

PAI 705: Research Design for IR Practitioners<sup>1</sup>  
Spring 2014

*Subject to change*

3:30-4:50 T

Archibald 210

2-3:20 Th (Section 1)

Eggers 113

3:30-4:50 Th (Section 2)

Maxwell 315

Instructor: Abbey Steele

e. [aasteele@syr.edu](mailto:aasteele@syr.edu)

Office: 421 Eggers

Office hours: By appt

TA: Kristen Masi

e. [kristenmas@gmail.com](mailto:kristenmas@gmail.com)

office hours: By appt

### **Course description and goals**

Research is an essential tool for understanding social phenomena, for designing effective and appropriate policies to address contemporary challenges, and for having informed political debates about policy options. This course provides an overview of how social science research is conducted and how it can be used in policy-making in international affairs. It should complement both the skills learned in quantitative methods classes and the substantive material from your other courses. It is based on the assumption that good policy-making and program design should be evidence-based, and that those designing, implementing, and evaluating these policies should understand how social scientific research is conducted, and what separates good research from bad research. In other words, the course is designed to make you an intelligent consumer of research on international affairs.

To accomplish this goal, the course will introduce students to the methodologies social scientists use to study real-world problems, and how policy-makers can critically evaluate and make use of the resulting research. Students will develop practical skills in evaluating research designs. Each session will devote time to applied examples of the aspect of research design covered that week.

### **Course Requirements and Grading**

Participation: 10%

Short memos and assignments (wks 2-10): 20%

Mid-term research proposal critique: 30%

Final research proposal: 40%

Short memos (max 1p single-spaced) should be submitted by Wednesday at 12pm as email attachments to the instructor and TA. They will critique the main applied article read for the week

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<sup>1</sup> This syllabus has drawn on syllabi developed by Chris Blattman, Gary King, Stathis Kalyvas, Paige Fortna, Brian Taylor, John McPeak, Adria Lawrence, and Libby Wood

(in bold), based on the theoretical articles for the same week. They should be brief and refrain from summarizing. They will be returned during class, and counted for credit but not graded.

Mid-term & Final: The students will prepare and submit a critique of a research design over the course of the semester. The final will build on and incorporate the mid-term.

### **Class policies**

#### *Participation*

Participation is required. Formulating comments and questions is difficult, but it is an essential skill. Listening is equally important, and should be done actively.

Discussion should be respectful of others. Participation grades will be negatively affected if students are not respectful, active participants in discussion.

#### *Laptops, etc*

Students should disable any wireless connection for the duration of class. I reserve the right to ban laptops if I suspect too many class members are checking email, going online, etc. This is disruptive to class, and inhibits a productive discussion.

Cell phone and Blackberry use is not allowed – please silence them before entering, and refrain from checking them at all.

#### *Late assignments*

Late assignments will lose one-third of a letter grade for each day they are late. Memos will not be accepted after the class for which they should be prepared has met.

#### *Absences*

Please let me know if you cannot attend class. The weekly memo should still be sent.

#### *Meetings*

If you make an appointment and can no longer attend, email me.

### **Class materials**

Required Text:

Gary King, Robert Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press. [KKV]

George, Alexander and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*. MIT Press. [GB]

In addition, everyone is required to read the following:

George Orwell, "Politics and the English Language."

[http://www.orwell.ru/library/essays/politics/english/e\\_polit](http://www.orwell.ru/library/essays/politics/english/e_polit)

Strunk & White, Elements of Style. <http://www.cs.vu.nl/~jms/doc/elos.pdf>

These are useful guides to improve writing. Please note that they are not hard-and-fast rules, but if you follow the recommendations, you're likely to improve your writing.

The remaining course materials are articles or book chapters that will be provided on Blackboard or can be found online.

### **Course Structure**

Tuesday classes will consist of lecture and discussion to cover the main concepts and methods introduced that week. Students should come prepared to participate.

Thursday seminars will focus on how well the applied reading for that week reflected the methodological and research design gold standards for that week.

Assigned readings will be for the entire week. Students are expected to read all of them before writing the memo, and before Tuesday class.

### **Class schedule**

#### **1. Week 1 - Jan 14&16: Introduction to the course, Ethics**

- What is social science;
- What is a research question?
- What is research design (and what are methods?)
- Applied social science: impact evaluations
- Application to policy

Popper, Karl. 1953. "Science: Conjectures and Refutations." Lecture given at Peterhouse, Cambridge. <http://philosophyfaculty.ucsd.edu/faculty/rarneson/Courses/popperphil1.pdf>.

Powerpoint. "Protecting Human Participants in Research." Office of Research Integrity and Protections (ORIP).

#### *Recommended*

Almond, Gabriel A., and Stephen J. Genco. 1977. "Clouds, Clocks, and the Study of Politics." *World Politics* 29:489-522. JSTOR.

### **I. Framework**

#### **2. Week 2 - Jan 21&23: Research Questions and Concepts**

Ch 1, KKV

World Bank 2008. *The Road to Results*. Ch 3, 6.

Sambanis, Nicholas. 2006. "It's Official: There Is Now a Civil War in Iraq." *The New York Times*. July 23. [http://www.nytimes.com/2006/07/23/opinion/23sambanis.html?\\_r=0](http://www.nytimes.com/2006/07/23/opinion/23sambanis.html?_r=0)

Glossary. Brady and Collier, Eds. 2010. *Rethinking Social Inquiry*.

**Steele, Abbey and Jacob N. Shapiro. "State-building, Counterinsurgency, and Development in Colombia." Paper presented at the *Nuevas Perspectivas de la Violencia* Conference, Bogotá, May 2012.**

### 3. Week 3 - Jan 28&30: Theories, Hypotheses, and Literature Reviews

Przeworski, Adam. 1996. "The Role of Theory in Comparative Politics: A Symposium." *World Politics*. Vol. 48, No. 1 1-49

World Bank. 2008. *The Road to Results*. Ch 4.

White, Howard. 2009. Theory-based Impact Evaluation: Principles and Practice. 3ie Working Paper 3.  
[http://www.3ieimpact.org/media/filer/2012/05/07/Working\\_Paper\\_3.pdf](http://www.3ieimpact.org/media/filer/2012/05/07/Working_Paper_3.pdf)

University of Toronto Writing Center, "The Literature Review: A Few Tips on Conducting It."  
<http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

**Banerjee, Abhijit. 2013. Microcredit under the Microscope: What have we learned in the past two decades, and what do we need to know? <http://economics.mit.edu/files/9071>**

**\*\*First assignment due: Submit research question\*\***

### 4. Week 4 - Feb 4&6: Answering Research Questions I: Descriptive Inference

Ch 2, KKV

**Kalyvas, Stathis. 2003. "The Ontology of 'Political Violence': Action and Identity in Civil Wars." *Perspectives on Politics*. 1(3): 475-494.**

**DevTech Systems. 2006.**  
**<http://www.devtechsys.com/assets/Uploads/docs/publications/safe-schools-student-teacher-baseline-report.pdf>**

### 5. Week 5 - Feb 11&13: Answering Research Questions II: Causal Inference

Ch 3, KKV

Fearon, James D. 1991. "Counterfactuals and Hypothesis Testing in Political Science." *World Politics* 43(2):169-95.

**Lawrence, Adria. 2010. "Triggering Nationalist Violence: Competition and Conflict in Uprisings against Colonial Rule." *International Security* 35:2. 88-122.**

**\*\*Second assignment due: Bibliography\*\***

### 6. Week 6 - Feb 18&20: Program Evaluation

*The Road to Results: Designing and Conducting Effective Development Evaluations* 2008. World Bank Training Series. Ch 10.

USAID Program Evaluation FAQs. 2011. [http://pdf.usaid.gov/pdf\\_docs/pnadu535.pdf](http://pdf.usaid.gov/pdf_docs/pnadu535.pdf).

USAID. 2013. Impact Evaluations.  
[http://www.usaid.gov/sites/default/files/documents/1870/IE\\_Technical\\_Note\\_2013\\_0903\\_Final.pdf](http://www.usaid.gov/sites/default/files/documents/1870/IE_Technical_Note_2013_0903_Final.pdf)

Perrin, Burt. 2012. Linking Monitoring and Evaluation to Impact Evaluation. Impact Evaluation Notes.  
<http://www.interaction.org/sites/default/files/Linking%20Monitoring%20and%20Evaluation%20to%20Impact%20Evaluation.pdf>

**USAID. 2013. Performance Evaluation of the USAID/Mozambique Agriculture Portfolio.**  
[http://pdf.usaid.gov/pdf\\_docs/PDACU951.pdf](http://pdf.usaid.gov/pdf_docs/PDACU951.pdf)

## II. Methods

### 7. Week 7 - Feb 25-27: Case Studies – Purpose and Selection

Ch 4, KKV

Ch 1-2, GB

Gerring, John. “What Is a Case Study and What Is It Good For?” *American Political Science Review*. 98:2 (May 2004): 341-54.

Geddes, "How the Cases You Choose Affect the Answers You Get," *Political Analysis* 2 (1990): 131-52.

California Department of Health Services, Tobacco Control Section. “Using Case Studies to do Program Evaluation.” <http://www.case.edu/affil/healthpromotion/ProgramEvaluation.pdf>.

**\*Kosack, Stephen. 2009. “Realising Education for All: Defining and Using the Political Will to Invest in Primary Education.” *Comparative Education*. 45:4. 495-523.**

### 8. Week 8 – Mar 4&6: Conducting Case Studies: What to Gather

\*Ch 3-5, 10, 12 GB - *Case Studies and Theory Development in the Social Sciences*.

Ch 5, KKV

**Darden, Keith. n.d. “Resisting Occupation.”**  
<http://keithdarden.files.wordpress.com/2009/11/gwu-paper.pdf>

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**Mar 11&13: Spring break – no class**

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9. **Week 9 - Mar 18&20: Conducting Case Studies II: Interviews, Focus Groups, Archives, Ethnography**

Morgan, David L. "Focus Groups." *Annual Review of Sociology*. Annual Reviews. Vol. 22 (1996). 129-152.

Leech, Beth L. "Asking Questions: Techniques for Semistructured Interviews." *PS: Political Science and Politics* 35:4 (December 2002), 665-668.

Fuji, Lee Ann. 2010. "Shades of truth and lies: Interpreting testimonies of war and violence." *Journal of Peace Research*. 47(2). 231-241.

Thies, Cameron G. "A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations." *International Studies Perspectives* 3 (2002), 351-72.

Wedeen, Lisa. "Reflections on Ethnographic Work in Political Science." *Annual Review of Political Science* 13, no. 1 (2010): 255-272.

**Steele, Abbey. 2011. "Electing Displacement: Political Cleansing in Apartadó, Colombia." *Journal of Conflict Resolution*. 55 (3). 423-445.**

\*\*Third assignment due: Submit review of article March 18\*\*

10. **Week 10 - Mar 25&27: Surveys I: Sampling**

Practical Sampling, Ch 1-3. Gary T. Henry. Applied Social Research Methods Series, Vol 21. Sage, 1990.

Babbie, Earl. Ch. 7 "The Logic of Sampling" in *The Practice of Social Research*. Thomson Wadsworth, 10<sup>th</sup> ed.

Ch. 9 *Road to Results*. World Bank.

Watters, John K. and Biernacki, Patrick. Oct. 1989. "Targeted Sampling: Options for the Study of Hidden Populations." *Social Problems*. 36 (4). 416-430.

**Annie Barbara Chikwanha-Dzenga, Eldred Masunungure, and Nyasha Madingira. "Democracy and National Governance in Zimbabwe: A Country Survey Report." *Afrobarometer*. no. 12. 1-42.**

**Verwimp, Philip. 2003. "An Economic Profile of Peasant Perpetrators of Genocide: Micro-level Evidence from Rwanda."**

11. **Week 11 – Apr 1&3: Surveys II: Design**

Phillips, Derek L. and Clancy, Kevin J. March 1972, "Some Effects of 'Social Desirability' in Survey Studies." *American Journal of Sociology*. 77 (5). 921-940.

Ch. 19. *Designing Household Survey Questionnaires for Developing Countries: Lessons from Ten Years of LSMS Experience*. Ed. Margaret Grosh and Paul Glewwe. December 1998. 1-108.

**Díaz-Cayeros, Alberto, Beatriz Magaloni, Aila Matanock, and Vidal Romero. 2011. “Living in Fear: Mapping the Social Embeddedness of Drug Gangs and Violence in Mexico.” Working paper. <http://iis-db.stanford.edu/evnts/6716/Networksoffearbea.pdf>.**

Have a look at:

Duke Initiative on survey design: [http://dism.ssri.duke.edu/question\\_design.php](http://dism.ssri.duke.edu/question_design.php)

Question wording: <http://www.dism.ssri.duke.edu/pdfs/Tipsheet%20-%20Question%20Wording.pdf>

Question design: <http://www.socialresearchmethods.net/kb/surv writ.htm>

Available data: <http://www.icpsr.umich.edu/icpsrweb/ICPSR/>

## **12. Week 12 - Apr 8&10: Mixed Methods**

Ch 7-8, *Road to Results*, World Bank.

USAID. 2013. Conducting Mixed-Methods Evaluations.

[http://www.usaid.gov/sites/default/files/documents/1870/Mixed\\_Methods\\_Evaluations\\_Technical\\_Note.pdf](http://www.usaid.gov/sites/default/files/documents/1870/Mixed_Methods_Evaluations_Technical_Note.pdf)

Bamberger, Michael. 2012. Introduction to Mixed Methods in Impact Evaluations.

<http://www.interaction.org/sites/default/files/Mixed%20Methods%20in%20Impact%20Evaluation%20%28English%29.pdf>

Lieberman, Evan 2005. “Nested Analysis.” APSR.

Gerring & Seawright 2007. Techniques for Choosing Cases.

**Valente, Christine. 2011. “Household Returns to Land Transfers in South Africa: A Q-squared Analysis.” *Journal of Development Studies*. Vol. 47, No. 2, 354–376.**

## **13. Week 13 - Apr 15&17: RCTs**

Babbie, Earl. Ch. 8. “Experiments.” in *The Practice of Social Research*. Thomson Wadsworth, 10<sup>th</sup> ed.

Blair, Graeme, Radha Iyengar, and Jacob N. Shapiro. 2012. “Sample Bias in the Experimental Movement in Economics and Political Science.”

Tessa Bold, Mwangi Kimenyi, Germano Mwabu, Alice Ng'ang'a and Justin Sandefur. 2013. “Scaling-up What Works: Experimental Evidence on External Validity in Kenyan Education.”

Paluck, Elizabeth Levy. 2010. "The Promising Integration of Qualitative Methods and Field Experiments." *The Annals of the American Academy*. March.

**Ahuja, Amrita, Michael Kremer, and Alix Peterson Zwane. 2010. "Providing Safe Water: Evidence from Randomized Evaluations." *The Annual Review of Resource Economics*.**

**14. Week 14 - Apr 22&24: Implications for Policy & Writing Workshop**

Blattman, Chris, Alexandra Hartman, and Robert Blair. 2012. "Building institutions at the micro-level: Results from a field experiment in property dispute and conflict resolution." <http://www.polisci.ucla.edu/workshops/cp-workshop-papers/Blattman.pdf>

Clemens, Michael A. and Gabriel Demombynes. 2010. "When Does Rigorous Impact Evaluation Make a Difference? The Case of the Millennium Villages." Center for Global Development working paper 225.

Briceño, Bertha, Laura Cuesta, and Orazio Attanasio. 2011. "Behind the Scenes: Managing and Conducting Large Scale Impact Evaluations in Colombia." International Initiative for Impact Evaluation. Working Paper 14.

Final paper drafts due Apr 19.

*You'll receive a classmate's draft to review and comment on; in class on Thursday, April 24, you'll exchange feedback.*

**Final papers due: April 31**



**Academic Integrity**

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort.

For more information, see Academic Integrity Office

**Disability Services**

Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 804 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary.

For more information, see Office of Disability Services