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DIPL 3800 Investigating International Relations

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Seton Hall University

DIPL 3800: Investigating International Relations
School of Diplomacy & International Relations, Seton Hall University
AA: Mon & Wed   **9:30 - 10:45 am**   **(Muscarelle 208)**
AB: Mon & Wed   **11 - 12:15 am**   **(Muscarelle 208)**

Professor: R. Joseph Huddleston
Student Hours: Mondays, 1:15 – 4 pm (McQuaid 101B)
Email: joseph.huddleston@shu.edu

This syllabus is current as of September 9, 2023. You will be notified in class and/or by e-mail if the syllabus is updated.

Required Materials
Textbook: Johnson, Reynolds, and Mycoff. *Political Science Research Methods.*
   I am teaching out of the 9th edition. Throughout the syllabus, I abbreviate this text as JRM. You will also
   be assigned academic readings accessible through Seton Hall's library.
Stata software: Every exercise and assignment can also be completed through Excel, but it is probably better to learn Stata. As a Seton Hall student, you have free access to Stata. I suggest you install Stata as soon as possible, as we will have weekly Stata labs starting in Week 4.

Course Description
This class is an introduction to political science international relations research methodology. My main goal is to teach you the basics of creating and consuming research in the social sciences. The course will lead you through conceptualization and theory construction, the derivation of testable hypotheses, and a variety of methodologies that may be used to evaluate these hypotheses. We will discuss causal inference, observation and measurement, and other issues encompassing both qualitative and quantitative research methods. We will discuss the way in which academic articles in the social sciences are written, and how they should be read.


This course includes some basic statistics, and requires use of Stata (or Excel, or R, if you are ambitious) for some class assignments. These include some simple description and cross tabulation of original data.

This will be a demanding course. Research design is an enormous topic to cover in one semester. The volume of readings, videos, and other assignments may surpass many other courses.

Grading
Three homework assignments, 10% each ………………………………………………………………	30%
One midterm ……………………………………………………………………………………………	20%
Research design paper …………………………………………………………………………………	30%
Participation ……………………………………………………………………………………………	10%
Weekly reading quizzes ………………………………………………………………………………	10%

Course Grading Scale
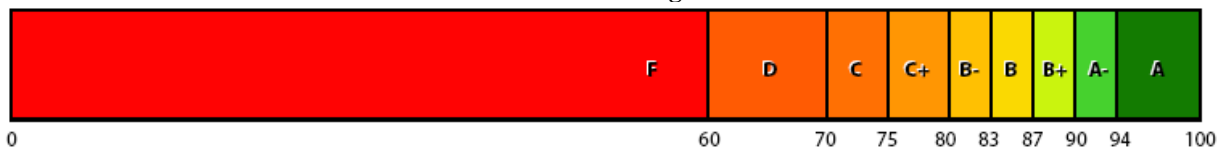
Participation (10%)
Participation includes thoughtful engagement with all parts of the class. This course is taught around class discussion, debate, and activities. This means we will all be dependent on each other's efforts to prepare for and engage in class activities and have a worthwhile learning experience. Each class session's participation will be graded as following:
- 2 points: Active, thoughtful participation demonstrating understanding of the assigned material and current events. Full participation in classroom activities, discussion of readings.
- 1 point: Attendance with little or no participation in class.
- 0 points: Unexcused absence (beyond 1 allowable unexcused absence)

You are expected to **complete all assigned readings before the class** for which they are assigned, and to arrive in class prepared to discuss that material. You may also find it helpful to prepare notes and talking points before each session, including your thoughts, opinions, analysis, and questions about the week's materials.

Reading Quizzes (10%)
We will use Canvas' quiz system to do in-class reading quizzes at the beginning of each Wednesday class. Reading quizzes are not hard. They are designed to test whether you did the week's readings, not whether you grasped every nuance. Do the reading and you should get the questions right. I will drop your lowest quiz score.

If you want to be sure you get full credit for a quiz, all you have to do is write your own quiz question (4 part multiple-choice) on that session's reading. **If your question is useable, you will receive full credit for the quiz**. Questions must be received by 7pm the night before the course meeting in which the quiz will be given.

Homework and Research Design Assignments (60%)
Your homework assignments are designed to contribute to (or even become part of) your research design paper in this class. When I grade your homework, I will provide feedback to you that should help make your final paper a somewhat polished advanced draft. As you move forward with your senior thesis project, you will be able to build on the work you have done in this class (in the homework and research design paper), even using some of the material you have already written. The more work you do during this course, the less you can do later on!

This course is thus designed to culminate in a well-planned research design paper to carry forward into your senior thesis project, approximately 15 pages in length. In this paper, you will do the following:
- Develop an international relations research question
- Locate this question in the context of relevant literature (i.e. discuss the importance of the question both for theory and policy)
- Outline an empirical strategy for answering this question addressing the following
  - Operationalize the dependent variable (or what's being caused)
  - Develop a series of alternative explanations for the outcome
  - Operationalize independent variables (or what's doing the causing)
  - Discuss case selection (what cases are you going to look at and why)
  - Develop a testing procedure (or, how you will test your arguments, and how you will know you are right)
  - Offer a respectable bibliography comprised of academic research.

You are welcome to pick any topic you wish, as long as it is an international relations topic and as long as it is empirically feasible (if in doubt, consult me). You may wish to build on one of our in-class examples. If you do, I would suggest you discuss this with me in advance. Changes in topics must also be discussed with me in

advance. I would encourage you to consider the tractability of your project given the time frame you have. (Remember, highly ambitious projects take lots of time)

Homework assignments are **due electronically by the beginning of class on the date it is due**. Late assignments are docked 10% for each 24 hours following their respective deadlines. Assignments more than one week late will be given a 0.

Research Design Paper due <u>Monday, Dec 19</u> at 11:59pm. Upload <u>.docx</u> electronically.

Guidelines for Homework and Research Design Paper
These assignments should be turned 12-pt Times New Roman font, double-spaced, with 1-in margins. Include a word count on the first page. Papers should utilize one of the *Chicago Manual of Style* citation formats: Author-Date or Notes and Bibliography.

Your assignments should <u>be turned in as .docx</u> documents. You will turn all assignments in through Canvas, due electronically at the beginning of class on the listed date. I will grade your work, give you feedback, and assign your grades <u>digitally</u>.

Midterm (20%)
The midterm is closed book. It will cover material from lecture, section, and the required readings, viewings, listenings, and exercises. I will provide a study guide the week before.

Additional Notes
Healthy disagreement and discussion are a central component of this class. Constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights. It is not just encouraged, it is expected. All viewpoints are welcome, but no ideas are immune from scrutiny and debate. There may be times when you disagree with someone else's opinion. It is important that you respond in an appropriate, respectful, professional, and constructive manner.

<u>Policy on Generative AI (e.g. ChatGPT)</u>
I will allow you to use AI in this class in certain cases. In fact, some expect it. Learning to use AI is an emerging skill, and I will provide instructions on how to use it constructively. Each assignment will have its own rules and recommendations on AI, but I also have a general policy.

There are **three cornerstone rules** for the use of AI in this course:
1. Idea generation only, no writing.
2. Clear labeling always (red letter).
3. Document and chat history required.

1. Idea generation and assistance only
Writing is thinking. To let someone else write in your voice is to give away a little piece of your brilliance. This should be done with extreme caution. This is why the use of AI in this course will be **limited to "supporting" roles**, such as some of the following:
- Generate ideas for a writing topic.
- Recommend sources for you to read.
- Summarize and annotate sources.
- Generate ideas for how to construct an argument or paper.
- Recommend edits to streamline your writing or correct your grammar.

However, there are uses of AI that **will not be allowed** unless otherwise specified, such as:
- Using AI to produce finalized written content (e.g. a paragraph in a paper).
- Running your work through AI to rewrite it to a higher/different standard.
- Having AI write a whole sentence or more, which you then rephrase and present as your own.
- Anything else where you task AI with making an argument that you will present as your own.

2. Clear labelling

It is critical that you always have a record of what parts of your documents come from AI. I may sometimes allow you to insert text generated by AI into an assignment. In all cases of such an insertion, all AI-generated text must be displayed in red letters. This will allow me to easily see the difference as I read your work. I may also ask you to include citations.

3. Document and AI-conversation history

You may be asked to provide a version history of your document and the complete record of your conversation with AI. I will provide you instructions on how to do this.

When you use an AI, **be aware of the limits**, such as the following:
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Do not trust anything ChatGPT or another AI says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand already.
- AI is a tool, but one that you need to acknowledge using. Include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so violates the academic integrity policy.
- Be thoughtful about when this tool is useful. Do not use it if it is not appropriate for the case or circumstance.

<u>**Meetings and Materials**</u>

Week 1 (8/28) **Introduction**
<u>Mon, Aug 28</u>
Introduction: Course Outline and Semester Plans

<u>Wed, Aug 30</u>
Wicked Problems and Why Research
Required:
- JRM Ch. 1

Week 2 (9/4) **The Scientific Method**
<u>Mon, Sep 4 – No Class</u>
Add/Drop ends Tues., Sep 5

<u>Wed, Sep 6</u>
Required:
- JRM Ch. 2

<mark>*********Research Question Homework Distributed*********</mark>

Week 3 (9/11)   **Finding the Right Question – Guest lectures**
<u>Mon, Sep 11</u>
Guest lecture with Dr. Samah Alshrief – STATA, installation and getting started
- JRM Ch. 3
- LinkedIn Learning "<u>Introduction to Stata</u>"
  - <u>Introduction</u>: 4 min
  - <u>Module 1: Getting Started.</u> 25 min

<u>Wed, Sep 13</u>
Guest lecture with Dr. Samah Alshrief – STATA, finding good research
Required:
- Knopf, Jeffrey W. "Doing a Literature Review." *PS: Political Science and Politics* no. 1 (2006): 127.
- <u>How to Read (and Understand) a Social Science Journal Article</u>
- <u>BrowZine is here</u>!, Seton Hall Libraries Blog

Week 4 (9/18)   **Theories and Hypotheses**
<u>Mon, Sep 18</u>
Required:
- JRM Ch. 4
- Emily Ritter. 2022. "Using theory to choose an empirical research strategy", <u>pp. 221-227</u> (Canvas)
- (OPTIONAL) <u>Slantchev</u>, "The Scientific Method"
- (OPTIONAL) Kenneth Waltz. 1988. "The Origins of War in Neorealist Theory," *Journal of Interdisciplinary History* 18(4) (<u>first 2 pages</u>)

<u>Wed, Sep 20</u>
Required:
- Rand Corporation, "<u>The Democratic Peace Idea</u>", pp. 147-160
- Emily Ritter. 2022. "Using theory to choose an empirical research strategy", <u>pp. 227-236</u> (Canvas)
- (OPTIONAL) Sebastian Rosato, "The Flawed Logic of Democratic Peace Theory," *American Political Science Review* 97:1 (2003), pp. 585-602.
- (OPTIONAL) Reading: Branislav L. Slantchev, Anna Alexandrova, and Erik Gartzke, "Probabilistic Causality, Selection Bias, and the Logic of the Democratic Peace," *American Political Science Review* 99:3 (2005), pp. 459-462.

Week 5 (9/24)   **Concepts and Variables**
<u>Mon, Sep 24</u>
Required:
- JRM Ch. 6
- Emily Ritter. 2022. "Using theory to choose an empirical research strategy", <u>pp. 239-240</u> (Canvas)
- Viewing: <u>What is GDP</u>?
- Viewing: <u>Nominal vs. Real GDP</u>
- Viewing: <u>Real GDP Per Capita and the Standard of Living</u>
- Viewing: <u>Michael Green TED talk</u>

ACTIVITY: Stata Lab (Be ready)

Wed, Sep 26
Required:
- Coppedge et al. 2011. "Conceptualizing and Measuring Democracy: A New Approach," *Perspectives on Politics* 9(2), read pp. 253-257
ACTIVITY: Exercise and discussion on Operationalization, Measurement, and Validity

Week 6 (10/2)   **All Research is Experimental**
Mon, Oct 2
*********Research Question Homework Due*********
Required:
- JRM Ch. 9, read to p. 182
- (SKIM) McDermott, Rose. "Experimental Methods in Political Science." *Annual Review of Political Science*. 5(2002) pp. 31-39
- LinkedIn Learning "Introduction to Stata"
  - Module 2: Exploring Data
    - Sections 2.1 - 2.6: 27 min
ACTIVITY: Stata Lab (Be ready)

Wed, Oct 4
Required:
- Poverty Action Lab, 2 write-ups
  - Women as Policy Makers
  - Deworming in Kenya
Recommended:
- Raghabendra, Chattopadhyay, and Duflo Esther. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." *Econometrica* no. 5: 1409
*********Empirical Strategy Homework Distributed*********

Week 7 (10/9)   **Sampling and Case Selection**
Mon, Oct 9
Fall Break, No Class

Wed, Oct 11
Sampling
Required:
- JRM Ch. 5
- Viewing: Sampling error introduction
- Exercise: Sampling Distributions
- LinkedIn Learning "Introduction to Stata"
  - Module 3
    - Sections 3.1 – 3.7: 28 min
ACTIVITY: Applied exercises in sampling, Stata Lab (Be ready)

Week 8 (10/16)   **Qualitative Methods**
Mon, Oct 16
Case Selection
Required:

- JRM Ch. 7, read to p.140
- Seawright, Jason, and John Gerring. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." *Political Research Quarterly* 61, no. 2: 294-308.

Wed, Oct 18
The Written Record
Required:
- JRM, rest of Ch. 7
- JRM Ch. 8
- LinkedIn Learning "Introduction to Stata"
  - Module 3: Manipulating Data
    - Sections 3.8 – 3.10: 19 min
ACTIVITY: Optional Stata Lab (Be ready)

Week 9 (10/23)   **Gathering data in-person**
Mon, Oct 23
Interviews and Focus Groups
Required:
- Mosley, "Just Talk to People", Introduction to *Interview Research in Political Science* (2013) (Available as SHU library e-book)
- Leech, Beth L. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science and Politics* no. 4: 665.
- (SKIM) Lee Jarvis and Michael Lister. 2015. "'I read it in the FT,'" Ch. 6 in *Critical Perspectives on Counter-Terrorism* (Canvas)
NOTE: If you are interested in interview research, the entire issue of *PS: Political Science and Politics* 35:4 will be helpful to you.

Wed, Oct 25
Surveys
Required:
- JRM Ch. 10, read to p.202
- (SKIM) Inglehart, Ronald F., Ponarin, Eduard, & Inglehart, Ronald C. 2017. "Cultural Change, Slow and Fast: The Distinctive Trajectory of Norms Governing Gender Equality and Sexual Orientation." *Social Forces* 95(4)
- Check out the Global Barometer and World Values Surveys
- LinkedIn Learning "Introduction to Stata"
  - Module 4: Graphing in Stata
    - Sections 4.1 – 4.4: 20 min

Week 10 (10/30)   **Designing an Original Survey Experiment**
Mon, Oct 30
<mark>*********Empirical Strategy Homework Due*********</mark>
Required:
- (SKIM) Tomz, Michael. 2007 "Domestic Audience Costs in International Relations: An Experimental Approach" *International Organization* 61, no. 4.
- Huddleston, R. Joseph. 2019 "Think Ahead: Cost Discounting and External Validity in Foreign Policy Survey Experiments" *The Journal of Experimental Political Science* 5(2)
ACTIVITY: Class Project: Qualtrics Survey Experiment

Wed, Nov 2
ACTIVITY: Class Project: Qualtrics Survey Experiment

Week 11 (11/6)   Mid-term and Turning to Data
Mon, Nov 6
In-class midterm. Bring bluebook/greenbook and 2 pens.

Wed, Nov 8
Required:
- JRM rest of Ch. 9 (from p.182)
- JRM rest of Ch. 10 (from p.202)
- Viewing: The Central Limit Theorem
- LinkedIn Learning "Introduction to Stata"
  - Module 4: Graphing in Stata
    - Sections 4.5 – 4.7: 14 min

Week 12 (11/13) Working with Data
Mon, Nov 13
Required:
- Reading: JRM Ch. 11
- LinkedIn Learning "Introduction to Stata"
  - Module 5: Basic Inferential Statistics
    - Sections 5.1 – 5.2: 10 min
ACTIVITY: Stata Lab (Be ready)
*********Data Homework Distributed*********

Wed, Nov 15
Required:
- Jenna Jordan. 2009. "When Heads Roll: Assessing the Effectiveness of Leadership Decapitation," *Security Studies* 18(4)
- (SKIM) Paul Gill et al. 2014. "Bombing Alone. Tracing the Motivations of Antecedent Behaviors of Lone-Actor Terrorists." *Psychiatry & Behavioral Sciences* 59(2)
- Explore: Data Resources
  - Seton Hall's ICPSR subscription
  - Other SHU Data Resources
  - Dataverse (Harvard)
  - Jeremy Darrington's Guide

Week 13 (11/20) Testing Hypotheses with Data
Mon, Nov 20
Required:
- Reading: JRM Ch. 12
- LinkedIn Learning "Introduction to Stata"
  - Module 5: Basic Inferential Statistics
    - Sections 5.3 – 5.4: 9 min
ACTIVITY: Stata Lab (Be ready)

Week 14 (11/27)   Regression
Mon, Nov 27
Required:
- JRM Ch. 13
- Play around with this "Eyeball regression" game designed by Sophie Hill
  - Try to guess the slope and intercept.
- LinkedIn Learning "Introduction to Stata"
  - Module 6: Ordinary Least Squares (OLS) Regression
    - Sections 6.1 – 6.3: 19 min
ACTIVITY: Stata Lab (Be ready)

Wed, Nov 29
Required:
- JRM Ch. 14, read to p. 318
- Howard, "Thinking like a Political Scientist" (Canvas)
- LinkedIn Learning "Introduction to Stata"
  - Module 6: Ordinary Least Squares (OLS) Regression
    - Sections 6.4 – 6.6: 15 min

Week 15 (12/4)   Regression
Mon, Dec 4
Required:
- JRM Ch 14, pp. 318-324
- Biddle, Stephen, and Stephen Long, 2004, "Democracy and Military Effectiveness: A Deeper Look", *Journal of Conflict Resolution* 48(4)
- LinkedIn Learning "Advanced and Specialized Statistics with Stata"
  - Browse all modules: Know your available resources
ACTIVITY: Stata Lab (Be ready)

Wed, Dec 6
- JRM Ch. 14 (from p. 334)
- LinkedIn Learning "Introduction to Stata"
  - Module 7: Binary Outcome Models (Logit and Probit)
    - Sections 7.1 – 7.3: 15 min

Week 16 (12/11)   Finishing up
Mon, Dec 11 (last day of class)
*********Data Homework Due*********
Wrapping up
- Stanton, Jessica. 2013, "Terrorism in the context of civil war", *Journal of Politics* 75(4)
  - (**We will focus on interpreting the empirical tests**)

(12/13 – 12/19)   Finals
Research Design Paper due Monday, Dec 19 at 11:59pm

<u>**Policies and Resources**</u>
- **Plagiarism, Cheating and Academic Integrity**. Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See university and school standards for academic conduct here:
  - http://www.shu.edu/offices/student-life/community-standards/communitystandards.cfm
  - http://www.shu.edu/academics/diplomacy/academic-conduct.cfm.
- **Counseling**: As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more info, please visit: https://www.shu.edu/counseling-psychological-services/index.cfm
- **Absences**. Students are expected to attend all class sessions and participate in discussions. If a medical situation or other emergency arises students should inform the professor via email at the earliest possible opportunity as to the reason for their absence. Unexcused absences will bring down your participation grade.
- **Grade Appeals**. Grades in this course are not negotiable. If you think an error has been made, you may contest the grade on an assignment up to one week after it is returned. Clerical errors and outright mistakes will be corrected; other grading decisions will not be revisited.
- **Late Assignments**. Students who anticipate not being able to turn in an assignment on time should let me know as soon as possible. Without prior communication, failure to turn in a paper on its due date will result in a grade penalty. All late papers (anything submitted after the deadline) will be penalized by 10% per 24hrs (i.e., a 100% A paper turned in one day late is an A- at 90%, two days late a B- at 80%, etc.). Assignments more than one week late will be given a 0. There may be exceptions made in cases of medical or family emergency or COVID-related issues.
- **Technology**. Students will be allowed to use laptop computers during class for the purposes of note taking only. All other activities (email, internet, Facebook, etc.) are prohibited during class. Students who violate this policy will forfeit their laptop privileges.
- **Accommodations**. It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973)-313-6003 or by e-mail at DSS@shu.edu.
- **Policy on Incompletes.** Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor before the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

- **Academic Resources.** If you need support during this course, Seton Hall has resources for you. The Academic Resource Center is the general support place for students. The Online Writing Lab provides students with comments on papers via email within 48 hours. The Writing Center and the Math Learning Lab offer appointments for one-to-one tutoring. More information is available here:
  - http://www.shu.edu/student-services/toolkit.cfm