

INTA 4500 Pro-Seminar
Fall 2023
Mondays 5:00-7:45pm
Ivan Allen College, Habersham 136

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Office Hours: Mondays 2:15-4:15 pm and by appointment

Course Description

This is a project-based course. Its purpose is to enable you to produce a research paper derived from your specific interests and a puzzle or question within international affairs. The work you put into this course should help you enhance essential skills: collecting and processing relevant sources, producing clear and concise writing, conducting analytical, critical, and methodical thinking, delivering public presentations, and providing constructive feedback to others. The final product may prove very useful as you prepare an application for a job or graduate school. Accordingly, the assigned reading is lighter compared to what you might expect in an upper-division course. You will spend most of the time working on your projects, presenting the progress you have made, and commenting on the work of others. Through assignments, in-class discussion, and Q&A, you will demonstrate what you know and further develop how you think about international affairs.

Learning Outcomes

As a result of this course, students should be able to:

1. Students will be able to demonstrate knowledge of theories of international relations and apply them in analyzing events and outcomes in world affairs.
2. Organize knowledge and articulate cogent arguments in international affairs using written and oral communication skills.
3. Students will be able to apply research skills to address problems in the field of international affairs.

Course Readings

Students must obtain one book for this course either by purchase or via the GT Library Reserve:

- Lisa A. Baglione, *Writing a Research Paper in Political Science*, 4th ed. (Sage, 2020).

In addition, this course draws on scholarly articles and book chapters. Some are links embedded in the syllabus. Others will be available through Canvas. Most are also accessible through the university library's electronic databases.

The professor maintains discretion to modify readings and topics as necessary. Students are responsible for completing readings **PRIOR** to coming to class. The workload can be significant and fast-paced, and students should plan accordingly.

Course Requirements

Participation (20%)

In-class, oral participation is a critical component of this class to advance each student's individual project as well as encourage learning in key research areas across the full group. As such, students are expected to participate by doing the following:

- Volunteering to discuss the development of their own work, including both the progress and struggles pursuant to each week's topic and its relevance to the project's progression

- Offering discussion of and feedback on classmates' projects
- Engaging with outside guests
- Demonstrating comprehension of and thoughtful engagement with reading assignments
- *Attendance alone is insufficient to proxy for participation and students should be prepared to be active discussion participants each week of the semester.*
- The professor will offer one mid-course assessment of each student's participation. It is an ungraded assignment in canvas and will offer a snapshot as follows: "If graded today, your participation grade would be" The professor will use the rubric below. If the assessment is different from your expectation, you should attend the professor's office hours promptly.

Assessment	Exemplary	Adequate	Minimal	Unacceptable
Content	Almost always contributes to class discussion in insightful or meaningful ways often with clear indication of engagement with course material	Typically contributes to class discussion in insightful or meaningful ways often with some indication of engagement with course material	Infrequently contributes to class discussion in insightful or meaningful ways with some potential indication of engagement with course material	Rarely to never contributes to class discussion in insightful or meaningful ways with little to no indication of engagement with course material
Points	16-20 points	11-15 points	6-10 points	0-5 points

Building Block Assignments x 7 and Associated In-class Discussion (50%)

1. One Page Research Question Overview (6 points)
2. Annotated Bibliography (6 points)
3. Literature Review (6 points)
4. Methods Worksheet (6 points)
5. Research Plan (15 points)
6. Elevator Pitch (6 points)
7. Symposium Poster and Presentation (5 points)

Final Project – Research Paper or Research Design (30%)

- Complete an individual research project on a significant problem, issue, or puzzle in international affairs
- The end product will be ~ 6,000 words, excluding notes and references
- Papers will be graded based on their originality, logic and structure of argument, quality of supporting methodology and research, and clarity of writing
- Option 1: Research Design
 - This option entails writing a proposal for a paper that you (hopefully) will one day complete. It could be the foundation for a journal article, dissertation, master's thesis, conference paper, etc. The paper will include everything except results. The design will demonstrate a solid understanding of the topic at hand, and a rigorous research plan to empirically investigate the research question. Required components include an introduction, discussion of the research question, literature review, theory, hypotheses (yours and alternatives), a research design (including operationalization, measurement, methodology, data, and research plan, etc.), potential challenges, and the implications of the potential findings. My expectation is that

students will only choose this option if the data required is not available, or the appropriate methodology is not currently feasible (i.e., fieldwork, participant observation requiring Institutional Review Board (IRB) approval, etc.).

- Option 2: Research Paper
 - Most students should select this option, which entails completing a full research paper. The paper will demonstrate a solid understanding of the topic at hand, and that you have executed a rigorous research endeavor to empirically investigate the research question. Required components include an introduction, discussion of the research question, literature review, theory, hypotheses (yours and alternatives), a research design (including operationalization, measurement, methodology, and data), findings, implications, and conclusions. If you are interested in completing a research paper, I strongly recommend thinking deeply about available data – secondary sources, *off the shelf* data sets, archives, and other primary sources online or publicly available in published sources, etc. Use of such readily available materials will greatly facilitate your ability to complete your project in one semester.

Written assignment note: All written assignments are to be 1.5 spaced and in 12-point font.

Course Grades Summary

Participation 20%

Building Block Assignments 50%

Final Project 30%

Final Grade 100%

I use a traditional grading scale: 100-90 A | 89-80 B | 79-70 C | 69-60 D | 59-0 F.

Course assignments total 100 points. There are no make-up assignments or extra work to be done.

Topic Overview & Assignment Schedule

<i>Week Number</i>	<i>Topic or Topics</i>	<i>Assignment & Due Date (Upload to Canvas by midnight, unless otherwise specified)</i>
1	Syllabus Introduction & Research Questions	-
2	Research Questions Continued	-
3	No Class – Labor Day	-
4	Research Design I – Data, Sources & Observations	Research Question Overview Monday 9.18.2023
5	Literature I – Annotated Bibliographies	
6	No Class – Yom Kippur	Annotated Bibliography Tuesday 9.26.2023
7	Literature II – Literature Reviews	-
8	No Class – Fall Break	Literature Review Wednesday 10.11.2023
9	Argument	-
10	Research Design II – Large N & Experiments	-
11	Research Design III – Cases, Archives & Ethnographies	Methods Worksheet 11.5.2023
12	Catch Up	Research Plan 11.12.2023
13	Posters & Presentations	-
14	TBD	-
15	Taking Stock and Troubleshooting	Elevator Pitch In-Class 11.27.2023 Poster <i>approximately</i> 11.29.2023 TBD
16	Last Class – Research Symposium	Symposium Participation 12.4.2023
17	Exam Week	Final Papers 12.11.2023 @ 8:50 pm

Late Papers / Penalties / Unexcused Absences

The dates of the course activities and paper assignments are set. Unless you have an approved accommodation, assignments turned in after the deadline will be penalized 10% for each day or fraction

thereof where it is late. This means that if you turn in the paper at 2:00 am instead of midnight on the day that it is due, you will automatically lose 10% of the total possible points; if you turn it in at 9 am on the day after it was due, you will lose 20%, and so on and so forth.

Accommodations can be sought in advance of a valid conflict, including, but not limited to illness, such as Covid-19, family or religious obligation, or approved university business, including travel or athletic competition that constitutes “approved Institute activities.” Religious holidays and regular sporting competition are both already on the calendar, so these should be brought to me during the first two weeks of the semester. Subsequently, should an unforeseen, new conflict arise, please contact me immediately and provide the necessary documentation, as offered by the Office of Student Life or relevant healthcare professional. In short, please contact me as soon as possible regarding any conflicts or absences when assignments are due.

Covid-19, Masks, and Illness

Attendance and participation are important to your success in this course. However, I recognize that we are living through the aftermath of a global pandemic and unprecedented health crisis, so we are going to be gracious with ourselves. Though we are beginning the semester in person, we should all be prepared to return to a virtual environment, should the situation require.

If you are sick or your health precludes you from participating in class meaningfully, please stay home. Coming to class sick only risks spreading illnesses. I urge you to do your part to engage in healthy behaviors by abiding by [CDC](#) and [WHO](#) guidelines, which include wearing a mask, particularly when indoors and among large groups of people and staying home when sick.

Class Discussion Policy

This class is a forum for personal growth, curious discussion, and lively intellectual debate. The substance of the class is predicated on meaningful dialogue and conversation. It is crucial that the spirit of discussion remain open, honest, and respectful, even when we disagree. We will always be polite with one other and recognize that even those with whom we disagree have something to contribute to the conversation. Your reflections or suggestions on how to ensure an inclusive learning environment for you individually or for others are always welcome.

University Diversity Statement

This course is offered by the Ivan Allen College of Liberal Arts. The Ivan Allen College supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society. If you have any concerns about inclusive diversity in this course, please don’t hesitate to raise them to the instructor.

Academic Integrity and University Statement on Plagiarism

According to the Georgia Tech Student Affairs Code of Conduct, plagiarism “[includes] submission of material that is wholly or substantially identical to that created or published by another person or persons, without adequate credit notations indicating the authorship.”¹ It is the act of appropriating the work of another, or parts of passages of his or her writings, or language or ideas of the same, and passing them off as a product of one’s own. It involves the deliberate or accidental use of any outside source without proper acknowledgment. Plagiarism is scholarly misconduct whether it occurs in any work, published or unpublished, or in any application for funding. There is a zero-tolerance policy for plagiarism, and penalties will be doled

¹ “Student Code of Conduct.” <https://policylibrary.gatech.edu/student-life/student-code-conduct> (Accessed August 15, 2023).

out per university regulations. The GT Honor Code is available online (<http://policylibrary.gatech.edu/student-affairs/academic-honor-code>).

Writing Services

If you are concerned about your writing, or seek to improve it, I highly recommend contacting the GT Communication Center located in Clough Commons 447 (<http://www.communicationcenter.gatech.edu/>). They offer several services from CV development to peer tutoring and are a great resource for all kinds of assignments – oral, written, visual, etc. HINT: Anyone who reads this recommendation and thinks they are above continuously learning to improve their writing and communication skills should think again.

Students with Disabilities

Georgia Tech is committed to providing accommodation for all students with disabilities through the Office of Disability Services (<https://disabilityservices.gatech.edu/>). Students in this course with disabilities that may prevent them from fully demonstrating their abilities should contact me as soon as possible to discuss necessary accommodations to ensure full participation and facilitate their educational opportunities. Students with disabilities must be registered with the Disability Services Program prior to receiving accommodations in this course and provide appropriate documentation attesting to their registration. The Office of Disability Services is in Smithgall Student Services Building, phone 404-894-2563 or TDD only 404-894-1664.

Additional Student Resources

The Center for Academic Success & Advising (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g., tutoring, peer-led study groups, study skills, etc.). The Division of Student Life (studentlife.gatech.edu) – often known as the Office of the Dean of Students – offers resources and support for all students in the Tech community. The Center for Mental Health Care & Resources (<https://counseling.gatech.edu/>) offers free mental health services, as well as stress management and wellness workshops to all currently enrolled students. The Center is located in Smithgall.

Classroom and Netiquette

- To facilitate an interactive and efficient learning environment:
 - Keep your camera on during any virtual class sessions (or request permission not to); feel free to use an appropriate background
 - Keep your microphone muted while others are speaking; this is critically important for effective discussion
 - As you would in person, raise your hand when you wish to interject
 - Be prepared to be called on at any time regardless of session format
 - As with regular in-person classes, engage others respectfully

Technology Policy for In-person and Virtual Sessions

Laptops can be a distraction both to ourselves and to our classmates. We are all guilty of multitasking in meetings and otherwise. Please be mindful of your classmates, and come to class prepared to work, discuss, and engage with the material. All cell phones and other devices that make noise must be silenced and put away as soon as class begins.

Email Policy

As a matter of policy, the professor will generally cease responding to emails weekdays at approximately 6:00 pm. Students should not expect regular weekend communication and should note that the professor may take up to 36 hours to reply to regular correspondence. To facilitate conducting business via email, please be sure to write your emails professionally and include all relevant information when emailing. Keep in mind that for extensive or nuanced substantive matters, an office hours meeting may be more productive.

Office Hours

Students are welcome and encouraged to arrange meetings with me during office hours for questions, clarifications, or further assistance with course content and assignments. I am also happy to discuss your more general interests in international affairs and both academic and professional goals. If you cannot make my scheduled office hours, please send me an email with a schedule that does work for you, and we will find a time to meet.

Course Outline: Subject and Readings Schedule

To reiterate: Students are expected to have read and analyzed each day's readings **BEFORE** they arrive in class for that session. They should also always be prepared to discuss their ongoing projects, and the upcoming assignments in the class session prior to their due dates.

N.B.: This schedule is subject to revision, especially considering the current environment. Should modifications become necessary, I will provide as much advanced warning as is possible.

Week 1

August 21, 2023

Course Introduction and How to Find a Research Question

- Syllabus Review
- **Homework:** Get going on finding a question!

Week 2

August 28, 2023

Research Questions Continued

- Van Evera, Stephen. *Guide to Methods for Students of Political Science*. (Cornell University Press, 2016). "Appendix: How to Write a Paper," 123–128. Available electronically via GT Library Catalog.
- Baglione, Chapters 1 "So You Have to Write a Research Question" & 2 "Getting Started: Finding a Research Question."
- Graff and Birkenstein, Introduction "Entering the Conversation," Chapter 7, "So What? Who Cares?" and Chapter 12 "I Take Your Point." Available on Canvas under Files.
- Przeworski, Adam and Frank Salomon, "On the Art of Writing Proposals," (Social Science Research Council, 1995): 1–8, <https://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/>
- [Toro, Paola Galano and Claudie Wiehler, "Finding a Research Question," https://polybox.ethz.ch/index.php/s/xDyOBiRpDalBUgL](https://polybox.ethz.ch/index.php/s/xDyOBiRpDalBUgL)
- Booth, Wayne C., et al. *The Craft of Research*, University of Chicago Press, 2016, Chapter 3, "From Topics to Questions." Available electronically through GT Library.
- Whitlark, Rachel Elizabeth. "Nuclear beliefs: A leader-focused theory of counter-proliferation." *Security Studies* 26, no. 4 (2017): 545-574. SKIM.

Week 3

September 4, 2023

Labor Day – No Class

Week 4

September 11, 2023

Research Design I – Data, Sources, and Observations

Meet at GT Library, Crosland 2130

- Franco et al. *Introduction to Political Science Research Methods: An Open Education Resource Textbook*. June 5, 2020. Chapters, 3, 4, and 5. Available here: <https://ipsrm.com/wp-content/uploads/2020/07/IPSRM-1st-v-June-29-2020.pdf>
- Booth, Wayne C., et al. *The Craft of Research*, University of Chicago Press, 2016, Chapter 5, “From Problems to Sources.” Available electronically through GT Library.
- Graff and Birkenstein, Chapters 16 “The Data Suggest” & 17 “Analyze This.” Available on Canvas.
- **Scholar Session:** *Jay Forrest, Assistant Dean for Content Strategy and Development and INTA Subject Liaison, Georgia Tech*
- *Student discussion of research questions – students will share their plans and help each other refine them.*

Assignment – Research Question Overview, Due Monday, September 18th by midnight (Canvas)

Find a research question you will investigate this semester. Prepare a one-page overview that describes your research topic, why it is important (theoretically, empirically, or in terms of policy relevance (or all three)), your specific research question, and your rough idea for how you intend to go about answering it (meaning your research design and justification thereof).

Week 5

September 18, 2023

The Literature I – Annotated Bibliography – Who has written what related to your topic?

- Baglione, Chapter 3, “Learning Proper Citations Forms, Finding the Scholarly Debate, and Summarizing and Classifying Arguments.”
- Booth, Wayne C., et al. *The Craft of Research*, University of Chicago Press, 2016, Chapter 6, “Engaging Sources.” Available electronically through GT Library.
- Barnes, Nicholas. “Criminal Politics: An Integrated Approach to the Study of Organized Crime, Politics, and Violence.” *Perspectives on Politics* 15, no. 4 (2017): 967–87. Note: Pay particular attention to the first five pages of the article for the literature therein.
 - *Reading questions* – Where’s the scholarly debate? Where are relevant citations you would use in an annotated bibliography?
- **Activity.** Reverse Outlining the Literature for the Annotated Bibliography

Week 6

September 25, 2023

Yom Kippur – No Class

Assignment – Annotated Bibliography, Due Tuesday, September 26th by midnight (Canvas)

What are the existing answers to your research question? Under each entry in your bibliography, write a paragraph summarizing the arguments of the work *as they relate* to your research question. Include key information such as the author’s argument, variables, data, research methods, etc. The included information should facilitate the prose you will write for the subsequent literature review. Remember that this content is useful to you not in the abstract per se, but instead as it relates to framing your own project. It should therefore be comprised of mostly scholarship, as opposed to news sources, policy reports, or general online content.

Week 7

October 2, 2023

The Literature Part II – Literature Review – What are the existing answers to your research question? What are they missing? What explanation do you propose?

- Baglione, Chapter 4 “Making Sense of the Scholarly Answers to Your Research Question: Writing the Literature Review”

- Knopf, Jeffrey W. "Doing a literature review." *PS: Political Science & Politics* 39, no. 1 (2006): 127-132.
- McManus, Roseanne W. "Revisiting the Madman Theory: evaluating the impact of different forms of perceived madness in coercive bargaining." *Security Studies* 28, no. 5 (2019): 976-1009. No need to read the article cover to cover; instead, read for the following information:
 - *Reading questions* – What is the research question? What is the literature / are the literatures the author engages and why is it appropriate?
- Schwartz, Joshua A. "Madman or Mad Genius? The International Benefits and Domestic Costs of the Madman Strategy." *Security Studies* 32, no. 2 (2023): 271-305. No need to read the article cover to cover, instead read for the following information:
 - *Reading questions* – What is the research question? What is the literature / are the literatures the author engages and why is it appropriate?
- **Activity:** Organizing Your Literature Review

Week 8

October 9, 2023

Fall Break – No Class

Assignment – Literature Review, due Wednesday, October 11th by midnight (Canvas)

Describe the existing scholarship and the answers to your research question. Cluster the literature according to some logic – by IV, by DV, by research method, etc. Be sure to explain how your project relates to the literature (e.g., Are you filling a gap or resolving a disagreement? What concepts, cases, or methods might you explore? Are they different from what currently exists?). *Then present your own tentative theory, hypothesis, or argument, which means you'll need to read ahead since argumentation is the topic for week 9.*

Week 9

October 16, 2023 – Class Will be Held on Zoom. Details Forthcoming.

The Argument

- Van Evera, Stephen. Guide to Methods for Students of Political Science. (Cornell University Press, 2016). Chapter 1 “Hypotheses, Laws, and Theories: A User’s Guide.” Available electronically via GT Library Catalog.
- Baglione, Chapter 5 “Effectively Distilling Your Argument”
- Reread Franco et al. *Introduction to Political Science Research Methods: An Open Education Resource Textbook*. June 5, 2020. Chapters 4 and 5. Available here: <https://ipsrm.com/wp-content/uploads/2020/07/IPSRM-1st-v-June-29-2020.pdf>
- Booth, Wayne C., et al. *The Craft of Research*, University of Chicago Press, 2016, Chapter 9, “Assembling Reasons and Evidence.” Available electronically through GT Library.
- Fuhrmann, Matthew, and Michael C. Horowitz. "When leaders matter: Rebel experience and nuclear proliferation." *The Journal of Politics* 77, no. 1 (2014): 72-87.
 - *Reading questions* – What are the authors arguing? What is the test they design to evaluate their argument and why is it appropriate (or not?) What is the evidence they marshal?
- Biddle, Stephen, Jeffrey A. Friedman, and Jacob N. Shapiro. "Testing the surge: Why did violence decline in Iraq in 2007?" *International Security* 37, no. 1 (2012): 7-40.
 - *Reading questions* – What are the authors arguing? What is the test they design to evaluate their argument and why is it appropriate (or not?) What is the evidence they marshal?
- **Activity:** Come to class prepared to discuss the following questions related to your project:
 1. What is your research question?
 2. What is the ideal evidence you would need to answer your research question if you could wave your magic wand and do literally anything?
 3. Now back in reality, what’s the best approximation of that ideal evidence?

4. How will you acquire and measure the evidence you will need?
5. What methodological tool(s) is appropriate to evaluate the evidence?

Week 10

October 23, 2023

Research Design II – Large-N and Experimental Work – *How do you design and organize your research inquiry? How do you convince others your arguments are valid and make sense? How can you use quantitative analysis to conduct your analysis?*

- Baglione, Chapter 7 “Making Your Plan and Protecting Yourself from Criticism” and Chapter 8 “Evaluating the Argument”
- Barakso, Maryann et al. *Understanding political science research methods: the challenge of inference*. Chapter 6: “Large-n Observational Studies,” pages 149-176. Available on Canvas.
- Franco et al. *Introduction to Political Science Research Methods: An Open Education Resource Textbook*. June 5, 2020. Chapter 8. Available here: <https://ipsrm.com/wp-content/uploads/2020/07/IPSRM-1st-v-June-29-2020.pdf>
- Gilbert, Danielle. "The Oxygen of Publicity: Explaining US Media Coverage of International Kidnapping." *Studies in Conflict & Terrorism* (2020): 1-22.
 - *Reading questions* – What’s the question? Why does it matter? What data is used and how is that data analyzed? Why is this data appropriate for the question(s) that Dr. Gilbert asks? What are the tools used to analyze the data and why is/are it/they appropriate?
- **Scholar Session 6:30 – 7:30 pm:** *Dr. Danielle Gilbert, Assistant Professor, Northwestern University*

Week 11

October 30, 2023

Research Design III – Cases, Archives, Ethnography – *How do you design and organize your research inquiry? How do you convince others your arguments are valid and make sense? How do you pick relevant cases to make your inference valid and persuasive?*

- Reread: Baglione, Chapter 7 “Making Your Plan and Protecting Yourself from Criticism” and Chapter 8 “Evaluating the Argument”
- Franco et al. *Introduction to Political Science Research Methods: An Open Education Resource Textbook*. June 5, 2020. Available here: <https://ipsrm.com/wp-content/uploads/2020/07/IPSRM-1st-v-June-29-2020.pdf> Chapters 6 and 7.
- Barakso, Maryann et al. *Understanding political science research methods: the challenge of inference*. Chapter 7: “Small-n Observational Studies,” pages 177-204. Available on Canvas.
- George, Alexander L. and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (Cambridge: MIT Press, 2005), Chapter 4. Available on Canvas.
- Seawright, Jason, and John Gerring. "Case selection techniques in case study research: A menu of qualitative and quantitative options." *Political research quarterly* 61, no. 2 (2008): 294-308.
- Bennett, Andrew, and Jeffrey T. Checkel. “Process tracing: From philosophical roots to best practices.” *Process Tracing in the Social Sciences* (2012): 3-38.
- Lustick, Ian S. “History, Historiography, and Political Science: Multiple Historical Records and the Problem of Selection Bias,” *The American Political Science Review* 90, no. 3 (September 1, 1996): 605–18.
- Talmadge, Caitlin. *The Dictator's Army: Battlefield Effectiveness in Authoritarian Regimes*. Cornell University Press, 2015: Chapter 1, especially pp. 27-40. (Available through GT Library).

Assignment – Methods Worksheet, due Sunday, November 5th by midnight (Canvas)

Your 1–2-page plan should indicate which paper option you are pursuing and why, as well as:

- Restate your research question
- Describe how you will empirically assess your hypothesis/es and the alternatives
- Describe the data you will use and why
- Indicate the method(s) appropriate to evaluating that data and the logic behind your plan.

Week 12

November 6, 2023

Catch Up Day - Open Discussion

- Students will discuss their research plans, their planned methods for analyses, and ongoing trials and tribulations with the class; classmates will offer feedback towards the goal of advancing the projects individually and collectively.

Assignment – Research Plan, due Sunday, November 12th by midnight (Canvas)

Write an approximately 5-page plan for where your project is heading. Be sure to include: what is your research question; why does it matter; what is the previous literature - what does it say, what does it miss, why is it wrong; what is your hypothesis; how will you test it; what do you expect to find; and to what end (what are the implications)? Think of this document as the map or overview or glorified outline of the content you will write in the final paper; it is not a rough draft. Note: the further along you are in your thinking for this research plan, the better off your paper will be in the end. (Feel free to include bullet points mixed with paragraphs and be sure to use citations.)

Week 13

November 13, 2023

How To Present

- Baglione, Chapter 9, “Bringing the Paper Together in Essential Ways”
- Booth, Wayne C., et al. *The Craft of Research*, University of Chicago Press, 2016, Chapter 15, “Communicating Evidence Visually.” Available electronically through GT Library.
- **Scholar Session:** *Vince Pedicino, Director of Academic Programs, INTA.*

Week 14

November 20, 2023 – Thanksgiving Week

TBD

Week 15

November 27, 2023

Taking Stock and Troubleshooting

- Van Evera, Stephen. Guide to Methods for Students of Political Science. (Cornell University Press, 2016). Chapter 4, “Helpful Hints on Writing a Political Science Dissertation,” Chapter 5 “The Dissertation Proposal,” and Appendix “How to Write a Paper.” Available electronically via GT Library Catalog.
- Baglione, Chapter 6, “Revising and Editing Your Work”
- **Final Project Updates:** Students will update their classmates on where they are with their projects, discuss challenges they are having, successes they have achieved; this will be the final collective push to get everyone over the finish line.

Assignment – Elevator Pitch, November 27th (In-Class!)

Students will report their progress by presenting an *elevator pitch* description of the project. Imagine stepping into an elevator and realizing that the person standing next to you is a recruiter at your dream company. Could you concisely introduce your research topic in the time of a quick elevator ride—about 60 seconds or less? Your objective is to create a memorable and positive impression and open the door to further conversation. Consider this the rough draft or mini version of what you will deliver during the symposium alongside your poster.

Assignment – Posters, *approximately November 29th Details TBD*

Details concerning both the content and the submission for your posters will be provided.

Week 16

December 4, 2023

Symposium

- We are planning for an in-person, INTA-wide symposium to take place in Habersham
- To that end, students will prepare a poster to be hung around the building. They will then stand by their posters and discuss their research with the faculty and students who circulate during the session.
- Should circumstances necessitate, and our symposium move on-line, students will instead prepare a single power-point slide that they will then use to brief a panel of experts and field questions about their research.
- **Scholar Session:** Symposium presented to the students and faculty of the Nunn School.

Assignment – Symposium

Students will present their posters and projects. Details will be provided.

Week 17

December 11, 2023

Final Papers Due Monday @ 8:50pm Via Canvas

Additional Resources

Note: This is in no way a comprehensive list; it's just meant to get you started.

Note 2: Talk to faculty where you have substantive or methodological overlap.

Note 3: If you find awesome resources that should be on this list, please send them my way!

Data Sources

- Correlates of War: <https://correlatesofwar.org/>
- International Crisis Behavior Dataset: <https://sites.duke.edu/icbdata/>
- Harvard Dataverse: <https://dataverse.harvard.edu/>
- Uppsala Conflict Data Program: <https://www.pcr.uu.se/research/ucdp/>
- Presidential Archives (two examples below)
 - <https://www.jfklibrary.org/archives/about-archival-collections>
 - <http://www.lbjlibrary.org/research>
- National Security Archive: <https://nsarchive.gwu.edu/>
- Published Document Volumes:
 - Foreign Relations of the US: <https://history.state.gov/historicaldocuments>
 - Public Papers of the Presidents: <https://www.govinfo.gov/app/collection/PPP/>
 - The American Presidency Project: <https://www.presidency.ucsb.edu/>
- Secondary literature for case histories, biographies, etc.
- US Government
 - Open data: <https://www.data.gov/>
 - Office of Management and Budget: Historical Tables: <https://www.whitehouse.gov/omb/historical-tables/>
 - Congressional Research Service Reports: <https://crsreports.congress.gov/>
- International Organizations
 - United Nations: <https://data.un.org/>
 - World Bank: <https://data.worldbank.org/>
 - International Atomic Energy Agency Research Reactor Database: <https://www.iaea.org/resources/databases/research-reactor-database-rrdb>
- International Law
 - Primary sources (treaties, preparatory documents, cases, etc.): <https://www.asil.org/resources/international-legal-materials>
 - International court decisions (by court): <https://www.icj-cij.org/en/cases>, <https://www.icc-cpi.int/pages/crm.aspx>,
 - Law Journals: <https://home.heinonline.org/>
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