Course Syllabus

POINT LOMA NAZARENE UNIVERSITY

Online Undergraduate Studies

PBA 2070: Scope and Methods of Political Science

3 units

Spring 2026

January 12 - March 8

Online

Meeting Days:	**Instructor: Tre Watkins**
Meeting Times:	**Email: cwatkin1@pointloma.edu**
Meeting Location:	**Phone:**
Final Exam: (Day/Time):	**Office Location and Hours:**

"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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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 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 Learning Outcomes

January 2026

28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

Assignments are weighted by group:

Group	Weight
Research Exercises	20%
Assignments	20%
Reading Discussion Posts	20%
Reflections and Surveys	10%
Final Research Design (Check-Ins)	10%
Final Research Design (Outline and Presentation)	20%
Total	**100%**

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:

1. Students will be able to recognize and employ the vocabulary and concepts used to discuss research methods.
2. Students will understand why approaches to the study of politics are often debated among scholars, as well as the rationale behind various approaches.
3. Students will become familiar with methods of inquiry that are used to generate data in political science.
4. Students will be able to recognize and employ basic statistical techniques that are used to analyze data in political science.
5. Students will be able to critically read and evaluate primary political science research.
6. Students will be able to discuss the value and validity of data and analysis used in specific political science research.
7. 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.

Program Learning Outcomes

Students who complete the public administration program will be able to:

- Demonstrate critical skills to lead and manage in public governance.
- Appraise pressing problems using critical thinking, ethical thinking, and analytics to consider solutions and apply best practices.
- Articulate and apply a public service perspective to their role in their institution.
- Evaluate the role of public administration officials as participants in the public policy-making and implementation process.
- Demonstrate the ability to communicate and interact productively with a diverse population with varying needs.

Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**
   Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, in a Christ-centered Faith Community**
   Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.
3. **Serving, in a Context of Christian Faith**
   Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

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 are available on Canvas.

Note: Students are responsible for having the required textbooks prior to the

first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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.

Estimated Time to Complete Course

Activity Category	*Time-to-Complete (Hours)*
Research Exercises	22
Assignments	25
Discussion Posts	20
Reflections	10
Final Research Design	27
Total:	115

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

Assignment Category	*Percentage of Total Grade*
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%**

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- 81 – 83% = B-
- 78 – 80% = C+
- *75 – 77% = C

- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

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.

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

Course Information

	Topic	Reading and Other Media Assignments	Assignments
	Foundations of Political Science Research		
Week 1			
	Introduction to the Course – Welcome! (A short video lecture on Canvas accompanies this topic)	No reading	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 Research Process (A short video lecture on Canvas accompanies this topic)	RBMW, chapter 1; Lynch article; Desch article; Schmidt, 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	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	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	
	Quantitative Methods		
Week 4			

	Survey Research and Scaling (A short video lecture on Canvas accompanies this topic)	RBMW, Chapter 8; Traugott, et al article	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	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)	
	Qualitative Methods		
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	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	Schmidt, pgs. 354-367 (In Chapter 12 start at the section titled “Process Tracing” and read until the end of the paper) (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).	
	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)	1. Discussion Group Post #6 2. 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")	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.

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. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the Chaplain's Page via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow distance education outside of California.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Adult Undergraduate Academic and General Policies for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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 ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at PLNU's Nondiscrimination webpage.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our Sexual Harassment and Discrimination Policy.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our Nondiscrimination and Anti-harassment Policy.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to Academic Policies for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.
    2. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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 requires a computer with a camera (tablets are not compatible nor allowable) 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.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- The GPS Writing Center **offers:**
    - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
    - **One-to-one appointments** with the Writing Coach
    - **Microlearning YouTube Video Library** for helpful tips anytime
- Research Help Guide to help you start your research
    - The physical office is located on the third floor of the Mission Valley Regional Center off the student lounge
- Academic Writing Resources Course**:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. Watch a quick video run-through and take time now to explore!

- Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- Tutoring: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Tue Jan 16, 2024	WK2 | Reading Discussion Group Assignment	to do: 11:59pm
Sat Mar 8, 2025	WK8 | Course Reflection	to do: 11:59pm
Mon Jan 12, 2026	Academic Honesty Verification Statement	due by 11:59pm
	Course Overview	to do: 11:59pm
	Looking Ahead: The Final Research Design Project	to do: 11:59pm
	WK1 | Lecture: Introduction to the Course	to do: 11:59pm
	WK1 | Overview	to do: 11:59pm
	Meet Your Instructor - Dr. Tré Watkins	to do: 11:59pm
Tue Jan 13, 2026	WK1 | Lecture : How 'Scientific' is Social Science?	to do: 11:59pm
	WK1 | Introduce & Connect	due by 11:59pm
Wed Jan 14, 2026	WK1 | Final Research Design Check-In #1	due by 11:59pm
Fri Jan 16, 2026	WK1 | Getting to Know You Survey	due by 11:59pm
Mon Jan 19, 2026	WK2 | Lecture: Theories and Hypotheses (Part I)	to do: 11:59pm
	WK2 | Overview	to do: 11:59pm
Tue Jan 20, 2026	WK2 | Lecture: Theories and Hypotheses (Part II)	to do: 11:59pm
	WK2 | Reading Discussion Questions	due by 11:59pm
	WK2 | Reading Reflection Question Padlet	due by 11:59pm

Sat Jan 24, 2026	WK2 | Research Exercise #1	due by 11:59pm
Mon Jan 26, 2026	WK3 | Lecture: Operationalization and Measurement	to do: 11:59pm
	WK3 | Overview	to do: 11:59pm
Tue Jan 27, 2026	WK3 | Lecture: Preparing to Do Research (Choosing a Research Question)	to do: 11:59pm
	WK3 | Reading Discussion Questions	due by 11:59pm
	WK3 | Reading Reflection Question Padlet	due by 11:59pm
Sat Jan 31, 2026	WK3 | Research Exercise #2	due by 11:59pm
Mon Feb 2, 2026	WK4 | Overview	to do: 11:59pm
Tue Feb 3, 2026	WK4 | Lecture: Aggregate Data	to do: 11:59pm
	WK4 | Lecture: Survey Research and Scaling	to do: 11:59pm
	WK4 | Reading Discussion Questions	due by 11:59pm
	WK4 | Reading Reflection Question Padlet	due by 11:59pm
Wed Feb 4, 2026	WK4 | Final Research Design Check-In #2	due by 11:59pm
Sat Feb 7, 2026	WK4 | Sampling Assignment	due by 11:59pm
Mon Feb 9, 2026	WK5 | Overview	to do: 11:59pm
Tue Feb 10, 2026	WK5 | Lecture: Bivariate Statistics	to do: 11:59pm
	WK5 | Lecture: Univariate Statistics	to do: 11:59pm
	WK5 | Reading Discussion Questions	due by 11:59pm
	WK5 | Reading Reflection Question Padlet	due by 11:59pm
Sat Feb 14, 2026	WK5 | Data Preparation, Processing, and Description Assignment	due by 11:59pm
	WK5 | Research Exercise #3	due by 11:59pm
Mon Feb 16, 2026	WK6 | Lecture: Introduction to Qualitative Methods and Direct Observation	to do: 11:59pm

	WK6 | Overview	to do: 11:59pm
Tue Feb 17, 2026	WK6 | Lecture: Elite Interviews	to do: 11:59pm
	WK6 | Reading Discussion Questions	due by 11:59pm
	WK6 | Reading Reflection Question Padlet	due by 11:59pm
Wed Feb 18, 2026	WK6 | Final Research Design Check-In #3	due by 11:59pm
Mon Feb 23, 2026	WK7 | Lecture: Literature Reviews	to do: 11:59pm
	WK7 | Overview	to do: 11:59pm
Tue Feb 24, 2026	WK7 | Lecture: Sample Research Reports	to do: 11:59pm
	WK7 | Reading Discussion Questions	due by 11:59pm
	WK7 | Reading Reflection Question Padlet	due by 11:59pm
Sat Feb 28, 2026	WK7 | Research Exercise #4	due by 11:59pm
Mon Mar 2, 2026	WK8 | Lecture: Course Wrap-Up	to do: 11:59pm
	WK8 | Overview	to do: 11:59pm
Tue Mar 3, 2026	WK8 | Final Research Design Outline	due by 11:59pm
	WK8 | Reading Discussion Questions	due by 11:59pm
	WK8 | Reading Reflection Question Padlet	due by 11:59pm
Thu Mar 5, 2026	WK8 | Final Research Design Video Discussion	due by 11:59pm
Fri Mar 6, 2026	WK8 | Course Reflection Document	due by 11:59pm
Sat Mar 7, 2026	End-of-Course Evaluation Survey	due by 11:59pm