

**Pols. 390(1) Political Inquiry and Analysis**, Saunders 541 11:30-12:20, CRN 83740  
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**Office hours Saunders 616:** January 9-May 3, MW 1:30-3, Tues. 3-5 (except holidays) and by appointment.

*Take time to read this syllabus; that's your first reading assignment. The first Friday of class will have a quiz and some questions will be about the content of the syllabus. Also, please notify me of any errors or lack of clarity in this syllabus. And, expect revisions as the course progresses. I try to adjust the pace of the course contingent on student learning outcomes (mostly the quiz scores). Also, I am planning to give you an opportunity during the last month of the course to learn how to use a statistical analysis program, STATA, and substitute some STATA exercises for up to three of the last four quizzes of this course.*

**Catalog description:**

**“POLS 390 Political Inquiry and Analysis (3)** Introductory survey and analysis of methods used in empirical research, policy analysis, and social criticism. **DS“**

**Description for this section.**

Political analysis is about describing, explaining, and modeling politics. Political “inquiry” goes beyond analysis, however, to imagining and projecting likely alternative political futures, critically evaluating politics, and planning and implementing change in politics. Theory building is about constructing explanations and descriptions of politics, about what is and isn't, what might be considered possible or impossible, desirable or undesirable, and how all that might change or be changed and why. Thus political inquiry and analysis has both a constructive and deconstructive side, a *yin* and *yang* as it were. For example, consider the following characterization of politics;

Politics is all about who gets what, when, and how; those that get the most are considered élite, the rest are mass, so politics is about élite-mass relations.

Introducing into a relationship a severe threat to something highly valued politicizes relations; thus politics is about coercive relations, and the redistribution of values at a cost, often coerced.

This characterization of politics is largely the work of Harold Lasswell, a rephrasing of his writing in *Politics: Who Gets What, When, How*; and *Power and Personality*. Now one can infer from this characterization that unlike economic behavior for instance, which is typically value-adding, political behavior is typically value-subtracting, not just value reallocating or rearranging, hence politics would be considered inherently destructive for some, in order to benefit others, with a net loss of value. Some will benefit, some will be deprived, but on balance the result is that some value is lost. As said earlier, coercion costs.

Alternatively one might theorize that politics consists of organizing and maintaining processes that enable a community or society to construct and achieve goals collectively that they would find difficult or impossible to attain without such organization. For example, organizing for the common defense, dealing with environmental crises, and occasionally protecting individual

freedom and liberty, are among such goals. Theorists promoting these ideas include the sociologist Talcott Parsons and many political “realists” not to mention America’s “founding fathers” and some French revolutionaries.

Which characterization above better describes or explains what politics is about? Are there other characterizations? (There are.) Other alternatives? What alternatives can be created? How are we to decide which way(s) of characterizing, critiquing and creating politics contribute more to our understanding, our ability to achieve, or even to transcend existing politics? Perhaps the very effort to understand politics is itself a political act aimed at empowering one to participate significantly in politics?

This course examines such questions through three different processes (“paradigms”)

- Practical data collection and analytic techniques will focus on particular political processes, specifically, recent and future elections. Students will gain practical experience in theory development through data construction and analysis, exemplifying a *political science paradigm*.
- Designing and simulating decision making processes will be done through classroom exercises and assignments, exemplifying a *political applications paradigm*.
- Constructing alternative theories about what is possible and desirable in collective organization of politics (including exploring the idea of the “end of politics” in some sense, for instance Glenn Paige’s *Nonkilling Political Science* proposes that a normative political science be developed that eliminates killing. Is that possible? If not, can it be made possible (not to mention likely or certain)? Such work will exemplify a *political philosophy paradigm*.

**Self Awareness.** People playing the role of students vary in their motivation to study the subject of a course for which they register. Each of you also come with different levels of exposure to the subject matter, different learning styles, natural and cultivated abilities, and different amounts of time you can devote to study, given your life circumstances. To accommodate as great a diversity as reasonable in these capabilities and intentions, I have structured this course with a wide variety of possible ways for you to earn a grade.

**There will be regular (usually weekly) quizzes and exams**, mostly of the “objective” variety, which are aimed at helping *you* evaluate your progress in understanding the course content. *On the back of each quiz, you should write a question* (for credit, as if it were a question on the quiz) about something related to this syllabus, discussion in class or written in the textbook. I will answer as many of these questions as I can and as time allows, on the day the quizzes are handed back.

**Make-up work.** Evaluative tools are intended to help you spot your weaknesses so that you can remedy them if you choose. Accordingly, you have the opportunity to improve the grades you get on the quizzes/exams by further study by correcting your answers (even the whole quiz if you miss it), by locating the place in the textbook where the answer to the quiz question is given, writing down the page number and a sentence or two that convinces me you understood what was written (questions pertaining to lecture material do not require page numbers). There is no need to copy the question; and do not simply rearrange the phrases in the question when you write your answer out. Remember, I need to be convinced you

understood the material. Such make-up work needs to be turned in no later than two weeks from the date of the quiz/exam and must be accompanied with your original quiz/exam. The total value of your corrections, however, will not count for more than 10% of your grade (which could make the difference between an A and a B or a B and a C, for instance).

**There will also be class participation in discussion groups**, Q&A periods, and opportunities for group collaboration as we simulate political decision making processes.

**And there will be two short papers to write** based on your individual research as you explore various ways of constructing, analyzing, and/or utilizing data to critically evaluate political action, behavior, theory, or philosophy.

**The textbook, and lectures**, Shively's *The Craft of Political Research* (9<sup>th</sup> edition), will be followed for most of the course. Don't let the size of the text or the ease of reading due to his style fool you. It is highly compressed and fairly comprehensive for an introductory work. In addition there will be lectures and occasional lecture notes and online references on subjects either not covered in the text or addressed from a different perspective.

Quizzes will usually be given on Fridays except for holidays. After 3 quizzes are given, there will be a summary exam on the same material, and on material covered the week of the exam. See the class schedule below for details.

**Grade computation.** Quizzes and exams will count in total for 60% of your grade. 20% will be two research reports, 10% will be for participation in some classroom discussion, written questions, and decision making exercises, and 10% for a final take-home essay exam. Since the **final exam is scheduled for Friday May 13<sup>th</sup> noon-2 pm**, you should turn the take-home essay in to me no later than 2 p.m. on that date. However, do not show up in class; no one will be there. **Email it to me at [chadwick@hawaii.edu](mailto:chadwick@hawaii.edu)** or slide a paper copy under my office door (Saunders 616).

So, let's get started.

To get the most out of this course, be sure to set aside enough time to do this reading. Not everything discussed by Shively can be included in the lectures, and much of the lecture material will be about offering alternatives to Shively's thinking so to understand the lectures you will need to read ahead. Also, you will undoubtedly have questions about what you are reading. Bring them to class; you'll often have a chance to write them down, turn them in, and have me answer them.

### **Week 1 Monday January 9, 2017:**

- Read this syllabus (some quiz items will be about the syllabus up to this point).
- Read Shively, Ch. 1, preferably more than once (you'll see why once you get started; there is much to think about). To understand his orientation to political analysis and theory building read the Forward and his Preface.
- Compare his 2x2 typology of political research (p.4ff) with the one I'll introduce in my

first lecture (the theory-data-culture or TDC triangle I developed).

- What are the uses to which political research is put, what motivates the researcher? What do you think? Write it down. What does Shively say (p. 2)? Do you agree?
- What does Shively say about the complexity of a theory relative to the problem being studied (p. 3f)? Why are exceptions important? Is there a cultural imperative or psychological predisposition that we struggle against when we tolerate exceptions?

For future assignments, see pp. 5-6 below.

Some of you may want to delve more deeply into the subjects Shively discusses—either for another class or for your own curiosity. Here are some suggestions along these lines:

- *Optional:* Go to Wikipedia and look up the following three scholars: Alfred Korzybski, David Easton, and Max Weber.
  - For Korzybski, read the first paragraph of the “Anecdotes” section. What does the narrative suggest in terms of political theory, political propaganda, and political culture? Are such inferences “researchable?” Think about the ideas you’ve had about Clinton vs. Trump as you were propagandized by their media presentations.
  - For Easton, read the first three paragraphs in the “Scholarship” section. Do you see how his changes in motivation match/fit Shively’s typology? The TDC model? What role does failure play in the life cycle of a scholar?
  - For Weber, read the “Legacy” section. (If you understand it at first reading, please tell me how you did it!) It describes the putatively profound impact one scholar with a few simple ideas can have on a society, or at least its “intellectuals.” How does one evaluate such assertions?

Another way to earn credit in this class is to write answers to questions I raise in these “optional” readings. If interested, see me for details.

On the lighter side, we’ll also look at some political cartoons that illustrate aspects of some of the theories discussed in Shively’s chapter and the other assignments.

### **Expect some flexibility in assigned reading dates**

In subsequent weeks we will go through Shively’s text one chapter at a time in the order they are presented. So week 2 will be chapter 2, week 3 chapter 3 and so on, unless we need to take longer on one chapter than another. You might want to get a head start and read chapter 2 as soon as you can fit it into your schedule. I will announce each Friday whether we are moving on to the next chapter.

### **Public discussion of draft research papers**

When we set a date for the draft of your research design and I have the papers in hand (or on my computer), I will spend time reviewing some of them in class as time permits, making recommendations for how to proceed and alerting you to possible pitfalls. (I will also provide these comments in written form on Laulima.) There are several reasons for this public

discussion with you. First, most problems you face will be problems that others are also likely to face, so other students will learn by analogy and with practical examples from your work. Second, as prospective political scientists, you should get some practice with public dialog on your work; we have many professional conferences in which such dialog is commonplace (see for example the Midwest Political Science Association website, <http://www.mpsanet.org/>). Third, other students in class may well come up with solutions to problems I draw attention to in your draft research design, and perhaps raise problems that you and I did not think of ourselves. Fourth, you might use the final research design for writing a major paper for Pols. 404 “Senior Thesis” or even get it published in an undergraduate professional journal published by Pi Sigma Alpha, the Political Science honor society (<http://www.psajournal.org/>).

## Syllabus outline with tentative dates

The syllabus mentions two papers. The first is your draft research design, the second the final research design with an illustrative application. The “research” need not be quantitative or scientifically oriented. Remember there are at least three major paradigms (Shively lists four) encompassing political philosophy, practical politics (strategizing and decision making), and political science. We will be discussing all of these and more in the first week of class. *Tentative schedule – chapters will stay in order shown but may be delayed depending on your interests and comprehension, so the timing below is tentative.*

The syllabus below does not include specific times for class discussion and exercises. These will depend on students interests and how I work them into the class schedule. Expect such additions to this schedule.

### Week Readings and Topics

1. see above for first week of class. Remember, quiz this Friday.
2. January 18, 2017 (Monday: holiday honoring Martin Luther King Jr.)
  - Shively Ch. 2 “What Does Good Theory Look Like?”,
  - quiz Friday on chapter and lectures.  
Here are my lecture notes:
  - Shively on theory, compare his concept of causation with these criteria: time precedence, manipulation, explanation;
  - Note his criteria for good (“elegant”) theory: elegance: simplicity, prediction, importance. Consider the idea that theory is language used to describe what is *possible*, and only when it is applied to data does it become contingently predictive.
  - Consider these various meanings of “importance” improving understanding (puzzle solving), aiding achievement (resolving a dilemma), and transcendence (resolving a paradox).
  - Examples: explaining war, reducing financial corruption, transcending the “prisoner’s dilemma”
  - Research strategies:
    - Standard empirical research pattern myth: theory→hypothesis→data→analysis.
    - Problem selection (“Machiavellian”) criteria: generalizability, weakness, clarity in design and in presentation.
  - Quiz 2 Friday
3. January 23, 2017d Shively Ch. 3 “Importance of Dimensional Thinking,” Friday quiz on

## chapter and lectures

- “Usefulness” of research related to agreement on its meanings
  - Multiple (contextual) meanings of natural language are problematic for research in all paradigms (science, practice, philosophy)
  - Beyond multidimensionality; recalling Korzybski's “the map is not the territory”
  - Reassessing causality and the “standard model” in empirical research
  - Discussion of student research topics
  - Quiz 3 Friday
4. January 30, 2017: Exam Friday
    - Q&A from quiz 3
    - Review for exam 1
    - Exam 1 on chs. 1,2,3, and lectures
  5. February 6. Shively Ch. 4 “Problems of Measurement: Accuracy”
    - Q&A from exam 1
    - Reliability, validity, and accuracy
    - Discussion of student research topics
    - Quiz 4
  6. February 13. Shively Ch. 5 “Problems of Measurement: Precision”
    - Nominal, ordinal, interval, and ratio measurement
    - Quiz 5 Friday
  7. February 20 (Monday is a holiday (Presidents' Day) Shively, Ch. 6 “Causal Thinking and Design of Research”
    - Q&A from quiz 5
    - Lecture on natural, experimental, and statistical inference tests of causation
    - Quiz 6
  8. February 27. Exam Friday
    - Q&A from quiz 6
    - Review for exam 2
    - Exam 2 on chs. 4,5,6
  9. March 6. Shively Ch. 7 “Selection of Observations for Study,”
    - Q&A on Exam 2
    - Selection of “cases” - random, quasi-random, purposive
    - Problems: censorship, cherry picking, natural censorship, selection along the “dependent” variable
    - Value of a single case study
    - Quiz 7 Friday
  10. March 13. Shively Ch. 8 “Introduction to Statistics: Measuring Relationships for Interval Data”
    - Q&A on quiz 7
    - Interval and ratio scale data: Pearson's R
    - Quiz 8
  11. March 20. Shively Ch. 9 “Introduction to Statistics: Further Topics on Measurement of Relationships”
    - Q&A on quiz 8
    - The 2x2 table of frequency data, Yules Q
    - More than two categories, Gamma

- Mixed measures: categories or ranks with interval or ratio independent variables
- Quiz 9 on Friday
- 12. March 13. Exam 3.
  - Q&A on quiz 9
  - Review for exam 3
  - Exam 3 Friday on Chs. 7,8,9, and lectures
- 13. March 20. Shively Ch.10 “Introduction to Statistics: Inference, or How to Gamble on Your Research.”
  - Q&A on exam 3
  - Inference: The concept of the “null model” in both descriptive and inferential statistics
  - Statistical tests
  - Quiz 10

**Student research design draft papers due Monday April 3, after Spring Break.**

The class sessions below review topics in the textbook and other readings in the context of your research designs. The discussions may add reading material to your class assignments. Most likely the additional material will relate more to the paradigms that were not discussed much in Shively, his non-empirical “normative,” “positive,” and his empirical “engineering” research (my practical and philosophical paradigms). Typical topics might include normative theories of decision making and governance (e.g., democratic development, Saaty’s rational choice models, prospect theory, social choice and value theory, political participation). The quizzes will relate to this literature and the discussions in class for each week. There may be fewer of these classes than indicated below if some of Shively’s chapters take more than a week of class time to cover (last semester this was true for three of his chapters).

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**March 27-31 – Spring recess (no classes)**

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- 14. April 3. **Student projects due Monday (today).** Discussion of student projects begins.
  - Q&A on quiz 10 Friday
  - Discussion of student projects. These discussions will draw on material from Shively to address your research designs. Topics not discussed by Shively may be touched on in lectures. I will provide written summaries on this material for quizzes.
  - Quiz 11 on lecture materials
- 15. April 10. Student projects discussion (continued)
  - Q&A on quiz 11 Friday
  - Review and applications to student projects
  - Quiz 12 Friday
- 16. April 17. Student projects discussion (continued)
  - Q&A on quiz 12
  - Review and applications to student projects
  - Quiz 13 on lecture material
- 17. April 24. Student projects discussion and review (continued).
  - Q&A on quiz 12
  - Quiz 13 (last quiz) on this week’s lecture material

18 May 1. Wednesday May 3<sup>rd</sup> is the last day of class.

- Monday: Course wrap-up
- Wednesday: Student course evaluations. I will leave the classroom early Monday to give you time to do the evaluations in class.
- **Final draft of research design paper due.**
- **Presentation of take-home essay final exam. This is due no later than *Friday May 13, 2 p.m. (may be turned in earlier). Return by email attachment or slip under my office door (Saunders 616). This exam will be discussed in class and will also be sent to you by email and posted on Laulima. Email me if you have difficulty obtaining a copy.***

Classes over. Study period begins.

### **Final Exam**

The final exam is scheduled for Friday December 13 noon-2 pm, but you should *not* come to the classroom. Instead, email your final exam essay to me personally at [chadwick@hawaii.edu](mailto:chadwick@hawaii.edu) by 2:00 pm. (or earlier) on that date. Alternatively, slip it under my office door (Saunders 616). The take home essay exam question will be discussed on the last day of class and emailed to you to your UH email address, with instructions. Your *personally composed and written (typed)* answer is due at the end of the final exam time scheduled for this class, shown above.

**Course evaluation.** If 75% of students complete the evaluation, everyone's average grade moves up 5% except for those who have earned an A+ already. Last year 60% turned in evaluations and so none got a 5% boost; however 85% of students in my other class returned the evaluations so did get the boost. So, please be sure to fill out the course evaluation online!

I do not view it as a “popularity contest.” I value especially your written feedback, using it to revise my course (presentation` style, content, testing methods). Any advice you'd like to share in other ways would be much appreciated. The teaching intern(s) will also be writing up a final paper including recommendations for course revisions so be sure to discuss your views with them as well.