PO 200: Research Methods

Saint Michael's College - Spring Semester 2023
St. Edmund's Hall 207 ; Mondays & Wednesdays 3:15pm-4:50pm

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Student Drop-in Hours: Tuesdays 2:00pm-4:00pm, Wednesdays 11:00am-1:00pm, & by appointment

Course Description

> "Improving our explanations of political behavior can and should help us design better public poli-
> cies for fixing some of the most important problems people face around the world. Understanding
> why individuals choose to participate in politics, in both violent and nonviolent ways, is crucial
> to building enduring democracies." –Introduction to *Beyond Rationality: Behavioral Political
> Science in the 21st Century.*

Political science is unique from other disciplines. At once it seeks to use the scientific method and conven-
tional methodological approaches to understand and occasionally predict political behavior and phenomena.
But, it also addresses a topic, political behavior and decision-making, that many feel is inherently unscientific.
When told their voting choices, political attitudes, and policy preferences are all informed by empirically
measurable processes and quantities, people tend to get defensive and angry; folks don't like to be told their
opinions are procedural. This reaction demonstrates why it is also important to not eliminate the human
quality of politics.

There is not a consensus on the proper way to conduct political science research; it is a field with a wide
range of methodological approaches. No fifteen week course can reasonably be expected to provide a person
competency in all of these, so we won't try to here. Instead, we will seek to engage with one major debate
within the field (rational choice theory vs. behavioral political science), survey how different methodologies
address this divide, and conduct original research to practice using some of these methodological approaches
in a meaningful and applied setting.Our goal over the next fifteen weeks is to **1) understand and analyze
two broad approaches to political science research, 2) understand and create an original re-
search design adopting methodological approaches common to political science and the social
sciences more broadly, and 3) develop and apply coding skills in R, an open-source statistical
program used by many data scientists and researchers today.**

This course will require significant work and a willingness to tolerate being pushed outside of your comfort
zone. Much of what we will discuss and practice will be brand new, and there will be a lot of missteps,
mistakes, and failures along the way. The endgame of the course is not perfection or mastery of the skills
and concepts - political scientists with 40 years of experience still can't claim that for themselves. Becoming
comfortable with uncertainty is a key skill for any aspiring researcher, and a practical skill that will benefit
anyone in modern society regardless of their chosen profession.

Required Materials

There are two required textbooks for this course. Both are available through the SMC Bookstore. I encourage
you to find a copy that is cheapest for you, whether physical or digital; however, it might be most useful
to purchase a physical copy of Llaudet and Imai, as it is more of a workbook in guiding you to code in R.
Having a physical copy of that book at your desk that you can write notes in, and that won't take up space
on your computer screen, might be best.

- Mintz, Alex, Nicholas A. Valentino, and Carly Wayne. 2022. *Beyond Rationality: Behavioral Political Science In The 21st Century.* Cambridge: Cambridge University Press.

- Llaudet, Elena, and Kosuke Imai. 2023. *Data Analysis for Social Science: A Friendly and Practical Introduction.* Princeton: Princeton University Press.

In addition to the textbooks, there will occasionally be podcasts or articles to listen/read. All readings are detailed in the Course Outline section of the syllabus. All readings are to be completed **before** the class session they are assigned. All non-textbook readings or podcast links will be posted to our course Canvas page.

A large amount of our class time will be devoted to practicing and conducting data analysis in R. We're using R because it is free and open-source, and because it is widely becoming the statistical package of choice both for academics and data scientists/researchers in industry. The downside is R does have a bit of a steep initial learning curve, especially if you have no familiarity with computer coding. But don't worry - that's why the course is designed to be a workshop and I'll be working with you every step of the way; you won't be sent off to code on your own.

In order to hit the ground running, please install the following programs to your personal laptop. The first is the core R system, while the second is a program that makes R more accessible with a better user interface. We'll end up only working in RStudio, but you need to install R itself in order for RStudio to work. If you have any problems with the install, get in touch with me ASAP; this includes if you do not have a personal laptop you can use.

To install R:

- Go to the R website.

- Once there, choose whether to download the Windows or MacOS version, depending on your computer's operating system. Note: it may take some time to download.

- When the download is complete, open up the downloaded installer and follow the instructions to complete the process.

To install RStudio:

- Go to the RStudio website. If you haven't already installed R, the website will offer you the opportunity to do so now.

- Scroll down to Step 2 and download RStudio for your operating system (it should pre-determine what your OS is, but if it is wrong, you can scroll down just a bit past Step 2 and find downloadable files for all available OS; pick the one that matches yours).

- When the download is complete, open up the downloaded installer and follow the instructions to complete the process (for some, this might just entail dragging the RStudio icon to the Applications folder).

- As a convenient bonus step, make a desktop shortcut for RStudio so you can access it more easily going forward.

Course Policies & Expectations

Attendance, Participation, & Lecture Resources

I will come to our class sessions on-time and prepared to lead a lecture, discussion, and workshop for the full amount of time we have scheduled together; you can plan on a 5-10 minute break in the middle of each

class. I expect each of you to also be ready to listen, question, and discuss for the same amount of time. I will aim to post lecture slides to Canvas the morning of the class period of the lecture.Typically, Mondays will be dedicated to working in R, with Wednesdays devoted to more substantive lecture and discussion.

Attendance counts as a very small portion of your participation grade. **If you need to be absent, including if you are not feeling well, just e-mail me to give me a heads-up** and you won't lose any attendance credit. If you are frequently absent, you will hear from me to check in and see how I can help you catch up and make sure you are ok. In order to help me learn your name and to take attendance, I'm asking you to make a name tag that you can display on your desk. The best way to do this is to fold a normal sheet of paper in thirds, and use a marker to write your name in big, bold letters. You can stand the name tag like a pyramid on your desk.

We are a highly vaccinated community and continuing to implement mitigation strategies to limit the spread of COVID-19 and other communicable infections. **While your personal risk to these infections may be low, some of your peers, faculty, staff, and their families are more vulnerable.** Please do your part to practice good citizenship and adhere to the health and safety policies so we can have a productive and safe semester. And also remember, these infections are termed communicable because they are easily spread; **contracting COVID-19, influenza, MPox, or any infection does not indicate a moral failure or a willful disregard for others.** Be compassionate and kind to each other.

There may be a reason for some or all of us to transition to an online format for a period of time - including if we are sick from a non-COVID-19 illness. To encourage you to stay home and focus on recovering when you are ill, all class sessions will be recorded and available in Echo360 on our course Canvas page. Please, take advantage of this setup and **do not come to class if you are not feeling well.**

Laptops & Other Electronics

We will be using RStudio and other programs frequently throughout the course. As such, you should plan on bringing your personal laptop to class every day.

But be warned, computers are both a tremendous tool and a tremendous distraction. It will be easy to get confused and frustrated with this class, even more so if you are using your computer to shop, check-in on social media, watch YouTube cat videos, or work on assignments for other classes. You are all adults, so you can manage yourselves and be responsible for the consequences of your actions; don't expect sympathy from me, nor ask me to set aside extra time to help catch you up if you choose to use our class time to give in to the distractions. Also note, **audio and/or visual recording of class sessions is not permitted** without prior authorization from me.

Student Drop-in Hours & E-mail

I have four hours set aside each week where I am available in my office to consult with students. **This time is your time; you do not need an appointment to come by.** I strongly encourage students to come in and chat about topics from the readings or lecture, to get extra help on coding in R, to discuss study skills, or to simply talk about any questions you may have with the course. I would prefer spending that time chatting with you instead of doing something else, so please, don't be a stranger! If your schedule prevents you from being able to see me during drop-in hours, you are welcome and encouraged to e-mail me to set-up an appointment when we can meet.

I'm comfortable meeting with students in my office, but your circumstances or preferences may differ. If you would prefer to meet via Zoom, I'm happy to do so; just click the Zoom link for drop-in hours on the front page of our course Canvas site. You'll be placed in a waiting room until I add you to my feed; please be patient if there's a slight delay - it means I'm meeting with your peers and I will get to you as soon as I

finish with the others. **Please note, it is easier to work out coding questions in person with your laptop than it is to do so via Zoom.**

I welcome students getting in touch with me through e-mail. E-mails should primarily be used to address quick questions, not for requests to go over what was discussed in class because of an absence. E-mails are a form of professional correspondence, not informal text messages. I will respond to e-mails within 24 hours on weekdays (and often much sooner), but do not expect a reply after 5:00pm or on weekends.

I will communicate with the class often through Canvas messages or announcements. Please be sure your Canvas notifications are updated to ensure you are informed when these messages are sent out.

Late Submissions

College student life is busy. I have prepared a Course Outline that allows you to plan well in advance to complete our readings, assignments, and exams. I strongly encourage you to use this outline to ensure you prepare sufficient time to complete all the tasks associated with our course. Each of you can hopefully use the outline in conjunction with your personal calendars to avoid work piling up.

Even with good planning, life happens. As such, you have a 24-hour grace period to submit assignments. **For up to 24-hours after the due date of an assignment, you can submit it late, no questions asked, no excuses needed, and no penalty assessed.** If your circumstances make it necessary for you to submit work past the grace period, you should contact me so we can work out an arrangement and so I can provide you support in successfully completing the course. If you submit work after the grace period, but did not contact me in advance to discuss your unique circumstances, I will not grade the assignment and it will receive a zero. **I strongly advise you do everything you can to submit at the deadline** and not view the "real" deadline as simply being the end of the grace period; technical difficulties will not permit an extension beyond the grace period.

Grade Appeals

I am committed to making the grading process as transparent as possible. I will prepare a rubric for most assignments/exams that outlines how they will be graded. When grades are posted, you should be able to see how you did according to the rubric in addition to any individual comments I make on your assignment or exam. **Grades are based on quality of work, not on a student's effort towards completing the work.** Think of your graded work like building a boat; you could spend a lot of time constructing that boat, but if when you take it out to the lake it immediately sinks, no one congratulates or pays you for spending a lot of time on building a defective boat. If you believe the grade does not adequately reflect the quality of your submitted work, you may take the following steps[1]:

- Review any comments/feedback I have provided, including the rubric for the assignment or exam.

- If after reviewing my feedback you still have questions about how your assignment or exam was graded, come to my office hours and we can discuss it. **Please note: I do not discuss grades for 24 hours after they have been handed back to students.** This policy allows for all parties to discuss an assignment or exam without the immediate emotional reaction of seeing the grade.

- If after discussing your grade with me in person, you still believe the grade does not adequately reflect the **quality of your work,** write a one-paragraph written request for a re-grade and submit it to me by e-mail. The request should outline specific examples of your work that you believe were incorrectly graded. **Any request for a re-grade must be submitted within one week of the assignment or exam being returned to the student.** If your request is approved, I will evaluate the assignment

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[1]Please note due to time constraints in submitting course grades, final exams are not included in this policy

or exam as though it is a new submission. As such, the assignment or exam may receive a lower grade, the same grade, or a higher grade. The result of this re-grade is final.

Campus Resources

Any student in need of accommodations for a learning disability or difference, or who is unsure if they should receive any, should contact the Office of Accessibility Services, located on the top floor of the Durick Library. You should also contact me to discuss necessary accommodations well in advance of the deadline for any assignment or exam. I am committed to upholding the College's policy on ensuring students in need of accommodations are fully supported.

I highly recommend all students take advantage of the academic resources offered by the Academic Enrichment Commons, also located on the top floor of the Durick Library. These resources include tools to improve study skills, academic writing, as well as select topic-specific assistance. Another valuable service available to you is the Writing Center, located on the main floor of the Durick Library. The Writing Center provides a comfortable space for you to write, as well as find help from trained student writing coaches. Almost all of these services are included in your student fees, so take advantage of them and get your money's worth.

Finally, learning how to practice good mental health and maintenance is just as important as learning the skills and knowledge associated with your college degree. I invite and encourage each of you to take the opportunity to speak with a mental health professional as often as you need or want while at St. Mike's. These professionals at the Bergeron Wellness Center are specifically here and trained to provide you the support and care you need as a college student. Please use their services as an important resource during your college experience. Take a look at their services using the link above, and remember, **it's ok to not be ok; it's a sign of strength to ask for help when you need it.**

Academic Integrity

Simply put: do not cheat. Do not consider cheating, attempt cheating, or encourage others to cheat. All work done for this course must be done individually unless otherwise specified. You cannot submit work done in previous courses, or in another course during this semester, for credit in this course unless we discuss and I explicitly authorize it. You cannot plagiarize. I have posted a document on our course Canvas page explaining what constitutes plagiarism and how to avoid it. **I strongly encourage every student to review this document, even if you think you already know what constitutes plagiarism.** Accidental plagiarism is still plagiarism and will be treated as such. If you have any questions about academic integrity, please reach out to me.

Any and all instances of violating the College's academic integrity policy will be reported to the Associate Dean of the College, and the assignment(s) and/or exam(s) that are the subject of the infraction will receive a zero.

Social Justice and Allyship

At the core of Saint Michael's mission is for everyone in our community to become an advocate for social justice, including a personal effort to be "intentionally inclusive." Political science is heavily involved in scholarship and education addressing many topics of social justice and building a more just and equitable society. I am personally committed to fulfilling this mission, and encouraging my students to do likewise. I strive to ensure my office and our classroom, whether physical or virtual, are safe spaces of inclusion for all. I invite each of you to join me in creating and ensuring such an environment during our time together.

Recent events have drawn attention to the issues and deficiencies that still exist within our society. The "Me Too" movement has highlighted how sexism, sexual harassment, and sexual abuse continue to plague

our institutions and communities. Black Lives Matter calls on us to recognize systemic racism, particularly in policing and government, and pro-actively become anti-racists. Pride marches present an opportunity to celebrate recent hard-earned judicial recognition of the civil rights and liberties for LGBTQ+ people, and the ongoing need to continue fighting for rights still denied or once more threatened. The consequences of policies regarding the treatment of immigrants, refugees, and undocumented people rouse us to consider how we can be more charitable and compassionate in our treatment of vulnerable and historically marginalized populations. This list is hardly comprehensive, as there remain other issues regarding religious persecution, income inequality, climate justice, and on and on.

While we will not touch on all of these issues, we will discuss many of them in the context of this course. I encourage all of you to intentionally consider how you advocate for social justice in your own life, and how you are striving to continually become an ally to those in need of your support. The College provides several resources and campus groups to help support what is both a personal and collective mission to promote social justice and allyship. I list some below and encourage you to check them out if you have not already during your time at St. Mike's.

- Center for Student Diversity, Empowerment, and Community: They represent Saint Michael's "commitment to a campus and a world that values every human being, and supports and celebrates their uniqueness, experiences, and contributions." The DEC seeks to "engage, support, mentor, guide, and accompany those who identify as BIPoC, first-generation college students, and international students." Some of their activities/groups include the Diversity Coalition, and the Martin Luther King, Jr. Society and Convocation.

- Center for Women and Gender: Their mission is "to promote awareness and activism around women's and gender equity issues by educating students, faculty and staff." They also support individuals by providing them with resources and referrals.

- Common Ground: A GSA (Gender and Sexuality Alliance) that seeks to provide a safe space on Saint Michael's campus for all members of the LGBTQ+ community.

- Center for Global Engagement: Serves as "the collaborative hub for international activity at SMC, promoting global learning and literacy, deepening inter-cultural competency and inclusion, and supporting opportunities for global engagement." Includes opportunities for study abroad, international internships, international and post-graduate volunteer opportunities (e.g. Peace Corps), and supporting international students on campus.

Boilerplate Notices

The following are some boilerplate notices I have included as we implement greater accessibility for the course. If you have any questions or concerns about them, please feel free to get in touch with me.

Recording and Posting of Class Sessions

Class sessions may be recorded by the professor and posted only to a College-approved site (e.g. Canvas). The recordings may include the student or their video feed, their name, and any materials they share during the class session (e.g. screen share, chat messages, spoken comments, etc.). **By enrolling in this course, you consent to being recorded and for that recording to be posted to the course Canvas page.**

Professor's Copyright of Course Materials

The professor's lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by U.S. copyright law and by College policy. The professor is the exclusive owner of the copyright in those materials they create. Students may take notes and make copies of course materials for their own use. Students may also share those materials with another student who is enrolled in or auditing

this course. **Students may not reproduce, distribute or display (post/upload) lecture notes, recordings, or course materials in any other way, whether or not a fee is charged, without the professor's express prior written consent.** Students also may not allow others to do so. If a student violates this standard, they may be subject to student conduct proceedings under the College's academic integrity policy, including receiving a grade of F for the course.

Course Requirements

Grade Breakdown

All assignments are to be submitted in Canvas unless otherwise noted.

- 50% Public Opinion Research Project:

  - Research Question and Hypotheses (5%) - due Friday, 3 February at 3pm
  - Survey Design (10%) - due Friday, 17 February at 3pm
  - Descriptive Analysis (5%) - due Friday, 10 March at 3pm
  - Data Analysis (5%) - due Friday, 7 April at 3pm
  - Research Memo and Presentation (25%) - memo due Friday, 28 April at 3pm

- 35% Weekly Method Summaries - due Fridays at 3:00pm

- 15% Seminar Participation (including weekly reflection journal submissions due at 3:00pm every Friday)

Public Opinion Research Project

Learning research skills in abstract is virtually impossible to end well. Accordingly, we'll be learning and using those skills in an applied way, namely, by conducting public opinion research at SMC. You will work in groups of 4-5 to design, conduct, analyze, and report a public opinion research project on a timely topic of your choice that matters for the students, staff, and/or faculty at SMC. Because this course is all about research methods, the final memo is not the only thing that matters; in fact, it's only worth half of the points for the project overall. You'll be working together to complete detailed assignments along the way to help you stay on track with the project, avoid procrastination, and apply what you're learning in class to your own project.

A separate hand-out posted to Canvas will discuss the expectations and details for each component of the research project. But, to clear the air because I know how everyone feels about group work, a couple of notes right off the bat. First, while you'll submit one item (e.g., research question, survey design, memo, etc.) as a group, each of you individually will fill out a short questionnaire on each assignment where you give your confidential assessment of each other's contribution. If someone is slacking, this will let me know and I'll adjust the grades accordingly. Second, because we're doing the project step-by-step, there will be earlier and more frequent opportunities for me to intervene and address a slacking colleague. Of course, my hope and expectation is that no one will slack at all; prove me right!

Weekly Method Summaries

Most weeks I will send around a scholarly article researching a question about public opinion. Your task, either in your group or individually, is to read through the article and do the following: **1) summarize the methods used** - what is the question and how did the author(s) seek to answer it?, **2) summarize the result** - what did the research suggest is the likely answer to the question?, and **3) suggest an alternative methodological design for answering the question** - what would you do differently to try to answer the same question or to get a more comprehensive answer regarding the research question? The

submission should be no longer than 1-page, single-spaced in 12-pt Times New Roman font. If you submit as a group, only one group member needs to make the submission, but be sure to include the names of all group members on the submission. If you are not submitting on behalf of your group, simply type in Canvas who is submitting the response. On the weeks where an assignment for your group project is due, there will not be a method summary due.

Seminar Participation and Weekly Reflection Journals

Our course will only be successful if we all participate and learn together. I expect everyone to participate over the 15 weeks we have together. Participation does not mean just asking questions or contributing to the discussion every week (though you are certainly encouraged to do so), nor does it mean that you should contribute so much that you forget to listen to what your peers have to share. Good civic discourse requires both sharing and listening. Please be sure to do both on a regular basis.

This course is different from other political science courses because it is more methodological and applied. It's essentially a semester-long workshop, with the aim that you will have a solid foundation to be able to use the skills honed here in both future courses and in your future career. **It is critical that you speak up when you are struggling; it is expected that you will have difficulty and even that you'll often fail.** That's completely fine and will have no negative effect on your grade, or on your learning experience. If, however, you suffer in silence, both your grade and your learning will almost surely be negatively impacted. The class is designed to be collaborative, so work together, support each other, and get help whenever you need it.

Your participation grade will be based on your active participation in class, as well as your completion of weekly reflection journal entries. These journal entries are an opportunity for you to reflect on what you learned this week and what you still have to learn about a given topic. You can use this journal to help guide future research ideas, books to read, events to attend, and other activities towards developing a habit of lifelong learning. **For each entry, you should do the following two things at a minimum**: first, **share something you accomplished this week in the course.** This item could be getting a line of code to run, understanding a concept that had previously stumped you, or making good progress on the project; whatever it is that you're most proud of this week. Second, **share at least one frustration or question you have this week.** This is your opportunity to tell me what you're struggling with and to do a little venting. You will submit these entries weekly via Canvas by 3:00pm each Friday. I recommend using a single Word document that you just add on with a new entry every week. The entries are graded on a completion/non-completion basis - I'm not grading *what* you write, but rather *whether* you wrote or not. **You have 3 free passes to forget or just skip submitting an entry**; after that, you will lose points from your participation grade for each subsequent entry not submitted. **Because of this provision, journal entry submissions cannot be made up.**

Course Outline

This section provides a daily outline of what we will be doing during the next 15 weeks. Readings are to be completed **before** the class they are assigned. All readings can be found on Canvas. This schedule is subject to change, but I will give you notice if/when that occurs.

Legend: Beyond Rationality textbook (BR), Data Analysis textbook (DA), Canvas/Online Readings, Class Cancellation, Exams & Assignments, In-class Workshops

Prepping Research

1. **Monday, 16 January:** No Class - Martin Luther King, Jr. Day

   - Instead of holding class, you are encouraged and invited to attend the presentations, hands-on experiences, and other engaging events planned by the MLK Society to celebrate and commemorate Martin Luther King, Jr. Most events will be held in the Dion Center, but you can find a full list of events listed on the website.

2. **Wednesday, 18 January:** General overview

   - Read the syllabus - keep it on hand throughout the course as a reference

3. **Monday, 23 January:** Getting started with R

   - Ch. 1

4. **Wednesday, 25 January:** How to identify a good research question

   - Ch. 1

5. **Monday, 30 January:** Workshop: Identifying a Research Question and DV

   - No reading - come prepared to work in your groups to identify the research question and DV(s) for your project.

Research Theories, Approaches, and Results

6. **Wednesday, 1 February:** Rational Choice Theory and the RAT Model

   - Ch.2
   - Research Question and Hypotheses due 3pm Friday

7. **Monday, 6 February:** Workshop: Survey Design

   - No reading - come prepared to work in your groups to design the survey for your project.

8. **Wednesday, 8 February:** Bounded rationality

   - Ch.3

9. **Monday, 13 February:** Gold standard for causal effect research

   - Ch.2

10. **Wednesday, 15 February:** Using survey research to measure causation

    - 3.1, 3.2, 3.3, 3.4.1-3.4.4
    - Survey Design due 3pm Friday

11. **Monday, 20 February:** Motivated reasoning

    - Ch.8

12. **Wednesday, 22 February:** Framing

    - Ch.4

13. **Monday, 27 February:** Descriptive statistics and basic visualization

    - 3.4.4-4.0

14. **Wednesday, 1 March:** Workshop: Descriptive Analysis

    - No reading - come prepared to look at your data and conduct some descriptive analysis of it.

Quantitative Analysis

15. **Monday, 6 March:** Linear regression

    - Ch.4

16. **Wednesday, 8 March:** Workshop: Causal Analysis, pt.1

    - No reading - come prepared to look at your data and conduct some initial causal analysis.
    - Descriptive Analysis due 3pm Friday

17. **Monday, 13 March:** No Class - Spring Break

18. **Wednesday, 15 March:** No Class - Spring Break

19. **Monday, 20 March:** Causal effects and observational data

    - 5.0-5.5

20. **Wednesday, 22 March:** Workshop: Causal Analysis, pt.2

    - No reading - come prepared to look at your data and conduct some additional causal analysis.

21. **Monday, 27 March:** Probability

    - Ch.6

22. **Wednesday, 29 March:** Workshop: Causal Analysis, pt.3

    - No reading - come prepared to look at your data and conduct some additional causal analysis and visualization.

23. **Monday, 3 April:** Quantifying uncertainty

    - Ch.7

24. **Wednesday, 5 April:** Workshop: Causal Analysis, pt.4

    - No reading - come prepared to look at your data and make your final causal analyses and visualizations.
    - Data Analysis due 3pm Friday

25. **Monday, 10 April:** No Class - Easter Break

Research Fine-print and The Long-term Impact

26. **Wednesday, 12 April:** Workshop: Policy Writing

    - No reading - come prepared to work in your groups to outline and prepare your research memo and presentation.

27. **Monday, 17 April:** Literature reviews and learning from the past

   - Knopf, Jeffrey W. 2006. "Doing a Literature Review." *PS: Political Science & Politics.* 39(1), 127-132.
   - Dacombe, Rod. 2018. "Systematic Reviews in Political Science: What Can the Approach Contribute to Political Research?" *Political Studies Review.* 16(2), 148-157.
   - "How Science Goes Wrong." *The Economist.* 2006.

28. **Wednesday, 19 April:** Validity and cautious interpretation

   - 5.5-6.0

29. **Monday, 24 April:** Origins of political preferences

   - Ch.7

30. **Wednesday, 26 April:** Emotions and attitudes and behaviors, oh my!

   - Ch.6
   - Research Memo due 3pm Friday

31. **Monday, 1 May:** Ethics in research

   - Desposato, Scott. 2018. "Subjects and Scholars' Views on the Ethics of Political Science Field Experiments." *Perspectives on Politics.* 16(3), 739-750.
   - Fujii, Lee Ann. 2012. "Research Ethics 101: Dilemmas and Responsibilities." *PS: Political Science & Politics.* 45(4), 717-723.
   - Resnik, David B. 2020. "What Is Ethics in Research & Why Is It Important?" *National Institute of Environmental Health Sciences.* https://www.niehs.nih.gov/research/resources/bioethics /whatis/index.cfm. Accessed: 4 January 2023.

32. **Wednesday, 3 May:** BPS v. RAT - which is the better model for understanding political behavior?

   - Ch.9