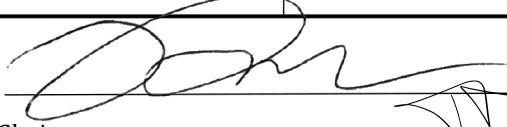
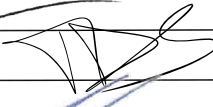
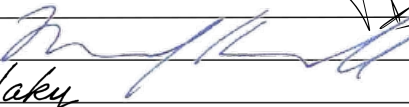
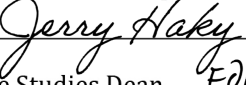
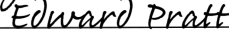
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>12-7-20</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Political Science  <b>College</b> Arts & Letters <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix</b> POS  <b>Number</b> 3713	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <input type="text" value="Lecture"/>	<b>Course Title</b> Understanding Political Science Research
<b>Credits</b> <i>(Review Provost Memorandum)</i>  3	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Pass/Fail</b> <input type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; Syllabus Checklist recommended; see <a href="#">Guidelines</a>)</i> This course is designed to familiarize political science students with political science research. It introduces students to the various subfields of political science. Approaches to scientific inquiry within the field, as well as the fundamentals necessary to conduct initial research in the discipline are also covered. This course is required for all political science majors and must be completed within two semesters of declaring Political Science as your major. There are no prerequisites for this course.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>  FALL 2021	<b>Prerequisites, with minimum grade*</b> None		
		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>  Political Science Majors
<i>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</i>			
<b>WAC/Gordon Rule Course</b>  <input type="radio"/> Yes <input checked="" type="radio"/> No  WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  None  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a> .	
<b>Minimum qualifications to teach course</b> FAU faculty member with terminal degree in subject matter.			
<b>Faculty Contact/Email/Phone</b> Angela D. Nichols, nicholsa@fau.edu		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair  College Curriculum Chair  College Dean  UUPC Chair  Undergraduate Studies Dean  UFS President _____ Provost _____		<b>Date</b> 11/23/20 11.23.20 11-30-2020 12-8-20 12-8-20 _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

# Understanding Political Science Research

**POS 3713.001**

T&R 11:00 – 12:20

3 credits

Fall 2021

Prof. Angela D. Nichols

Office: SO 384D

Office hours: W 1-3pm

Email: [nicholsa@fau.edu](mailto:nicholsa@fau.edu)



## Course Description

This course is designed to familiarize political science students with political science research. It introduces students to the various subfields of political science—American, Comparative, International Relations, and Theory. Approaches to scientific inquiry within the field, as well as the fundamentals necessary to conduct initial research in the discipline will be covered in this course. Information regarding the philosophy of science and various methodological approaches of applying the scientific method to social science questions are covered. Logic, critical thinking, writing for political science, and the identification of appropriate sources are some of the topics covered throughout the semester. This course is required for all political science majors and must be completed within two semesters of declaring Political Science as your major. There are no prerequisites for this course.

## Student Learning Objectives

SLO 1: Core Knowledge. Students are expected to demonstrate knowledge of core principles and skills in political science. They should be familiar with language specific to the discipline.

SLO 2: Critical Thinking & Analysis. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others. Students will be required to complete assignments in logic and critical thinking. Students will also engage in self and peer review sessions.

SLO 3: Research Skills. Students will learn how to identify and cite scholarly material. They are expected to be able to search for, sort, and analyze both individual pieces of work, as well as groups of articles. Students should also use appropriate referencing style throughout course. The American Political Science Association's Style Manual for Political Science can be found here: <https://connect.apsanet.org/stylemanual/>

SLO 4: Written Communication. Students will learn about the norms and protocols of writing within political science. They will become familiar with exemplary texts in the discipline and

## COVID-19 Statement

*All students in face-to-face classes are required to wear masks during class, and students must sanitize their own workstations upon entering the classroom. Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).*

will be expected to demonstrate proficiency in using the tone and style of political science writing. Students will be required to complete writing assignments utilizing evidence-based argumentation.

SLO 5: Integrate Information from Various Sources: Students will be able to identify information from various sources and integrate it into work. This includes identifying the credibility and rigor of the source, as well as identifying how it supports or challenges the student's argument and existing work.

### **Course Materials**

There are no books required for the course.

All reading assignments typically come from academic journals, and are available from three sources:

[FAU Library](#)

[Google Scholar](#)

directly from an online provider (typically JSTOR)

JSTOR is likely your best option to access the assigned material. JSTOR is an academic journal service that FAU provides for us. Access is free from any FAU computer (e.g., in computer labs or dorms, or via FAU wireless networks); you can search for individual articles by author or title, or browse by journal name and issue at [www.jstor.org](http://www.jstor.org). Additionally, you can access the FAU electronic journal library via <http://www.fau.edu/library/ecollect/ejournals.php>.

### **Instructional Method**

This is a hybrid course with in person and synchronous online options available to students. If accessing online, please log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

Online sessions will be held using WebEx and/or Zoom during regular class time. You will receive information, links, and notifications through Canvas. Please have the necessary equipment to participate in this course:

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam
- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here](#).

## Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

## Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
  - a. Select “Canvas (Student)” for the Ticket Type.
  - b. Input the Course ID.
  - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
  - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

## Student Assignments & Responsibilities (example, will vary by IOR)

*Exam:* Twenty-five percent of your grade will be determined by an exam. The exam will be a combination of short answer, multiple choice, and essay and take place about half-way through the semester. This midterm exam is worth 25% of your final grade.

*Literature Review:* You must also complete a literature review for this course. The paper will be broken down into component parts with multiple due dates and peer review sessions. It also allows you to learn from your mistakes and adjust before the final product is due. More

information regarding this assignment will be distributed throughout the course. The final version of this assignment is worth 25% of your final grade.

*Homework Assignments:* You will be required to complete a series of homework assignments for this course. These assignments are designed to help you familiarize yourself with the various components of political science research across the subfields. These assignments will comprise your homework grade for the course and be equal to 25% of your final grade.

*Attendance & Participation:* The topics and issues we will cover throughout the semester can be most clearly understood through discussion and the evaluation of alternative perspectives. In other words, participation increases active learning. While this course will have a substantial lecture component, there will also be opportunities for participation in classroom exercises and discussions. Thus, attending class and participating regularly are key to achieving the course objectives discussed above.

To this end, attendance and participation is worth 25% of your final grade. I will take attendance daily throughout the semester. I will also take note of how regularly you participate in class, both in productive and distractive ways. Your base attendance and participation grade will be based upon the proportion of times you are in class. Then, I will adjust that grade up or down depending on your participation. To maximize this part of your grade, it is highly recommended that you come to class prepared (e.g., having done the assigned readings) and willing to participate. Merely showing up and occupying a seat will not constitute full participation. Other ways to lose participation points include but are not limited to: being a disruption to others (e.g., side conversations with friends, reading for other classes), repeatedly failing to answer a question if called upon, and not participating in classroom discussions and exercises in a productive manner.

*Make-up Exams:* If you cannot attend one of the exams, you need to notify me as soon as possible by email and in person. Make-up exams will only be given to students who have been unable to sit for the examination as a consequence of illness requiring medical care, required university activities, or a personal emergency of a serious nature. To be excused without penalty, documentation and/or prior permission is required. Additionally, an alternative exam may be provided. I reserve the right to assign a short answer or essay make-up exam in place of the standard exam for this class.

### **Grading & Evaluation**

Grades are assigned in accordance with the following scale:

Total Points	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-60	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

### **Other Policies**

Materials handed out in class by the instructor (e.g., review sheets, simulation materials, etc.)

will only be distributed electronically or outside of class at the professor's discretion.

Allow a reasonable amount of time for a response when you send me an email. Do not email me an hour before an exam and expect me to respond to or receive the email before class. I will not answer questions that can be answered by reading the syllabus or accessing Canvas via email. I encourage students to utilize office hours to answer their questions whenever possible.

Grades will not be released to any student via email, phone, or other electronic means. If you wish to discuss your grades, report to the appropriate office hours or make an appointment, and come prepared with your university identification.

You can expect to be graded solely on your academic performance. This includes clarity of thought, knowledge of the material, composition, spelling, and grammar.

### **Code of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

### **Accommodations (SAS)**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **University Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed 3 without any reduction in the student's final course grade as a direct result of such absence.

## **Counseling and Psychological Services (CAPS) Center**

Center Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

## **Classroom Conduct**

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: lap- tops, cell phones, and the like, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you use a laptop to take notes during class, turn off the sound and restrain yourself from unnecessary surfing. I reserve the right to suspend the use of laptops if this policy is abused. If you need a phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire class. In circumstances where you need to leave early, tell the professor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Class discussions of political issues can often stimulate strong feelings and heated debate. I ask all of you to respect the opinions of your fellow students, even if you do not agree with them. In simple terms, that means not interrupting other students while they are speaking and not verbally attacking them for their beliefs. While I believe that it is essential to connect theory to current events, I will cut short debates of current events that do not enhance the understanding of course concepts. I expect you to offer substantive comments and questions when appropriate in class. I also expect you not to dominate a discussion, but to allow free discussion and exchange of ideas.

## **Political Science Faculty by Subfield**

### *American*

- [Burt Atkins](#)
- [Marshall DeRosa](#)
- [Dukhong Kim](#)
- [Orin Kirshner](#)
- [Eric Prier](#)
- [Kevin Wagner](#)

### *Comparative*

- [Mehmet Gurses](#)
- [Aimee Kanner Arias](#)
- [Angela Nichols](#)
- [Robert Rabil](#)
- [Edward Schwerin](#)
- [Renat Shaykhutdinov](#)
- Kristin Shockley

- [Steven D. Roper](#)
- [Annette LaRocco](#)

#### *International Relations*

- [Aimee Kanner Arias](#)
- [Jeffrey Morton](#)
- [Edward Schwerin](#)
- [Renat Shaykhutdinov](#)
- Kristin Shockley
- [Steven D. Roper](#)
- [Angela Nichols](#)
- [Annette LaRocco](#)

#### *Public Law and Policy*

- [Marshall DeRosa](#)
- [Timothy Lenz](#)
- [Eric Prier](#)
- [Kevin Wagner](#)

#### *Theory*

- [Rebecca Lemoine](#)

### **Course Content & Schedule**

(The readings listed are examples. Assigned readings will vary according to course instructor.)

The following is an approximate schedule of class readings and assignments. Please complete each assigned reading prior to the class it is listed under.

#### *Week 1: What is Political Science?*

John S. Dryzek. 2006. "Revolutions without Enemies: Key Transformations in Political Science." *American Political Science Review* 100:4 (Nov):487-492.

Bond, Jon R. 2007. "The Scientification of the Study of Politics: Some Observations on the Behavioral Evolution in Political Science." *Journal of Politics* 69 (4): 897-907.

*Approaches to Political Science*, by Bernard Susser

*Social Science in the Crucible*, by Mark C. Smith

#### *Week 2: What do Political Scientists Study?*

James Farr, and Raymond Seidelman, eds. 1993. *Discipline and History: Political Science in the United States*. Ann Arbor: University of Michigan Press. Also available electronically:

([https://www.press.umich.edu/9943/discipline\\_and\\_history/?s=look\\_inside](https://www.press.umich.edu/9943/discipline_and_history/?s=look_inside)).



DeMeritt, J.H. and Young, J.K., 2013. A political economy of human rights: Oil, natural gas, and state incentives to repress. *Conflict Management and Peace Science*, 30(2), pp.99-120.

Allison, Graham T. 1969. "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review* 63 (3): 689-718.

Fenno, Richard F., Jr. 1977. "U.S. House Members in Their Constituencies: An Exploration." *American Political Science Review* 71 (3): 883-917.

Putnam, R. D. (1995). Tuning in, tuning out: The strange disappearance of social capital in America. *PS: Political science & politics*, 28(4), 664-683.

Gerber, A. S., & Green, D. P. (2000). The effects of canvassing, telephone calls, and direct mail on voter turnout: A field experiment. *American political science review*, 94(3), 653-663.

Posner (2004) "The Political Salience of Cultural Differences: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review*. 98(4): 529-545. -really elegantly written piece using a natural experiment with both quantitative and qualitative aspects of the research design and data collection

Medie (2013) "Fighting Gender-Based Violence: The Women's Movement and the Enforcement of Rape Law in Liberia" *African Affairs*. 112(448): 377-397. -fieldwork-based study using interviews, participant observation, and document analysis in a clearly designed study, with research question, design, and case study selection all accessibly described in the article

Friedman (2018) "The 'science' of superiority: Africa and scholarly colonial assumptions" *Journal of Contemporary African Studies*, 36(4): 449-463. -slightly heterodox piece highlighting the flawed assumptions that often plague polisci research in/on Africa

Gurses, M., & Mason, T. D. (2008). Democracy Out of Anarchy: The Prospects for Post-Civil-War Democracy. *Social Science Quarterly*, 89(2), 315-336.

LaRocco, A. A. (2019). Infrastructure, wildlife tourism,(il)legible populations: A comparative study of two districts in contemporary Botswana. *Environment and Planning E: Nature and Space*, 2514848619877083.

LeMoine, Rebecca. "Foreigners as Liberators: Education and Cultural Diversity in Plato's Menexenus." *American Political Science Review* 111.3 (2017): 471-483.

Gary King, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton: Princeton University Press.

*Week 5: Political Scientists in Private Employment (diplomats, NGOs, pollsters, strategists, data scientists etc.)*

Pennock, A. (2011). The case for using policy writing in undergraduate political science courses. *PS: Political Science & Politics*, 44(1), 141-146.

*Week 6: Puzzles, Questions, & Scientific Inquiry*

Karl Popper. 1965. *The Logic of Scientific Discovery*. New York: Harper.

Stephen Kocs. 1994. Explaining the Strategic Behavior of States, *International Law as System Structure*. *International Studies Quarterly*, 38: 535-556.

*Week 7: Writing in Political Science?*

Pugh, Jeff. 2005. "Democratic Peace Theory: A Review and Evaluation."

Knopf, Jeffrey W. 2006. "Doing a Literature Review." *PS: Political Science Politics* 39.1(2006): 127-132.

Gregory M. Scott and Stephen M. Garrison. 2012. *The Political Science Student Writer's Manual*, 7th ed. Upper Saddle River, NJ: Prentice Hall.

### ***Week 8: Midterm***

The exam will be a combination of short answer, multiple choice, and essay and take place about half-way through the semester. This midterm exam is worth 25% of your final grade.

*Week 9: Qualitative Research Methods*

Collier, D. (2011). Understanding process tracing. *PS: Political Science & Politics*, 44(4), 823-830.

George, A. L., Bennett, A., Lynn-Jones, S. M., & Miller, S. E. (2005). *Case studies and theory development in the social sciences*. MIT Press.

*Week 10: Qualitative Research Methods*

Kapiszewski, D., MacLean, L. M., & Read, B. L. (2015). *Field research in political science: Practices and principles*. Cambridge University Press.

Gerring, J., 2006. *Case study research: Principles and practices*. Cambridge university press.

*Week 11: Experiments*

Iyengar, S., 2011. Laboratory experiments in political science. *Cambridge handbook of experimental political science*, pp.73-88.

De Rooij, E.A., Green, D.P. and Gerber, A.S., 2009. Field experiments on political behavior and collective action. *Annual Review of Political Science*, 12(1), pp.389-395.

Druckman, J.N., Green, D.P., Kuklinski, J.H. and Lupia, A., 2006. The growth and development of experimental research in political science. *American Political Science Review*, pp.627-635.

*Week 12: Quantitative Research Methods*

Banerjee, S., Erçetin, Ş. Ş., & Tekin, A. (Eds.). (2014). *Chaos Theory in Politics*. Springer.

King, G., 1986. How not to lie with statistics: Avoiding common mistakes in quantitative political science. *American Journal of Political Science*, pp.666-687.

*Week 13: Political Theory*

Dryzek, J.S., Honig, B. and Phillips, A., 2009. Overview of political theory. In *The Oxford handbook of political science*.

Excerpts from Book I of Plato's *Republic*

Excerpts from Machiavelli's *Prince*

Excerpts from Thucydides' *The Peloponnesian War*

Excerpts from Hobbes' *Leviathan*

Excerpts from Locke's, *Second Treatise of Government, Letter Concerning Toleration*

Excerpts from Rousseau, *Discourse on the Arts and Sciences, Discourse on the Origin of Inequality, Social Contract*

Excerpts from Tocqueville's *Democracy in America*

*Week 14: Political Theory?*

Berlin, I., 1962. Does political theory still exist?. *Philosophy, politics and society*, 2, pp.1-33.

White, S.K. and Moon, J.D. eds., 2004. *What is political theory?*. Sage.

This syllabus is a guideline and is subject to change at any time. Last updated November 14, 2020.