

	<p>Online Undergraduate Studies</p> <p>PBA 2070: Scope and Methods of Political Science</p> <p>3 units</p>
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<p>Instructor: Dr. Lindsey Lupo</p>	<p>Term: Spring 2024 Q1</p>
<p>Office Hours: By appointment, reach out via email with two suggested dates/times</p>	<p>Course Website: Canvas.pointloma.edu</p>
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“Political science is the study of politics through the procedures of science.” – Robert O. Keohane

“Those who plow social science fields seek general truths. We look for general, or at least widespread, patterns of behavior; we seek general causes and effects. And yet we all know that everything, everywhere, is different... Can one find universals across nations or regions or cultures, or is each place different?” – Sidney Verba

PLNU Mission:

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department of History and Political Science Mission:

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

Course Description:

This course offers an examination of the scope of the discipline of political science and the research methods used in the study of political phenomena. In other words, this is a course about the extent to which we can make political claims (scope) and the methods we use to make such claims (methods). It is designed to engage students in the process of studying politics, helping them to discover how knowledge about the political world is created. Is political science (and its sub-discipline international studies) a “science” as we understand the word? How do we know what we know about the political world? If we are truly interested in solving social problems and making the world better, how do we

find answers? Which research method is best for each type of question? What are the practical problems involved in conducting research? We will seek to answer these and other questions in this course. The overarching goals are to prepare students to be critical consumers of research and better prepared to conduct research of their own.

Course Credit Hour Information:

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Course Expectations:

To understand the expectations I have for my students, you must first understand my goals as a teacher. My aim in designing this course is to familiarize you with methodological terminology, techniques, and discourse. You will become budding social scientists, capable of conducting quality social science research.

Specifically, the course learning outcomes (CLOs) for the class include the following:

- Students will be able to recognize and employ the vocabulary and concepts used to discuss research methods.
- Students will understand why approaches to the study of politics are often debated among scholars, as well as the rationale behind various approaches.
- Students will become familiar with methods of inquiry that are used to generate data in political science.
- Students will be able to recognize and employ basic statistical techniques that are used to analyze data in political science.
- Students will be able to critically read and evaluate primary political science research.
- Students will be able to discuss the value and validity of data and analysis used in specific political science research.
- Students will become comfortable with political science research methods and will propose the utilization of one or more methods for a final research design project.

To be sure, these are ambitious goals. However, in my experience students are more than able to achieve them. Indeed, with hard work they often exceed them! As such, the basic expectation I have is that you will work hard in this course. I promise to do the same.

Course Modality Definitions:

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.
2. Online: Coursework is completed 100% online and asynchronously.
3. Online Synchronous: Coursework is completed 100% online with required weekly online class meetings.
4. Hybrid: Courses that meet face-to-face with required online components.

PLNU Attendance and Participation Policy

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the Technology and System Requirements information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Course Readings:

All readings are required and are available at the bookstore, library, or on Canvas. Please bring your books to class:

1. Rich, Richard C., Craig Leonard Brians, Jarol B. Manheim, and Lars Willnat (hereafter RBMW). 2018 (9th edition). *Empirical Political Analysis: Quantitative and Qualitative Research Methods*. New York: Routledge.
2. Schmidt, Diane E. 2018. *Writing in Political Science: A Practical Guide (5th edition)*. New York: Routledge.
3. Various digital readings – they are available on Canvas.

Assignments-at-a-Glance:

Getting to Know You Survey, Mid-Course Survey, Course Reflection: Throughout the course, you will complete surveys and a reflection to help your instructor know more about you and your learning process and experience in the class.

Reading Group Discussion Posts: At the beginning of the course, you will be placed in a small group that will work together throughout the course. Each week, your group will collaborate on some discussion questions that focus on the assigned readings and the goal is to get you thinking more deeply about the reading, to talk through terms or concepts that are not clear to you from the reading, and to help you move forward in your final research project. This assignment has two parts: a group submission that answers the questions posed to you by the professor and an individual Discussion Board post that has each of you reflecting individually on the readings.

Assignments: You will have some assignments due that will have you working with your Reading Group, where you are more actively applying the reading and lecture concepts.

Research Exercises: You will also have some small research exercises due throughout the course and each exercise is focused on helping you practice your research skills – in terms of understanding research, communicating about research findings, and creating your own research design. These assignments will be completed individually (not in groups).

Research Design: For your final project, you will be designing a research project that proposes future research – in other words, you’ll be designing the project but not actually completing the research. This assignment has four parts: check-ins that you post on the Discussion Board throughout the course (three of these), a final video presentation, a final outline detailing the research components of your project, and your videotaped responses to two of your classmates’ final presentations.

Percentage Weight for Each Assignment:

Course Reflections and Surveys	10%
Reading Group Discussion Posts (Group Answers and Individual Answers)	20%
Assignments	20%
Research Exercises	20%
Final Research Design Check-Ins	10%
Final Research Design Outline and Presentation	20%
TOTAL	100%

Grade Scale Based on Percentages:

A	B	C	D	F
A 93.3-100	B+ 86.6-89	C+ 76.6-79	D+ 66.6-69	F 59.9 and below
A- 90-93.2	B 83.3-86.5	C 73.3-76.5	D 63.3-66.5	
	B- 80-83.2	C- 70-73.2	D- 60-63.2	

Schedule - Full citations appear at the end of the syllabus along with URLs if available.

	Topic	Reading and Other Media Assignments	Assignments
	<i>Foundations of Political Science Research</i>		
Week 1			
	Introduction to the Course – Welcome! (A short video lecture on Canvas accompanies this topic)	No reading	<ol style="list-style-type: none"> 1. “Getting to Know You” Survey 2. Final Research Design Check-in #1: Post a potential research question for your final research design
	How “Scientific” is Social Science? Overview of the	RBMW, chapter 1; Lynch article; Desch article; Schmidt,	

	Research Process (A short video lecture on Canvas accompanies this topic)	pgs. 1-12 (start of chapter 1 and read through the section on "Limitations on Evidence") Schmidt, chapter 2	
Week 2			
	Theories and Hypotheses Part I (A short video lecture on Canvas accompanies this topic)	RBMW, chapter 2	<ol style="list-style-type: none"> 1. Discussion Group Post #1 2. Research Exercise #1
	Theories and Hypotheses Part II (A short video lecture on Canvas accompanies this topic)	Schmidt, chapters 3-4	
	The Pluses and Perils of Internet Research; Avoiding Plagiarism	Schmidt, pgs. 13-25 (in chapter 1, start at the section titled "Professionalism, Ethical Considerations, and Plagiarism" and read until the end of chapter 1) and pgs. 194-216 (start at the beginning of chapter 9 and stop when you get to the section on "APSA Style Reference Examples")	
Week 3			
	Operationalization and Measurement (A short video lecture on Canvas accompanies this topic)	RBMW, pgs. 69-75 (Start of chapter 4 and stop at "Comparing Qualitative and Quantitative Methods") and chapter 5; Barnes and Erlanger article	<ol style="list-style-type: none"> 1. Discussion Group Post #2 2. Research Exercise #2
	Preparing to do Research (A short video lecture on Canvas accompanies this topic)	RBMW, chapter 6	
	Sampling	RBMW, chapter 7	
	<i>Quantitative Methods</i>		
Week 4			

	Survey Research and Scaling (A short video lecture on Canvas accompanies this topic)	RBMW, chapter 8; Traugott, et al article	<ol style="list-style-type: none"> 1. Discussion Group Post #3 2. Final Research Design Check-In #2: Post a refined research question for your final research design 3. Assignment #1 4. Mid-semester Survey
	Content Analysis	RBMW, chapter 10	
	Aggregate Data (A short video lecture on Canvas accompanies this topic)	RBMW, chapter 11; Schmidt, pgs. 101-105 (start at the beginning of chapter 5 and stop when you get to the section on "Creating Private Data")	
Week 5			
	Statistics I: Univariate Statistics (A short video lecture on Canvas accompanies this topic)	RBMW, chapters 13-15; Schmidt, pgs. 130-136 (start in chapter 5 in the section titled "A Primer on Data Analysis" and read until the section on "Data Reduction Using Statistical Methods"); Gould Article	<ol style="list-style-type: none"> 1. Discussion Group Post #4 2. Research Exercise #3 3. Assignment #2
	Statistics II: Bivariate Statistics (Part I) (A short video lecture on Canvas accompanies this topic)	RBMW, chapter 16; Russett, Hartlet, and Murray article	
	Statistics II: Bivariate Statistics (Part II)	Fowler article; Schmidt, pgs. 132-136 (start in chapter 5 in the section titled "Data Reduction Using Statistical Methods" and read until the end of the chapter)	
<i>Qualitative Methods</i>			
Week 6			
	Introduction to Qualitative Methods and Direct Observation (A short video lecture on Canvas accompanies this topic)	RBMW, pages 75-81 ("Comparing Qualitative and Quantitative Methods" in Chapter 4) and chapter 18	<ol style="list-style-type: none"> 1. Discussion Group Post #5 2. Final Research Design Check-in #3: Post your final research question and research

			methods for your final research design
	Case Studies	<p>Schmidt, pgs. 354-367 (in chapter 12 start at the section titled "Process Tracing" and read until the end of the paper)</p> <p>(Trigger Warning! The process tracing paper that Schmidt uses as an example here focuses on rape as a tool of war and to some extent, genocide and infanticide. Also, any reading questions posted on this reading should focus on process tracing as a research method, not on the Bosnian war).</p>	
	Elite Interviews (A short video lecture on Canvas accompanies this topic)	RBMW, chapter 20; Werning Rivera, Kozyreva, and Sarovskii article	
Week 7			
	Literature Reviews (A short video lecture on Canvas accompanies this topic)	Steinberg piece; Schmidt, pgs. 313-25 (in chapter 12 start at the section on "Writing a Literature Review" and stop at the section titled "Writing a Comparative Study"); One journal article from the list of choices on Canvas (your choice of which one you want to deconstruct for Assignment #6)	<ol style="list-style-type: none"> 3. Discussion Group Post #6 4. Research Exercise #4

	Sample Research Reports (A short video lecture on Canvas accompanies this topic)	RBMW, chapter 21; Schmidt, chapter 6	
	Overview of Concepts and Research Presentations	RBMW, chapter 22; Schmidt, pgs. 300-310 (in chapter 11 start at the section titled "Standard Research Presentations" and read until the end of the chapter)	
Week 8			
	Course Wrap-Up (A short video lecture on Canvas accompanies this topic)	Schmidt, pgs. 394-423 (in chapter 13 start at the section titled "Policy Evaluation" and read through the section on "Example of a Policy Evaluation")	<ol style="list-style-type: none"> 1. Group Discussion Post #7 2. Final research design presentation 3. Final research design outline 4. Final research design presentation responses (respond to two classmates' presentations) 5. Course reflection survey
	Final Research Design	No reading!	

Full Citations:

Barnes, Julian E. and Steven Erlanger. 2023. ["As Ukraine Launches Counteroffensive, Definitions of 'Success' Vary."](#) New York Times, June 10, 2023.

Desch, Michael C. 2019. ["How Political Science Became Irrelevant: The Field Turned its Back on the Beltway."](#) *The Chronicle of Higher Education*, February 27, 2019.

Fowler, James H. 2008. ["The Colbert Bump in Campaign Donations: More Truthful than Truthy."](#) *PS: Political Science and Politics* XLI, no. 3 (July): 533-539.

Gould, Stephen Jay. 2013. ["The Median Isn't the Message."](#) *AMA Journal of Ethics*, January 2013.

Lynch, Marc. March 23, 2016. "[After the Political Science Relevance Revolution.](#)" *Washington Post*, March 23, 2016.

Russett, Bruce, Thomas Hartley, and Shoon Murray. 1994. "[The End of the Cold War, Attitude Change, and the Politics of Defense Spending.](#)" *PS: Political Science and Politics*. Vol. 27, No. 1.

Steinberg, G. "[Rhetoric II: Sample Literature Reviews.](#)"

Traugott, Michael, et al. 2002. "[How Americans Responded: A Study of Public Reaction to 9/11/01.](#)" *PS: Political Science and Politics*. Vol 35, No. 3.

Werning Rivera, Sharon, Polina M. Kozyreva and Eduard G. Sarovskii. 2002. "[Interviewing Political Elites: Lessons from Russia.](#)" *PS: Political Science and Politics*. Vol. 35, No. 4.

Incompletes and Late Assignments:

All assignments are to be submitted by the due dates posted and will be considered late if submitted after the time and the day that they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. Any assignment or deliverable submitted more than four days late will not be accepted. Presentations, Exams, and Reading Responses cannot be "made up" and must be completed on the due date.

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements. Incompletes will only be assigned in extremely unusual circumstances.

If you believe you have an extenuating circumstance such as illness or family emergency, please send Dr. Lupo an email as soon as possible so that we may speak about your options. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.

PLNU Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Spiritual Care:

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

Campus Resources:

Research librarians are available to help you with your research papers and projects in Ryan Library. You can reach them by phone at (619) 849-2337, by text at (619) 592-8884, or by email at reflib@pointloma.edu. To search the library for books and articles, please click here to visit their [main website](#).

The Wellness Center is available for medical, counseling and nutrition services to students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal with these kind of issues. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8 am-12:30 pm and 1:30-4 pm. They can be reached at sdwellnesscenter@pointloma.edu or at (619) 849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619) 849-2525.

Any student who has *difficulty affording groceries or accessing sufficient food to eat every day*, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students, Dr. Jake Gilbertson or Resident Director Jong Yoon (jyoon@pointloma.edu). Additionally, if you struggle with food insecurity or unstable housing, please let me know if you are comfortable in doing so. This will enable me to better understand the hardships you are navigating and to help connect you to available resources. Finally, please note that PLNU offers a Swipe Out Hunger program that allows students that are experiencing food insecurity to

request free meal swipes (contact the Student Care and Engagement Assistant, Jen Klotz, at jklotz@pointloma.edu).

Title IX of the Education Amendments (1972) protects your right to an educational experience that is free from sexual discrimination, sexual harassment, and sexual violence. As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. You should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes *safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment*. Detailed information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available on the [PLNU website](#). PLNU's Title IX Coordinator is Danielle Brown Friberg and she can be reached at titleix@pointloma.edu or (619) 849-2313. The Title IX office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee absolute confidentiality. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Spiritual Development (619-849-2655).
