

POLS 5300 – SEMINAR IN QUANTITATIVE RESEARCH
METHODS I
ONLINE FALL 2020

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OFFICE HOURS:	By appointment

LAND ACKNOWLEDGMENT

I acknowledge, thank, and pay my respects to First Nations, past and present, upon whose ancestral lands we currently occupy. These Nations include the Tigua, Mescalero Apache, Chiricahua Apache, Suma, Manso, Piro, Tarahumara, Yaqui, Jumano, Comanche, Kiowa, Raramuri, Tohono O’odham, Yaqui, Kickapoo, Diné, Hopi, Zapotec, Mixtec, and Aztec-Nahua-Mexica. I acknowledge the rights and sovereignty of these Peoples, which persist despite colonial efforts to exterminate, assimilate, and dispossess. I also acknowledge all the Nations and Indigenous Peoples who were forced into the slave-trade complex throughout the El Paso and borderland areas. I stand in solidarity.

COURSE DESCRIPTION

This course further explores methods of quantitative analysis and hypothesis testing, including data management, various regression estimation methods, diagnostic techniques, and other topics. In this class, students will learn how to analyze a variety of quantitative data and are expected to complete an original, conference-worthy research paper. We will focus upon OLS regression, Gauss-Markov assumptions, and appropriate diagnostic tools. We will be working primarily with STATA, although students may use R upon personal preference.

UTEP EDGE

This course encompasses activities associated with UTEP EDGE, including (1) problem-solving and (2) critical thinking through class discussion, applied methodological homework, and research experience. This course enables and requires (3) research and scholarly activity, as well as (4) creativity in that assignments challenge students to think in innovative ways to produce original arguments and evaluate problems. Finally (5) communication is emphasized through the completion of the original research paper, where conveying and explaining the theoretical arguments, methodologies, and quantitative results are crucial.

LEARNING OUTCOMES

Over the course of the semester students will have:

- An understanding of how to generate research questions and appropriate research designs, research techniques, data collection, measurement/operationalization, and data analysis
- Learned to execute appropriate, advanced statistical analysis (including using statistical software)
- Developed their ability to digest and critically/analytically evaluate political science and social science research
- Developed professional research writing capacity

REQUIRED READINGS

- Gujarati, Damodar N., and Dawn C. Porter. 2009. *Basic Econometrics*. McGraw-Hill.
 - Any edition

RECOMMENDED RESOURCES

- Acock, Alan C. 2016. *A Gentle Introduction to Stata*. Fifth Edition. Stata Press.
- Baglione, Lisa A. 2020. *Writing a Research Paper in Political Science*. 4th edition. CQ Press.

COURSE REQUIREMENTS AND GRADING

Evaluation in this course will be based on the following components:

Comprehension Questions	20%
Research Paper Sections	20%
Exam	15%
Final Exam	20%
Research Paper	25%

The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

All assignments should be emailed to me at rareid@utep.edu.

Blackboard's Discussion Board is open for students to ask questions and engage with each other. Questions posted on the Discussion Board will get responses from the instructor and have the benefit that everyone has access to the answers. If you have a question, everyone has the same question and wants to know the answer. So while I welcome questions emailed directly to me, I encourage the use of the Discussion Board. Discussion Board also allows for interaction across students, which is encouraged as well—especially in these isolating times.

Comprehension Questions

Comprehension Questions are a short series of questions that evaluate student comprehension of class material. These assignments thus allow the instructor to evaluate and remedy any confusion in a timely manner. Students are evaluated by the completion of the assignment.

Research Paper

Due on the last day of class (**December 3rd**), students must submit an 10-20 page research paper. Students should have a research question explicitly identified, why this question is important, a developed theory, hypotheses, data identification and sampling procedure, variable operationalization for all variables, appropriate methodology (ie. OLS statistical analysis), results and diagnostics, and conclusion. References and in-text citations (APSA style) must be included. References are not counted towards the page limitations. See end of syllabus for outline template and the APSA style guide.

Research Paper Sections

The research paper will be developed in sections throughout the semester. This enables regular feedback and discussion of your project as it develops.

- A. Research Question, Data Source: Each student must submit to typed, hard-copy research question that is falsifiable and testable using an appropriate dependent variable for OLS. The dependent variable must be continuous. Students should also include why this research question is important and thus worth examining. Students will revise this research question based upon the instructor feedback.

You must generate a research question that is appropriate for one of the datasets provided below. Each dataset can be downloaded onto your computer using Stata and each link includes the codebook explaining each variable. Use the codebook to identify possible dependent and independent variables for your research question. The codebook is the .pdf file, and the Stata (.dta) file is the actual data that you will use for analysis.

Quality of Governance

<https://qog.pol.gu.se/data/datadownloads/qogstandarddata>

Standard Time-Series Data and Codebook

A National Election Survey

<https://electionstudies.org/data-center/anes-time-series-cumulative-data-file/>

Time-Series Cumulative Data (1948-2016)

B. *Theory and Hypotheses*: This section explains their theory and causal mechanism linking their main independent variable(s) of interest with their dependent variable, along with possible covariates, interactive effects, and conditions. This discussion needs to be in as much detail as possible, considering how X affects Y, under what conditions, for whom, and what else impacts that effect or directly impacts Y. One should also consider how time impacts this relationship. How long does it take X to affect Y?

Theory also includes discussion of relevant literature (that is, existing peer-reviewed scholarship) to supplement your arguments. *This is not be a separate section*. Literature should be synthesized within your theory so as to assist your arguments by supplementing with explanations, evidence, and examples. Your theory determines and organizes the literature you cite. It is analogous to where your theory is the skeleton and the literature is the muscle, “fleshing out” your theory and how it fits within existing scholarship.

The UTEP library and website offers a rich trove of articles and books for you to find articles, as does Google Scholar (<https://scholar.google.com>). Go to UTEP’s library website and click on the Articles and Databases tab. That will take you to a screen of the alphabet, where you click the letter that represents the beginning letter for the journal you wish to access. I recommend JSTOR (<http://0-www.jstor.org.lib.utep.edu>) as the best starting places to find articles. While it does not have the most recent articles, it has articles from a variety of journals. To access it, you would go to the UTEP library website, click the Articles and Databases tab, click the ‘J’, scroll down to the “JSTOR” link and click it, then click the “JSTOR” link on the information page. That will take you to JSTOR, where you can use the search function to find articles by subject, title, and author.

You never need to pay for access to articles, so if you find an article that you don’t have access to, simply copy and paste the title into one of these websites. I would also recommend talking with library staff who can help you locate literature, the Writing Center, and other resources that are crucial in the research paper process. If there is an article that you want but cannot find, email me that information and I will try to locate it for you. NEVER PAY FOR AN ARTICLE!

D. Data and Methods Section: This section identifies the data used (which will be one of the two data sources identified above: QoG or ANES). It identifies the sample (countries/elections and time frame) and unit of analysis. It then identifies the dependent variable and explains its operationalization (that is, how it is measured, how it is coded, and brief descriptive statistics). The dependent variable for any OLS method must be continuous. The section then continues to operationalize all the independent variables and control variables (that is, how they are each measured, coded, and brief descriptive statistics for each). The section will then conclude with a statement that “Because the dependent variable of <insert concept/variable> is continuous, I use OLS estimation.” Then the section should have the OLS model equation written out for your specific model specification. (After this you will later add the Results section and Conclusion.)

Exams

There will be two exams during the course. All exams are **cumulative** and will cover material learned in the class lectures, assignments, discussion, and the assigned readings. As a general rule, **make up exams will NOT be offered**; although make up exams will be permitted only under the gravest of circumstances, and I reserve the right to determine whether a make up exam is offered to individuals based upon their situation and timely request. I reserve the right to alter the questions for make up exams.

As these exams are take-home, students may use whatever resources they need to complete the assignments. However, these sources must be cited and included in the references for each exam. Each exam must be typed and emailed to me (at rareid@utep.edu). Plagiarized work and collusion will receive a failing grade (see Academic Dishonesty below). Each exam must be completed individually.

SPECIAL ACCOMODATIONS

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS’ Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.

ACADEMIC DISHONESTY

Absolutely no form of academic dishonesty will be tolerated. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic

integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of The Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

UNIVERSITY WRITING CENTER

The University Writing Center is a useful tool each of student should take advantage of in for all written/paper assignments. While not required, your paper will be improved following a consultation with the staff. The staff sees students through appointments or walk-ins, though appointments are preferred. For more information, go to: <http://uwc.utep.edu/index.php/hours-location>. For appropriate assignments, I offer up to 10 points extra credit if you consult the writing center. In order to be eligible for this credit, you must show evidence of your consultation and evidence of the revisions suggested and those you made. You must also provide a reflection as to what you learned from the experience (for instance, what types of errors do you systematically make and how can you correct them). Hence, credit will only be possible with adequate evidence and thoughtful reflection of the writing and revision process.

COUNSELING AND PSYCHOLOGICAL SERVICES

The center, located at 202 Union West, offers confidential counseling services in English or in Spanish. They also provide group and individual counseling for currently enrolled UTEP students. For more information, go to: <https://www.utep.edu/student-affairs/counsel/>.

ADELANTE CHILD DEVELOPMENT CENTER

Child care is available for children of all students of the University. The Adelante Child Development Center is located at 314 W. Schuster and is managed and operated by Adelante Childcare, Inc. Children aged three months to 12 years are accepted, depending on space availability (Hourly, daily and weekly care are available and the Center offers a Summer Camp for school-age children). Age-appropriate early childhood developmental programs are offered in the curriculum. The Adelante Child Development Center is licensed by the Texas Department of Protective and Regulatory Services. Financial assistance is available for qualifying parents through Child Care Services. For more

information, please call: **915-532-1114** or contact: studentaffairs.utep.edu/childcare. If, for any reason, you cannot find a care-taker for your child(ren), you are welcome to bring them to class.

GENERAL EXPECTATIONS

I expect all students to behave professionally in this class. You will be held responsible for all material covered in the textbooks, articles, videos, and the class discussions. If you miss a class, you are still responsible for the content of that day's information. I will not tolerate disruptive behavior, including (but not limited to) inappropriate computer use, reading newspapers, talking during lectures, using cell phones or pagers, and disrespecting classmates or the instructor. Additionally, I expect all students to attend class prepared and to show up on time. It is disrespectful to the instructor and the other students when individuals show up late or are not prepared to participate in the class discussion. I allow the use of laptops for class purposes only; however, should laptop usage become disruptive, I reserve the right to prohibit laptops and other electronic devices.

This class is designed to provide information and challenge students with new, and sometimes controversial, ideas and arguments. This class is designed to be a safe, open environment to express ideas, arguments, and opinions for learning purposes. However, safe does not always mean comfortable. This class does not *give* you knowledge—i.e. knowledge and understanding is not transfused to students by simply sitting in class. Learning is an interactive process that is the primary responsibility of each student. Assignments are designed to assist you in learning processes, which consist of understanding material, remembering material, and being able to clearly (and correctly) communicate that material. Learning also entails developing your own insights, and applying them to better your own livelihood and authentic self.

As a general policy, I do not offer incompletes, and **I will not change final grades for the course under any circumstances**, with the single exception of where an error occurred on my part.

CIVILITY AND RESPECT

Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything which is said or discussed in the classroom, but courteous behavior and responses are expected. Our campus community reflects and is a part of a society comprising all races, genders, ethnicities, creeds, sexualities, and social circumstances. It is fundamental to our mission to create an unbiased community and to oppose vigorously any form of racism, religious intolerance, sexism, ageism, homophobia, heterosexism, and discrimination against those with disabling conditions.

During discussions and in writing assignments, students must show an awareness of diverse audiences, which means that ALL identity groups (genders, sexualities, gender identities, races, ethnicities, colors, nationalities, creeds, religions, socioeconomic classes,

etc.) must be discussed with respect. Any comments that reveal intolerance of any (majority or minority) identity group are unacceptable; that is, statements or arguments that are rooted in any identity group being less than (less valuable, less human, less dignified, less good, etc.) than another identity group are illogical and offensive. Nonproductive and/or offensive comments will be diplomatically addressed and used as a learning tool for the class; however, a student who fails to treat others respectfully will be dismissed from the course after one formal warning.

WHEN SH*T HAPPENS

When life happens—which can include the need to take time to improve mental or physical health, grieve, care-giving, etc.—please let me know. I respect your privacy, but keeping me in the loop will allow me to make sure that you are accommodated in terms of due dates and assignments. I do not need proof or documentation of illness, doctor visits, death in the family, etc. I do ask that you let me know so that I can help in any way I can and so that this course does not adversely affect you in these scenarios.

COURSE SCHEDULE

The following is a list of topics to be covered at each class meeting, and the readings, which should be completed in order to fully participate in class that day. You are required to read the material prior to the class. *Literature not included in the textbook but listed on syllabus are the responsibility of students to locate (online) and read.* Academic articles can often be found via the UTEP library's website under the "Articles and Database" tab, where you can search repositories like JSTOR and Sage as well as individual journal titles.

While I give specific days on which certain topics will be discussed, the calendar is subject to change. Any alterations to the course schedule will be clearly announced. As a general rule, the course will follow this order of topics, regardless of date changes, unless otherwise announced.

WEEK 1 (August 24th-28th)

Introduction
The Scientific Study of Politics

Class discussion and chat: **Thursday, August 27th at 1:30 pm**
(Non-mandatory)

DUE Friday, August 28th by 7:00 pm
Comprehension Question #1

WEEK 2 **(August 31st- September 4th)** The Art of Theory Building

Reading due:

Bratton, Kathleen A., and Kerry L. Haynie. 1999. "Agenda Setting and Legislative Success in State Legislatures: The Effects of Gender and Race," *The Journal of Politics* 61 (3): 658-679.

Class discussion and chat: **Thursday, September 3rd at 1:30 pm**
(Non-mandatory)

DUE Friday, September 4th by 7:00 pm
Comprehension Question #2

WEEK 3 **(September 7th – 11th)** Finding a Research Question

Class discussion and chat: **Thursday, September 10th at 1:30 pm**
(Non-mandatory)

DUE Friday, September 11th by 7:00 pm
Comprehension Question #3

WEEK 4 (September 14th – 18th) Evaluating Causal Relationships

Reading due: Introduction, Chapter 1

Class discussion and chat: **Thursday, September 17th at 1:30 pm**
(Non-mandatory)

DUE Friday, September 18th by 7:00 pm
Research Question and Data Source

WEEK 5 (September 21st– 25th) Theory and Literature Review

Class discussion and chat: **Thursday, September 24th at 1:30 pm**
(Non-mandatory)

DUE Friday, September 25th by 7:00 pm
Comprehension Question #4

WEEK 6 (Sept 28th– Oct 2nd) Measuring Concepts of Interest

Class discussion and chat: **Thursday, October 1st at 1:30 pm**
(Non-mandatory)

DUE Friday, October 2nd by 7:00 pm
Comprehension Question #5

WEEK 7 **(October 5th-9th)** Getting to Know Your Data
Introduction to Stata

Class discussion and chat: **Thursday, October 8th at 1:30 pm**
(Non-mandatory)

DUE Friday, October 9th by 7:00 pm
Theory and Hypotheses

WEEK 8 **(October 12th-16th)** Descriptive Statistics

Class discussion and chat: **Thursday, October 15th at 1:30 pm**
(Non-mandatory)

DUE Friday, October 16th by 7:00 pm
Exam #1

WEEK 9 **(Oct 19th-23th)** Probability and Statistical Inference

Class discussion and chat: **Thursday, October 22nd at 1:30 pm**
(Non-mandatory)

DUE Friday, October 23rd by 7:00 pm
Comprehension Question #6

WEEK 10 (October 26th-30th) OLS Regression

Reading due: Chapters 2-4

Class discussion and chat: **Thursday, October 29th at 1:30 pm**
(Non-mandatory)

DUE Friday, October 30th by 7:00 pm
Data and Methods Section

WEEK 11 (November 2nd-6th) OLS and Interpretation of Results

Reading due: Chapters 5-9

Class discussion and chat: **Thursday, November 5th at 1:30 pm**
(Non-mandatory)

DUE Friday, November 6th by 7:00 pm
Comprehension Question #7

WEEK 12 (Nov 9th-13th) OLS Assumptions and Diagnostics

Reading due: Chapters 10-13

Class discussion and chat: **Thursday, November 12th at 1:30 pm**
(Non-mandatory)

DUE Friday, November 13th by 7:00 pm
Comprehension Question #8

WEEK 13 (November 16th-20th) Bringing Your Paper Together

Class discussion and chat: **Thursday, November 19th at 1:30 pm**
(Non-mandatory)

WEEK 14 (Nov 30th- Dec 3rd) Asian-Pacific Court of Human Rights: Teaching
Module

Class discussion and chat: **Wednesday, December 2nd at 1:30 pm**
(Non-mandatory)

DUE Thursday, December 3rd by 7:00 pm
Research Paper

Final Exam
DUE December 7th by 7:00 pm

Research Paper Grading Rubric

	Below Expectations	Acceptable	Exceeds expectations	Score
Research Question	Author did not develop a suitable research question. Research question is either undeveloped and/or not clearly stated. 0 points	Author developed a suitable research question. Research question is fairly well developed and articulated. 3 points	Author developed an interesting and unique research question that is appropriate for a research paper. Research question is well developed and clearly articulated. 5 points	____/5
Theoretical Argument	Paper lacks a clear theoretical argument and/or lacks clearly stated hypothesis 0 points	Paper has fairly well developed theoretical argument and to some extent has clearly stated hypothesis 8 points	Paper has a clear, well-organized, well-specified theoretical argument and has clearly stated hypothesis 15points	____/15
Literature rcited	Paper lacks a review of the literature and/or the literature reviewed is not clearly related to research question 0 points	Paper has fairly well-developed literature review on relevant research 3 points	Review of literature clearly synthesizes existing research within the theoretical framework 5 points	____/5
Data	Data is insufficient or incorrect for research question and/or absent 0 points	Data includes minor errors in cleaning, citation, completeness, or appropriateness and/or is not clearly described prior to analysis 3 points	Data is complete, appropriate, cited, and cleaned for analysis and clearly described prior to analysis 5 points	____/5
Research Design and Methods	Research design and methodology is not appropriate to evaluate research question and data and/or design is not correctly executed 0 points	Research design and methodology is somewhat appropriate for research question and data and/or design is fairly well-executed 8 points	Research design and methodology is clearly appropriate and well-justified for the research question and data and design is well-executed and replicable 15 points	____/15

Statistical Analysis	Author fails to include appropriate statistical analysis and/or analysis is incorrectly executed or incomplete 0 points	Statistical analysis is fairly well-executed with minor mistakes and/or omissions 8 points	Statistical analysis is well-executed, complete, and clearly explained/justified, and replicable 15 points	____/15
Graphs and Tables	Paper lacks appropriate figures and tables and/or they are unclear, not labeled, or incomplete 0 points	Figures and tables are mostly clear and complete, with minor errors or omissions 5 points	Figures and tables are professional, clear, labeled, complete, and appropriate depictions of data and results 10 points	____/10
Interpretation of Results	Author fails to include results and/or fails to correctly interpret results 0 points	Interpretation of results include minor errors or omissions and/or are unclear 5 points	Author correctly and clearly interprets all relevant results in an organized, consistent manner 10 points	____/10
Diagnostic Tests and Limitations	Author fails to include diagnostic tests and/or such diagnostic tests are incorrect or inappropriate and/or fails to discuss the limitations of the paper 0 points	Author includes some diagnostic tests with few errors or omissions and/or provides only superficial discussion of the limitations of the paper 3 points	Author includes all necessary, correctly executed diagnostic tests and presents the results of each and offers insightful and complete discussion of limitations of the paper 5 points	____/5
References	Author fails to include appropriate references 0 points	Author includes some references but is incomplete or inappropriate 3 points	Author includes complete, formatted references 5 points	____/5
Writing Clarity	Paper lacks organization and clarity and/or includes several spelling and grammatical mistakes and typos 0 points	Paper is somewhat organized and/or includes some minor spelling and grammatical mistakes or typos 5 points	Paper is well-organized and clearly written and lack spelling and grammatical errors and typos 10 points	____/10

Research Design Outline

<Title page>

- I. **Introduction (page 1)**
 - a. Discusses your research question, why this question is important, and any background information that is necessary to understand the question; will be relatively short section
- II. **Theory (page 2)**
 - a. Explicitly explains how your independent variable affects your dependent variable; includes the story of how the causal mechanism works between your variables, under what conditions, for whom, etc;
 - b. Uses previous research (often referred as literature reviews) to help develop your arguments. Previous literature is used to supplement (NOT replace) your arguments to show how your theory fits within existing knowledge and offers examples and evidence to bolster your claims. You need to explain and justify everything—nothing speaks for itself.
 - c. Ends with hypothesis (or multiple hypotheses) that are single sentence summaries of what you expect to see in the actual data/results. The hypothesis is the predicted observation based upon your theory.
 - i. The hypothesis tells me what you should see in the real world if your theory is true. Your theory tells me why this outcome should be predicted and how these causal mechanisms work in detail.
 - d. **This is the bulk of your paper!** So this will be the longest section, and you want to have a developed theory where I can see each step of how your independent variable affects your dependent variable. Like a recipe, your theory needs to take me step by step. This is the section that is most important for your grade since it reflects your understanding of material and your thinking like a scientist.
- III. **Data and Methods**
 - a. Identifies data source and the geographic and temporal limits of data (eg. United States presidential elections from 1960-2016 or cross-country analysis from 1980-2008)
 - b. Discuss the operationalization of your dependent variable (i.e. tie our concept to your variable in the data and how coded, any descriptive statistics)
 - i. What are the variables
 - ii. How is this variable most appropriate for this project
 - iii. How is the variable coded
 - iv. Where does this data come from
 - c. Discuss the operationalizations for each of your independent variables and controls—usually a paragraph each, including each of the aspects above
 - v. Include descriptive statistics for each variable
 1. Eg: What type of variable is each of your variables (continuous, categorical, binary, etc.)? Identify the

minimum and maximum for each variable. How many observations does each variable have? What is the appropriate descriptive statistics for each variable and provide these values for each variable:

- a. Mean, mode, or median
 - b. Variance or standard deviation
- d. Identify what type of analysis you are running and justify it (i.e. why is that specification the most appropriate)
- vi. Everyone will be running OLS models but the model specification will differ
 - vii. Include the equation for your specific model

IV. Results

- a. Includes tables and figures (graphs) of your results, along with substantive interpretations of the results as text and in the form of predicted probabilities or marginal effects for all statistically significant variables
- b. Identify the extent to which your hypotheses are supported or not
- c. Include diagnostic tests at the end of the section, and discuss these results and their implications on your results

V. Conclusions

- a. Summarize the substantive meaning of this project's results and place within larger context
- b. Identify the limitations of the project
- c. Where should research go from here

<References>

How to Read Academic Articles and Achieve Success in your Research Design

Your research design will be very similar to the academic articles we read in class and those you read for your project. The only difference is that you do not need to actually create, collect, or analyze any data. Hence, you will not have a Results or Conclusion sections.

As you read each article, answer the below questions to help you understand the key components and be able to use/replicate them in your research design.

- 1) What is the research question?
- 2) What is the theoretical argument and/or thesis?
- 3) What is the dependent variable?
- 4) What is the main independent variable(s)?
- 5) Do the variables match the theory? Are they appropriate? Do they measure what the authors claim?
- 6) What data is utilized and is it appropriate?
- 7) Did the authors include all relevant variables and exclude irrelevant variables? Are there confounding variables? Are there omitted variables?
- 8) What method of analysis was employed? Qualitative or quantitative? Is this method appropriate for the research question?
- 9) What are the results? How strong are these results?
- 10) What are the limitations of the theory, methods, and results?
- 11) How generalizable are the results?
- 12) How persuasive is the article? Why?

(Hochschild 2015; Jentleson 2015)

(Hauck 2000; Hauck and Vogelsong 2005; Hauck, Smith, and Vogelsong 2010; Jordan et al. 1999, 56–58; Walthall 2012)

Citations of multiple sources by the same author, but published in different years, can omit the name with the second source and beyond.

(Barbarosa 1973; 1978) (Barbarosa 1973, 18; 1978, 32)

If two or more sources are published by the same author in the same year, add lowercase letters to the publication year. To determine how to label the sources with the letters, alphabetize them by title.

(Frankly 1957a, 1957b)

A parenthetical citation to a statute or court case should include the name of the case (in italics except for v.) or statute and the year.

(*Baker v. Carr* 1962)

References

The References section is the same as a Works Cited or Bibliography section at the end of the manuscript.

All references should be alphabetized by author last name. Single-authored sources precede multi-authored sources beginning with the same last name. Multi-authored sources with the same name (first and last) of the first author should continue to be alphabetized by the second author's first name. When a source cannot be alphabetized by the author's name, alphabetize it by (in descending order): year (oldest to newest), editor's name, title, or descriptive phrase. When alphabetizing by article title, an initial article is ignored. Undated or forthcoming books follow all dated works.

All sources included in in-text citations should also appear in the References.

Each part of a reference is separated by a period, except when otherwise indicated. Each part begins with a capital letter unless it is a lowercase part of an author's, editor's, or translator's name. The general format is:

author last name, author first name. year of publication. "Title of article or chapter." *Book or Journal Title* Volume (issue number): page number range.

If the source was published by an organization, association, or corporation and does not carry an author's name, the organization is listed as the author, even if it is also the publisher.

When no author is associated with a source, but an editor(s) or translator(s) is, those names take the place of the author's name. The abbreviations *ed.* or *eds.*, or *trans.* follows the name(s), preceded by a comma.

If the source does not have an author, editor, translator, organization, association, or corporation that sponsored it, the title should be used in place of the name.

When the year of publication cannot be located, *n.d.* must take its place. When the publication is forthcoming (that is, not yet published), the term *forthcoming* takes the place of the year.

Examples

Journal examples

Aldrich, John H. 1980. "A Dynamic Model of Presidential Nomination Campaigns." *American Political Science Review* 74 (3): 651–69.

Chambers, Simone. 2018. "Against Democracy. By Jason Brennan." Review of *Against Democracy*, Jason Brennan. *Perspectives on Politics* 16 (2): 503–5. doi: 10.1017/S153759271800066X.

Prufer, Olaf. 1964. "The Hopewell Cult." *Scientific American*, December 13–15.

Book Chapter examples

Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." In *School Choice in the Real World*, eds. Robert Maranto, Scott Milliman, Frederick Hess and April Gresham, 39–57. Boulder, CO: Westview.

Halchin, L. Elaine. 2001. "And This Parent Went to Market: Education as Public Versus Private Good." Chap. 1 in *School Choice in the Real World*, eds. Robert Maranto, Scott Milliman, Frederick Hess and April Gresham. Boulder, CO: Westview.

Hall, Peter Dobkin. 2006. "A Historical Overview of Philanthropy, Voluntary Associations, and Nonprofit Organizations in the United States, 1600–2000." In *The Nonprofit Sector: A Research Handbook*, 2nd edition, eds. W. W. Powell and R. Steinberg, 32–65. New Haven, CT: Yale University Press.

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