**The Study of Political Science**

**790:102**

**Spring 2018**

**Fine Arts 110**

**Tuesday/Thursday 11:10-12:30**

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Office Hours: Tuesday 10-11 a.m.; Wednesday 4:30-5:30 p.m. or by Appointment

**OVERVIEW**The purpose of this course is to introduce students to the study and practice of political *science*. Whereas Introduction to Politics (PS 101) focuses on substantive concepts central to the study of politics and government (what is democracy? what is a state?), the Study of Political Science(PS 102) will expose students to major research approaches, tools, and skills needed for designing and executing student-driven research projects. Upon completing this course, students should be able to digest and analyze social science research, as well as organizing a basic research design of your own.

**LEARNING OBJECTIVES**

By the end of the course students should be able to:

1. Understand the goals, methods, and major contributions of political science research.
2. Identify tools for social science research, including library databases, public documents, and similar sources for primary and secondary information.
3. Develop skills for critical analysis and evaluation of social science research.
4. Develop skills to design and execute social science research, including identifying appropriate methodologies and synthesizing findings in writing and presentation.
5. Apply political science research to the “real world,” including identifying opportunities for further study and/or careers in political science.

**DISABILITIES**

Students with disabilities are welcome in this class.  If you have a disability or suspect you might have a disability but do not yet have documentation, please contact the Coordinator of Disability Services immediately: [(856) 225-6442](tel:%28856%29%20225-6442), Armitage Hall, Room 231 (in the Rutgers-Camden Learning Center).  No accommodations may be made without the explicit approval of the Office of Disability Service.  If you already have documentation of a disability, please present it to me within the first week of class so I may work with you to ensure you can properly access and complete the work for this course.

**INCLUSIVITY AND NAMES**

This is an inclusive classroom that is welcoming of all people and perspectives, including those of diverse races, religions, ethnicities, ages, gender identities and sexual orientations. If you go by a name or gender that is different from the one on official Rutgers documents, please let me know so that I can use the proper name and pronouns.

**EXPECTATIONS AND ATTENDANCE**

In this class we will create a learning community where you will develop the foundational skills to be able to complete and analyze research. To do this, attendance and preparation are necessary. As your teacher, I expect you to complete the readings and assignments and show up to class, ready to actively engage in your own learning process. In return, you can expect me to be prepared, present the material enthusiastically, respond to your questions and concerns in a timely fashion, and lead you in a learning experience that will help give you skills and tools that you can apply in both your academic and professional lives.

**Class Attendance is Mandatory.** You may miss no more than three classes without providing documentation of an extenuating circumstance. After the first three absences, you will lose 10% of your participation grade for each unexcused absence. Legitimate reasons for additional absences include severe illness, death, family emergencies, and other issues evaluated at my discretion.

**Tardiness:** You are expected to be in class on time. Being late is disruptive, impedes others’ ability to learn and limits your access to valuable information and class time.   
  
If tardiness becomes a problem I reserve the right to enforce the following tardiness policy: If you are late you will be marked tardy. Every three tardies will convert to an absence and will be subject to the attendance policy. For example, if you are late 6 times it will count as 2 absences (6/3=2).

To reiterate:

1-3 absences: no penalty

4+ absences: -10% of participation grade for each absence after the initial 3

Tardies: Every 3 tardies = 1 absence and will count against your 3 allowable absences

**LATE POLICY**

Except for extenuating circumstances or with prior approval, late work will only be accepted within three days of the established due-date. You will lose 10% of your grade for each day that it is late. For example, if the assignment is due on Monday and you submit it on Tuesday you would lose 10% of your grade, if you submitted it on Wednesday you would lose 20%, and if you submitted it on Thursday you would lose 30%. It would not be accepted on Friday or any day thereafter. All work must be submitted in the manner identified in the syllabus (either paper or in Sakai’s Dropbox). I WILL NOT ACCEPT ASSIGNMENTS BY EMAIL.

**ASSIGNMENTS**

There are 1000 possible points.

1. Attendance 100 points (10%)
2. Participation in Peer Groups 100 points (10%)
3. Short Homework Assignments 40 points (4%)
4. Midterm Exam (3/10) 200 points (20%)
5. Cumulative Final Exam (5/10) 250 points (25%)
6. 3 Research Design Assignments 70 points, 210 points total (21%)
7. Final Research Design 100 total points (10%)

**GRADE SCALE**A= 900-1000  
B+= 875-899   
B= 800-874   
C+= 775-799  
C= 700-774  
D= 600-695  
F= 0-595

**REQUIRED TEXTS**

There are three types of required texts:

1. Kalof, Linda, Amy Dan, and Thomas Dietz. *Essentials of Social Research*. McGraw-Hill Education (UK), 2008.
2. Baglione, Lisa A. *Writing a Research Paper in Political Science: A practical guide to inquiry, structure, and methods*. Cq Press, 2015.
3. Assorted articles, book chapters and essays posted on Sakai. These will be under the Resources tab in our class Sakai site.

Both required textbooks are available in the university bookstore and on Amazon. If you cannot afford to purchase copies of the books they are also on reserve in the library where you can check them out for 1 hour at a time.

**ACADEMIC HONESTY**

PLAGARISM AND CHEATING OF ANY KIND WILL NOT BE TOLERATED. Blatant plagiarism and cheating will be reported to the Dean of Social Sciences. I don’t want to do this, so don’t cheat. I have software that checks for plagiarism and I will use it if I feel this is becoming a problem.

## According to the Merriam-Webster Online Dictionary, to "plagiarize" means

* to steal and pass off (the ideas or words of another) as one's own
* to use (another's production) without crediting the source
* to commit literary theft
* to present as new and original an idea or product derived from an existing source

It is your responsibility to be familiar with Rutgers’ academic honesty statement. This statement is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

**COMMUNICATION BETWEEN PROFESSOR AND STUDENTS**

Email is an essential communication tool between our class meetings. It is up to you to ensure that you are receiving the email updates I regularly send to the class. This includes letting me know the email address you use if it is not your Rutgers one. I may need to change the readings around a bit sometimes or make an important announcement to all students between classes. You need to regularly check your email and read the emails from me in full. Failure to do so could affect your grade and your preparation for our class meetings.

I also encourage you to talk with me in person before or after class or during my office hours (listed at top, along with office location information). If you have a scheduling conflict with office hours, I will happily meet you at a mutually-agreeable time and place – you may email me to set up a time.

**Email Response Policy***:* I will respond to all emails within 24 hours M-Th, or by Monday if you write after 3pm on Friday. If I can reply more quickly, I will – but do not expect an immediate response. If you wait until the last day to email me about a project, I may not respond to your email in time for the project deadline. Please plan ahead.

**TECHNOLOGY IN THE CLASSROOM**

Computers and tablets are not necessary to be successful in this class, but they *are* frequently disruptive. As a consequence, they are prohibited except during specific times that I will identify for you. Please plan to take class notes with a pen and paper. Phones are strictly prohibited in class. IF YOU ARE USING YOUR PHONE IN CLASS YOU WILL BE ASKED TO LEAVE.

**SAKAI**

We will use Sakai in this class. You will use the following folders:

**Syllabus**: Your syllabus

**Resources**: Readings, assignment descriptions and tools, rubrics etc.

**Gradebook**: Where you’ll keep track of your grade

**Tests and Quizzes**: Where you will find the intro survey, and reading quizzes for weeks 1 and 4

**Forums:** Where you will post your group assignments- find the assignment name, find your group number, hit “start a new conversation”, label it with your name, upload your paper

**Assignments:** Where you will find the instructions for the implicit bias assignment and where you will submit your final research design

**Dropbox:** Where you will submit Research Design Assignment 1, 2 and 3 with supporting documents

**SCHEDULE OF READINGS AND ASSIGNMENTS  
All readings and assignments must be completed before class on the assigned day**

# Week 1: Introduction

## Tuesday January 16: Getting Started

READING: NO READING

# *Thursday January 18:* *What is the Goal of Political Science?*

## CLASS DOES NOT MEET IN PERSON, MUST DO ONLINE SURVEY AND READING QUIZ FOR ATTENDANCE

## READINGS: Mansbridge, Jane. 2014. “What is Political Science For?” Perspectives on Politics 12(1):8-17.

## ASSIGNMENT: Complete Introductory Survey and Did You Read Quiz, both under the “Tests and Quizzes” tab on Sakai (10 points)

## Week 2: What is knowledge, what is science?

## Tuesday January 23: What does it mean to know?

# READING:1.Pardi, Paul. What is Knowledge. *Philosophynews.com* <http://www.philosophynews.com/post/2011/09/22/What-is-Knowledge.aspx>*.*

# 2. Zinman, John*.* What is Science? in *Introductory Readings in the Philosophy of Science* E.D. Klemke, Robert Hollinger and David Wyss Rudge eds. Amherst, NY: Prometheus Books.

3. Listen to Podcast: *This American Life* <https://www.thisamericanlife.org/630/things-i-mean-to-know>

## Thursday January 25: Scientific Change and Paradigms READING: Kuhn, Thomas. The Structure of Scientific Revolutions, summary by Dr. Frank Pajares. Philosophers Web Magazine. https://www.uky.edu/~eushe2/Pajares/kuhnsyn.html

# Week 3: Introduction to Research Methods and Questioning

## Tuesday January 30: Overview of Research Methods & Developing a Question

# READING:Kalof, Dan and Dietz*,* Chapter 1: Foundations READING: Baglione, Chapter 2: Getting Started: Finding a Research Question

## Thursday February 1: Bias: A Threat to All Research READING: 1. Sarniak, Rebecca. August 2015. 9 types of Research Bias and How to Avoid them. Quirks Media <https://www.quirks.com/articles/9-types-of-research-bias-and-how-to-avoid-them>

## 2. Kang, Jerry. August 2015. Implicit Bias and Segregation: Facing the Enemy. The Dream Revisited, a blog of the New York University Furman Center. <http://furmancenter.org/research/iri/essay/implicit-bias-and-segregation-facing-the-enemy>

## ASSIGNMENT: Complete 2 IAT tests from Project Implicit- see instructions in the Assignments tab on Sakai (10 points)

# Week 4: Literature Reviews and Understanding Existing Research

## Tuesday February 6: Science Research as a Conversation READING: Kalof, Dan and Dietz, Chapter 2: The Discourse of Science

## Thursday February 8: What is a Literature Review, What is an Annotated Bibliography READING: 1. Baglione, Chapter 3: Learning Proper Citation Forms, Finding the Scholarly Debate and Summarizing and Classifying Arguments: The Annotated Bibliography

## 2. Baglione, Chapter 4: Making Sense of the Scholarly Answers to Your Research

## ASSIGNMENT: Reading Comprehension Quiz about Annotated Bibliographies on Sakai under Tests and Quizzes (10 points)

**Week 5: Theorizing an Answer**

## Tuesday February 13: Hypothesis Building READING: 1. Deduction and Induction. Research Methods Knowledge Base. <http://www.socialresearchmethods.net/kb/dedind.php> 2. Popper, Sir Karl. 1953. Science: Conjectures and Refutations. In Introductory Readings in the Philosophy of Science E.D. Klemke, Robert Hollinger, David Wyss Rudge eds. Amherst New York; Prometheius Books.

## Thursday February 15: Hypotheses in Practice READING: 1. Summaries of major theories in political science- assignment discussed further in class (on Sakai)

## 2. Baglione Chapter 5: Effectively Distilling Your Argument: The Thesis, Model and Hypothesis

## ASSIGNMENT: Research Design Assignment 1 Must be Uploaded to your Group Forum on Sakai by the start of class (Under Forums, Research Design, upload your assignment to your group’s forum)

**Week 6: Peer Review & Theorizing an Answer: Formal Modeling**

## Tuesday February 20: Peer Review of Research Design Assignment 1

## READING: Print and Read your group members Research Assignment 1

## ASSIGNMENT: Prepare Peer Review of Assignment 1 for ALL members of your group Make notes about each of your group’s assignments based on the questions provided in the Resources folder on Sakai; come prepared with questions, critique and advice for your classmates; be prepared to discuss each assignment for about 15 minutes using the questions as a guide

## Thursday February 22: Formal Theory 101 READING:

## 1. McNulty, Daniel. The Basics of Game Theory. Investopedia. <http://www.investopedia.com/articles/financial-theory/08/game-theory-basics.asp>

## 2. Amadae, S.M. 11/2/2016. Rational Choice Theory: Political Science and Economics. Encyclopedia Britannica. <https://www.britannica.com/topic/rational-choice-theory>

## 3. Spatial Theory: Social Sciences. What-When-How in Depth Tutorials <http://what-when-how.com/social-sciences/spatial-theory-social-science/>

## Week 7: Game Theory and Experiments

## Tuesday February 27: Games and the Limits of Formal Theory READING: 1. Types of Games in Game Theory. EconomicsDiscussion.net <http://www.economicsdiscussion.net/game-theory/5-types-of-games-in-game-theory-with-diagram/3827> 2. Procaccia, Ariel D. July 8, 2013. Game Theory is Useful, Except When it is Not. Symposium Magazine. <http://www.symposium-magazine.com/game-theory-is-useful-except-when-it-is-not-ariel-d-procaccia>

## Thursday March 1: Experiments, Natural Experiments and Quasi Experiments READING: TBD

## ASSIGNMENT: Submit Research Design Assignment 1 in Class and in the Dropbox folder on Sakai \*IF YOU DO NOT BRING A PAPER, STAPLED COPY WITH YOUR NAME TO CLASS, THE ASSIGNMENT WILL BE LATE\*

**Week 8: Midterm**

## Tuesday March 6: Midterm Review READING: No New Reading

## Thursday March 8: Midterm Exam READING: No New Reading

**Week 9**: **Spring Break**

## Tuesday March 13: Enjoy Spring Break

## Thursday March 15: Enjoy Spring Break

**Week 10: Evaluating Your Hypotheses: Quantitative Analysis**

## Tuesday March 20: Purpose and Probability

## READING: Kalof, Dan, Dietz, Chapter 3: Basic Logic of Quantitative Data

## Thursday March 22: Concepts and Variables READING: Hoover and Donovan (2011), Chapter 5, “Measuring Variables and Relationships”

## ASSIGNMENT: Research Design Assignment 2 Due in Group Forum by beginning of Class (Under Forums, Research Design, upload your assignment to your group’s forum)

**Week 11: Quantitative Analysis, Data and Peer Review**

## Tuesday March 27: Collecting Data and The Limitations of Quantitative Analysis READING: 1. Kalof, Dan and Dietz, Chapter 5: Collecting Data 2. Matthews, Robert. Summer 2000. Storks Deliver Babies. Teaching Statistics 22(2), 35-38. 3. 3. Bergstrom, Carl and Jevin West. Case Study: Trafic Congestion. <http://callingbullshit.org/case_studies/case_study_traffic_improvements.html>

## 4. Simpson's Paradox <http://vudlab.com/simpsons/> a project of the Visualizing Urban Data ideaLab at UC Berkeley.

## Thursday March 29: Peer Review of Research Design Assignment 2

## READING: Print and Read your group members Research Assignment 2

## ASSIGNMENT: Prepare Peer Review of Assignment 2 for ALL members of your group Make notes about each of your group’s assignments based on the questions provided in the Resources folder on Sakai; come prepared with questions, critique and advice for your classmates; be prepared to discuss each assignment for about 15 minutes using the questions as a guide

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**Week 12: Testing Your Question: Qualitative Analysis**

## Tuesday April 3: The logic of Qualitative Research READING: Kalof, Dan and Diets, Chapter 4: Basic logic of qualitative inquiry

## Thursday April 5: Case Studies READING: John Gerring, “What is a Case Study and What is it Good For?” American Political Science Review 98:2 (May 2004), 341-54.

## ASSIGNMENT: Submit Research Design Assignment 2 in Class and in the Dropbox folder on Sakai \*IF YOU DO NOT BRING A PAPER, STAPLED COPY WITH YOUR NAME TO CLASS, THE ASSIGNMENT WILL BE LATE\*

**Week 13: Assessing Evidence**

## Tuesday April 10: What Does My Research Mean? READING: Kalof, Dan and Dietz, Chapter 6: Assessing the findings

## Thursday April 12: Analysis in Practice READING: Baglione Chapter 8: Evaluating the Argument: The Analysis and Assessment Section ASSIGNMENT: Research Design Assignment 3 Due in Group Forum by beginning of Class (Under Forums, Research Design, upload your assignment to your group’s forum)

**Week 14: Peer Review and Ethics**

## Tuesday April 17: Peer Review Research Design Assignment 3

## READING: Print and Read your group members Research Assignment 2

## ASSIGNMENT: Prepare Peer Review of Assignment 3 for ALL members of your group; Submit Peer Review Assignment 3 in Class and on Sakai Make notes about each of your group’s assignments based on the questions provided in the Resources folder on Sakai; come prepared with questions, critique and advice for your classmates; be prepared to discuss each assignment for about 15 minutes using the questions as a guide

## Thursday April 19: Research Ethics

## READING: 1. Research Ethics. Research Methods Database. <http://www.socialresearchmethods.net/kb/ethics.php> 2. Dutton, Bill. Six Principles to Guide Research Ethics. <https://billdutton.me/2010/02/05/principles-to-guide-research-ethics-in-the-social-sciences/>

## 3. Konnikova, Maria. 2015. “How A Gay-Marriage Study Went Wrong.” The New Yorker [Online], May 22, 2015.

## 4. Listen to This American Life episode "For Your Reconsideration", Prolouge and Act 1 <https://www.thisamericanlife.org/radio-archives/episode/584/for-your-reconsideration>

**Week 15: Political Science in the Workforce & Final Exam Prep**

## Tuesday April 24: Using your Political Science BA to get a Job or Go to Grad School READING: 1. Lawrence, Steven Jr. Making the decision to Attend Law School. Indiana University. <http://hpplc.indiana.edu/law/law-decision.shtml> 2. What is it like to do a PhD? findaphd.com. <https://www.findaphd.com/advice/doing/what-is-a-phd-like.aspx>

## 3. Kerrigan, Healther. March 13, 2013. Understanding the Value of the MPA and MPP Degree. Governing the States and Localities. <http://www.governing.com/columns/gov-understanding-value-of-mpa-mpp-degrees.html> 4. Entering the Job Market with a Bachelor's Degree, American Political Science Association <http://www.apsanet.org/CAREERS/Careers-In-Political-Science/After-Completing-a-Bachelors-Degree> 5. Career Sectors of Political Science, American Political Science Association , <http://www.apsanet.org/CAREERS/Careers-In-Political-Science/Careers-Sectors-for-Political-Science> 6. Average Salary of a Political Science Major. study.com. <http://study.com/articles/Average_Salary_of_a_Political_Science_Major.html>

## Thursday April 26: Final Exam Prep READING: No New Reading

## ASSIGNMENT: Final Research Design Due

**Week 16: Wrap Up and Finals Prep**

## Tuesday May 1: No Class, Reading Day Thursday May 3: No Class

**Week 17: Finals Exam**

## Tuesday May 8: Final Exam, 11:30-2:30 p.m.. in FA 110 ASSIGNMENT: Complete Exit Survey by Finals Day (10 Points)

**EXPLANATION OF ASSIGNMENTS**

**Exams**

There will be a midterm and a final exam. The midterm exam will cover all materials up to March 10; the final exam is comprehensive. Exams will have multiple choice, true false and short answer questions. You should be prepared to answer questions on key concepts, terms, and skills discussed in the readings and in class. We will review key concepts during our exam reviews; however, it is unlikely we will cover everything you need to know. To do well it is essential that you take notes in class, keep up on the readings and study for exams.

**Midterm Exam:** ThursdayMarch 8   
**Final Exam:** May 8 11:30-2:20

**Small Homework Assignments**

At the beginning of the semester you will have several small homework assignments that should take between 10 and 30 minutes to complete and are worth 10 points each. These range from taking an in-take survey to taking part in an implicit bias study.

**Participation in Groups**

You will be placed in groups on the first day of class that you will stay in for the duration of the class. You are expected to sit with this group in a “pod” formation in approximately the same location in the classroom every class period. You will do in-class activities with this group and you will also work with this group to do peer review of your research design. There are three assignments leading up to your final research design and you will use peer review to help you revise each of these assignments.   
  
Each of the research design assignments is detailed under Research Design. There are forums for each assignment under the “Forums” tab of the Sakai site. You will open the forum, find your group number, hit “start a new conversation,” title your post as your name, and then upload your assignment. In all cases, you will upload the paper for the assignment, not the documents you completed to get to the paper. You are expected to submit your assignment to the group forum on time. Then you are expected to read and critique your group members work based on questions I will provide you. You need to print each of your peers’ papers so that you can comment on them and reference them in class. You are expected to come to class prepared to discuss your group members’ work and convey questions, criticism and advice in a professional, respectful manner. Your group members will evaluate your performance in the group and your participation grade will be based on this evaluation.

**Research Design**

A research design is a document that lays out how a researcher will conduct original research to answer an important, unanswered question. The research design starts by telling the reader what we already know about the question (the literature review), discusses what their question is and why it is important, establishes a theoretical basis and hypotheses (theory section), identifies the way the researcher would go about examining the question and testing the hypotheses (the research method), and explains where they would get data from. You will complete a 5-6 page research design about a question you would like to investigate within political science. You do not need to gather the data or complete the research you are proposing; this is an exercise to help you think through how you might conduct original research. There are four stages to completing this assignment.

1. Research Design Assignment 1
   1. Due Dates
      1. First Draft Due to Peer Group in class (bring 5 printed copies) and on Sakai Forum **February 15**
      2. Peer Review **February 20**
      3. Final Draft Due in Class and on Sakai Tuesday **March 1**
   2. You will submit all the following items to Dr. Bowers for a grade \*Printed and Stapled in Class and in Dropbox\*
      1. Complete and submit two worksheets to help you develop a question
         1. Topic worksheet (on Sakai)
         2. Question Worksheet (on Sakai)
      2. Create and submit three annotated bibliography entries. You will read *academic* articles about your question. For the three most relevant articles, you will create and submit three annotated bibliography entries. Each entry should be about a paragraph and must include:
         1. Full citation in Chicago format
         2. Research question
         3. Author’s argument/theory used
         4. Data used
         5. Research method used (can be simple like “used statistical analysis” or interviewed 20 people)
         6. Important findings and take-aways
         7. How this is relevant to your question
      3. Write a 2 page paper that explains your question. This paper is what your peer review group will read and it must include
         1. Your question
         2. Why this question is interesting and important
         3. What do you know about your question from the research you’ve done up to this point \*\*\*Do not just copy and paste your annotated bibliography entries, this should describe that reading as you would in any paper assignment
         4. You will upload this document to your group forum for peer review. After receiving peer review, you will revise your paper.
   3. **You will only give your 2-page paper to your peer group**
2. Research Design Assignment 2
   1. Due Dates
      1. First draft due in class (bring 5 printed copies) and in group peer review forum on Sakai **March 20**
      2. Peer Review in Class **March 29**
      3. Final Due in Dropbox and in class (printed and stapled) on **April 5**
   2. You will submit all the following items to Dr. Bowers for a grade \*Printed and Stapled in Class and in Dropbox\*
      1. Revising your question worksheet
      2. Developing theory and hypotheses worksheet
      3. 3 NEW annotated bibliography entries
      4. 3 page paper that revises your first paper and adds to it:
         1. Revises your question based on my feedback from assignment 1
         2. Updates the literature review (what you know about the question) to include information from your 3 new sources
         3. In 1-2 paragraphs describes your theory (ie: what you think explains your question) and develop two falsifiable hypotheses that include an independent and dependent variable. Be sure to explain why you think your hypotheses would be true.
   3. You will submit your 3 page paper to your group \*You do not need to submit your annotated bibliography or your worksheets to the group\*
3. Research Design Assignment 3
   1. Due Dates
      1. First draft due in class (bring 5 printed copies) and in group peer review forum on Sakai **April 12**
      2. Peer Review in Class **April 17**
      3. Final due in class (printed and stapled) on Sakai in “Dropbox” **April 17 \*YOU ARE UNLIKELY TO GET COMMENTS FROM ME BEFORE YOUR FINAL PROJECT IS DUE, SO PLEASE COME TO OFFICE HOURS IF YOU ARE STRUGGLING\***
   2. You will submit all the following items to Dr. Bowers for a grade \*Printed and Stapled in Class and in Dropbox\*
      1. Detailing Your Methodology worksheet
      2. 2 NEW annotated bibliography entries
      3. 5-6 page paper that
         1. Describes your question
         2. Adds to your literature review based on two additional sources
         3. Revises your theory and hypotheses based on my feedback
         4. Identifies what type of research approach you will use to assess your question (qualitative, quantitative, mixed).
         5. Specifies what tools you would use- ie: descriptive statistics, regression, interviews, case study etc.
         6. Identifies where your data would come from
   3. You will submit your 5-6 page paper to your group \*Highlight the new sections so they know where to focus\*  
       \*You do not need to submit your annotated bibliography or your worksheets to the group\*

1. Final Research Design  
   DUE: **April 26 Printed and Stapled in Class and on Sakai under “Assignments” Tab**  
   Your research design must have 8 academic sources, be 5-6 pages, be written in Times New Roman, 12pt. font with 1” margins, and use Chicago citation style. It must include the following sections:
   * 1. Introduction
        1. Describe your question
        2. Describe why your question is interesting
        3. Summarize where your paper is going
     2. Background and literature review (8 sources)
        1. Explain what we already know about your question
        2. Explain where your question fits in this conversation and what answering it will add to the field
     3. Theory and Hypotheses
        1. Explain what you think the answer to your question might be and why (need to provide evidence for your assertions (we will discuss this in class in greater detail)). This can (and likely will) be based on an existing political science theory, but you would need to discuss and properly cite that theory.
        2. Include and discuss at least two falsifiable hypotheses
     4. Data and methods
        1. Discuss what type of study this will be and what type of methods you will use (qualitative, quantitative, mixed methods). You may describe a formal theory project, but if you would like to go that route, please discuss with me ahead of time.
        2. Describe what data you would use, where it would come from, etc. This needs to be REAL data, not data you imagine. You will need to do some research to figure out where the types of data you are interested in come from. If you are proposing a qualitative study you need to identify what type of qualitative model you would use and where your data would come from. For example, if you plan to do a case study with interviews you must identify who you would interview specifically. If you plan to do content analysis, you would need to identify the documents you would be analyzing and why.
        3. Describe your dependent, independent and control variables and/or selection process
        4. Discuss how your chosen variables represent the concepts they are trying to operationalize. Remember that sometimes we chose variables that are proxies for complex concepts, which is ok, you just need to explain why the variable is a good proxy.
     5. Limitations of study
        1. Discuss how your study is limited for example, the sample size may be small, making it difficult to make generalizations or you may only be able to answer one very small part of your larger question. If you are struggling with this, come talk to me and we can work through it!
        2. Discuss any potential ethical implications
     6. Conclusion
        1. Summarize your design
        2. Discuss what you hope to gain from your study
        3. What are the implications of your future findings- what would it clarify, who would it affect, how would it influence policy etc.