GV914-7-Spring
Research Design
2019

Lecturer and Module Supervisor
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Module available for Study Abroad students: Yes   ☐   No   ☒

ASSESSMENT: This module is assessed by 100% coursework

Listen Again is not available for this class. If you need extra assistance, please discus with the instructor.

INSTANT DEADLINE CHECKER
Must be submitted by 09:45am on the day of the lecture

Assignment Title	Due Date	Coursework Weighting*	Feedback Due
Paper draft 1	Week 19	25%	
Paper presentation	Week 21	10%	
Paper draft 2 and Peer Assessment of Paper	Week 22	15%	
In class replication	Week 23	15%	
Final paper	Week 25	35%	

TOP READS

- Angrist, Joshua and Jorn-Steffen Pischke (hereafter Angrist and Pischke). 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton,NJ: Princeton University Press.

- Box-Steffensmeier, Janet, Henry Brady, and David Collier (eds) (hereafter Box-Steffensmeier, Brady, and Collier). 2010. *The Oxford Handbook of Political Methodology*. Oxford University Press.

- Hancké, Bob (hereafter Hancké). 2009. *Intelligent Research Design: A Guide for Beginning Researchers in the Social Sciences*. Oxford, UK: Oxford University

Press.
- King, Gary, Robert Keohane, and Sidney Verba (hereafter KKV). 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press.

In **week 19**, students should submit an initial draft of their paper. This draft should include a clearly defined research question, in which at least the dependent variable is clearly stated. In addition, the draft should include a brief section explaining the motivation for this paper, and its expected contribution to the literature or to policy. Finally, the draft should include an initial literature review of at least 5 sources. The draft should not exceed 2,000 words, and it should be submitted in Word format. This initial draft constitutes 25% of the grade.

Upon receiving the instructor's comments, in **week 21**, each student should prepare a brief presentation (including slides), describing the research question and explaining the motivation for their paper. After each presentation, there will be a Q&A, with the goal of making constructive suggestions. This presentation counts towards 10% of the grade.

In **week 22**, students should submit a revised draft, taking into account the instructor's and their peers' comments from the presentations. The revised draft should contain, in addition to the previous components, an outline of the research design. Specifically, the draft should state the hypothesis (or hypotheses) that the paper will test, and explain how this test will be conducted – which cases you will use, where you will obtain the data, what methods of data analysis you will apply, and what potential difficulties you envision. The total length of the second draft should not exceed 4,500 words, and it should be submitted in Word format. The second draft constitutes 25% of the grade. These drafts will be exchanged and students are required to write a constructive report on one of their fellow student's drafts. This constructive report or peer assessment is to be handed in on **week 23.**

In **week 23**, students will do a short in class replication assignment that the instructor gives you. Students can work in teams of 2 or 3. This replication assignment counts towards 15% of the grade.

The final paper is due in **week 25**. The maximum length should not exceed 5000 words. It should include a references list, and use APSA Style rules (http://www.apsanet.org/files/APSAStyleManual2006.pdf). Papers should be submitted in Word format. The final paper constitutes 35% of the grade. **The final paper should read like a scholarly article but with the results section chopped off! In other words, you do not actually have to run the analyses, however, the paper has to have all elements of a scholarly article without the final results.**

This instructor opts out of listen again but recordings of lectures can be granted under special conditions (i.e. the student has a learning disability) and course notes may be requested if the student is absent and cannot get sufficient notes from a classmate.

What we expect of you during lecture and classes:

- To attend all lectures and classes after having done the required reading.
- To pay attention and take notes as necessary.
- To think about the readings and lectures notes before the class, and be ready to discuss them: try to identify the key assumptions in the texts; map the structure of the argument; underline the conclusions. Highlight to yourself points you don't

understand. Ask yourself whether you agree with the text, whether you can identify weaknesses or gaps in the argument, and what could someone who disagrees with it argue against it.

- To offer your participation as required (answering questions, asking questions etc.). Learning about and discussing these texts is a communal endeavour and it is a matter of good citizenship to contribute. Further, part of what we want you to achieve, and what we mark you for, is clear and confident oral presentation. You are expected to answer questions, raise new points, and contribute to the progression of discussion in class.

ASSESSMENT

This module is assessed by 100% coursework.

COURSEWORK SUBMISSION

How to submit your essay using FASER
You will be able to access the online submission system via your myEssex portal or via https://FASER.essex.ac.uk. FASER allows you to store your work-in-progress. This facility provides you with an ideal place to keep partially completed copies of your work and ensures that no work, even drafts, is lost. If you have problems uploading your coursework, you should contact *ltt@essex.ac.uk*. You may find it helpful to look at the FASER guide http://www.essex.ac.uk/it/elearning/faser/default.aspx. If you have any questions about FASER, please contact your administrator or refer to the handbook.

Under NO circumstances is your coursework to be emailed to the administrators or the lecturer. This will NOT be counted as a submission.

Coursework deadline policy for postgraduates
The university has guidelines on what is acceptable as extenuating circumstances for later submission of coursework. If you need to make a claim, you should upload your coursework to FASER and submit a late submission of coursework form which can be found here: http://www.essex.ac.uk/students/exams-and-coursework/late-submission.aspx. This must be done within seven days of the deadline. FASER closes for all deadlines after seven days. The Late Submissions committee will decide whether your work should be marked and you will be notified of the outcome.

If you experience significant longer-term extenuating circumstances that prevent you from submitting your work either by the deadline or within seven days of the deadline, you should submit an Extenuating Circumstances Form for the Board of Examiners to consider at the end of the year http://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx.

Extensions
PGT students may apply for an extension if they have a deadline approaching that they know they will not be able to meet. ONLY the Graduate Director has authority to grant extensions. Extensions are only approved IN ADVANCE of the deadline. Students must apply to the Graduate Director, via the Graduate Administrator, using the Extension form available on Moodle or from the Graduate Administrator. You MUST provide a reason for the request and EVIDENCE that supports your application.

Plagiarism

Plagiarism is a very serious academic offence and whether done wittingly or unwittingly it is your responsibility. **Ignorance is no excuse**! The result of plagiarism could mean receiving a mark of zero for the piece of coursework. In some cases, the rules of assessment are such that a mark of zero for a single piece of coursework could mean that you will fail your degree. If it is a very serious case, you could be required to withdraw from the University. It is important that you understand right from the start of your studies what good academic practice is and adhere to it throughout your studies.

The Department will randomly select coursework for plagiarism checks and lecturers are very good at spotting work that is not your own. **Plagiarism gets you nowhere; DON'T DO IT!** Following the guidance on referencing correctly will help you avoid plagiarism. Please familiarise yourself with the University's policy on academic offences: http://www.essex.ac.uk/about/governance/policies/academic-offences.aspx.

Extenuating circumstances for late submission of coursework
The university has guidelines on what is acceptable as extenuating circumstances for later submission of coursework. If you need to make a claim, you should upload your coursework to FASER and submit a late submission of coursework form which can be found here: http://www.essex.ac.uk/students/exams-and-coursework/late-submission.aspx. This must be done within seven days of the deadline. FASER closes for all deadlines after seven days. The Late Submissions committee will decide whether your work should be marked and you will be notified of the outcome.

If you experience significant longer-term extenuating circumstances that prevent you from submitting your work either by the deadline or within seven days of the deadline, you should submit an Extenuating Circumstances Form for the Board of Examiners to consider at the end of the year http://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx.

READINGS

Week 16: The Goal of the Scientific Inquiry, Inference, and Causality
Readings:
> - *Angrist and Pischke*, chapter 1-3
> - *Box-Steffensmeier, Brady, and Collier*, chapter 3

Recommended:
> - *Hancké*, Introduction and chapters 1-2

Week 17: Case Selection
Readings:
> - *KKV,* chapter 4
> - *Box-Steffensmeier, Brady, and Collier*, chapter 28

Recommended:
> - *Hancké*, chapter 3
> - Achen, Christopher, and Duncan Snidal. 1989. Rational Deterrence Theory and Comparative Case Studies. *World Politics* 41(2):143-169
> - Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get." *Political Analysis* 2 (1990): 131-52.
> http://pan.oxfordjournals.org/content/2/1/131.full.pdf+html

- Sekhon, Jas. 2004. Quality Meets Quantity: Case Studies, Conditional Probability and Counterfactuals. *Perspectives on Politics 2(2): 281-293.*
http://sekhon.berkeley.edu/papers/QualityQuantity.pdf

Week 18: Qualitative and Quantitative Methods
Readings:
    - *KKV,* chapter 6
    - *Box-Steffensmeier, Brady, and Collier*, chapter 33

Recommended:
    - Fearon, James. 1991. Counterfactuals and Hypotheses Testing in Political Science. World Politics 43(2):169-195. http://www.jstor.org/stable/2010470
    - Lieberman, Evan, S. 2010. Bridging the Qualitative-Quantitative Divide: Best Practices in the Development of Historically-Oriented Replication Databases. *Annual Review of Political Science* 13:37-59.
    http://www.annualreviews.org/doi/pdf/10.1146/annurev.polisci.12.041007.155222

Week 19: Experiments in Political Science
Required:
    - *Angrist and Pischke*, chapter 2
    - *Box-Steffensmeier, Brady, and Collier*, chapter 14

Recommended:
    - *Morton and Williams*, chapters 1-4 (pp. 1-103)

Week 20: Natural Experiments and Instrumental Variables
Readings:
    - *Angrist and Pischke,* chapter 4
    - Miguel, Edward, Shanker Satyanath, and Ernst Sergenti. 2004. Economic Shocks and Civil Conflict: An Instrumental Variable Approach. *Journal of Political Economy* 112(4):725-753. http://eml.berkeley.edu/~emiguel/pdfs/miguel_conflict.pdf

Recommended:
    - Angrist, Joshua and Alan Krueger. 2001. Instrumental Variables and the Search for Identification: From Supply and Demand to Natural Experiments. *Journal of Economic Perspectives* 15(4):69-85
    https://www.aeaweb.org/articles.php?doi=10.1257/jep.15.4.69
    - Sovey, A. J. and Green, D. P. (2011), Instrumental Variables Estimation in Political Science: A Readers' Guide. *American Journal of Political Science*, 55: 188–200.
    http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2010.00477.x/abstract
    - Ramsay, Kristopher. 2011. Revisiting the Resource Curse: Natural Disasters, The Price of Oil, and Democracy. *International Organization* 65:507-529.
    http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=8338301&fileId=S002081831100018X
    - Shayo, Moses and Asaf Zussman. 2011. Judicial Ingroup Bias in the Shadow of Terrorism. *The Quarterly Journal of Economics* 126 (3): 1447-1484. URL: qje.oxfordjournals.org/content/126/3/1447.full
    - Getmansky, Anna and Thomas Zeitzoff. 2014. Terrorism and Voting: The Effect of Rocket Threat on Voting in Israeli Elections. *American Political Science Review*, 108(3): 588-604 http://journals.cambridge.org/repo_A93LnzmU

Week: 21: Student Paper Presentations

Week: 22: Fixed Effects, Diff-in-Diff, Panel Data
Readings:
- *Angrist and Pischke*, chapter 5
- Kuziemko, Ilyana and Eric Werker. 2006. How Much Is a Seat on the Security Council Worth? Foreign Aid and Bribery at the United Nations. *Journal of Political Economy* 114(5):905-930 http://www.jstor.org/stable/10.1086/507155

Recommended:
- Berry, Christopher and Sarah Anzia. 2011. The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen? *American Journal of Political Science* 55(3): 478-493. http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2011.00512.x/abstract
- Bertrand, Marianne, Esther Duflo, and Sendhil Mullainathan. 2002. How Much Should We Trust Differences-in-Differences Estimates? NBER Working Paper 8841. http://www.nber.org/papers/w8841.pdf
- Card, David and Alan Krueger. 2000. Minimum Wages and Employment: A Case Study of the Fast Food Industry in New Jersey and Pennsylvania. *The American Economic Review* 90(5): 1397-1420 https://www.aeaweb.org/articles.php?doi=10.1257/aer.90.5.1397
- Diff-in-diff in Stata: http://econpapers.repec.org/software/bocbocode/s457083.htm

Week 23: Pre-processing data: Matching and Synthetic Controls (with in-class Replication exercises)

Reading:
- Ho, Daniel, Kosuke Imai, Gary King, and Elizabeth Stuart. 2007. Matching as Nonparametric Preprocessing for Reducing Model Dependence in Parametric Causal Inference. *Political Analysis* 15: 199–236. http://gking.harvard.edu/files/matchp.pdf
- Gilligan, Michael J., and Ernest J. Sergenti. 2008. Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference. *Quarterly Journal of Political Science* 3(2):89-122 http://nowpublishers.com/articles/quarterly-journal-of-political-science/QJPS-7051
- Abadie, Alberto, Alexis Diamond, and Jens Hainmueller. 2015. Comparative Politics and the Synthetic Control Method. *American Journal of Political Science*, 59: 495–510. http://onlinelibrary.wiley.com/doi/10.1111/ajps.12116/full
- Abadie, Alberto, and Javier Gardeazabal. 2003. The Economic Costs of Conflict: A Case Study of the Basque Country . *American Economic Review*, 93(1): 113-132. https://www.aeaweb.org/articles.php?doi=10.1257/000282803321455188

Recommended:
- Abadie, Alberto, Alexis Diamond, and Jens Hainmueller. 2010. Synthetic Control Methods for Comparative Case Studies: Estimating the Effect of California's Tobacco Control Program. *Journal of American Statistical Association* 105(490):493-505. http://www.tandfonline.com/doi/abs/10.1198/jasa.2009.ap08746#
- Horiuchi, Yusaku and Asher Mayerson. N.d. The Opportunity Cost of Conflict: Statistically Comparing Israel and Synthetic Israel. *Political Science Research and*

Methods, Forthcoming.
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9572096
&fulltextType=RA&fileId=S2049847014000478
- Lyall, Jason. 2010. Are Coethnics More Effective Counterinsurgents? Evidence From The Second Chechen War. *American Political Science Review* 104(1):1-20
http://www.jasonlyall.com/wp-content/uploads/2013/01/Swept_APSR2.pdf

Week 24: Computational Social Science – Machine Learning and Textual Analysis
Readings:
- Wallach, Hanna. "Computational social science≠ computer science+ social data." *Communications of the ACM* 61.3 (2018): 42-44.
https://dl.acm.org/citation.cfm?id=3132698
- Grimmer, Justin, and B. M. Stewart. "Text as data: The promise and pitfalls of automatic content analysis methods for Political Texts." *Political Analysis,* 21(3), (2013): 267-297.

Recommended:
- Lowe, Will, Kenneth Benoit, Slava Mikhaylov, and Michael Laver. "Scaling policy preferences from coded political texts." *Legislative studies quarterly* 36, no. 1 (2011): 123-155. http://onlinelibrary.wiley.com/doi/10.1111/j.1939-9162.2010.00006.x/full
- Roberts, Margaret E., Brandon M. Stewart, Dustin Tingley, and Edoardo M. Airoldi. "The structural topic model and applied social science." In *Advances in Neural Information Processing Systems Workshop on Topic Models: Computation, Application, and Evaluation*. 2013.
https://scholar.princeton.edu/files/bstewart/files/stmnips2013.pdf
- Slapin, Jonathan B., and Sven-Oliver Proksch. "A scaling model for estimating time-series party positions from texts." *American Journal of Political Science* 52, no. 3 (2008): 705-722. http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5907.2008.00338.x/abstract

Week 25: Regression Discontinuity Design (RDD)
Readings:
- *Angrist and Pischke*, chapter 6
- Eggers, Andrew, Anthony Fowler, Jens Hainmueller, Andrew Hall, and James Snyder. 2015. On the Validity of the Regression Discontinuity Design for Estimating Electoral Effects: New Evidence from Over 40,000 Close Races. *American Journal of Political Science* 59(1): 259-274.
https://dl.dropboxusercontent.com/u/11481940/Eggers_et_al_rdd.pdf

Recommended:
- Dell, Melissa. N.d. Trafficking Networks and the Mexican Drug War. *American Economic Review,* Forthcoming
http://scholar.harvard.edu/files/dell/files/121113draft_0.pdf
- Hall, Andrew. 2015. What Happens When Extremists Win Primaries? *American Political Science Review* 109(1):18-42**.**
http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9586301
&fileId=S0003055414000641