

POLITICAL SCIENCE 5940: Experimental Research Methods
University of Oklahoma, Spring 2018

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Class: Wednesday 6:30–9:20pm
DAHT 2nd floor conference room
Office Hours: Monday 12:00–2:00pm

This course is intended to aid you in the development of your research agenda, by introducing you to experimental methodology in political science. Over the course of the semester, you will design, field, and analyze your own original experiment. This will become the final paper for this course. Ideally, this paper should become part of your dissertation or a standalone article to broaden your research agenda past the dissertation project.

As a significant portion of this course is independent work on your own research project, the course readings are compressed into the first seven weeks of the semester. For the later weeks without reading, we will not meet during class time but I will be available to meet with you in lab hours to assist on your project. My goal is for this class to work for you and your development as a scholar. I am available to support that goal throughout the semester.

My goal is to create a class in which everyone is welcome, included, and able to learn and succeed. Please talk to me if there is something I need to know in order to facilitate a positive and productive learning experience for you.

Requirements and Evaluation

Your grade will be based on four components. The first component is your weekly critical analysis paper. For weeks 3–7 you must pick one reading and write a short (2-page) analysis in which you suggest an expansion on the research. These are due by 10am the day of class.

The second components are your peer review of a colleague's experimental design and your peer review of the same colleague's paper. The purpose of this assignment is to provide every student with rigorous, critical feedback on your design prior to fielding, and on the paper. Additionally, these assignments should help you learn how to provide professional feedback such as in a journal review. Your peer review of the design is due before class on February 21. Your peer review of the paper is due by Sunday, April 22.

The third portion of your grade is your final paper. This is due by May 4. Your paper should be a complete work of scholarship and follow the standard structure of a research article.

The final component is participation. I am serious about the participation part. I strongly believe that seminars will not work without everyone being prepared and participatory. Missing seminar multiple times, being obviously unprepared, or not participating will hurt your evaluation.

Critical analysis papers (25%)
Peer review of design (5%), peer review of paper (10%)
Final paper (35%)
Class participation (25%)

Course Materials (Required)

Druckman, James N., Donald P. Green, James H. Kuklinski, Arthur Lupia. 2011. *Cambridge Handbook of Experimental Political Science*. New York: Cambridge University Press.

Sniderman, Paul M. and Thomas Piazza. 1993. *The Scar of Race*. Cambridge, MA: Harvard University Press.

Iyengar, Shanto and Donald Kinder. 1987. *News That Matters: Television and American Opinion*. Chicago: University of Chicago Press.

*** Note that the Cambridge Handbook is available in its entirety online. If you prefer to purchase your own copy, it is available on Amazon for \$45. It is an excellent resource, particularly if you plan to incorporate experimental methods into your research after this course. The other two books are both available new or used on Amazon.

Working papers and job market papers are available on Canvas. You are responsible for finding all other readings.

Readings should be completed for the class they are assigned. To assist in class discussion, I will ask one or more of you each week to be prepared with discussion questions.

Academic Integrity

I fully expect all students to exhibit integrity as relates to both written work and in-class behavior. Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort. Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. It specifically includes cheating, plagiarism, fabrication, fraud, destruction of property, and bribery or intimidation, as well as assisting others or attempting to engage in such acts. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. "I didn't mean to" is never an excuse for academic misconduct.

This, of course, means that your written work must be your own. **Academic dishonesty is insulting to both you and me and will not be tolerated.** If you are unclear about what constitutes plagiarism, please ask me. It is your responsibility to make sure that you exhibit integrity. For more information on academic integrity, visit http://integrity.ou.edu/students_guide.html.

Campus Resources and Support Services

A variety of resources are available here at OU to ensure that you excel in both your academic and social development.

There are multiple sources of **academic support** on campus. Please explore the mentoring, tutoring, writing consultations, study skill seminars, etc. that are available to graduate students. http://www.ou.edu/content/gradweb/student_resources.html

Goddard Health Services and the University Counseling Center are available for assistance with **medical and mental health issues**. Please visit their website for information on specific services and resources. <http://www.ou.edu/healthservices.html>

Students with Documented Disabilities

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course should speak with me immediately after the term begins so that we can discuss the accommodations necessary for you to participate fully in the class and to otherwise facilitate your educational opportunities. Students with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course. The Disability Resource Center is located in Goddard Health Center, Suite 166; telephone: (405) 325-3852. <http://www.ou.edu/drc/home.html>

Religious Holidays Policy

It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.

Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/eoo/faqs/pregnancy-faqs.html> for commonly asked questions.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office (405) 325-2215 (8:00am–5:00pm) or the Sexual Assault Response Team (405) 615-0013 (24/7) to learn more or to report an incident.

A Final Note

If something comes up during the semester and you are struggling to fulfill your expectations in my class, *please* come talk to me as early as possible. It is always easier to deal with a problem earlier rather than later.

Reading Schedule

Week 1 (January 17): Syllabus Distribution, Course Goals

- Discuss potential research ideas

Week 2 (January 24): Introduction to Experiments

- Cambridge Handbook: Chapters 1-30
- **Solidify your research question**

Week 3 (January 31): Survey Experiments

- Sniderman and Piazza book.
- Berinsky, Adam J. and Gregory A. Huber and Gabriel S. Lenz. 2012. "Evaluating Online Labor Markets for Experimental Research: Amazon.com's Mechanical Turk." *Political Analysis* 20: 351–368.
- Anoll, Allison. Job Market Paper. "How Race and Community Affect Norms of Political Action in America."
- Lajevardi, Nazita. Job Market Paper. "The Media Matters: Muslim American Portrayals and the Effects on Mass Attitudes."
- Platas Izama, Melina. Job Market Paper. "The Puzzle of Muslim Majority Disadvantage."
- Prather, Lauren. Job Market Paper. "Transnational Ties and Support for International Redistribution."
- Schachter, Ariela. Job Market Paper. "From 'Different' to 'Similar': An Experimental Approach to Understanding Assimilation."
- **Lit review is due before class**

NOTE: Job market papers can be cited for the purposes of this course, but should not be cited or circulated outside the class. The authors offered to share with you so that you can see what a successful job market paper looks like, but these are not the most recent versions of their work.

Week 4 (February 7): Survey Experiments (cont.)

- Adida, Claire L., Lauren D. Davenport, and Gwyneth McClendon. 2016. "Ethnic Cueing across Minorities: A Survey Experiment on Candidate Evaluation in the United States." *Public Opinion Quarterly* 80(4): 815–836.
- Adida, Claire L., Adeline Lo, and Melina Platas. 2017. "Engendering Empathy, Begetting Backlash: American Attitudes toward Syrian Refugees." IPL Working Paper Series.

- Bullock, John G. 2011. “Elite Influence on Public Opinion in an Informed Electorate.” *American Political Science Review* 105(3): 496–515.
- Bush, Sarah Sunn and Lauren Prather. 2017. “The Promise and Limits of Election Observers in Building Election Credibility.” *Journal of Politics*, 79(3): 921–935.
- Druckman, James N., Erik Peterson and Rune Slothuus. 2013. “How Elite Partisan Polarization Affects Public Opinion Formation.” *American Political Science Review*, 107(1): 57–79.
- Grimmer, Justin, Solomon Messing, and Sean Westwood. 2012. “How Words and Money Cultivate a Personal Vote: The Effect of Legislator Credit Claiming on Constituent Credit Allocation.” *American Political Science Review* 106 (4): 703–719.
- Israel-Trummel, Mackenzie and Ariela Schachter. “Does Shared Social Disadvantage Cause Black-Latino Political Commonality?” Working Paper.
- Israel-Trummel, Mackenzie and Allyson Shortle. “The Continuing Link between Racial Attitudes and Punishment in the Time of Heroin.” Working Paper.
- Iyengar, Shanto and Sean J. Westwood. 2015. “Fear and Loathing Across Party Lines: New Evidence on Group Polarization.” *American Journal of Political Science*, 59(3): 690–707.
- Shortle, Allyson and Tyler Johnson. 2017. “Owning Immigration: Messenger Ethnicity, Issue Ownership, and Support for Latino Candidates.” *Journal of Race, Ethnicity, and Politics* 2(2): 233–259.

Week 5 (February 14): Lab Experiments

- Iyengar and Kinder book.
- Bracic, Ana. 2016. “Reaching the Individual: EU Accession, NGOs, and Human Rights.” *American Political Science Review* 110(3): 530–546.
- Gilliam, Franklin D. and Shanto Iyengar. 2000. “Prime Suspects: the Influence of Local Television News on the Viewing Public.” *American Journal of Political Science* 44(3): 560–573.
- Mendelberg, Tali. 1997. “Executing Hortons: Racial Crime in the 1988 Presidential Campaign.” *Public Opinion Quarterly* 61(1): 134–157.
- Huber, Gregory A. 2006. “The ‘Race Card’ Revisited: Assessing Racial Priming in Policy Contests.” *American Journal of Political Science* 50(2): 421–440.
- Mendelberg, Tali. 2008. “Racial Priming Revived.” *Perspectives on Politics* 6(1): 109–123.
- Valentino, Nicholas A., Vincent L. Hutchings, and Ismail K. White. 2002. “Cues that Matter: How Political Ads Prime Racial Attitudes During Campaigns.” *American Political Science Review* 96(1): 75–90.
- **Experimental design is due, submit IRB before class**

Week 6 (February 21): Field Experiments

- Adida, Claire L., David D. Laitin, and Marie-Anne Valfort. 2010. “Identifying Barriers to Muslim Integration in France.” *PNAS* 107(52): 22384–22390.
- Broockman, David and Joshua Kalla. 2016. “Durably Reducing Transphobia: A Field Experiment on Door-to-Door Canvassing.” *Science* 352(6282): 220–224.
- Butler, Daniel, and David Broockman. 2011. “Do Politicians Racially Discriminate Against Constituents? A Field Experiment on State Legislators.” *American Journal of Political Science* 55(3): 463–477.
- Farrar, Cynthia, James S. Fishkin, Donald P. Green, Christian List, Robert C. Luskin, and Elizabeth Levy Paluck. 2010. “Disaggregating Deliberations Effects: An Experiment within a Deliberative Poll.” *British Journal of Political Science* 40: 333–347.
- Gerber, Alan S. and Donald P. Green. 2000. “The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: a Field Experiment.” *American Political Science Review* 94(3): 653–663.
- Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. “Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment.” *American Political Science Review* 102(1): 33–48.
- Kalla, Joshua and David E. Broockman. Forthcoming. “The Minimal Persuasive Effects of Campaign Contact in General Elections: Evidence from 49 Field Experiments.” *American Political Science Review*.
- Paluck, Elizabeth Levy. 2009. “Reducing Intergroup Prejudice and Conflict Using the Media: A Field Experiment in Rwanda.” *Journal of Personality and Social Psychology* 96(3): 574–587.
- Sands, Melissa L. 2017. “Exposure to Inequality Affects Support for Redistribution.” *Proceedings of the National Academy of Sciences* 114(4): 663–668.
- Sinclair, Betsy, Margaret McConnell, and Donald P. Green. 2012. “Detecting Spillover Effects: Design and Analysis of Multilevel Experiments.” *American Journal of Political Science* 56(4): 1055–1069.
- Valenzuela, Ali and Melissa Michelson. “Turnout, Status and Identity: Mobilizing Latinos to Vote in Contrasting Contexts.” 2016. *American Political Science Review* 110(4): 615–630.
- **Peer review of experimental design is due before class**

Week 7 (February 28): Natural Experiments

- Bhavnani, Rikhil R. 2009. “Do Electoral Quotas Work after They Are Withdrawn? Evidence from a Natural Experiment in India.” *American Political Science Review* 103(1): 23–35.

- Enos, Ryan D. and Anthony Fowler. 2016. “Aggregate Effects of Large-Scale Campaigns on Voter Turnout.” *Political Science Research and Methods* 1–19.
- Glynn, Adam N. and Maya Sen. 2015. “Identifying Judicial Empathy: Does Having Daughters Cause Judges to Rule for Women’s Issues.” *American Journal of Political Science* 59(1): 37–54.
- Henderson, John A. 2017. “Hookworm Eradication as a Natural Experiment for Schooling and Voting in the American South.” *Political Behavior* 1-28.
- Hyde, Susan D. 2007. “The Observer Effect in International Politics: Evidence from a Natural Experiment.” *World Politics* 60(1): 37–63.
- Lassen, David Dreyer. 2005. “The Effect of Information on Voter Turnout: Evidence from a Natural Experiment.” *American Journal of Political Science* 49(1): 103–118.
- Slothuus, Rune. 2010. “When Can Political Parties Lead Public Opinion? Evidence from a Natural Experiment.” *Political Communication* 27(2): 158–177.
- Snyder, James M. and David Stromberg. 2010. “Press Coverage and Political Accountability.” *Journal of Political Economy* 118(2): 355–408.
- White, Ariel. 2016. “When Threat Mobilizes: Immigration Enforcement and Latino Voter Turnout.” *Political Behavior* 38: 355382.

Weeks 8-9 (March 7, 14): Check In

- Work on your project. Come talk with me for feedback, guidance, etc.

Week 10 (March 28):

- In class: partner up to discuss preliminary findings. Bring an outline of your findings, including tables and/or figures.

Week 11 (April 4): Check In

- Work on your project. Come talk with me for feedback, guidance, etc.

Week 12 (April 11): Presentations

- In class: Conference-style presentation of your project (15 minutes). You do not need the completed paper at this point, but you need a full presentation!

Weeks 13–15 (April 18, 25, May 2): Check In

- Work on your project. Come talk with me for feedback, guidance, etc.
- Draft of paper and revisions memo to colleague by April 18
- Peer review of paper is due April 22
- Final paper is due May 4