

Bring ONE copy to class and submit ONE copy on Moodle.

3. “Case Selection”, Due Oct 22

Discuss how and why you are selecting the specific cases you are discussing in your project. Remember to:

- Draw on our reading and discussion on Case Study and Research Design.
- Discuss the strengths and weaknesses of your choice(s).
- Discuss whether you will be able to make generalizable claims based on your approach.

Minimum of 250 words.

Bring ONE copy to class and submit ONE copy on Moodle.

4. “Research Methods”, Due Oct 29

In this assignment you will:

- Identify at least one research method that may be appropriate to your research question.
- Briefly discuss what that method is.
- Discuss how you might specifically apply that research method in your project.

Minimum 250 words.

Bring ONE copy to class and submit ONE copy to the professor using Moodle.

5. “Annotated Outline”, Due Nov 26

- You will provide an outline of your proposed research project.
- For each “major” section of your outline, you will provide a brief description of the purpose of that section.

Minimum 250 words.

Bring in ONE copy to class and submit ONE copy on Moodle.

Literature Review Draft (15%)

Due Nov 5

The draft of the Literature Review should be at least 75% complete.

The Literature Review Assignment consist of three parts:

- *Part One: The structure should be thematic.*
 - *Do not merely summarize each article, but instead identify and discuss the different ways others have already addressed your question.*
 - *This part should be at least 1000 words.*
- *Part Two: List a series of arguments/hypotheses that are possible answers to your research question, based on the above literature review.*
 - *For each argument/hypothesis, mention ONE thing you need to research to see if that argument/hypothesis is correct.*
 - *This part should be at least 500 words.*
- *Part Three: Include a properly formatted bibliography of all the sources you used.*

- *The literature review should include 15 sources, including at least 10 scholarly sources (articles and/or books).*

Total FINAL Length should be between 1700 and 2250 words.

FINAL DRAFT IS SUBMITTED AS PART OF THE RESEARCH PROSPECTUS

Bring ONE copy to class and submit ONE copy on Moodle.

Research Prospectus (including informal presentation at end of term) (50%)

Due Dec 10

The research prospectus pulls together various parts of the work you have already done during the term. This will be a little different from a normal prospectus that proposes future research. Instead, this will be more like a “midterm report” on your progress and plan for future work. This will be written in discrete sections as follows:

- Research Question
- Research Question’s Significance
- Revised Literature Review, including hypotheses if appropriate
- Case Selection
- Approaches; Methods
- One early research result [Discussion of evidence that supports or disconfirms an argument.]
- Annotated Outline (revised, if necessary)
- Plan for Next Steps [Word File that is model for this is available on Moodle.]
- Bibliography

Note that many of these sections should ultimately be able to fit into your final research project.

Total Minimum Length: 3250 words

Submit via Turnitin.com. Instructions on this will come later.

FINAL PROJECT DUE SPRING 2019

Here are the requirements for your final projects due in Spring 2019:

1. Topic: Must be clearly related to the discipline of political science, including but not limited to subjects in the areas of American Politics, Comparative Politics, International Relations, and Political Philosophy.
2. Length: 6260 – 7500 words long, not including bibliography
3. Formatting
 - a. Double-spaced
 - b. 1 inch margins
 - c. Include a title and abstract
 - d. Page numbers
 - e. Headings for all major sections
4. Criteria used to judge the content include the following:
 - a. A clearly stated research question.
 - b. Clearly statement of the significance/importance of the question
 - c. Insight, originality, creativity
 - d. Especially, if a research paper:
 - i. Consideration of rival arguments and/or hypotheses
 - ii. Clear statement about case selection and/or sampling
 - iii. The strength of the argument and the effort to support it (internal validity)
 - iv. Comment on the generalizability of the argument (external validity)
 - e. Especially, if a policy paper:
 - i. Clear criteria
 - ii. Clear discussion of policy choices
 - iii. Clear application of criteria to policy choices
 - f. Especially, if a political philosophy paper:
 - i. Clear arguments, supported with evidence
 - ii. Consideration of counter-arguments/alternative arguments
 - iii. Accuracy and Consistency
 - iv. Clear interpretation of other philosophers’ works (if applicable)
5. Other criteria used to assess paper include:

- a. Structure and organization
 - b. Writing style, spelling, and grammar
6. Citation Guidelines
- a. *You should consult a minimum of 20 sources. Most of you will use more than that.*
 - b. *Your references should include a range of sources, including:*
 - i. Books
 - ii. Academic Journals (articles from political science or public policy journals are likely to be most relevant)
 - iii. Newspapers (especially, major papers such as the *New York Times*, *Washington Post*, and *Wall Street Journal* and mainstream local papers such as the *Daily Review Atlas*)
 - iv. Magazines (especially, major magazines such as *Newsweek* or *The Economist*)
 - v. Primary sources: Government documents, for instance.
 - c. *DO NOT use these sources:*
 - i. Wikipedia
 - ii. Questionable web content (ask if you are not sure!)
 - d. *How to cite your sources*
 - i. You can use other formats, but ***I recommend you use the guidelines from the Chicago Manual of Style.*** You can find links to a sample paper on the very useful Purdue Owl website: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_author_date_sample_paper.html
 - 1. This citation format (with some variations) is the most common format that Political Scientists use.

Classmates. I strongly encourage you to identify others in this class you can call if you miss a section or want to study together. That is the purpose of the space below:

Name

Email... and/or...

Phone
