This course addresses a unique aspect of political science – how do we know what we know? The political world (and the rest of the world, for that matter), is rife with statements of “fact.” But, are these facts? How certain are we about the statements that we make? These questions are the focus of this course. We are going to explore the ways in which political scientists rigorously approach and analyze questions, and how we arrive at conclusions. This will involve developing an understanding of research design, and we will learn some basic statistical inference. The way of asking and answering questions that we will learn is somewhat unique from how people tend to think about the world, and as such, will require you to cast aside some of your preconceived notions. When you are done with this class, you will have a set of tools for looking at both political and non-political phenomenon that can be quite useful.

Required Text


Grading

Your grade for this class is comprised of the following components:

Attendance/Participation (10%)- Being present in class and participating regularly is essential for success in this class. It is important that you share your ideas and ask any questions that you may have. Doing so will result in better understanding of the course material and subsequently, higher grades.

Short Assignments (20%)- There will be between 3 and 5 homework assignments over the course of the term. This will give you an opportunity to apply the skills that you learn in class.

Midterm Exam (30%)- The Midterm will be on April 28th.

Final Paper (35%)- You will be writing a final paper for this class. The paper will be from 8-10 pages long, double spaced. The details will be distributed to the class shortly. The paper will be due on May 21st.

Paper Presentation (5%)- You will be presenting your research paper to the class during the last week of the term.
Final Grades will be based on the following distribution, though please note that I reserve the right to curve point totals should I decide that is necessary:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;93%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

A: Designates student performance of an extraordinarily high level, indicates a comprehensive understanding of course material, and reflects original insight and thought.

B: Designates student performance of a high level, indicates a thorough understanding of course material, and reflects solid insight and well-considered thought.

C: Designates student performance that completely fulfills the basic requirements of the course, indicates a basic understanding of course material, and reflects basic insights and a surface-level understanding of concepts.

D: Designates student performance that mostly fulfills the basic requirements of the course, indicates a basic or weak understanding of course material, and reflects poor, basic, or weak insights and a poor understanding of concepts.

F: Designates student performance that fails to fulfill the basic requirements of the course, indicates a weak or inaccurate understanding of course material, and reflects poor or misinformed insights and a lack of understanding of concepts.

**Administrative Policies**

Late Work: Late assignments will not be accepted.

E-Mail and Web Communication: An email list has been setup to contact you with class updates, additional readings, and questions you might consider while reading. It is critical that you regularly check your DU email account and Canvas for updates. Students will be held accountable for
assignments and syllabus changes communicated via email. I will always give you reasonable notice for any changes or additions to the syllabus.

The Classroom Environment: Tardiness, early departures, ringing phones, etc. detract from the learning environment. Therefore, I ask that students arrive on time and remain in class for the duration of the period. Please turn off cell phones and other electronic devices when you enter the classroom. While the use of a computer for note-taking is certainly encouraged, web surfing, text-messaging, emailing, etc. not only reduces your engagement and comprehension of the material during class, but is highly distracting for the students around you. Please do not participate in these activities during class.

Academic Integrity: I take issues of academic integrity very seriously. Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course. All forms of academic dishonesty will result in an F for the course.

Disability Services: If you qualify for accommodations because of a disability, please contact me about this during the first week of the class so that I can prepare to make accommodations ahead of time.

Religious Accommodations: University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. Faculty are asked to be responsive to requests when students contact them in advance to request such an excused absence. Students are responsible for completing assignments given during their absence, but should be given an opportunity to make up work missed because of religious observance. Once a student has registered for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time.

Classroom Behavior: Students and faculty each have a responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Quarter Schedule

Note: Syllabus is subject to change.

Week 1
3/24: Syllabus, Introduction to the challenge of social science research

3/26: Theories, Hypotheses, Inference
    -Readings: K&W Ch. 1

Week 2

3/31: Theories, Hypotheses, Inference, continued
    -Readings: K&W Ch. 2, 3

4/2: Research Design
    -Readings: K&W Ch. 4

Week 3

4/7: Research Design, continued
    -Posner, “The Political Salience of Cultural Differences”

4/9: Ethics in Research
    -Readings: Willis, “Professors’ Research Project Stirs Political Outrage in Montana”
    - Stanford Prison Experiment
    -In-class: “The Milgram Experiment” on DU Course Media

Week 4

4/14: Qualitative Research
    - Berg, “A Dramaturgical Look at Interviewing”
    - Berg, “Case Studies”

4/17: Class Cancelled – I’m attending a conference in Chicago.
Week 5
4/21: Data and Variables
   -Readings: K&W Ch. 5
4/23: Introduction to Stata
   -Readings: None.

Week 6
4/28: Midterm Exam
4/30: Probability and Central Limit Theorem
   -Readings: K&W Ch. 6

Week 7
5/5: Sampling and Bivariate Hypothesis Testing
   -Readings: K&W Ch. 7
5/7: Bivariate Regression
   -Readings: K&W Ch. 8

Week 8
5/12: Multivariate Regression
   -Readings: K&W Ch. 9
5/14: Multivariate Regression, continued
   -Readings:

Week 9
5/19: Multivariate Regression, continued
   -Readings: K&W Ch. 10
5/21: Putting It All Together
-Readings: K&W Ch. 12

**************************Papers due in class**************************

Week 10

5/26: Paper Presentations

5/28: Paper Presentations, Review

Final Exam:

June 2\textsuperscript{nd}, 2:00-3:50