

## Analytical Methods for Global Policy Studies

Fall 2016

Meeting time: M 9:00-12:00

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Analytical Methods for Global Policy Studies introduces the core quantitative and qualitative methods used by global policy professionals. Students will learn research design; the strengths and weaknesses of qualitative and quantitative research methods; the difference between systematic research and anecdotal evidence; the links between theory, evidence, and professional practice; and important techniques for analysis, inference, and interpretation, including case studies and regression.

### **Format**

Most classes will begin with a presentation. I encourage students to participate throughout by asking questions, and most classes will flow into discussion at some stage.

In addition to formal office hours, I will be available to meet students by appointment. Please set up appointments by email. I will also gladly answer e-mailed questions.

Your classmates are a great resource. Study groups can be very useful to discuss concepts and examples and to talk about how to approach problem sets. Trying to explain a concept to a colleague is a great way to learn it. Nevertheless, everyone should be sure to turn in his or her own work. Write your own answers to the problem set questions; if you turn in the same answers word-for-word as your study partners, you are plagiarizing.

### **Teaching Assistant & Section**

Your TA will run a section that meets one evening a week. Section attendance is strongly encouraged. Your TA will cover Stata commands and provide additional examples. She will be available to answer questions. We strongly prefer you use section time to ask questions; office hours are also available. Come to section and to office hours prepared.

## **Grading**

Student progress will be evaluated on the basis of (1) a mid-term exam; (2) a take-home final; (3) six problem sets; and (4) class participation. The one-hour, in-class mid-term exam, worth 20% of your final grade, is scheduled for **October 10**. I will pass out the take-home final exam, worth 35% of your final grade, on the last day of class (December 5), and it will be due on the first morning of the final exam period, Wednesday, **December 14**, at 9:00 am. Your homeworks will account for 36% of your final grade (6% each). Assignments are due at the start of class (9:00 am); if you turn in an assignment late, I will deduct 1/3 of a letter grade per 24 hours after the deadline. Class participation will count for the remaining 9% of your final grade.

I expect students to do the readings before each class meeting so that you are prepared to follow the lectures and to participate in the discussions.

Plagiarism and cheating are serious offenses. You owe it to yourself, your fellow students, and the institution to maintain the highest standards of integrity and ethical behavior. A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking, and paraphrasing, can be found at the Office of the Dean of Students web page ([http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)) and the Office of Graduate Studies (<Http://www.utexas.edu/ogs/ethics/transcripts/academic.html>). The University has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.304 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog. If I catch you violating the principles of academic honesty, I will enforce the strongest punishments possible under the LBJ School's policies.

## **University Electronic Mail Notification Policy**

I will use e-mail as a means of communication with students in this course. You will be responsible for checking your e-mail regularly, recognizing that certain communications may be time-critical. The University of Texas recommends that you check e-mail daily and requires you to check at least twice per week. You are responsible for keeping the University informed of e-mail address changes. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

## **About Canvas**

Check the course Canvas site regularly for class work and announcements. The university's IT staff occasionally schedules downtimes for the Canvas site, as noted on the Canvas login page. Scheduled downtimes are not an excuse for late work. Canvas is also occasionally subject to unanticipated disruptions. I will adjust your grade if a significant unanticipated disruption interrupts your ability to submit an assignment on

time. The ITS Help Desk at 475-9400 provides technical support for Canvas Monday through Friday, 8 am to 6 pm.

### **Students with Disabilities**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259.

### **Reading Assignments**

Please purchase the following texts for this class:

David Freedman, Robert Pisani, and Roger Purves, *Statistics*, 4th edition (New York: Norton, 2007).

Stephen Van Evera, *Guide to Methods for Students of Political Science*, Ithaca: Cornell University Press, 1997.

The books are available at the Co-Op East and also from various Internet booksellers. I will post other readings to the course Canvas site.

### **Stata**

You will need access to Stata during several classes. Small Stata (also known as “Student Stata”), which allows for a limited number of observations and variables, is fine. In class, you can work in groups of two with a single Stata-loaded laptop. Therefore, you don’t all need to have individual access to Stata for class.

- Six-month licenses for Small Stata are \$38. You can download the software directly from Stata. Most quantitative methods classes at LBJ use Stata. If you expect to take additional quantitative classes, you may want to consider other types of licenses, such as 12 month licenses, perpetual licenses, or licenses that allow for larger datasets: <http://www.stata.com/order/new/edu/gradplans/student-pricing/>
- The computers on the second floor of the LBJ School have Stata. This option will allow you to do your homework assignments, if you have a Stata buddy for class.

### **Class 1 (8/29): The Scientific Method and the Policy World**

William R. Shadish, Donald T. Campbell, and Thomas D. Cook, *Experimental and Quasi-Experimental Designs for Generalized Causal Inference* (Boston: Houghton Mifflin, 2002), pp. 1-32.

Duncan J. Watts, "Scientific Thinking in Business," *Technology Review*, January 22, 2014.

Michael Horowitz, "What Is Policy Relevance?" *War on the Rocks*, June 27, 2015.

Francis J. Gavin and James B. Steinberg, "Why Policymakers and Scholars Ignore Each Other, and What Should Be Done About It," *Carnegie Reporter*, Vol. 6, No. 4 (Spring 2012).

### **Class 2 (9/12): Theories and Arrow Diagrams**

Van Evera, pp. 7-48.

John J. Mearsheimer and Stephen M. Walt, "Leaving Theory Behind: Why Hypothesis Testing Has Become Bad for IR," *European Journal of International Relations*, Vol. 19, No. 3 (September 2013), pp. 427-57.

Eugene Gholz, "The Curtiss-Wright Corporation and Cold War-Era Defense Procurement: A Challenge to Military-Industrial Complex Theory," *Journal of Cold War Studies* Vol. 2, No. 1 (2000): 35-75.

### **Pass Out Homework 1**

### **Class 3 (9/19): Variables and Measurement**

Freedman, Pisani, and Purvis, chapter 6, 16-17. [measurement error, random variable v. realized variable, box models, standard error]

Ana Eliza Port Lourenço, "The Meaning of 'Rural' in Rural Health: A Review and Case Study from Brazil," *Global Public Health*, Vol. 7, No. 1 (January 2012), pp. 1-13.

### **Pass Out Homework 2**

### **Class 4 (9/26): Inference**

Freedman, Pisani, and Purvis, chapters 21, 23-24. [bootstrap, confidence intervals, different SE formulas, Gauss model]

Henry E. Brady, "Data-Set Observations versus Causal-Process Observations: The 2000 U.S. Presidential Election," in Henry E. Brady and David Collier, eds., *Rethinking Social Inquiry: Diverse Tools, Shared Standards*, 2<sup>nd</sup> edition (Lanham, MD: Rowman & Littlefield Publishers, Inc., 2010), pp. 237-42.

### **Class 5 (10/3): Statistical Significance**

Freedman, Pisani, and Purves, chapters 26, 27, and 29. [null and alternative, test statistics, z and t, difference in means, significance v. importance]

"Making Schools Work for Marginalized Children: Evidence from an Inexpensive and Effective Program in India," MIT J-PAL *Policy Briefcase No. 2*, November, 2006.

### **Class 6 (10/10): Test!! Plus More Discussion and Practice on Statistical Significance**

Greenland et al., “Statistical tests, P values, confidence intervals, and power: a guide to misinterpretations,” *European Journal of Epidemiology*, Vol. 31, No. 4 (May 2016), pp. 337-350, [http://link.springer.com/article/10.1007/s10654-016-0149-3/fulltext.html?utm\\_&&&](http://link.springer.com/article/10.1007/s10654-016-0149-3/fulltext.html?utm_&&&).

Stephen T. Ziliak and Deirdre N. McCloskey, “The Cult of Statistical Significance,” Paper Presented at the Joint Statistical Meeting, Washington, DC, August 3, 2009, <http://www.deirdremccloskey.com/docs/jsm.pdf>.

Sebastian Galiani and Ernesto Schargrotsky, “Property Rights for the Poor: Effects of Land Titling,” Working Paper, March 13, 2006.

### **Pass Out Homework 3**

### **Class 7 (10/17): Introduction to Linear Regression**

Freedman, Pisani, and Purvis, chapters 8, 10-12.

### **Class 8 (10/24): Linear Regression, continued**

David S. Moore and George P. McCabe, *Introduction to the Practice of Statistics*, 5<sup>th</sup> edition (New York: W. H. Freeman and Company, 2006), pp. 634-56.

### **Pass Out Homework 4**

### **Class 9 (10/31): Multiple Regression**

Paul D. Allison, *Multiple Regression: A Primer* (Thousand Oaks, CA: SAGE Publications, 1998), pp. 1-24.

David S. Moore and George P. McCabe, *Introduction to the Practice of Statistics*, 5<sup>th</sup> edition (New York: W. H. Freeman and Company, 2006), pp. 684-701.

Eric Chang and Miriam A. Golden, “Sources of Corruption in Authoritarian Regimes,” *Social Science Quarterly*, Vol. 91, No. 1 (March 2010), pp. 1-20.

### **Class 10 (11/7): Multiple Regression, continued**

Catherine Wolfram, Orié Shelef, and Paul Gertler, “How Will Energy Demand Develop in the Developing World?” *Journal of Economic Perspectives*, Vol. 26, No. 1 (Winter 2012), pp. 119-38.

Paul D. Allison, *Multiple Regression: A Primer* (Thousand Oaks, CA: SAGE Publications, 1998), pp. 49-70.

### **Pass Out Homework 5**

### **Class 11 (11/14): Case Study Analysis**

Van Evera, pp. 49-67, 77-88.

Christian Lund, "Of What Is This a Case? Analytical Movements in Qualitative Social Science Research," *Human Organization*, Vol. 73, No. 3 (September 2014), pp. 224-34.

John S. Odell, "Case Study Methods in International Political Economy," *International Studies Perspectives*, Vol. 2 (2001), pp. 161-176.

### **Class 12 (11/21): Comparative Case Studies**

Thomas Plümper, Vera Troeger, and Eric Neumayer, "Case Selection and the Validity of Causal Inferences in Qualitative Comparative Research," Unpublished manuscript, 2016,  
<http://www.lse.ac.uk/geographyAndEnvironment/whosWho/profiles/neumayer/academicPublications2.aspx>.

John Odell, "International Threats and Internal Politics: Brazil, the European Community, and the United States, 1985-1987," in Peter Evans, Harold Jacobson, and Robert Putnam, eds., *Double-Edged Diplomacy* (Berkeley: University of California Press, 1993), pp. 233-64.

### **Class 13 (11/28): Critical or Crucial Case Studies**

John Gerring, "Is There a (Viable) Crucial-Case Method?" *Comparative Political Studies*, Vol. 40, No. 3 (March 2007), pp. 231-53.

John Goldthorpe, David Lockwood, Frank Bechhofer, and Jennifer Platt, *The Affluent Worker in the Class Structure* (Cambridge: Cambridge University Press, 1969), pp. 30-53, 157-179.

### **Pass Out Homework 6**

### **Class 14 (12/5): Process Tracing**

Andrew Bennett and Jeffrey T. Checkel, "Process Tracing: From Philosophical Roots to Best Practices," *Simons Papers in Security and Development* No. 21, June, 2012.

Daryl G. Press, *Calculating Credibility: How Leaders Assess Military Threats* (Ithaca: Cornell University Press, 2005), pp. 8-79.

**Pass Out Take-Home Final Exam, Due at 9:00 am, Wednesday, December 14, 2016**