

# POLITICAL ANALYSIS: A PRIMER

PO502, Fall 2008  
232 Bay State Road, PLS 312A

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This is an upper-division course in political analysis – the methods and underlying logic that inform empirical analysis in the field of political science. The course is designed for students working towards a major or minor in political science, and is strongly advised for those who are planning to write a thesis (thus qualifying for graduation with distinction in political science). While there is a short section on statistical reasoning at the beginning of the course, this is not a stats course. It is, rather, a course on social science methodology, broadly considering -- including techniques that are qualitative and quantitative, experimental and observational, general-theoretical and focused on singular outcomes.

**PRE-REQUISITE** MA113 or equivalent course in the Math Department (e.g., MA115 or MA116). You may take this course concurrently.

**GRADES** Grades will be based on your performance in three areas: 1) class attendance, participation, and in-class quizzes on the reading; 2) a research paper; and 3) a final exam. Each will receive 1/3 of the weight in your final grade.

**EXCUSED ABSENCES, EXTENSIONS** Students are expected to complete written work at their scheduled times. No excused absences or extensions will be given without documentation of medical, religious or personal reasons, or official Boston University business. If you will be missing additional classes for religious reasons you must inform me during the first week of class; otherwise, I cannot excuse your absence. No last-minute holidays.

**MISSED CLASSES** It is understandable that you might miss one class meeting during the semester because of illness or some other unavoidable conflict. In such cases, you should ask a fellow student to discuss the class with you and possibly allow you to consult his/her notes (although as a general rule, reading someone else's notes is a poor way to learn the material). It is not possible for me to recapitulate lectures/discussions that you miss. Note that because we meet only once a week, missing one class is equivalent to missing a whole week. Thus, only one "free pass" will be granted (aside from the first meeting, which is largely organizational and at which I will not take attendance). All additional missed classes will be docked against your participation grade.

**ACADEMIC CONDUCT** Plagiarism or cheating of any kind is strictly forbidden. Please be aware of the following Boston University policy: "All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty for cheating on examinations or for plagiarism may be '...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean.'" If you are unsure about what constitutes plagiarism, please ask for clarification.

**PARTICIPATION** Discussion of the assigned reading and commenting on others' projects are important features of this course. Participation is not simply a matter of speaking up, though this is a necessary first step. It also means demonstrating your comprehension of the reading/project, asking relevant questions, respecting others' opinions, and thinking intelligently about the material. It is your responsibility to attend class regularly

and to be prepared to discuss the assigned reading/project, which you should bring with you to class.

Let me say a word about my responses to your in-class comments. You should realize that any teacher who incorporates discussion into classroom activity is in a somewhat awkward position. I want to encourage open and frank discussion but I must also correct any misperceptions that arise from such discussion. If a comment is factually or logically wrong then it is our duty to call attention to this. The purpose is not to humiliate the speaker but simply to clarify the point – for that person and for everyone else, many of whom may share the confusion. Making mistakes is part of the learning experience. If you do not allow yourself to make mistakes you are preventing yourself from learning. I make mistakes all the time. So there is nothing wrong with a wrong answer. (Repeat this to yourself seven times.) Oftentimes, the most productive sort of answer or question is one that reveals that which is unclear in a lecture, discussion, or reading. You will not lose points for such a comment. It is, however, problematic if your answer demonstrates that you have not done the assigned reading or that you have not been paying attention to previous comments or prior class discussions. It is my responsibility to sanction such behavior.

**RESEARCH PAPER** In the past, students have worked on different topics of their own choosing. This time, I want to coordinate the assignment so that everyone works on similar topics. This should create more focused class discussions and should also facilitate the process of research. So, our first task is to choose a general topic that everyone will work on. Within this topic, each student will find some specific area of focus (so that each research project is distinct). You are encouraged to develop a research question that focuses on a causal relationship. (Descriptive questions may also provide good research topics; however, they have traditionally been of less interest to social science methodology, and thus are less useful for heuristic purposes.) Once you have settled on a topic (in consultation with me), survey the research on this topic. That is, figure out what other studies have been conducted, what evidence has been employed, and what the major findings have been. Identify the strengths and weaknesses of this research. Then formulate your own hypothesis and research design (i.e., how you will approach the problem). Your project should be somewhat different from what others have already done – or, alternatively, it should reach different conclusions. The research design may be either qualitative or quantitative, or some combination of both. Make sure, in any case, that it is doable in the course of a single semester. For further advice see:

\*\*\*Gerring, John. 2001. "Advice on Essay Writing." [on my BU homepage]

\*\*\*King, Charles. 1998. "Battling the Six Evil Geniuses of Essay Writing." *PS: Political Science and Politics* (March).

\*Lipson, Charles. 2005. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press. [recommended]

You will be required to hand-in three versions of your project: 1) a proposal in the form of an abstract (a one-page description of what you intend to do), 2) a first ('rough') draft, and 3) a final draft. The target length for the final draft is 15-20 pages. (I'm not particular about page length so don't obsess about this.) Only the final draft will be graded. However, you must complete all three assignments, on time. See schedule (below) for due-dates.

## READINGS

### To purchase:

Berry, William D., Mitchell S. Sanders. 2000. *Understanding Multivariate Research*. Westview Press.

Lipson, Charles. 2005. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press. [Note: This may be a big help to you as you search for a topic, conduct your research, and write up your results. Thus, I strongly advise that you buy it and read it – at least those portions that are helpful – even though you will not be tested on the material.]

### To be circulated:

Gerring, John. 2009. *Social Science Methodology: A Criterial Framework, 2d ed.* Cambridge: Cambridge University Press. [An advance copy will be circulated. Do not purchase the first edition.]

### Notation:

\* = Assigned readings contained in books to be purchased.

\*\* = Assigned readings posted on the course web site.

\*\*\* = Assigned readings available on the web. Most of these are available through Mugar's web service. Go

to <http://www.bu.edu/library/eresources/elecjou.html>, click on “Charles River Campus,” type in the name of the journal you are looking for, and from follow instructions from there. You may also try googling the title. Note that you will need to be logged on to the BU system in order to have access to BU journals.

All other readings listed below are recommended -- i.e., entirely optional. Many of these readings may be available on the web. The purpose of listing them on the syllabus is to give you a place to go for more information and to give you a sense of the sources that will form the basis of my lectures. For additional suggestions, see me.

*Note:* It is possible that the dates shown on this syllabus will be altered. If so, an announcement will be made in class and it will be your responsibility to keep track of these changes. Thus, if you miss a class, make sure that you check with someone who was there. I will also try to send out emails to everyone if any changes are made in the syllabus, so make sure that you check your BU email and that your in-box is not full.

## Introduction

9/8

*Topics:* Outline of the course and preliminary discussion of the research assignment. What topic would you like to work on? How can you discover a topic that is a) novel (in some respect), b) do-able and c) theoretically interesting?  
*Film excerpt* (in class): “The Argument Clinic” (Monty Python). [YouTube]

9/15 **Getting Started**

*Topics:* What is social science? What is methodology? Can this complex subject be summarized in a useful way?  
\*Gerring. *Social Science Methodology*. [preface, chs 1-3]

9/22 **Regression-based Statistics**

*Topics:* A very brief review of some basic statistical issues. What are “statistics”? What’s the point of it? How is quantitative analysis different from qualitative analysis? Introduction to regression, the most commonly used form of statistical analysis in the social sciences.

Review your textbook and notes for MA113, MA115, or MA116 (or an equivalent class).

\*\*\*Meadow, William and Cass R. Sunstein. 2000. “Statistics, Not Experts.” Ms. [see:

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=252824#PaperDownload](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=252824#PaperDownload)]

\*Berry, Sanders. *Understanding Multivariate Research*. [entire]

\*\*\*Crenshaw, Edward M. Ansari Z. Ameen, Matthew Christenson. 1997. “Population Dynamics and Economic Development: Age-Specific Population Growth Rates and Economic Growth in Developing Countries, 1965 to 1990.” *American Sociological Review* 62, 974-84.

*Other introductory texts:*

Allison, Paul D. 1999. *Multiple Regression: A Primer*. Thousand Oaks, CA: Pine Forge Press.

Freedman, David, Robert Pisani, Roger Purves, Ani Adhikari. [various years]. *Statistics*. New York: W.W. Norton.

Hamilton, Lawrence C. [various years]. *Statistics with Stata*. Duxbury Resource Center.

Vogt, W. Paul. 1993. *Dictionary of Statistics and Methodology*. Newbury Park: Sage.

*On Excel:*

Tips: <http://www.ksu.edu/stats/tch/malone/computers/excel/>

Pelosi and Sandifer. 2004. “Simple Linear Regression in Excel.” From *Doing Statistics for Business with Excel* (New York: Wiley). [posted on the web site but not required]

*Stats resources on the web:*

<http://www.socialresearchmethods.net/>

<http://www.anu.edu.au/nceph/surfstat/surfstat-home/surfstat.html>

<http://www.psychstat.smsu.edu/scripts/dws148f/statisticsresourcesmain.asp>

9/29 **Regression-based Statistics (cont’d)**

*Topics:* How does regression analysis work? Note that the three general readings on regression – Berry/Sanders, Gonick/Smith, and Hamilton – offer three passes at essentially the same material. Each successive reading is

progressively more technical (i.e., more mathematical). The hope is, a “triangulation” approach to this difficult topic will prove useful.

\*\*Gonick, Larry, Woollcott Smith. 1993. *The Cartoon Guide to Statistics*. New York: HarperResource. [chs 2, 11]

\*\*Hamilton, Lawrence C. 1992. *Regression with Graphics: A Second Course in Applied Statistics*. Pacific Grove, CA: Brooks/Cole. [pp. 1-53]

\*\*\*Benjamin Highton. 2006. “Long Lines, Voting Machine Availability, and Turnout: The Case of Franklin County, Ohio in the 2004 Presidential Election.” *PS: Political Science and Politics* 39:1 (January) 65-8.

\*\*\*Olson, Laura R.; John C. Green. 2006. “Introduction: ‘Gapology’ and the Presidential Vote.” *PS: Political Science and Politics* 39:3 (July) 443-5.

## Description

10/6

*Topics:* What is so difficult about choosing terms and defining them? How should we define democracy, power, racism, terrorism, globalization, politics, and other key political terms? How might we measure these concepts? Classroom exercise: apply minimal and maximal definitions to a concept of your choosing.

### Overview...

\*Gerring. *Social Science Methodology*. [chs 4-6]

### Democracy...

\*\*\*Reisinger, William M. 2004. “Selected Definitions of Democracy.” Department of Political Science, University of Iowa. [www.uiowa.edu/~creees/reising/resources\_for\_students/DefinitionsOfDemocracy.pdf]

\*\*\*Munck, Gerardo L. and Jay Verkuilen. 2002. “Measuring Democracy: Evaluating Alternative Indices.” *Comparative Political Studies* 35:1, 5-34.

Bollen, K. and R. Jackman. 1989. “Democracy, Stabilities, and Dichotomies.” *American Sociological Review*. 54:612-21.

Elkins, Z. 2000. “Gradations of Democracy? Empirical Tests of Alternative Conceptualizations.” *American Journal of Political Science*. 44:293-300.

Paxton, Pamela. 2000. “Women’s Suffrage in the Measurement of Democracy: Problems of Operationalization,” *Studies in Comparative International Development* 35:3 (September) 92-111.

### War...

Most, Benjamin A., Harvey Starr. 1983. “Conceptualizing ‘War’: Consequences for Theory and Research.” *Journal of Conflict Resolution* 27:1 (March) 137-59. [a key concept, under siege]

### Missing women...

\*\*\*Klasen, Stephan, Claudia Wink. 2002. “A Turning Point in Gender Bias in Mortality? An Update on the Number of Missing Women.” *Population and Development Review* 28:2 (June). [pp. 285-298 only]

### Other examples, briefly noted...

McDonald, Michael P., Samuel L. Popkin. 2001. “The Myth of the Vanishing Voter.” *American Political Science Review* 95:4 (December) 963-74.

Sahr, Robert. 2004. “Using Inflation-Adjusted Dollars in Analyzing Political Developments.” *PS: Political Science and Politics* (April) 273-84.

10/13 Holiday

10/14 (BU Monday)

### Racial Prejudice...

\*\*\*Sniderman, P.M., T. Piazza, P.E. Tetlock, and A. Kendrick. 1991. “The New Racism.” *American Journal of Political Science* 35:2, 423-47.

\*\*\*Sniderman, P.M. and E. Carmines. 1997. “The List Experiment.” *Reaching Beyond Race*. Cambridge: Harvard University Press.

### Constituency connections...

\*\*\*Fenno, Richard F., Jr. 1977. “U.S. House Members in Their Constituencies: An Exploration.” *American Political Science Review* 71:3 (September) 883-917.

Fenno, Richard F., Jr. 1978. *Home Style: House Members in Their Districts*. Boston: Little Brown. [pp. 249-293]

### Press coverage of campaigns...

\*\*\*Sigelman, Lee, David Bullock. 1991. “Candidates, Issues, Horse Races, and Hoopla.” *American Politics Quarterly* 19:1 (January) 5-32.

Legislative behavior...

- \*\*\*Poole, K.T. and H. Rosenthal. 1991. "Patterns in Congressional Voting." *American Journal of Political Science* 35:1, 228-78.

10/20

Teaching...

- \*\*Hinton, Hugh. 1993. "Reliability and Validity of Student Evaluations: Testing Models versus Survey Research Models." *PS: Political Science and Politics* 26:3 (September) 562-9.

Media bias

- \*\*Cline, Andrew R. 2005. "Media and Political Bias." In *The Rhetorica Network: Analysis of Rhetoric, Propaganda, and Spin in Politics and Journalism*, <http://rhetorica.net/bias.htm>
- \*\*Groseloclose, Tim and Jeffrey Milyo. 2005. "A Measure of Media Bias." *Quarterly Journal of Economics* 120:4 (November), 1191-1237.
- \*\*Smolkin, Rachael. 2003. "Are the News Media Soft on Bush?" *American Journalism Review* (November/December).
- Bozell, L. Brent III, Brent H. Baker (eds). 1990. *And That's the Way it Isn't*. Alexandria, VA: Media Research Center.
- D'Alessio, David, Mike Allen. 2000. "Media Bias in Presidential Elections: A Meta-Analysis." *Journal of Communication* 50:4 (Autumn) 133-56.
- Goldberg, Bernard. 2002. *Bias: A CBS Insider Exposes How the Media Distort the News*. Washington: Regnery.
- Herman, Edward, Noam Chomsky. 1988. *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon.
- Hertsgaard, Mark. 1988. *On Bended Knee: The Press and the Reagan Presidency*. New York: Farrar, Straus Giroux.
- Iyengar, Shanto, Richard Reeves (eds). 1997. *Do the Media Govern?: Politicians, Voters, and Reporters in America*. Sage.
- Puglisi, Riccardo. 2006. "Being the New York Times: The Political Behaviour of a Newspaper."
- Sutter, Daniel. 2001. "Can the Media be so Liberal? The Economics of Media Bias." *Cato Journal* 20:3 (Winter) 431-51.

American political culture...

- \*\*\*Smith, Rogers M. 1993. "Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America." *American Political Science Review* 87:3 (September) 549-66.
- \*\*Gleason, Philip. 1982. "American Identity and Americanization." In W. Petersen, M. Novak, and P. Gleason (eds), *Concepts of Ethnicity* (Cambridge: Harvard University Press).
- Merritt, Richard L. 1976. *Symbols of American Community, 1735-1775*. Greenwood Press. [content analysis]

Content analysis techniques...

- Laver, Michael; John Garry. 2000. "Estimating Policy Positions from Political Texts." *American Journal of Political Science* 44:3 (July) 619-34.
- Laver, Michael; Kenneth Benoit; John Garry. 2003. "Extracting Policy Positions from Political Texts Using Words as Data." *American Political Science Review* 97:2, 311-32.

Misc...

- Ceaser, James W., et al. 1981. "The Rise of the Rhetorical Presidency." *Presidential Studies Quarterly* 11:2 (Spring). [content analysis]
- Conover, Pamela Johnston, Ivor M. Crewe, and Donald Searing. 1991. "The Nature of Citizenship in the United States and Great Britain: Empirical Comments on Theoretical Themes." *Journal of Politics* 53:3 (August) 800-32. [focus groups]
- Francis, Elizabeth. 1991. "Qualitative Research: Collecting Life Histories." In *Fieldwork in Developing Countries*, edited by Stephen Devereux and John Hoddinott (New York, London: Harvester Wheatsheaf) 86-101.
- Geertz, Clifford. 1979/2000. "Deep Play: Notes on the Balinese Cockfight." In Lane Crothers and Charles Lockhart (eds), *Culture and Politics: A Reader* (New York: St. Martin's). [ethnography]
- Keith, Bruce E., David B. Magleby, Candice J. Nelson, Elizabeth Orr, Mark C. Westlye, and Raymond E. Wolfinger. 1992. *The Myth of the Independent Voter*. Berkeley: University of California Press. [problems of categorization]
- Lerner, Daniel. 1958. "The Grocer and the Chief." In *The Passing of Traditional Society* (Glencoe: Free Press). [a holistic analysis]
- Luker, Kristin. 1984. *Abortion and the Politics of Motherhood*. Berkeley: University of California Press. [See especially appendix 1] [ethnography]

## Causation

10/27

*Abstracts due.* Turn them in via email attachment 24 hours prior to class so that they can be circulated to everyone.  
*Topics:* What is a causal argument? What is a good causal argument? How does one go about proving a causal argument?  
\*Gerring. *Social Science Methodology*. [chs 7-11]

### 11/3

#### Experiments

\*\*\*Lovaglia, Michael. 2003. "From Summer Camps to Glass Ceilings: The Power of Experiments." *Contexts* (Fall) 42-9.

#### How pliable are people?

\*\*\*Film (in class): *Obedience* (the Milgram experiment) (45 min., VHS).

Milgram, Stanley. 1963. "Behavioral Study of Obedience." *Journal of Abnormal and Social Psychology* 67, 371-78.

Milgram, Stanley. 1974. *Obedience to Authority: An Experimental View*. New York: Perennial.

#### Does gender affect tipping?

\*\*\*Rind, Bruce; Prashant Bordia. 1996. "Effect on Restaurant Tipping of Male and Female Servers Drawing a Happy, Smiling Face on the Backs of Customers' Checks." *Journal of Applied Social Psychology* 26(3): 218-225.

#### Does curriculum affect behavior?

\*\*\*Frank, Robert H., Thomas Gilovich, and Dennis T. Regan. 1993. "Does Studying Economics Inhibit Cooperation?" *Journal of Economic Perspectives* 7, 159-71.

Yezer, Anthony M., Robert S. Goldfarb, and Paul J. Poppen. 1996. "Does Studying Economics Discourage Cooperation? Watch What we do, not what we say or How we Play." *Journal of Economic Perspectives* 10:1 (Winter) 177-86.

### 11/10

#### Do employers and managers discriminate, and why?

\*\*\*Bertrand, Marianne and Sendhil Mullainathan. 2005. "Are Emily and Greg More Employable than Lakish and Jamal? A Field Experiment on Labor Market Discrimination." *American Economic Review* 94:4 (September) 991-1013.

\*\*Kirschenman, Kathryn M. and Joleen Neckerman. 1991. "We'd Love to Hire Them, but...": The Meaning of Race for Employers." In Christopher Jencks and Paul E. Peterson (eds), *The Urban Underclass* (Washington: Brookings) 203-34.

Darity, William A., Jr and Patrick L. Mason. 1989. "Evidence on Discrimination in Employment: Codes of color, Codes of Gender." *Journal of Economic Perspectives* 12:3 (Spring) 63-90.

\*\*\*Page, Stewart. 1998. "Accepting the Gay Person: Rental Accommodation in the Community." *Journal of Homosexuality* 36:2, 31-9

### 11/17

#### Ethnography

Adler, Patricia A.; Peter Adler. 2003. "The Promise and Pitfalls of Going into the Field." *Contexts* 2:2, 41-7.

#### Do newspapers increase political awareness?

\*\*\*Mondak, Jeffery J. 1995. "Newspapers and Political Awareness." *American Journal of Political Science* 39:2 (May) 513-27.

#### Is ethnicity politically constructed?

\*\*\*Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98:4 (November) 529-46.

#### Does traffic enforcement save lives?

\*\*\*Campbell, Donald T. 1970/1988. "The Connecticut Crackdown on Speeding: Time Series Data in Quasi-Experimental Analysis." In Donald T. Campbell, *Methodology and Epistemology for Social Science*, ed. E. Samuel Overman (Chicago: University of Chicago Press, 1988) 222-38.

<http://www.cwru.edu/artsci/posc/campbellross.pdf>

#### Does class attendance affect performance?

\*\*\*Romer, David. 1993. "Do Students Go to Class? Should They?" *Journal of Economic Perspectives* 7:3, 167-74.

#### Does crime policy deter crime?

\*\*\*Associated Press. 2007. "Studies Say Death Penalty Deters Crime." *New York Times* (June 11).

\*\*\*Smith, Kevin B. 1997. "Explaining Variation in State-Level Homicide Rates: Does Crime Policy Pay?" *Journal of Politics* 59:2 (May) 350-67.

## 11/24 Explaining Single Events

### What was the cause of 9/11?

- \*\*Ross, Marc Howard. 2002. "The Political Psychology of Competing Narratives: September 11 and Beyond." In Craig Calhoun, Paul Price, and Ashley Timmer (eds), *Understanding September 11* (New York: Social Science Research Council) 303-21.
- \*\*\*Krueger, Alan B. and Jitka Maleckova. 2002. "The Economics and the Education of Suicide Bombers." *New Republic* (June 24). [Lexis Nexis]
- Abadie, Alberto. 2004. "Poverty, Political Freedom, and the Roots of Terrorism." Faculty Research Working Papers Series, JFK School of Government.
- Anderson, Lisa. 2004. "Shock and Awe: Interpretations of the Events of September 11." *World Politics* 56 (January) 303-25.
- Calhoun, Craig, Paul Price, and Ashley Timmer (eds). 2002. *Understanding September 11*. New York: Social Science Research Council.
- Crenshaw, Martha. 1981. "The Causes of Terrorism." *Comparative Politics* 13:4 (July) 279-99.
- Goldstone, Jack A. 2002. "States, Terrorists, and the Clash of Civilizations." In Craig Calhoun, Paul Price, and Ashley Timmer (eds), *Understanding September 11* (New York: New Press) 139-58.
- Hoffmann, Stanley. 2002. "Clash of Globalizations." *Foreign Affairs* 81:4 (July/August) 104-15. Reprinted in Patrick O'Neil and Ronald Rogowski (eds), *Essential Readings in Comparative Politics* (New York: W.W. Norton, 2004) 435-41.
- Laqueur, Walter. 2003. *No End to War: Terrorism in the Twenty-First Century*. Continuum.
- The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States*. 2003. New York: W.W. Norton.
- Wiktorowicz, Quintan and John Kaltner. 2003. "Killing in the Name of Islam: Al-Queda's Justification for September 11." *Middle East Policy Council Journal* 10:2 (Summer). [on the web]
- See also recent issues of the journal *Democracy and Security*.

### What caused the Holocaust?

- \*\*Rosenbaum, Ron. 2005. "Explaining Hitler." *The New Yorker* (May 1) 50-70.
- Rosenbaum, Ron. 1999. *Explaining Hitler: The Search for the Origins of Evil*. New York: HarperCollins.

### Why did Bush win the 2004 presidential election?

- \*\*\*Hillygus, D. Sunshine, Todd G. Shields. 2005. "Moral Issues and Voter Decision Making in the 2004 Presidential Election." *PS: Political Science and Politics* 38, 201-9.
- Frank, Thomas. 2004. *What's the Matter with Kansas?* [Chapters 6 & 8.]

## 12/1 Social Capital

*First draft of the paper is due.* Please turn in via email attachment *at least 24 hours prior to class.*

### Does social capital matter?

- \*\*\*Putnam, Robert. 1995. "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America." *PS: Political Science and Politics* 28:4 (December) 664-83.
- \*\*\*Putnam, Robert D.; Robert Leonardi; Raffaella Y. Nanetti; Franco Pavoncello. 1983. "Explaining Institutional Success: The Case of Italian Regional Government." *American Political Science Review* 77:1 (March) 55-74.
- \*\*\*Foley, Michael; Bob Edwards. 1999. "Is It Time to Disinvest in Social Capital?" *Journal of Public Policy* 19:2, 141-73.
- \*\*\*Knack, Stephen; Philip Keefer. 1997. "Does Social Capital Have an Economic Payoff?: A Cross-Country Investigation." *Quarterly Journal of Economics* 112, 1251-88.
- \*\*\*Tabellini, Guido. 2005. "Culture and Institutions: Economic Development in the Regions of Europe." Ms.

## Conclusions

### 12/7 Final draft due

Please turn in via email attachment.

### 12/8

*Topics:* Can politics be studied scientifically? Should it? Why is political science, and social science more generally, so difficult to study? Why is methodology important? What is the place of norms and values in political analysis? Should we seek to strip ourselves of preconceptions, or embrace such preconceptions? Should social science aim to

change the world?

\*Gerring. *Social Science Methodology*. [ch 2, epilogue]

\*\*\*Smith, Rogers M. 2002. "Should We Make Political Science More of a Science or More about Politics?" *PS: Political Science and Politics* (June) 199-201.

Almond, Gabriel A. 1988. "Separate Tables: Schools and Sects in Political Science." *PS: Political Science and Politics* 21:4 (Autumn) 828-842.

Heintzelman, Carol A. "The Tuskegee Syphilis Study and Its Implications for the 21<sup>st</sup> Century." *The New Social Worker* 10:4 (Fall). [<http://www.socialworker.com/tuskegee.htm>]

Lowi, Theodore J. 1992. "The State in Political Science: How We Become What We Study." *American Political Science Review* 86, 1-7.

Rudolph, Susanne Hoeber. 2002. "In Defense of Diverse Forms of Knowledge." *PS: Political Science and Politics* (June) 199-201.

## **TBA Final exam**

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