

POLI 7961
Seminar in Scope and Approaches
to the Study of Politics

Fall 2006

James C. Garand
Emogine Pliner Distinguished Professor
Office: 205 Stubbs Hall
Phone: 578-2548
Email: pogara@lsu.edu

Epistemology: "the part of philosophy that deals with the origin, nature, and limits of knowledge."

Source: *The World Book Dictionary*

Too much attention to epistemology induces hallucinations of negativism.

V.O. Key, Jr.

Method without substance may be sterile, but substance without method is only fortuitously substantial.

V.O. Key, Jr. (1958 APSA Presidential Address)

Introduction

The major purpose of this seminar is to provide a broad overview of the nature of inquiry and explanation in political science. In essence, it is the objective of this seminar to: (1) examine the historical, epistemological, structural, theoretical, and methodological foundations of American political science; (2) acquaint students with the nature of the political science discipline as an intellectual enterprise; and (3) apprise students of the range of analytic procedures that can be employed in the search for knowledge about politics. At the very core of this seminar are questions that are central for anyone undertaking rigorous political analysis. What is political knowledge? How do we assess critically the quality of political analysis and the knowledge obtained from such analysis? What can we know about the political world and its processes? Why is political knowledge important in the first place?

To this end, we address several major issues in this seminar. First, we discuss the debates that have shaped the discipline of political science in the second half of this century; in particular, we explore the sharp disagreements among political scientists over the behavioral, post-behavioral, and anti-behavioral movements in the profession. Second, we discuss the possibility of a scientific study of politics. Specifically, we address the questions of whether or not politics can be studied scientifically, the meaning and philosophy of science, as well as the elements of social-scientific explanation. Finally, we spend several weeks on the methodology and design of scientific political research. In this section we discuss the quantitative-qualitative debate that divides political (and other social) scientists, and we explore possible areas of agreement among these perspectives. We also consider the general logic and rationale underlying social scientific analysis, concept measurement, data collection, experimental and quasi-experimental research designs, strategies for analysis, and ethical issues in political research. We examine research examples drawn from the political science literature in order to understand the best (or at least better) ways of exploring empirical questions of interest to political scientists.

Several points should be made about this seminar. First, this seminar is the first of a two-part sequence on political methodology that is (1) required of all graduate students in political science at LSU, and (2) designed to socialize students into the profession in a way usually ignored in one's undergraduate political science training. The

second seminar (POLI 7962: Seminar in Research Design and Quantitative Techniques) is also offered this semester. POLI 7961 has been designed to complement the quantitative methods seminar and to provide a foundation upon which the subject matter of the second seminar can be built.

Second, this seminar is non-substantive in nature; in other words, we are not concerned directly with specific substantive areas of political science. Instead, the focus of this seminar is epistemological, and the examples of research employed throughout are directed at methodological, and not substantive, issues.

Third, it is not the object of this seminar to force individuals to adopt a particular epistemological perspective. Instead, we emphasize the dominant frameworks characterizing current political science, as well as criticisms of these frameworks. It is left to individual students to select an appropriate framework to guide their future research work.

Finally, this seminar is designed to equip each student with basic concepts, analytical criteria, and research skills that will facilitate participation in later seminars and allow each student to plan a general program of study at LSU. The issues and problems discussed in general terms in this seminar will arise repeatedly in more specific terms in future research reading and in substantive seminars.

Course Requirements and Evaluation

Each student will be evaluated on the basis of the following:

Research design paper	50%
Final examination	25%
General class participation	25%

1. *Research Design Paper.* A major research design paper (equivalent to a research grant proposal or dissertation prospectus) will be required of all students. This paper will involve original empirical research on a topic of each student's own choosing that addresses a theoretically-grounded research question of interest to political scientists. Students will be expected to design a research project that could be utilized to evaluate the empirical validity of a single hypothesis or set of hypotheses pertaining to the political phenomenon under study. Ideally, the finished product should be, subject to modest revision, of sufficient quality and plausibility to be considered as a thesis, dissertation, or grant proposal.

Each student should begin to consider possible research topics as soon as possible, and should consult frequently with the instructor about potential topics and relevant literature. Further, each student is expected to gain approval of the selected topic from the instructor before beginning work, and should be prepared to work closely with the instructor in fine-tuning the proposed research.

All research design papers are due on Friday, December 8, 2006. All papers should be (1) typed (double spaced), (2) written in accordance with the APSR style manual, (3) proofread for mistakes, and (4) neat and professionally presented. In order to facilitate the completion of papers by the end of the semester, the following *suggested* deadlines for various components of the paper should be met:

October 2	Selection of paper topic
October 23	Draft of introduction and literature review completed
November 13	Draft of theory and research design sections
December 8	Final paper completed

In addition, students will be required to make a brief presentation of their papers to a colloquium of fellow seminar students and interested departmental faculty and graduate students. Each student is expected to give a short presentation (e.g., 10 minutes) of professional quality, similar to a presentation that might be given at a professional conference. More information on this presentation will be provided later in the semester.

2. *Final Examination.* A comprehensive final examination will be required for all students. Information pertaining to the format of the final examination will be provided to all students later in the semester.
3. *Class Participation.* Class participation and preparedness is a major component of evaluation in graduate seminars. Each student will be evaluated on the basis of the quality of informed participation and contribution to seminar discussion. Specifically, each student is expected *to* attend *every* seminar meeting (without exception), have read and reflected upon all assigned readings before class, and be prepared to discuss critically the issues raised in the literature during the seminar meeting.

Reading

The following books have been ordered and are available at the University bookstore. I have ordered books that will be read either in part or in their entirety during the semester.

Required:

Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton University Press, 1994)

Chava Frankfort-Nachmias and David Nachmias, *Research Methods in the Social Sciences* (6th edition) (Worth Publishing, 2001)

John Geering, *Social Science Methodology: A Criterial Framework* (Cambridge University Press, 2001)

In addition to the books ordered for the seminar, there is a sizeable set of additional articles and book chapters that will be required reading for the seminar. All additional readings are listed on the following semester outline. Readings will be made available to students electronically (as .pdf files) from the following web site:

<http://jgarand.lsu.edu/poli7961.htm>

Readings on the seminar outline are divided into two categories. First are those readings required of all students; these are denoted by an asterisk (*). Second are supplemental readings, which may be read depending on each student's interest and inclination.

The following represent journal abbreviations found in this outline:

<i>APSR</i>	<i>American Political Science Review</i>
<i>AJPS</i>	<i>American Journal of Political Science</i>
<i>JOP</i>	<i>Journal of Politics</i>
<i>PS</i>	<i>PS: Political Science and Politics</i>
<i>PRQ</i>	<i>Political Research Quarterly</i>
<i>WPQ</i>	<i>Western Political Quarterly (now PRQ)</i>
<i>SSQ</i>	<i>Social Science Quarterly</i>
<i>BJPS</i>	<i>British Journal of Political Science</i>
<i>LSQ</i>	<i>Legislative Studies Quarterly</i>
<i>APQ</i>	<i>American Politics Quarterly</i>
<i>ISQ</i>	<i>International Studies Quarterly</i>
<i>JPAM</i>	<i>Journal of Policy Analysis and Management</i>

Membership in the APSA

The American Political Science Association (APSA) is the national professional organization representing political scientists in the United States. Political scientists who are active in the profession are expected to be members of the APSA. For students, membership dues are quite reasonable (\$38). Members receive the *American Political Science Review*, the official scholarly journal of the APSA, as well as *PS: Political Science and Politics*, a journal that discusses people, events, and activities in the profession, and *Perspectives on Politics*, a relatively new APSA journal. Although membership in the APSA is not a requirement of this course, students are encouraged in the strongest terms to become members of the organization representing their profession.

You can join the APSA at the following web site:

<http://www.apsanet.org/member/index.cfm>

Academic Misconduct Statement

Academic misconduct is defined by the Code of Student Conduct. You are encouraged to familiarize yourself with the LSU policy on academic misconduct, particularly regarding plagiarism. The LSU Code of Student Conduct can be found on the web site for the LSU Dean of Students:

<http://appl003.lsu.edu/slas/dos.nsf/index>

Academic misconduct is a serious violation of university policy, but more importantly it is a significant scholarly violation for political scientists. Plagiarism and other forms of academic misconduct will not be tolerated in this seminar. Charges of academic misconduct will be turned over to the Dean of Students for appropriate disciplinary action.

About the Instructor

James C. Garand (Ph.D., University of Kentucky, 1984) is the Emogene Pliner Distinguished Professor in Political Science. Professor Garand has teaching and research interests in the fields of legislative politics, electoral politics, public policy, state politics, bureaucratic politics, domestic political economy, and methodology and statistics. His research on a wide range of topics in American politics has been published in numerous journals, including the *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, *British Journal of Political Science*, *Political Research Quarterly*, *Western Political Quarterly*, *Comparative Political Studies*, *American Politics Research* (formerly *American Politics Quarterly*), *Public Choice*, *Social Science Quarterly*, and *Legislative Studies Quarterly*. His coedited book, *Before the Vote: Forecasting American National Elections*, was published by Sage Publications in 2000.

Professor Garand was President of the Southern Political Science Association in 2004. He served as Vice-President and Program Chair in 2001 for the Southern Political Science Association, and he remains a member of the SPSA Executive Council. He is also former president of the State Politics Section of the American Political Science Association. Professor Garand is former editor of the *American Politics Quarterly*, one of the leading subfield journals in American politics. He currently serves on the editorial boards of the *Journal of Politics*, *American Politics Research*, *State and Local Government Review*, and *Journal of Political Marketing*, and he is a former member of the editorial boards of the *American Journal of Political Science*, *Journal of Politics*, *State Politics and Policy*, and *Legislative Studies Quarterly*. His current research agenda includes numerous projects relating to the study of American politics.

Professor Garand has received numerous faculty awards. In 1997 Professor Garand received the LSU Alumni Association Distinguished Faculty Award in recognition of sustained excellence in teaching, research, and service. In 2001 he received the LSU Foundation Distinguished Faculty Award in recognition of his excellence in graduate teaching, and in 1990 he received the university-wide Student Government Association Teaching Excellence Award for undergraduate teaching. He is also a recipient of the Alpha Lambda Delta Freshman Honor Society certificate of recognition for superior instruction of freshman students during the Fall 2000 semester.

Recent publications (since 2000):

- Before the Vote: Forecasting American National Elections*, coedited with James E. Campbell, Sage Publications, 2000.
- James C. Garand and Kelly M. Burke, "Legislative Activity and the 1994 Republican Takeover: Exploring Changing Patterns of Sponsorship and Cosponsorship in the U.S. House," *American Politics Research* (March 2006: 159-88).
- SPSA Presidential Address: "Fragmentation and Integration in Political Science: Exploring Patterns of Scholarly Communication in a Divided Discipline," *Journal of Politics* (November 2005: 979-1005).
- "Horizontal Diffusion, Vertical Diffusion, and Internal Pressure in State Environmental Policy Making, 1989-1998," with Dorothy Daley, *American Politics Research* (September 2005: 615-44)
- "Explaining Voter Turnout in Latin American Nations," with Tim Power and Carolina Fornos, *Comparative Political Studies* (October 2004: 909-40)
- "Measuring Constituency Ideology in U.S. House Districts: A Top-Down Simulation Approach," with Philip Ardoin, *Journal of Politics* (November 2003: 1165-89).
- "Journals in the Discipline: A Report on a New Survey of American Political Scientists," with Micheal Giles, *PS: Political Science and Politics* (April 2003: 293-308).
- "Race-Based Redistricting, Core Constituencies, and Legislative Responsiveness," with Christine LeVeaux," *Social Science Quarterly* (March 2003: 32-51).
- "Are Government Employees More Likely to Vote? An Analysis of Turnout in the 1996 U.S. National Election," with Elizabeth Corey, *Public Choice* (April 2002: 259-83).
- "Race, Roll Calls, and Redistricting: The Impact of Majority-Minority Districts on Congressional Roll-Call Voting," with Christine LeVeaux Sharpe, *Political Research Quarterly* (March 2001: 31-52).
- "Explaining Divided Government in the United States: Testing an Intentional Model of Split-Ticket Voting," with Marci Glascock Lichtl, *British Journal of Political Science* (January 2000: 173-91).
- "Understanding Surpluses, Deficits, and Debt in the American States, 1950-1998," with Branwell Dubose Kapeluck, in Louis Imbeau and Francois Petry (eds.), *Politics, Institutions, and Fiscal Policy: Public Deficits and Surpluses in Federated States* (Lexington, Massachusetts: Lexington Books, 2003, forthcoming).
- "Spending, Taxes, and Deficits: Fiscal Policy in the American States," with Kyle Baudoin, in Virginia Gray and Russell Hanson (eds.), *Politics in the American States* (8th edition) (Washington, D.C.: CQ Press, 2003).

Brief Course Outline

- I. Introduction
- II. The History and Overview of Political Science
 - A. History of the Discipline
 - B. Contemporary Patterns of Division in Political Science
- III. Historical Debates in Political Science
 - A. The Behavioral Debate in Political Science
 - B. Old Wine in New Wineskins: The Perestroika Debate in Political Science
- IV. The Scientific Study of Politics
 - A. Science and Politics: Can we study politics scientifically?
 - B. Scientific Explanation, Causation, and Prediction
 - C. The Philosophy of Social Science
 - D. Controversies in the Philosophy of Social Science
- V. Method and Design in Scientific Political Research
 - A. Overview, Part I: The Quantitative-Qualitative Debate
 - B. Overview, Part II: The Quantitative-Qualitative Debate
 - C. Case Studies, Area Studies, and the Comparative Method in Political Research
 - D. The Research Enterprise
 - E. Concepts and Concept Formation
 - F. Operationalizing Concepts: Indicators and Measurement
 - G. Theory and Model Development
 - H. Strategies for Data Collection
 - I. Research Design: General Considerations
 - J. Research Design: Experimental Designs
 - K. Research Design: Quasi-experimental Designs
 - L. Strategies for Studying Individuals
 - M. Strategies for Studying Aggregates
 - N. The Politics of Social Science
 - O. The Ethics of Political Research

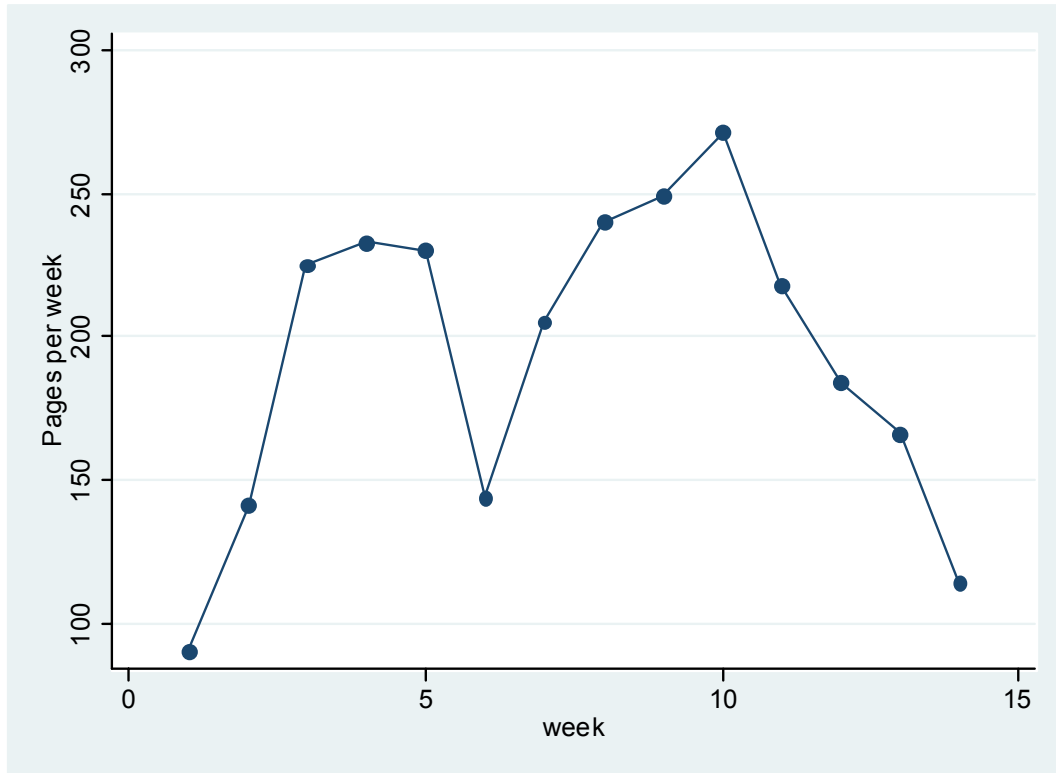
Schedule

August	28	Introductory meeting / Historical Debates in Political Science
September	4	Labor Day Holiday—no seminar meeting
	11	Behavioral Debate / Perestroika
	18	Science and Politics / Scientific Explanation
	25	Philosophy of Social Science
October	2	The Quantitative-Qualitative Debate (Part I)
	9	The Quantitative-Qualitative Debate (Part II)
	16	Comparison in Political Research / Research Enterprise
	23	Concepts and Concept Formation / Operationalizing Concepts
	30	Theory and Model Development
November	6	Strategies for Data Collection
	13	Research Designs: Experimental Designs
	20	Research Designs: Quasi-Experimental Designs
	27	Studying Individuals and Aggregates
December	4	The Politics of Social Science / Ethics of Political Research

Reading Load

August 28	42 article pages 2 book chapters (48 pages)	90 total pages
September 11	86 article pages 2 book chapters (55 pages)	141 total pages
September 18	14 article pages 9 book chapters (211 pages)	225 total pages
September 25	27 article pages 13 book chapters (206 pages)	233 total pages
October 2	1 book (230 pages)	230 total pages
October 9	144 article pages	144 total pages
October 16	117 article pages 4 book chapters (88 pages)	205 total pages
October 23	93 article pages 5 book chapters (147 pages)	240 total pages
October 30	138 article pages 5 book chapters (111 pages)	249 total pages
November 6	27 article pages 11 book chapters (244 pages)	271 total pages
November 13	54 article pages 6 book chapters (164 pages)	218 total pages
November 20	99 article pages 2 book chapters (55 pages) 1 paper (30 pages)	184 total pages
November 27	143 article pages 2 papers (23 pages)	166 total pages
December 4	76 article pages 3 chapters (38 pages)	114 total pages

2740 total pages
Average 196 pages per week

Table 1: Weekly reading load, POLI 7961, Fall 2006

Course Outline

I. Introductory Meeting (August 28)

II. The History and Overview of Political Science (August 28)

A. History of the Discipline

- * Freeman, "The Making of a Discipline," in Crotty (ed.), *The Theory and Practice of Political Science*, Volume One of *Political Science: Looking into the Future*.
- Dwight Waldo, "Political Science: Tradition, Discipline, Profession, Science, and Enterprise," in Greenstein and Polsby (ed.), *Handbook of Political Science: Volume 1*.
- Somit and Tanenhaus, *The Development of American Political Science: From Burgess to Behavioralism*.
- Farr and Seidelman (eds.), *Discipline and History: Political Science in the United States*.
- Ricci, *The Tragedy of Political Science*.
- Seidelman, *Disenchanted Realists: Political Science and the American Crisis, 1884-1984*.
- Baer, Jewell, and Sigelman, *Political Science: Oral Histories of a Discipline*.
- Easton, Gunnell, and Graziano (eds.), *The Development of Political Science: A Comparative Survey*.

B. Contemporary Patterns of Division in Political Science

- Almond, *The Discipline Divided*.
- Almond and Genco, "Clouds, Clocks, and the Study of Politics," *World Politics* (July 1977: 489-522).
- * Almond, "Separate Tables: Schools and Sects in Political Science," *PS: Political Science and Politics* (Autumn 1988: 828-42).
- Monroe, Almond, Gunnell, Shapiro, Graham, Barber, Shepsle, and Cropsey, "The Nature of Contemporary Political Science: A Roundtable Discussion," *PS* (March 1990: 34-43).
- Gibbons, "Political Science, Disciplinary History, and Theoretical Pluralism: A Response to Almond and Ecstein," *PS* (March 1990: 44-46).
- Dryzek and Leonard, "History and Discipline in Political Science," *APSR* (December 1988: 1245-60).
- Holden, "The Competence of Political Science: 'Progress in Political Research' Revisited," *APSR* (March 2000: 1-19).
- * Garand, "SPSA Presidential Address: Integration and Fragmentation in Political Science: Exploring Patterns of Scholarly Communication in a Divided Discipline," *JOP* (November 2005: 979-1005).
- * Gerring, "The Problem of Unity Amidst Diversity," chapter 1 in Gerring, *Social Science Methodology: A Criterial Framework*.

III. Historical Debates in Political Science (September 11)

A. The Behavioral Debate in Political Science

- Charlesworth (ed.), *The Limits of Behavioralism in Political Science*.
- Graham and Carey, *The Post-Behavioral Era*.
- Isaak, *Scope and Methods of Political Science*, chapter 3.
- Dahl, "The Behavioral Approach in Political Science: Epitaph for a Monument to a Successful Protest," *APSR* (December 1961: 763-72).
- * Easton, "The Current Meaning of Behavioralism," in Charlesworth, *Contemporary Political Analysis*.
 - * Easton, "The New Revolution in Political Science," *APSR* (December 1969: 1051-61).
 - * Easton, "The Future of the Post-Behavioral Phase in Political Science," in Kristin Monroe (ed.), *Contemporary Empirical Political Theory*.
- Lowi, "The Politics of Higher Education: Political Science as a Case Study," in Graham and Carey, *The Post-Behavioral Era: Perspectives on Political Science*.
- Wolfe, "Unthinking About the Thinkable: Reflections on the Failure of the Caucus for a New Political Science," *Politics and Society* (1971: 393-406).
- Wahlke, "Pre-Behavioralism in Political Science," *APSR* (March 1979: 9-31).
- Miller, "The Role of Research in the Unification of a Discipline," *APSR* (March 1981: 9-16).
- Easton, "Political Science in the United States: Past and Present," *International Political Science Review* (1985: 133-52).
- Lindblom, "Another State of Mind," *APSR* (March 1982: 9-21).
- Huntington, "One Soul at a Time: Political Science and Political Reform," *APSR* (March 1988: 3-10).
- * Parenti, "The State of the Discipline: One Interpretation of Everyone's Favorite Controversy," *PS* (1983: 189-96).
- Lowi, "The State In Political Science: How We Become What We Study," *APSR* (March 1992: 1-7).
- Simon, "The State of American Political Science: Professor Lowi's View of our Discipline," *PS* (March 1993: 49-51).
- Lowi, "A Review of Herbert Simon's Review of My View of the Discipline," *PS* (March 1993: 51-53).
- Calvert, "Lowi's Critique of Political Science: A Response," *PS* (June 1993: 196-98).

B. Old Wine in New Wineskins: The Perestroika Debate (September 11)

- * Cohn, "When Did Political Science Forget About Politics? Irrational Exuberance," *The New Republic* (October 25, 1999).
- Miller, "Storming the Palace in Political Science: Scholars Join Revolt Against the Domination of Mathematical Approaches to the Discipline," *Chronicle of Higher Education* (September 21, 2001).
- Stewart, "Revolution from Within," *University of Chicago Magazine* (April 2003: 1-8).
- Kasza, "Quantitative Methodology vs. Methodological Pluralism: Reflections on the Files of Recent Job Candidates," unpublished paper.
- Kasza, "Perestroika: For an Ecumenical Science of Politics," unpublished paper.
- Kasza, "'Technicism' Supplanting Disciplinarity Among Political Scientists," unpublished paper.
- Smith, "Putting the Substance Back in Political Science," unpublished paper.
- * Smith, "Should We Make Political Science More of a Science or More About Politics?" *PS* (June 2002: 199-201).
- Smith, "An Open Letter to the APSA Leadership and Members,"
- Smith, "The Perestroika Movement in Political Science," call-in phone interview.
- * Finifter, "APSR Editor Responds," *APSR* (December 2000: *viii-xi*).
- Kasza, "Response to Ada Finifter," unpublished paper.
- Mr. Pravda, "Some Thoughts on Perestroika and Political Science," H-Polmeth web site, July 12, 2002.
- * Bennett, "'Perestroika' Lost: Why the Latest 'Reform' Movement in Political Science Should Fail," *PS* (June 2002: 177-79).
- Landman, "Rebutting 'Perestroika': Method and Substance in Political Science." unpublished manuscript, 2002.
- Dryzek, "A Pox on Perestroika, a Hex on Hegemony: Toward a Critical Political Science," 2002 APSA paper.
- Monroe, "Shaking Things Up? Thoughts about the Future of Political Science: An Introduction," *PS* (June 2002: 181-82).
- Hardin, "Whither Political Science?" *PS* (June 2002: 183-86).
- * Jervis, "Politics, Political Science, and Specialization," *PS* (June 2002: 187-89).
- Ostrom, "Some Thoughts about Shaking Things Up: Future Directions in Political Science," *PS* (June 2002: 191-92).
- Rudolph, "In Defense of Diverse Forms of Knowledge," *PS* (June 2002: 193-95).
- Sartori, "Where is Political Science Going?" *PS* (October 2004: 785-87).

B. Old Wine in New Wineskins: The Perestroika Debate (continued)

- Smiley, "A Plea for Academic Pluralism (and a Little More Intellectual Humility)," *PS* (June 2002: 197-98).
- Monroe, "Interdisciplinary Work and a Search for Shared Scientific Standards," *PS* (June 2002: 203-05).
- * Bennett, Barth, and Rutherford, "Do We Preach What We Practice? A Survey of Methods in Political Science Journals and Curricula," *PS* (July 2003: 373-78).
- Schwartz-Shea, "Is This the Curriculum We Want? Doctoral Requirements and Offerings in Methods and Methodology," *PS* (July 2003) 379-89).
- Braumoeller, "Perspectives on Pluralism," *PS* (July 2003: 387-89).
- Morrow, "Diversity Through Specialization," *PS* (July 2003: 391-93).
- Smith, "Progress and Poverty in Political Science," *PS* (July 2003: 395-99).
- Burawoy, "To Advance, Sociology Must Not Retreat," *Chronicle of Higher Education* (August 13, 2004: B24).
- Fukuyama, "How Academia Failed the Nation: The Decline of Regional Studies." <http://www.sais-jhu.edu/pubaffairs/publications/saisphere/winter04/Fukuyama.html>, 2005.
- Laitin, "Whither Political Science? Reflections on Professor Sartori's Claim..." *PS* (October 2004: 789-91).
- Colomer, "Political Science is Going Ahead (By Convolutd Ways): A Commentary on Giovanni Sartori," *PS* (October 2004: 793-94).
- Mann, "Linking Knowledge and Action: Political Science and Campaign Finance Reform," *Perspectives on Politics* (March 2003: 69-83).
- Wilson, "Expanding the Domain of Policy-Relevant Scholarship in the Social Sciences," *PS* (March 2002: 1-4).
- * Putnam, "APSA Presidential Address: The Public Role of Political Science," *Perspectives on Politics* (June 2003: 249-55).
- * Edwards, "Political Science and Political Practice: The Pursuit of Grounded Inquiry," *Perspectives on Politics* (June 2003: 349-54).
- Brady, "Introduction to Symposium on Two Paths to a Science of Politics," *Perspectives on Politics* (June 2004: 295-300).
- Smith, "Identities, Interests, and the Future of Political Science," *Perspectives on Politics* (June 2004: 301-12).
- Granato and Scioli, "Puzzles, Proverbs, and Omega Matrices: The Scientific and Social Significance of Empirical Implications of Theoretical Models (EITM)," *Perspectives on Politics* (June 2004: 313-23).
- * Hochschild, "APSA Presidents Reflect on Political Science: Who Knows What, When, and How?" *Perspectives on Politics* (June 2005: 309-34).

IV. The Scientific Study of Politics

A. Science and Politics: Can We Study Politics Scientifically? (September 18)

- Chalmers, *What is This Thing Called Science?*
- Watson, *The Double Helix*.
- * Frankfort-Nachmias and Nachmias, *Research Methods in the Social Sciences* (6th edition), chapter 1.
 - * Isaak, *Scope and Methods of Political Science*, chapters 2, 4.
- McGaw and Watson, *Political and Social Inquiry*, chapter 1, pp. 3-13, 24-29.
- * Zuckerman, "What We Mean When We Call Political Science a Science: Ambiguity and Certainty in the Pursuit of Knowledge," chapter 6 in Zuckerman, *Doing Political Science: An Introduction to Political Analysis*.
 - * Landau, *Political Theory and Political Science*, chapter 1.
- Nagel, *The Structure of Science: Problems in the Logic of Scientific Explanation*, chapters 1-2, 13.
- Goldberg, "Political Science as Science," in Polsby, Dentler and Smith (eds.), *Politics and Social Life*.
- Paris and Reynolds, *The Logic of Policy Inquiry*, chapters 2-3.
- Bueno de Mesquita, "Toward a Scientific Understanding of International Conflict: A Personal View," *ISQ* (June 1985: 121-36).
- Riker, "The Two-Party System and Duverger's Law: An Essay on the History of Political Science," *APSR* (1982: 753-66).
- Riker, "The Future of a Science of Politics," *American Behavioral Scientist* (1977: 11-38).
- Kramer, "Political Science as Science," in Weisberg (ed.), *Political Science: The Science of Politics*.
- MacRae, "The Science of Politics and Its Limits," in Weisberg (ed.), *Political Science: The Science of Politics*.
- * Hill, "The Lamentable State of Science Education in Political Science," *PS* (March 2002: 113-16)
 - * Thies and Hogan, "The State of Undergraduate Research Training in Political Science," *PS* (April 2005: 293-97).
 - * Hill, "Myths About the Physical Sciences and Their Implications for Teaching Political Science," *PS: Political Science and Politics* (July 2004: 467-71).
- Ozminkowski, "A Reply to 'Myths about the Physical Sciences and Their Implications for Teaching Political Science,'" *PS: Political Science and Politics* (January 2005: 3-5).
- Strakes, "In Response to 'Myths about Political Science,'" *PS: Political Science and Politics* (January 2005: 5).
- Hill, "Science and Political Science Redux," *PS: Political Science and Politics* (January 2005: 6-7).

B. Scientific Explanation, Causation, and Prediction (September 18)

- Campbell, *Methodology and Epistemology for Social Science*.
- Salmon, *Scientific Explanation and the Causal Structure of the World*.
- Little, *Varieties of Social Explanation: An Introduction to the Philosophy of Social Science*, chapter 1.
- * Cook and Campbell, *Quasi-Experimentation: Design and Analysis Issues for Field Settings*, chapter 1.
- McGaw and Watson, *Political and Social Inquiry*, chapters 2, pp. 48-56.
- * Gerring, "Description and Prediction," chapter 6 in Gerring, *Social Science Methodology: A Criterial Framework*.
 - * Gerring, "Causation," chapter 7 in Gerring, *Social Science Methodology: A Criterial Framework*.
- Gerring, "Causation: A Unified Framework for the Social Sciences," *Journal of Theoretical Politics* (2005: 163-98).
- Elster, "Mechanisms," in Elster, *Nuts and Bolts for the Social Sciences*.
- Brady, "Models of Causal Inference: Going Beyond the Newman-Rubin-Holland Theory," paper presented at the 2002 annual meeting of the Political Methodology Group, Seattle, Washington.
- Babbie, *The Practice of Social Research* (second edition), chapter 16.
- Blalock, *Causal Inferences in Non-Experimental Research*.
- Farr, "Situational Analysis: Explanation in Political Science," *JOP* (November 1985: 1085-1107)
- Friedman, "The Methodology of Positive Economics," in Friedman (ed.), *Essays in Positive Economics*.
- Moe, "On the Scientific Status of Rational Models," *AJPS* (February 1979: 215-43).
- * Campbell, "The Science of Forecasting Presidential Elections," in Campbell and Garand (eds.), *Before the Vote: Forecasting American National Elections*.
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POLI 7961
Scope and Approaches

STUDY QUESTIONS

Class #1
(August 28)

1. What have been the major historical debates among political scientists?
2. What does Almond mean when he refers to "separate tables" in describing the current divisions in the political science discipline? Is his description a reasonable one?
3. What does Gerring mean by the phrase "unity amidst diversity"? In what ways are political scientists divided? In what ways are they unified?
4. Garand uses survey data on political scientists' views toward the major scholarly journals in the discipline. What does his empirical research tell us about patterns of division and unity in political science?
5. What balance should political science seek between fragmentation and diversity, on one hand, and integration and unity, on the other?

POLI 7961
Scope and Approaches

STUDY QUESTIONS

Class #2
(September 11)

1. David Easton reveals an intellectual shift in his three writings featured in the readings this week. What was Easton's initial position on behavioralism in political science? How did he change his views in his 1969 APSA Presidential address? What is his assessment of behavioralism and post-behavioralism as he is writing in the late 1990s? Where, according to Easton, should political science be going?
2. What is behavioralism? What are its assumptions and characteristics? What is your opinion of the validity of the behavioral approach as a framework for studying politics? What, in your view, are the strengths and weaknesses of this approach?
3. Parenti (1983) takes what one might (diplomatically) refer to as an "anti-behavioral" perspective. What, in your view, are the strengths and weaknesses of Parenti's argument? Is Parenti's analysis of the state of the political science discipline correct?
4. During the 1960s the political science discipline was in a state of disarray. Much of this confusion sprung up from the development of the Caucus for a New Political Science and its efforts to overthrow the governing regime in the American Political Science Association. What were the primary criticisms of contemporary political science raised by the adherents of the Caucus? What do these criticisms have to do with the behavioral-postbehavioral debates that have continued to this day? Finally, what impact did the Caucus have on the political science discipline?
5. In recent years there has emerged a movement, dubbed the Perestroika movement, that is critical of the current state of political science. What are the primary arguments raised by the Perestroikans, particularly by Cohn and Smith? Are these arguments reasonable? How does Finifter and Bennett respond?
6. How is the Perestroika movement similar and different to the movement that led to the development of the Caucus for a New Political Science during the 1960s and early 1970s? Is the Perestroika movement, in fact, old wine in new wineskins, or is there something new in the issues raised by the Perestroikans?
7. Should the political science profession, including organizations such as the American Political Science Association, take positions on political and policy issues facing the United States? For instance, should the APSA stake out a position on the possible war in Iraq, affirmative action, economic redistribution, and abortion rights? Do political scientists have more to say about these issues than, say, nonacademic Americans?
8. What is the "public role" of political science? What do political scientists have to offer to policy makers and politicians? What issues need to be balanced in order for political scientists to have a public role?

POLI 7961
Scope and Approaches

STUDY QUESTIONS

Class #3
(September 18)

1. What is science? What are the assumptions of science? How does science compare with other approaches to knowledge?
2. Can social phenomena generally, and politics specifically, be studied scientifically? Why or why not?
3. What are the arguments against the scientific study of politics? Are these arguments valid? What are the arguments for the scientific study of politics? Are these arguments valid?
4. What are Landau's thoughts on the matter of the scientific study of politics? Are his ideas reasonable? Why or why not?
5. What does Hill mean when he discusses the "lamentable state of science education in political science?" Think about your own undergraduate training in political science. What kind of science training did you receive? What do Thies and Hogan suggest about the current state of science and methodological training in political science departments.
6. What is causation? In the social sciences, how do we know it when we see it? How is causation in the social sciences different than causation in the natural sciences? In your view, is the study of political (or social) causation possible?
7. What are the various approaches to causation? How do these approaches differ?
8. What is the difference between explanation and prediction in the social sciences? Is explanation possible without prediction? Is prediction possible without explanation? Is prediction sufficient to justify social science? If we explain or understand, shouldn't we be able to predict?

POLI 7961
Scope and Approaches

STUDY QUESTIONS

Class #4
(September 25)

1. Much of the dominant writing on the philosophy of social science has focused on the work of Karl Popper and his intellectual progeny. In what ways have Popper influenced our conceptions of the philosophy of social science?
2. According to Kuhn, what is scientific progress? Under what circumstances does scientific progress occur? How is Kuhn's view of scientific progress different from the conventional wisdom about how scientific knowledge develops?
3. What is a paradigm? Is the concept of a paradigm relevant for the social sciences? Why or why not? Are there any paradigms in political science? At what stage does social science find itself in the pattern of scientific progress envisioned by Kuhn?
4. How does Kuhn's view of scientific progress compare with that presented by Lakatos? What are the features of Lakatos' arguments? Who, in your view, is correct, and why?
5. How do we best disentangle competing paradigms or theoretical approaches? What philosophical standards do we use to make statements about the relative merits of competing paradigms or theoretical approaches? How do Popper, Kuhn, Lakatos, and others see the competition among competing paradigmatic or theoretical frameworks?
6. What is naturalism? Anti-naturalism? What does the debate between the naturalists and anti-naturalists tell us about the degree to which the natural sciences are a good model for political science?
7. What is interpretism? How is interpretism different from other social-scientific methodologies? Is interpretism *really* different from the social-scientific approach to knowledge? If so, in what ways? What are the arguments in favor of and against an interpretivist approach?
8. One of the major debates that exists within political science is between those who see causality as the focus of scholarly work, on one hand, and interpretivists, on the other. What are the major arguments of interpretivists such as Taylor and Gertz?
9. What is hermeneutics, and what are its assumptions? How does hermeneutics relate to the views of interpretivists?
10. What is "thick description?" How is thick description used for the study of politics? In what kinds of studies is thick description particularly useful?

Key terms:

Falsificationism
Normal science
Dogmatic falsificationism
Sophisticated methodological falsification
Naturalism
Interpretism

Paradigm
Scientific revolutions
Methodological falsification
Hard core and protective belt
Anti-naturalism

POLI 7961
Scope and Approaches

STUDY QUESTIONS

Class #5
(October 2)

1. What are the major differences between qualitative and quantitative research? Why is there so much tension between these two approaches to social knowledge? Is such tension necessary? According to King, Keohane, and Verba (1994), what are the major differences in these two approaches in terms of making valid inferences about social phenomena?
2. What is an *inference*? What is the difference between descriptive inference and causal inference?
3. According to King et al., what are the major components and goals of research design? Do these components and goals apply to both quantitative and qualitative designs?
4. King et al. state (p. 43): ". . . the best way to understand a particular event may be by using the methods of scientific inference also to study systematic patterns in similar parallel events." Do you agree or disagree? Relatedly, what is the role of generalizability in social science research? Is this an important goal? Why or why not?
5. What are the different views about causality discussed by King et al.? Can causal inferences be drawn from qualitative research? Why or why not? Moreover, what is the role of qualitative research in making causal inferences, above and beyond the role of quantitative research?
6. According to King et al., what are the rules of thumb in constructing causal theories? Are these rules of thumb reasonable?
7. What are the major pitfalls that should be avoided in social research? How do these pitfalls influence the validity of causal inference? Moreover, how do these pitfalls affect quantitative and qualitative research? Are the effects similar or different?
8. What are the advantages associated with increasing the number of observations in social research? What are the problems associated with small numbers of observations? How are qualitative and quantitative research affected by the small-N problem?
9. There has been quite a bit of discussion about whether King et al.'s work has a unifying effect on the political science discipline. In other words, do King et al. provide a framework for analysis and inference that unifies qualitative and quantitative researchers?

POLI 7961
Scope and Approaches

STUDY QUESTIONS

Class #6
(October 9)

1. According to Mahoney and Goertz, what are the differences between quantitative and qualitative research? How does their perspective differ from that of King, Keohane, and Verba?
2. What are the advantages associated with increasing the number of observations in social research? What are the problems associated with small numbers of observations? How are qualitative and quantitative research affected by the small-N problem?
3. There has been quite a bit of discussion about whether King et al.'s work has a unifying effect on the political science discipline. In other words, do King et al. provide a framework for analysis and inference that unifies qualitative and quantitative researchers?
4. According to Fenno, what is the value of observing politicians? What does Fenno mean when he says that political scientists should take "observation, context, and sequence" into account? Finally, would Fenno's argument be classified as interpretivist? Why or why not?
5. King et al. have written a book that has provoked quite a bit of discussion. What are the primary arguments made by Laitin, Caparaso, Collier, Rogowski, and Tarrow in evaluating King et al.? How do King et al. respond? Finally, are there any arguments that one might make against King et al. that are not represented in the symposium in the June 1995 issue of the *APSR*.
6. According to Munck, what are the "canons" of research design in qualitative analysis? Are these reasonable? Why or why not? Moreover, what are the shortcomings of King et al.'s approach to the integration of quantitative and qualitative methods?
7. What is the role of interpretation in quantitative research, as suggested by Kritzer? How does this compare to interpretivism, particularly in qualitative research?

Key terms:

Quasi-experimental designs
Thick description
Selection bias
Conceptual stretching
Mill's method of agreement
Process tracing
First, second, and third order interpretation
Topological analysis

POLI 7961
Scope and Approaches

STUDY QUESTIONS

Class #7
(October 16)

1. What is a case? What is a case study? How do case studies differ from other kinds of research designs?
2. What is the perspective of George and Bennett and Gerring regarding case studies? Do these two sets of authors agree about case studies? How do they see case studies fitting into research designs using a statistical world view? How compatible are these works with the views expressed by King, Keohane, and Verba?
3. What is process tracing? How does process tracing work, both in theory and in practice? Does process tracing require a small N, or can process tracing be done with large sample sizes?
4. What is the role of *comparison* in political research? What is it about comparison that provides the basis for stronger causal inferences? What are the disadvantages and pitfalls associated with comparative research?
5. What are the characteristics of the comparative method?
6. What is selection bias? According to Geddes and others, how does selection bias affect qualitative research? Is the concern with selection bias overstated? Understated?
7. Does the use of the comparative method require one to have cross-national data? Can the advantages of comparison be realized in other types of research?
8. Many studies of comparative politics rely on small sample sizes. What is the role of selection bias in small N comparative research? Does selection bias matter? If so, how?
9. According to Mahoney and Goertz, what is the possibility principle? How does this work in the selection of cases?
10. What is areas studies? How does area studies differ from comparative cross-national research?
11. How would you evaluate the comparative elements of the research by Radcliff (1992) and Cain, Ferejohn, and Fiorina (1984)? What advantages are provided by comparison that would not be available in a study, say, of a single nation?
12. What are the major components of the research enterprise? How does one formulate research questions? How are research questions generated? Once these questions are formulated, how does one design political research in order to answer these questions?
13. According to Sullivan, what is the role of serendipity in political research? Moreover, how can one's students contribute to the research process? Are good research projects a function of luck?

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STUDY QUESTIONS

Class #8
(October 23)

1. What is a concept? In what ways are the study of concepts important for political and social scientific inquiry?
2. What are the criteria suggested by Gerring for the evaluation of concepts?
3. What are the strengths and weaknesses of the conceptual analyses of Mansbridge (representation) and Kotowski (revolution)?
4. What is the function of operationalizing concepts? What is the difference between a concept and a variable? How are the two related?
5. Why is measurement important? Is it important? Isn't the issue of measurement really a trivial one unworthy of our time and mental energy? Why do shoes usually have laces? If measurement is not a trivial issue, what are the implications of improper measurement?
6. Can measurement structure the findings of empirical research? If so, how? Can you think of examples from your own reading in which improper measurement may contaminate research findings? What are the measurement issues raised by Sullivan, Piereson, and Marcus (1979) and Groseclose and Milyo (2005)? How do the measurement issues raised in these works advance the study of politics?
7. According to Frankfort-Nachmias and Nachmias, what are the major types of data in the social sciences? What are the strengths and weaknesses of each of these data types?
8. What are reliability and validity? Why are these two concepts important?
9. What are the arguments made by Adcock and Collier about measurement validity? Do they propose something that is truly a "shared standard" for use with quantitative and qualitative research?

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STUDY QUESTIONS

Class #9
(October 30)

1. What is a theory? What is the role of theory in political and social scientific inquiry? How does theory contribute to a furthering of our understanding of the political and social world?
2. According to Lave and March, what standards should be utilized in evaluating social theories? How does one develop and revise theories? *Stop and think*: How do the theoretical orientations presented by McCrone and Kuklinski (1979) and Rohde (1979) stack up in comparison to the criteria laid out by Lave and March?
3. What do Schneider and Ingram mean when they suggest that policy tools have "behavioral assumptions"? How are these "behavioral assumptions" different than social theories? Do policy makers think in theoretical terms when they are making public policies?
4. The role of rational choice theories in the study of politics has generated a substantial amount of attention in recent years. What are the assumptions underlying rational choice theory? Are these assumptions reasonable? Does it matter whether the assumptions are reasonable or not?
5. Green and Shapiro are not convinced of the value of rational choice theories. They raise a number of criticisms (i.e., pathologies) of rational choice theory. What are these criticisms? Are these criticisms reasonable? How does Cox, an adherent of rational choice theories, respond?
6. According to Shapiro, what is wrong with political science from a theoretical standpoint? What is the solution to Shapiro's concerns?
7. How do (or should) political philosophy and political science intersect? What does political philosophy have to offer to modern empirical political science? According to Smith and Mayhew, how should political philosophy and empirical political science interact?
8. According to Michelbach, Scott, Matland, and Bornstein, do citizens think about redistribution in Rawlsian terms? How does one evaluate their empirical evidence on this point?

Key terms:

Authority, incentive, capacity, symbolic, and learning tools
 Instrumental rationality
 Utility maximization
 Thin rationality
 Thick rationality
 Universalism of rational choice
 Partial universalism
 Segmented universalism
 Equilibria
 Formal vs. soft rational choice theory
 Methods-driven research
 Theory-driven research
 Problem-driven research

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Scope and Approaches

STUDY QUESTIONS

Class #10
(November 6)

1. What are the various approaches for collecting data for political analysis? How do these approaches differ, and what are their strengths and weaknesses?
2. What are unobtrusive measures? What are the advantages of data obtained through unobtrusive data collection strategies?
3. What are the special issues of data collection examined by Fenno, Humphreys, Seligson, and Monroe and Tiller? What solutions do these authors suggest to solve their special data collection problems?
4. Emory University political scientist Courtney Brown has written a book in which he states that there are at least two civilizations of space aliens. (He is serious.) He claims to use “scientific remote viewing” to collect “data” on these space aliens. Is his data collection strategy “scientific?” What would various philosophers of science say about Brown's approach to data collection? What does Abramson suggest about the scientific validity of Brown's assertions? Are statements based on Brown's data falsifiable?

Key terms:

Population
Sample
Probability sampling (simple random, systematic, stratified, cluster)
Non-probability sampling (convenience, purposive, quota)
Triangulation
Laboratory experimentation
Field experimentation
Mail questionnaires
Personal interviews
Telephone interviews
Internet surveys
Response set bias
Leading question bias
Response bias
Field research
Participant observation
Rapport
Grounded theory
Content analysis

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Scope and Approaches

STUDY QUESTIONS

Class #11
(November 13)

1. What is meant by "research design"? Why must political scientists be concerned with research design when trying to learn about politics in a rigorous manner? In other words, can politics be studied rigorously without attention to issues of research design?
2. According to Gerring, what are the major components of research designs? More importantly, what are the general criteria for evaluating research designs? How do the various types of research designs stand up to these evaluative criteria?
3. What is meant by "threats to validity?" What are the major threats to validity described by Campbell and Frankfort-Nachmias and Nachmias? How do violations of these threats jeopardize the validity of one's research findings? What degree of confidence can one have in political research that violates one or more of these threats to validity?
4. What is an experimental research design? What are its major characteristics that differentiate it from other types of designs? What are the strengths and weaknesses of experimental designs, particularly as they apply to the study of politics?
5. What is experimental control? Why is this concept important in the conduct of experimental political research?
6. Are valid experiments pertaining to political phenomena possible? Can the researcher use experimental designs to obtain generalizable and valid results about politics? What do Kinder and Palfrey say about the matter? Are their arguments reasonable?
7. How effective are the experiments described by Sullivan, Piereson, and Marcus (1978), Iyengar, Peters, and Kinder (1982), Gerber and Green (2000), and Sniderman, Hagendoorn, and Prior (2004)? Can one be confident in the findings suggested by these authors? Why or why not? For the experiments that you consider invalid or inappropriate, how would you improve upon the research designs employed by the authors in order to answer the research questions that they pose?

Key terms:

Internal validity
External validity
Threats to validity
Experimental design
Qualitative comparative analysis (QCA)
Most-similar design
Most-different design
Confirmatory and exploratory methods
Pretest-posttest control group design
Solomon four-group design

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STUDY QUESTIONS

Class #12
(November 20)

1. What is a quasi-experimental design? How do quasi-experimental designs differ from experimental designs? What are the strengths and weaknesses of the former over the latter?
2. How does the concept of "control" differ in experimental and quasi-experimental designs? Is this difference important?
3. What threats to validity characterize quasi-experimental designs?
4. What are the various types of quasi-experimental designs? Of these, which do you believe offers the greatest protection from threats to validity?
5. What are the special issues of quasi-experimentation raised in the research of Garand and Clayton (1986), Nakonezny, Shull, and Rodgers (1995), Garand and Monroe (2001), Feldman and Sigelman (1985), Davis (1997), Houston et al. (1995), and Schneider et al. (1997)? Can one be confident in the findings presented by these authors? Do any of these studies suffer from threats to validity? What are the strengths and weaknesses of the approaches employed by each author?

Key terms:

Quasi-experimental research designs
Cross-sectional designs
Interrupted time series designs
Control series
Time-series designs
Panel research designs
Pooled cross-sectional time-series designs
Selection bias

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Scope and Approaches

STUDY QUESTIONS

Class #13
(November 28)

1. What is the role of biology in the determination of political behavior? Is it possible that political behavior, such as power seeking behavior, can be explained in part by something as simple as a biochemical marker (such as whole blood serotonin)? What does Madsen (1985, 1986) suggest about the role of serotonin in shaping power-seeking behavior?
2. Is it possible that political attitudes are shaped by heredity? What about other biological determinants of behavior? According to Alford and Hibbing (2004) and Alford, Funk, and Hibbing (2005), how important is it for political scientists to take biological variables into account in their models of political behavior? Why?
3. What are the methodological advantages of studying monozygotic (MZ) and dizygotic (DZ) twins for separating the effects of heritability and environment on political attitudes and behavior?
4. What is meant by "unit (or level) of analysis"? Why is the unit of analysis an important concept in political and social research?
5. What is the difference between cross-sectional and panel designs? What are the advantages and disadvantages of each? What kinds of inferences can be drawn from these two types of individual-level studies? What are the implications of the use of a panel design for the work of Jennings and Markus (1984)?
6. Do individuals always remember and/or report their behavior accurately? Why or why not? If not, what are the implications of this for the study of political behavior? What strategy is adopted by Karp and Brockington (2005) to address this issue?
7. What is contextual analysis? Why is it important? Is the unit of analysis in contextual analysis individual or aggregate?
8. What is aggregate analysis? What are the pitfalls of aggregate analysis? Why can the inferences drawn from aggregate analysis be somewhat limited? Under what circumstances is aggregate analysis appropriate?
9. What is the ecological fallacy? According to Freedman, what are the problems associated with the ecological fallacy? In practical terms, what issues are raised by Thernstrom as it relates to the ecological fallacy and the 2000 American presidential election?
10. What issues pertaining to the unit of analysis are raised by Ardoin and Garand (2003), Peterson and Rom (1989), and Bailey (2005)?

Key terms:

Biochemical marker	Systematizing vs. empathetic spectrum
Natural selection	Assortative mating
Wary cooperation	Ecological fallacy
Monozygotic (MZ) twins	Panel design
Dizygotic (DZ) twins	

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STUDY QUESTIONS

Class #14
(December 4)

1. Scientists often portray themselves and their work as being uninfluenced by the society in which they live. Is this a reasonable assertion? In what ways do critics of social science suggest that social scientists are influenced by society. Finally, what does all of this say about the possibility of a social science?
2. The tasks performed by social scientists are done in the broader context of society. The American society has a range of incentive structures that reward some activities and create disincentives for others. How does this system of incentives and disincentives affect social scientists, social science, and social research?
3. How are the activities of social scientists affected by the internal and external reward systems within their home disciplines? What is the role of public and private funding, publication outlets, universities, government, and the mass public in both the selection of research topics and the conduct of research in the social sciences?
4. Do social scientists' personalities find expression in their work? If so, how? Do such expressions invalidate the possibility of a neutral social science? Why or why not?
5. What is the role played by politics in political research, particularly as described in the work of Lott (1998), Maisel and Stone (1998), Lupia (2000), Glenn (2002), and Glenn (2002).
6. What are the ethical responsibilities of political scientists to their subjects? What about to the community of political science scholars? In general?
7. Are there certain, controversial research questions that should be outside the realm of social scientific inquiry? If so, what types of questions fit into this category? If not, why not?
8. How should political scientists utilize the knowledge obtained in their political research? Should the knowledge be used for explicitly political purposes? Can the political scientist retain some semblance of scientific "objectivity" while at the same time using political research for political purposes?
9. Is it legitimate to withhold information pertaining to one's research findings for a "greater good"? Is it legitimate to refuse to disseminate research findings because they violate the political scientist's personal, political values? Why or why not?
10. How does one do research on subjects that are difficult to study or that make subjects uncomfortable or defensive (e.g., sex, drug use, race, religion)?
11. What is academic freedom? Should scholars be able to conduct legitimate scholarly research, even if it is controversial?
12. What is the obligation of political scientists to distribute their findings to the scholarly community, policy makers, and/or the public? Should findings be distributed even though they have not been through the journal review process?