

IS 301: Techniques of Computer Analysis

Howard Sanborn, Ph.D.

Section 1: 1300-1350 MW, 1315-1405 F in 113 SSH

Section 2: 1400-1450 MW, 1415-1505 F in 113 SSH

Section 3: 1500-1550 MW, 1515-1605 F in 113 SSH

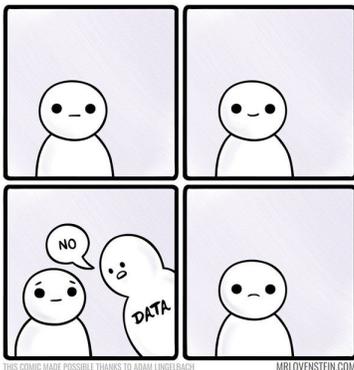
Office Hours: 1000-1200 and 1300-1600 Tuesdays in 433 SSH

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Office Hours

I will hold office hours on Tuesdays from 1000-1200 and from 1300-1600. You can also make an appointment to meet in person, by phone or, preferably, by e-mail. Please do feel free to stop by with any questions or concerns you may have. I will post my schedule for the term on my office door so you will know when I am in class, prepping to teach, writing, or in meetings. If you have quick questions, you can text me at the mobile phone number above or message me on my Slack channel at any time.

Course Goals



“This is one of the most important lessons of the scientific method: if you cannot fail, you cannot learn.” – Eric Ries

This course is designed to give international studies and political science students an understanding and appreciation for the techniques used by modern scholars and policy makers in analyzing political processes and institutions. It will begin with questions of purpose: what is political science? After reviewing the assumptions, practices, and ethical issues of the behavioralist approach, students will learn about the statistical methods political scientists use to understand the world. Students will apply this knowledge, particularly lessons on quantitative analysis, in a module reviewing the basics of computer analysis. Finally, the course will culminate in a group project presentation where students will display the key components of the research process, including a literature review, discussion of methods, and data collection, to the class.

The class has the following pre-requisite: completion of IS 201 with a grade of C or better.

Proposed Learning Outcomes

1. Assess the tradeoffs in the use of different political science methods
2. Define a concept and develop a tool to measure it
3. Collect data using predetermined procedures
4. Test the implications of a theory through the use of a hypothesis
5. Conduct statistical analyses of political science data using appropriate software

Course Sites

Important information for this course will be posted on Canvas. Lecture notes, links to the readings, discussion forums, and the most up-to-date copy of the syllabus will be available on these pages. You will keep your blog on the VMI ePortfolio site at sites.vmi.edu. The direct link to your site is sites.vmi.edu/yourvmiusername.

In addition, you are welcome to message me through email and on my mobile listed above. I have also created a Slack channel, [#is301officehours](#), available at the link above for our class to serve as a forum for virtual office hours. You can

ask questions about the course, including issues with scheduling, the readings, and the syllabus. I will also create separate channels for each of the groups working on the group project I describe below.¹

Course Materials

Required

- Thyne, Clayton. *Political Analysis for the Rest of Us: An Accessible Take on the Science of Political Science*. Cincinnati, OH: Van-Griner Publishing, 2019. ISBN: 978-1617405587
- Pollock, III, Philip H. *An IBM SPSS Companion to Political Analysis, 5th ed.* Washington, DC: CQ Press/SAGE, 2015. ISBN: 978-1506305790
An important note: **You must only use new versions of *An IBM SPSS Companion to Political Analysis*, both to make the submission of your assignments easier and to avoid any issues with the honor code. Used copies are not permitted.**
- IBM SPSS 6 month Grad Pack Base **version 25** for Students \$32
To purchase, go to www.hearne.software/basegradpack and enter coupon code Hearne-VMI4CNM9 when you check out.

Almost all of the readings below are available through online databases, such as EBSCO or JSTOR. Some of the early texts are available for free in their entirety from a variety of online sources. A very small number are from my personal collection. I will post all of these readings to the course website on Canvas to save you the time of searching. I encourage you to either print out these articles and take notes or download them to your laptops/tablets. Plan on bringing the readings, or your detailed notes, to class on the assigned day.

Requirements and Grading

1. 'Knowledge of the Methods': Quizzes (25 percent)

You will take several quizzes over the course of the term based on the readings and our class discussions. These will be available in Canvas. I will announce these dates as needed.

There is no need to cram. I will quiz you on how well you are retaining the knowledge from the readings and class. If you read and take notes, you should be fine. If you fall behind, please make a plan to catch up. If you do not engage with all of these materials, you will not do well on the quizzes.

2. 'Learning of the Methods': Worksheets (25 percent)

As part of the statistical analysis section of the course, you will complete worksheets from the Pollock text using the SPSS statistical package in a 'flipped classroom' approach. You will watch lectures and read materials on the lessons for homework. Then, I will work through a data assignments with you before you complete the workbook questions on your own during class. You will complete eight of these worksheets and enter your results into Canvas.

You must use the **Student Version** of the datasets provided by the text publisher at the following site:
<https://edge.sagepub.com/pollock/student-resources/an-spss-companion-to-political-analysis-5th-edition/datasets>.

Important note: If you use the Full version dataset, your answers will be incorrect and you will not credit for the worksheet.

3. 'Practice of the Methods': Group Project (30 percent)

This assignment is largely borrowed from Dr. Amanda Rosen's "Best Breakfast in Town" project at Webster University. For this project you will simply ask a question and use the lessons of this course to answer it. Past questions have included 'What is the preferred pizza place for cadets?', 'Which company has the most punitive guard team?', and 'What makes for the most enjoyable Ring Figure?'

¹Links are live in the digital version of this syllabus. Click them to access the materials listed throughout these pages.

The idea underlying this project is to teach you good techniques to make informed conclusions using different methods to collect data about the world around you. You will set up a research study to answer a question, including a review of literature and formulation of a theory. Then you will test your hypotheses using two methods: statistics and either a case study or experiment. I will split you into groups and we will spend time in and out of class working on this project throughout the semester.

The project will progress in several stages:

1. First, you will spend time developing the research question with me and your group members.
2. Second, you will conduct a literature review to evaluate how others have answered the question you propose to study. You must include at least ten sources in your literature review; more guidance is available in Appendix C of this syllabus. From this, you will formulate a theory and a set of hypotheses to test.
3. Third, you will design a research study to evaluate your question. This will incorporate both the lessons on concepts and measurement from class. You will conduct a statistical analysis to test your hypothesis.
4. Fourth, consider the scope of your study. Are you collecting data for an entire population or sampling from it? How will you draw a sample and send out investigators, for example, if you are not going to acquire data on an entire population?
5. Fifth, you will need detail the procedures by which you collect your data. Describe the collection period, including the steps that you and your team took to ensure consistency and reliability across observations.
6. Sixth, as part of this process, you will work with a data consultant (me) on the best means to 'clean' your data for analysis. You must also consider the subjects of your study; you will need to apply for Institutional Review Board (IRB) approval, which I have been authorized to provide you.
7. Seventh, you will discuss the results of your statistical analysis.
8. Finally, you will offer a conclusion based on the evidence you gather. What are the limitations on what you can conclude? How do the different methods compliment each other and, potentially, strengthen your conclusions? What mistakes were made that you can see impacted the effectiveness of the study?

Thus, your paper should follow this format:

1. Introduction, with a clear research question and a brief summary of the paper, overall
2. Literature Review, with an evaluation and analysis of your sources
3. Methods, including a definition of your concepts, changes to the data you made, and the exact, detailed procedures you took to gather the data
4. Results, analyzing the data you collected in comparison to the expectations you set out earlier in your paper
5. Conclusion, with a discussion of issues with the study and extensions for the future

If you have trouble organizing your work, consider reviewing some of the pieces from class, which generally follow this layout. I will post due dates for each segment of the project once we have divided the class into groups.

Some important notes you should review before starting your paper. These are errors that have caused previous students to lose points.

- Your group should write roughly 5,000 words for this paper. Put a word count as part of your help received statement, not including your bibliography.
- Make sure you reference Appendix D for guidance on formatting; we use *Chicago Style* in the International Studies & Political Science department.
- Please heed my comments in your drafts and presentations!
- Absolutely no quotes from other papers. Put everything in your own words with proper citations. Papers that include quotes, or do not include the word count, will be given an automatic zero.
- A note from papers submitted by past students: You *never* prove or confirm a theory or hypothesis.

Your final grade will be determined by your progress on this project over the course of the semester and include a peer grade score given by your fellow team members. You will also present your findings at several points during November and December, culminating in a poster session during the last week of class. The scoring sheet for this assignment can be found at the end of this syllabus in Appendix E.

4. ‘Wisdom in the Methods’: Reflective Blog and Paper (20 percent)

You will keep a blog throughout the semester to write down your thoughts about what you think of your experiences learning about the methods we cover in the class. You can talk about what you think of the readings, but I want you to focus more on your ‘hands-on’ experiences. You can write posts as you work through the statistics worksheets, to discuss what you find interesting or challenging about learning how to use SPSS. You can discuss your thoughts on the tradeoffs in using different methods, like statistical and case study analysis. And, you should write on the different steps of the process by which you learn to design a research study with your group, collect data, and analyze it.

You should write whenever you like on the blog. In addition, I will prompt you to write at different points in the semester. *Think on how you, yourself, are learning about the course lessons!* Envision yourself looking over your own shoulder, describing not just *what* you learned, but *how* you came to learn it. You will be graded on how consistently, thoroughly, and thoughtfully you discuss your learning about political science methods this semester.

The rubric for grading the blog is as follows (10 points per category; 30 points total):

- Thoughtfulness: The student reviews her or his own learning process with an eye to identifying the key points of understanding
- Timeliness: The student is publishing frequently **and** regularly, not just before the due date
- Thoroughness: The student makes incisive and probing observations about his/her learning, not just summary

The blog will be graded twice during the semester, as noted in the syllabus.

Finally, in an 700-word paper, you will write a reflection on your participation in learning the methods of political science throughout the course. Look over your blog and note the points where you were most frustrated and whether you felt your learning changed as a result. Or, pinpoint the discrete moments in the semester where you feel your learning about statistics and political methodology took a leap. This paper is a reflection on how you learned, not a summary of tradeoffs. Read over your blog and note where you believe you gained your greatest understanding of the course lessons, or why certain lessons resonated with you over others.

Late Submission Policy

Assignments will be due as noted in the syllabus and in subsequent handouts. If you need accommodations or have any conflicts, please let me know ASAP. I will take off 10 points per day late on assignments submitted after the due date.

Accommodations and Other Matters:

In order to protect your privacy please make an appointment to see me outside of class for questions about academic honesty, accommodations for disabilities, and grades. I am always happy to help you in any way I can.

Schedule

Section I: What is Political Science and How do We Study it?

In this section, we review the basic approach of political science and the debates that have occurred between scholars on how to study political phenomena. Specifically, we consider the goals of social scientists and how they differ from traditional theorists.

Week 1: 27 - 31 August

Wednesday: *Introduction to the course*

Friday: *Designing Political Science*

1. Thyne, *Political Analysis for the Rest of Us*, Chapter 1, The Science of Political Science: 1-10

Week 2: 3 September - 7 September

Section II: Issues of Rigorous Study

To take a scientific approach to the study of government and politics, one must be disciplined in her/his analysis. What is a concept? How might studying a concept in one context be challenging when extended to differing contexts? What is the role of the observer, him or herself in this process? Can we attribute a causal relationship to interactions before us? Ultimately, the driving force of our analyses is our *theory* and how well we use our hypotheses to test it.

Monday: *A History of the Discipline*

1. Easton, David. 1985. "Political Science in the United States: Past and Present." *International Political Science Review* 6(1): 133-152.
2. Lupia, Arthur. 2014. "What is the Value of Social Science? Challenges for Researchers and Government Funders." *PS: Political Science & Politics* 47(1): 1-7.

Wednesday: *How to Read Political Science Work*

For the next two days, you will use the following chapter, Thyne, *Political Analysis for the Rest of Us*, Chapter 12, Reading Published Work: 207-219, to analyze one of the following pieces as a group. You will be assigned one of three roles:

- Coordinator-keeps the group on track
- Recorder-keeps the official record of the group
- Reporter-presents the article to the class

I will assign each to group to one of the readings below.

1. Fearon, James D. and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75-90
2. Turner, Joel. 2007. "The Messenger Overwhelming the Message: Ideological Cues and Perceptions of Bias in Television News." *Political Behavior* 29: 441-464.
3. Pietryka, Matthew T., Jack Lyons Reilly, Daniel M. Maliniak, Patrick R. Miller, Robert Huckfeldt, Ronald B. Rapoport. "From Respondents to Networks: Bridging Between Individuals, Discussants, and the Network in the Study of Political Discussion." *Political Behavior* 40 (2018): 711-735
4. Hobbs, William R., and Margaret E. Roberts. "How Sudden Censorship Can Increase Access to Information." *American Political Science Review* 112 no. 3 (2018): 621-636.
5. Hierman, Brent, and Navruz Nekbakhtshoev. "Land Reform by Default: Uncovering Patterns of Agricultural Decollectivization in Tajikistan." *Journal of Peasant Studies* 45 no. 2: 409-430.
6. Sanborn, Howard. "Broken Back? Efficacy and Participation in Asia's Democracies." *Asian Journal of Comparative Politics* 3 no. 1 (2018): 13-24.
7. Barnes, Tiffany D., and Gabriela Rangel. "Subnational Patterns of Participation: Compulsory Voting and the Conditional Impact of Institutional Design." *Political Research Quarterly*. Forthcoming.
8. Keller, Johnathan W., and Dennis M. Foster. "Presidential Leadership Style and the Political Use of Force." *Political Psychology* 33 no. 5 (2012): 581-598.

Friday: *How to Read Political Science Work*

We will break into groups and discuss the work, before each group presents their article to the class.

Week 3: 10 September - 14 September

Monday: *Theory*

1. King, Gary, Robert O. Keohane, and Sidney Verba. "Rules for Constructing Causal Theories." In *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press, 1994: 99-114.

Wednesday: *Building Hypotheses from Theories*

1. Thyne, *Political Analysis for the Rest of Us*, Chapter 2, The Science of Political Science: 15-30

Friday: *Tradeoffs in Methods*

1. Thyne, *Political Analysis for the Rest of Us*, Chapter 4, Operationalizing Concepts: 53-68

Week 4: 17 September - 21 September

Section III: Statistical Techniques in Political Science

In this section, we review the basics of statistical analysis using the SPSS package included in the Pollock workbook. We will learn the standard measures of variables, including association, variation, and central tendency, while concluding with a discussion of correlations and regression.

The goal of this section of the course is to give you a basic understanding of how to conduct statistical analyses for the purposes of consumption and evaluation. We want you to *think like a political scientist*. As such, we will work not to build expertise in conducting quantitative studies but rather to comprehend the logic at each step in the process.

These lessons can seem overwhelming but, with practice, you will get the hang of using SPSS. Pollock has created a series of four to eight-minute lectures that will mimic much of what we do in class. You should view them as part of the work you do outside of class to prepare for our in-class 'homework.' They are located at the following link

<https://edge.sagepub.com/pollock/student-resources/an-spss-companion-to-political-analysis-5th-edition/video>

Monday: Introduction to SPSS

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Getting Started and Chapter 1: 1-14.
2. Thyne, *Political Analysis for the Rest of Us*, Chapter 3, Measurement: 35-48.

Wednesday: Introduction to SPSS

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 1: 14-15.

Friday: Introduction to SPSS

1. Finish Worksheet 1

Week 5: 24 September - 28 September

Monday: Descriptive Statistics **We will meet at 1110 today**

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 2: 17-29.
2. Thyne, *Political Analysis for the Rest of Us*, Chapter 5, Describing Your Data: 73-87.

Tuesday: Descriptive Statistics **Class will meet on Tuesday instead of Wednesday this week**

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 2: 29-37.

Friday: Descriptive Statistics

1. Finish Worksheet 2

Week 6: 1 October - 5 October

Monday: Measuring Variables

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 3: 39-55.
2. Thyne, *Political Analysis for the Rest of Us*, Chapter 7, The Basics of Hypothesis Testing: 111-126.

Wednesday: Measuring Variables

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 3: 55-57.

Friday: Descriptive Statistics

1. Finish Worksheet 3

Week 7: 8 October - 12 October

Monday: Making Comparisons

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 4: 59-74.
2. Thyne, *Political Analysis for the Rest of Us*, Chapter 6, Describing Data Visually: 93-105.

Wednesday: Making Comparisons

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 4: 75-89.

Friday: Making Comparisons

First Blog Review

1. Finish Worksheet 4

Week 8: 15 October - 19 October

Monday: Measuring Controlled Comparisons

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 5: 91-106.
2. Thyne, *Political Analysis for the Rest of Us*, Chapter 11, Measurement: 189-202

Wednesday: Measuring Controlled Comparisons

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 5: 106-116.

Friday: Measuring Controlled Comparisons

1. Finish Worksheet 5

Week 9: 22 October - 26 October

Monday: Making Inferences About Sample Means

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 6: 117-126.
2. Thyne, *Political Analysis for the Rest of Us*, Chapter 8, Finding Differences in Two Means or Proportions: 129-146.

Wednesday: Making Inferences About Sample Means

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 6: 126-130.

Friday: Making Inferences About Sample Means

1. Finish Worksheet 6

Week 10: 29 October - 2 November

Monday: Chi-square and Measures of Association

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 7: 117-126.
2. Thyne, *Political Analysis for the Rest of Us*, Chapter 9, Nominal-Level Relationships: 151-165.

Wednesday: Chi-square and Measures of Association

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 7: 126-130.

Friday: Chi-square and Measures of Association

1. Finish Worksheet 7

Week 11: 5 November - 9 November

Monday: *Correlation and Linear Regression*

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 8: 117-126.
2. Thyne, *Political Analysis for the Rest of Us*, Chapter 10, Ordinal- and Continuous-Level Relationships: 171-184.

Wednesday: *Correlation and Linear Regression*

1. Pollock, *An IBM SPSS Companion to Political Analysis*, Chapter 8: 126-130.

Friday: **Founder's Day: No Class**

Week 12: 12 November - 16 November

Section IV: Data Collection

We will spend time over these last few weeks exploring how data is collected. For homework, your groups will be collecting your data and preparing your results for your final paper and presentations. This will require you not only to come to class prepared to discuss your group work, but also meet with me in my office.

Monday: *Group Projects*

Wednesday: *Group Projects*

Friday: *Group Projects*

By this date, you must have received official IRB approval before you can go out in the field. Failure to receive this approval will mean you cannot collect data and complete that section of your group paper.

Week 13: 19 - 23 November

Monday: *Thanksgiving Furlough: No Class*

Wednesday: *Thanksgiving Furlough: No Class*

Friday: *Thanksgiving Furlough: No Class*

Week 14: 26 - 30 November

Tuesday: *Group work and data collection*

Class will meet on Tuesday instead of Monday this week

Wednesday: *Group work and data collection*

Friday: *Group work and data collection*

Week 15: 3 December - 7 December

Monday: *Data Consultation Meetings*

Wednesday: *Data Consultation Meetings*

Friday: *Semi-final Presentations: Group Projects*

Week 16: 10 December - 14 December

Monday: *Poster Session!*

You will post your findings as part of a poster session from 1300-1600 today. At least one member of your group should be present to explain the group's findings. Other professors and cadets will be encouraged to attend.

Wednesday: *Debrief*

We will discuss our experiences in class. Bring your smartphone/tablet/laptop to class, as we will conduct evaluations today.

**Second Blog Review with ‘Wisdom in the Methods’ post due
‘Group Paper’ due at 1600**

There will not be a final examination in the class

Appendix A: VMI Work for Grade Policy

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI’s Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else’s words, ideas, images, data, or other intellectual property as one’s own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live.

Cadets’ responsibilities

“Work for grade” is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet’s own work. “Cadet’s own work” means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet’s own work and ideas and the work and ideas of others is known as plagiarism. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words “HELP RECEIVED” conspicuously on the document, and he or she must then do one of two things: (1) state “none,” meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one’s feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never acceptable to submit someone else’s work, written or otherwise, formally graded or not, as one’s own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

Appendix B:

Department of International Studies & Political Science

Work for Grade Policy

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research Papers, policy memoranda, briefing papers, and discourse analysis– identification and analysis of the critical differences in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in “2” and “3” above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments (defined above). Cadets who do so and mark “Help Received” will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing (defined above) of a cadet’s written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.

Colonel Dennis M. Foster, Professor and Head

Appendix C: Working Bibliography and Literature Review Guidance

Guidelines adapted from Dr. Amanda Rosen's "Best X in Town" Project at Webster University.

Before we can start our own project to gather data, we need to follow scientific convention and principles and see what others have already discovered on the subject. To that end, you are charged with using an appropriate searching method to track down the 'literature' such as it exists, on this topic. You must find at least **ten sources** on this subject, using the guiding questions below. The sources do NOT have to be scholarly for this project, but the more methodological they are (in terms of including information about how they determined their criteria) the more useful they will be. The focus should be on tracking down sources that will help us understand how others have studied this and similar questions in the past.

General questions you must explain the following:

1. Describe the process you used to find your sources. How did you search for the literature? Be transparent - explain exactly what you did (including search terms, if relevant) so that I could replicate your findings. And try to employ some of the methods we learned in class for finding information.
2. Why was your search method an appropriate one for this task?

Then, for each source you find, you need to create a Working Bibliography. This requires you to:

1. write a full citation in *Chicago style*
2. annotate the source with a short and succinct summary of its main contribution to our study (that is, what take-home point should we take from the source that will help us do our own study?) See below for some suggested questions to guide your annotations, but you do NOT need to answer all of these questions.

Some guiding questions to help you find sources and do your annotations, but you are not bound by this list in any way. To find sources:

- Have others studied this question? If so, what conclusions did they make in answering their question?
- What was their theory? Which hypotheses did they test?
- What approach did they take in conducting their study? Was it a case study? Statistical analysis? Experiment? This can be useful to get ideas on research design, criteria for evaluation, etc.
- What were the parameters of their study? Did they interview an entire population? Did they take a sample? Was the sample random?
- What was their research design? If it was a survey, for example, was it done online, by phone, by mail? How were participants selected? In other words, what procedures did they follow to come to their conclusions?

With this completed, you will then use your Working Bibliography to construct your Literature Review, which will be included in your group's final submission. The literature review should be a version of your working bibliography, edited into an essay with proper prose.

Appendix D: Chicago Manual of Style Formatting Guidelines

Guidelines taken from BG Brower's "Grand Strategy in the 20th Century" course. For more information, please see The Chicago Manual of Styles website: http://www.chicagomanualofstyle.org/tools_citationguide.html

Bibliographic Entry Formats

Judis, John B. "Obama and American Power," *The New Republic* (March 28, 2011).
<http://www.tnr.com/print/article/world/85919/obama-and-american-power>

Katzman, Kenneth. "Afghanistan: Post-War Governance, Security and U.S. Policy," Congressional Research Service Report for Congress, November 1, 2007. <http://fpc.state.gov.documents/organization/96427.pdf>

Krepinevich, Andrew F. "The Pentagons Wasting Assets: The Eroding Foundations of American Power," *Foreign Affairs* (July/August 2009): 18-33.

Nye, Joseph S., *Soft Power: The Means to Success in World Politics*. New York: Public Affairs, 2004.

U.S. Department of State. Bureau of Democracy, Human Rights and Labor. "Report on the Taliban's War against Women," November 17, 2001. <http://www.state.gov/g/drl/rls/6185.htm>.

Footnote/Endnote Formats

On-line Journal:

John B. Judis, "Obama and American Power," *The New Republic* (March 28, 2011).
<http://www.tnr.com/print/article/world/85919/obama-and-american-power>

On-line Government Report:

Kenneth Katzman, "Afghanistan: Post-War Governance, Security and U.S. Policy," Congressional Research Service Report for Congress, November 1, 2007, 34. <http://fpc.state.gov.documents/organization/96427.pdf>

Print Journal Article:

Andrew F. Krepinevich, "The Pentagons Wasting Assets: The Eroding Foundations of American Power," *Foreign Affairs* (July/August 2009): 20.

Book:

Joseph S. Nye, *Soft Power: The Means to Success in World Politics* (New York: 2004), 52.

On-line Government Document:

U.S. Department of State. Bureau of Democracy, Human Rights and Labor. "Report on the Taliban's War against Women," November 17, 2001., 75. <http://www.state.gov/g/drl/rls/6185.htm>.

Additional Notes

- Full footnote or endnote citation is required the first time the source is cited (e.g. Joseph S. Nye, *Soft Power: The Means to Success in World Politics* (New York: 2004), 52.)
- Use *Ibid.* with appropriate page number if citing the source in the immediately preceding footnote or endnote (e.g. *Ibid.*, 33).
- Use author's last name and page number when using previously cited sources (e.g. Nye, 57.)

Appendix E: Group Project Scoring Sheet

IS 301: Techniques of Computer Analysis Scoring Sheet

Grading Criteria	Points Possible	Points Earned	Comments
Introduction			
Title Page <i>With an abstract of 250-300 words</i>	20		
Research Question <i>Pose a clear puzzle</i>	20		
Literature and Theory			
Literature Review <i>Must have at least <u>ten</u> sources</i>	50		
Clear Theory <i>Make sure this follows from your background work</i>	50		
Hypotheses <i>Formulated from your theory, following guidelines stated in class</i>	50		
Research Design and Process			
Conceptual Definitions <i>Graded on clarity</i>	50		
Measurement <i>Explain the measures of your concepts</i>	50		
Validity <i>Defend these variables as measures of concepts</i>	50		
Data Consultation <i>Meeting to review measures, as well as follow-up revisions to suggested edits</i>	50		

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IS 301: Techniques of Computer Analysis Scoring Sheet

Grading Criteria	Points Possible	Points Earned	Comments
Procedures <i>Explain how you plan to collect and analyze data. Justify your use of these procedures.</i>	100		
IRB Approval <i>Formal approval to conduct studies from an institutional authority that affect potential participants, as well as addressing revisions suggested by the IRB</i>	100		
Results			
Statistical <i>Explain how you applied your procedures using statistics, correctly interpret results, and tie back to your thesis.</i>	100		
Analysis			
Analysis <i>Make appropriate judgements of your hypotheses from the evidence you have gathered</i>	50		
Evaluation <i>Review how effective your methods of analysis were, including tradeoffs between statistical analysis and other methods</i>	50		
Conclusion/Formatting			
Summary <i>Summarize the paper effectively</i>	20		

Appendix E: Group Project Scoring Sheet

IS 301: Techniques of Computer Analysis Scoring Sheet

Grading Criteria	Points Possible	Points Earned	Comments
Citations and Bibliography <i>Chicago Style only</i>	20		
Formatting <i>5,000 words of text, presentation is effective</i>	20		
Writing Style <i>Free of grammar and spelling mistakes</i>	20		
Posters <i>Preparedness, clarity, thoughtfulness</i>			
Preliminary	30		
Final	100		
TOTALS			
Introduction	40		
Literature and Theory	150		
Methods	400		
Results	100		
Analysis	100		
Conclusion/Formatting	80		
Presentations	130		
TOTAL POINTS	1000		