Research Methods in Political Science  
Fall 2020, 26:790:491:01; Tuesday, Thursday, 11:30am-12:50pm  
Prof. Alexander J. Motyl, 728 Hill Hall, ajmotyl@rutgers.edu

Learning Objectives
DEVELOP ARGUMENTS IN CLEAR AND COHERENT TEXTS AND ORAL COMMUNICATIONS; READ A VARIETY OF TEXTS FOR MEANING AND INFORMED ANALYSIS; EVALUATE INFORMATION CRITICALLY; PRODUCE IDEAS AND TEXTS创造性LY; UNDERSTAND AND USE METHODS AND FORMS OF INQUIRY SPECIFIC TO THE BROAD DISCIPLINARY CATEGORY (OR CATEGORIES) WITHIN WHICH THE COURSE FALLS; UNDERSTAND PAST AND PRESENT INTERRELATIONSHIPS AMONG DIVERSE POLITICAL, SOCIAL, CULTURAL, RACIAL, ETHNIC, AND/OR GENDER GROUPS; UNDERSTAND AND ADDRESS DEFINING SOCIAL, POLITICAL, CULTURAL, AND/OR INTELLECTUAL QUESTIONS.

Course Goals
The class will explore what political science as a discipline is and is not, how truth claims, concepts, and theories are constructed, and how political science research is conducted. This is an intensely hands-on course requiring regular attendance and involving multiple writing and speaking exercises.

Schedule

**September 1, 3:** Consistency, Contradiction, Hypocrisy. What do we really know and how do we know that we really know it? What do we think we know? What is science? What is critical thinking? What is nonsense? What are logical consistency and contradiction? Do reason and logic matter? What are values, norms, and discourses? What are opinions and propaganda? Why do these distinctions matter? Is social change possible without knowledge?

**September 8:** No class

**September 10, 15:** What is politics? What is political science? What is the point of political science? What do political science and policymaking have in common? Is prediction possible/desirable?

**September 17, 22:** How does political science differ from other disciplines? Is political science a science or an art? Which forms of political science do political scientists practice? Why do ontology, epistemology, and methodology matter?

**September 24, 29, October 1:** Do verifiable truths exist or is everything fake news? Is there a mind-independent reality or is everything a social construction? Is everything a narrative? How do we know something is true? That something happened? That a condition exists? May generalizations be made? Empirical evidence, truth claims, facts, values, cultures, power, and norms; cherry picking; political correctness; discursive hegemony.

**October 6, 8:** What do theories do? Theories as maps. Causes, effects; generalizations; predictions; intervening variables; the structure of theories; theories of everything, nothing, and something; ceteris paribus; norms and values; variables and constants. Validating and invalidating theories. 1st paper due Oct. 6.

**October 13, 15:** What are concepts? Where do they come from? Whose concepts are best/worst? Culture, values, norms, clarity, and parsimony. 2nd paper due Oct. 13.

**October 20, 22:** What are definitions? Why do definitions matter? How are concepts defined? Semantic fields, substitution principle.

**October 27, 29:** In-class thought experiments. 3rd paper due Oct. 27.

**November 3, 5:** What is description? How can phenomena be described?

**November 10, 12:** What is interpretation? What are symbols? How are symbols interpreted? Language, signs, subjectivity, lifeworld. 4th paper due Nov. 10.

**November 17, 19:** What is explanation? How are phenomena explained using necessary, sufficient, facilitating conditions? 5th paper due Nov. 17.

**November 24, Dec. 1, 3:** Research approaches: case study, comparison, large N. 6th paper due Dec. 1.

**December 8, 10:** Theoretical paradigms: structure (realism, Marxism, institutionalism) vs agency (rational choice, constructivism). 7th paper due Dec. 8.
Requirements and Grades

Each student will formulate a simple abstract causal statement (of the 3-word form, A causes B, where A and B are abstract concepts) and devote all the exercises to its exploration.

Students are expected to write seven papers (six 10-line papers and one 2-page paper). Final grades will be based on the one 2-page paper (50%) and the six 10-line papers (50%). No extra-credit work.

Each 10-line paper must be exactly 10 lines long (NOT 10 sentences!), with standard margins and 12-point font. The 2-page paper must be exactly 2 pages long, single spaced, with standard margins and 12-point font: no footnotes, no long citations, no bibliography.

Papers must be sent to ajmotyl@rutgers.edu by 11:30AM on the due date. No late papers accepted.

Attendance and participation are mandatory. Students will not be able to complete the assignments without attending class and actively participating.

Assignment Schedule

Each student will formulate a simple abstract causal statement (of the form “A causes B”) and devote all the exercises to its exploration. Follow the below instructions exactly: do not write more or less than what is required.

- 1st paper due October 6: 10 lines. Topic: Formulate a simple abstract causal statement and explain both why it’s normatively important and worth pursuing and why it’s normatively unimportant and not worth pursuing.
- 2nd paper due October 13: 10 lines. Topic: Make an empirical truth claim and provide convincing evidence of both its empirical truth and its empirical falsehood.
- 3rd paper due October 27: up to 10 lines. Topic: Provide two contrasting definitions of both the cause and the effect in your simple abstract causal statement.
- 4th paper due November 10: 10 lines. Topic: Describe some empirical phenomenon in two different ways.
- 5th paper due November 17: 10 lines. Topic: Provide two competing interpretations of some empirical phenomenon.
- 6th paper due December 1: 10 lines. Topic: Explain the effect in your simple abstract causal statement using necessary, sufficient, and facilitating conditions.
- 7th paper due December 8: 2 pages. On p. 1, argue that your simple abstract causal statement is valid; on p. 2, argue that your simple abstract causal statement is invalid.

Recommended Readings

- Peter Phelan and Peter Reynolds, Argument and Evidence, Routledge.
- Arthur Stinchcombe, Constructing Social Theories, University of Chicago Press.