

Pro-Seminar – INTA 4500

Fall 2020

Wednesdays 8:00 – 10:45 am; hybrid, synchronous (with a 5-minute break at ~ 9:30 am)

Habersham G17

Dr. Rachel Elizabeth Whitlark

Assistant Professor, Sam Nunn School of International Affairs

Habersham Building, 781 Marietta Street, Room 218

Email Rachel.whitlark@inta.gatech.edu

Office Hours: Virtual and by appointment only

Covid-19 Mask Policy (for more information see <http://health.gatech.edu/coronavirus/students>)

“Effective July 15, 2020, University System of Georgia (USG) institutions will require all faculty, staff, students, and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. All members of the campus community will be provided reusable cloth face coverings. Face covering use will be in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Refusal to comply with the requirement may result in discipline through the applicable conduct code. There are a few exemptions. Reasonable accommodations may also be made for those who are unable to wear a face covering for documented health reasons.”

Covid-19 Guidelines

- Please get into the habit of regularly checking your temperature; if you have a fever or otherwise feel sick, stay home and join class remotely if you feel up to it
- Take regular advantage of the testing resources on campus and elsewhere; be sure to report positive results as appropriate
- If anyone in our class tests positive, we will move to full remote instruction as needed
- We will try to make all necessary accommodations for anything that occurs this semester
- I will not be taking attendance any time during the semester; refer back to my request for you to stay home both to take care of yourselves and for the good of our community, should you ever feel sick
- Please complete the student survey located under “Quizzes” in Canvas and describe how you plan to participate: remotely, in-person when it’s your turn, etc.; if major changes develop during the semester, please be in touch with the professor
- We find ourselves in an unprecedented situation. For this reason, I ask that we give ourselves and each other the grace that we need to make it through the semester, whatever it is going to look like. None of us have a playbook for how things will go. If you stumble, please speak up. If you need flexibility, let’s talk about it. The only way we can get through this is together. That is the only thing of which I am sure.

Course Modality

- If you wish to participate virtually for the duration, so be it. No questions asked.
- Starting week two, we will divide our class into groups that abide by the University’s social distancing guidelines.

- Our groups will then rotate through in-person attendance on a weekly basis.
 - Group 1 will attend in-person during week 2; Group 2 will attend in week 3; etc.
- This schedule and rotation plan is subject to change based on our in-class experience as the semester progresses.
- All of the above converts to 100% synchronous WebEx participation in the event of a Covid-19 exposure in our class, or if the University sends everyone home. We will try to prepare for any eventuality, which is why we are using WebEx from the get-go.
- We will record our class sessions and make the recordings available via Canvas.
- When you are participating in-person:
 - Sit according to the seating chart; choose a seat on the first in-person day and sit it in every time you come to class. In the event of a Covid-19 exposure, this chart will be crucial for the university's contact tracing effort;
 - Help monitor the WebEx feed to ensure our colleagues joining online can participate (WebEx will be broadcast from the main classroom computer);
 - Please mute all cell phones and other devices that make noise and put them away as soon as class begins.
- When you are participating remotely:
 - Join class via WebEx;
 - Be sure to download the WebEx app to your computer, as opposed to going through online access. The performance is meant to be better via the app;
 - Please mute all cell phones and other devices that make noise and put them away as soon as class begins.

Classroom and Netiquette

- To facilitate an interactive and efficient learning environment:
 - Keep your camera on during our class session (or request permission not to); feel free to use a background;
 - Keep your microphone muted while others are speaking; this is critically important for effective discussion;
 - As you would in person, raise your hand and politely speak up when you wish to interject;
 - We will make very limited use of the chat function in WebEx; instead we will work collectively to make sure everyone can contribute whether they are in-person or virtual; if you cannot connect or otherwise are having difficulty joining, then the chat is an option;
 - Be prepared to be called on at any time;
 - We will be recording class sessions in order to prepare for any eventuality;
 - As with regular in-person classes, engage others respectfully.

Course Description

This is a project-based course. Its purpose is to enable you to produce a research paper based on your specific interests within international affairs. The work you put into it 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 portfolio for a job or graduate school. Accordingly, the reading

requirements are lighter compared to what you would expect in an upper-division course. You will spend most of the time presenting the progress you have made on your projects and commenting on those of others. Through assignments, in-class discussion, and Q&A, you will demonstrate what you know, and how to think, about international affairs.

Learning Outcomes

The course has four intended learning outcomes. Students will:

1. Exhibit theoretical knowledge of the discipline to address international affairs issues.
2. Achieve methodological literacy to analyze international political phenomena.
3. Develop facility with oral communication to demonstrate knowledge and to make cogent arguments in international affairs.
4. Attain proficiency in written communication to showcase knowledge and develop cogent arguments in international affairs.

Course Readings

1. Lisa A. Baglione, *Writing a Research Paper in Political Science*, 4th ed. (Sage, 2020).
2. Stephen Van Evera, *Guide to Methods for Students of Political Science* (Cornell University Press, 1997)
3. Gerald Graff and Cathy Birkenstein, *They Say, I Say, 4th Edition* (WW Norton & Company, 2018)

The books are available for purchase in the Georgia Tech University Bookstore as well as via a variety of online book sellers. Eventually, they will also be on reserve in the Library. In addition, this course draws on a small number of scholarly articles and book chapters. These will be available through links on the syllabus, via Canvas, through the Library, or via Google Scholar.

The professor maintains discretion to modify readings and topics as necessary. The reading assigned for each session is to be learned PRIOR to coming to class.

Course Requirements

Participation (30%)

- Presentation of your own work and progress / struggles therein; students should be prepared to discuss their project's development as well as each week's topic and its relevance to their project's progression; this will occur with increasing intensity over time
- Active discussion, commentary, feedback, suggestions on classmates' projects
- Engagement with guest speakers
- Demonstration of comprehension of and engagement with reading assignments

Building Block Assignments x 6 and associated in-class discussion (40%)

1. One Page Research Question Overview (5 points)
2. Annotated Bibliography (5 points)
3. Literature Review (5 points)
4. Policy Memo (5 points)
5. Research Plan (10 points)
6. "Poster" and Presentation (10 points)

Final Project – Completed 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 ~ 5000 words excluding notes and references
- Papers will be graded based on their originality, logic and structure of argument, quantity and quality of supporting research, and clarity of writing
- Option 1: Research design
 - This option entails completing 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, a 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 most students will choose this option if the data required is not available or the appropriate methodology is not feasible currently (i.e. fieldwork). Do not be fooled into thinking this is the easier option. If anything, I will scrutinize the content more rigorously.
- Option 2: Research Paper
 - This option entails completing the full research project. 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, a theory, hypotheses, (yours and alternatives), a research design (including operationalization, measurement, methodology, and data), findings, implications, and conclusions. I strongly recommending 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.

Course Grades and Breakdown

Participation 30%

Building Block Assignments 40%

Final Project 30%

Final Grade 100%

I use a traditional grading scale with assignments totaling 100 points:

100-90 A | 89-80 B | 79-70 C | 69-60 D | 59-0 F

There are no make-up assignments. There is also no curve, despite rampant grade inflation in higher education.

Late Papers / Penalties / Unexcused Absences

The dates of the assignments are not negotiable and make-ups will not be offered. 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 1am 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 9am on the day after it was due, you will lose 20% and so on and so forth.

Exceptions to this policy will only be granted if you have arranged for accommodations IN ADVANCE in light of a valid conflict including but not limited to, family or religious obligation, or approved university business which constitutes “approved Institute activities.” Religious holidays and regular sporting competition are both already on the calendar, so these must be brought to me during the first two weeks of the semester. Subsequently, should an unforeseen, new conflict arise, (related to Covid-19 or otherwise), please contact me immediately and provide the necessary documentation. In the event of an emergency, follow Office of Student Life procedures, and contact me as soon as is possible so we can make the necessary arrangements. When in doubt, and circumstances arise, please reach out and we will figure things out together.

Topic Overview & Assignment Schedule

<i>Week Number</i>	<i>Topic or Topics</i>	<i>Assignment & Due Date (Upload to Canvas by midnight on the due date, unless otherwise specified)</i>
1	Syllabus Introduction & Research Questions	-
2	Research Questions Continued	-
3	Data Sources & Citations	Research Question Overview (1-page) 9.4.2020
4	Annotated Bibliographies	Bibliography 9.11.2020
5	Literature Reviews	Literature Review 9.18.2020
6	Research Design I	-
7	Research Design II	Policy Memos 10.2.2020
8	Arguments	
9	Proposals & Pulling it All Together	Research Plan 10.16.2020
10	Group Project Discussion	-
11	Presentation Skills	-
12	One on One Meetings with Professor	-
13	Taking Stock and Troubleshooting	-
14	Research Symposium	Posters uploaded (by 6:00 pm 11.17.2020) & Presentations (in class 11.18.2020)
15	No Class – Thanksgiving Week	-
16&17	Exam Weeks – No Class	Final Papers due to Canvas by 10:50 am 12.7.2020

Class Discussion Policy

This class is a forum for personal growth, curious discussion, and lively intellectual debate. It is crucial that the spirit of discussion remain open, honest, and respectful even when we disagree.

We will always be polite with each 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 Georgia Tech'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 Policy handbook, "Plagiarism" is the act of appropriating the literary composition of another [person], or parts of passages of his or her writings, or language or ideas of the same, and passing them off as the product of one's own mind. It involves the deliberate 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 out per university regulations. The GT Honor Code is available online at <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 are conducting peer tutoring and other sessions virtually this semester. HINT: Anyone who reads this recommendation and thinks they are above continuously learning to improve their writing should think again.

Students with Disabilities

Georgia Tech is committed to providing accommodation for all students with disabilities through the Office of Disability Services (<http://disabilityservices.gatech.edu/>). Any student in this course who has a disability 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 Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD 404-894-1664.

Additional Student Resources

The Center for Academic Success (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 Counseling Center (<http://counseling.gatech.edu/>) offers free mental health services, as well as stress management and wellness workshops to all currently enrolled students. They are located in Smithgall, Suite 210 and are offering virtual and in-person resources.

Email Policy

As a matter of policy, I will cease responding to emails at approximately 9pm and, may take up to 36 hours to reply to 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, a virtual, face to face meeting may be more productive.

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 be prepared to discuss their ongoing projects, and the upcoming assignments in the class session prior to their due-date.**

N.B.: This schedule is subject to revision, especially in light of the current environment. Should that happen, I will provide as much advanced warning as is possible.

Week 1

Wednesday, August 19, 2020

Course Introduction and How to Find a Research Question

- Syllabus Review
- **Scholar Session:** *Rachel Whitlark, Assistant Professor, Georgia Tech*
- **Homework:** Complete Student Survey

Week 2

Wednesday, August 26, 2020

Research Questions Continued

- Van Evera, "Appendix: How to Write a Paper," 123–128.
- Baglione, Chapters 1 "So You Have to Write a Research Question" & 2 "Getting Started: Finding a Research Question"
- Graff and Berkenstein, Introduction "Entering the Conversation," Chapter 7, "So What? Who Cares?" and Chapter 12 "I Take Your Point"
- Adam Przeworski 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/>
- **Scholarship:** Gilbert, Danielle. "The Oxygen of Publicity: Explaining US Media Coverage of International Kidnapping." *Studies in Conflict & Terrorism* (2020): 1-22.
 - **Map the article** – What's the question? Why does it matter? What data is used and how? (Come prepared to discuss the relevant sections in class.)
- **Scholar Session 9:30 – 10:45 am:** *Danielle Gilbert, Assistant Professor, US Air Force Academy*

Week 3

Wednesday, September 2, 2020

Data Sources & Citations

- Graff and Berkenstein, Chapters 16 “The Data Suggest” & 17 “Analyze This”
- **Scholar Session:** *Jay Forrest, Data Scientist Librarian, Georgia Tech*
- **Student discussion of research project proposals – students will share their plans and help each other refine them.**

Assignment: One-page Research Question Overview, Due Friday, September 4th by midnight (Canvas Upload)

Find a research question you will investigate this semester. Prepare a one-page overview that includes 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 plan for how you intend to go about answering it.

Week 4

Wednesday, September 9, 2020

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”
- Graff and Berkenstein, Chapters 1 “They Say,” 2 “Her Point Is;” 14 “Reading for the Conversation,” and 15 “Entering Conversations about the Literature”
- **Scholarship:** Gilbert, Danielle. "The Oxygen of Publicity: Explaining US Media Coverage of International Kidnapping." *Studies in Conflict & Terrorism* (2020): 1-22.
 - **Map the article** – Where’s the scholarly debate? Where are relevant citations you would use in a bibliography and literature review? What data is used and how?
- **Scholar Session:** *Communications Lab*, Details TBD

Assignment: Annotated Bibliography

Due Friday, September 11th by midnight (Canvas upload)

Week 5

Wednesday, September 16, 2020

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”
- Graff and Berkenstein, Chapter 3, “As He Himself Puts It”
- **Scholarship:** Plana, Sara. “Seven Bad Options to Counter State Sponsorship of Proxies.” *Lawfare*. Forthcoming. (To be distributed when available.)
- **Scholarship:** Fearon, James D., and David D. Laitin. "Ethnicity, Insurgency, and Civil War." *The American Political Science Review* 97, no. 1 (2003): 75-90.
- **Scholar Session:** *TBD*

Assignment: Literature Review due Friday, September 18th by midnight (Canvas upload)

Describe existing scholarship and theories regarding your research question. Be sure to explain how your project relates to the literature (e.g. Are you filling a gap or resolving a disagreement?)

What concepts or methods might you utilize? Are they different from what currently exists?). Then present your own tentative theory, hypothesis or argument.

Week 6

Wednesday, September 23, 2020

Research Design I – *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 8 “Evaluating the Argument”
- **Scholarship:** Fortna, Virginia Page. "Does peacekeeping keep peace? International intervention and the duration of peace after civil war." *International studies quarterly* 48, no. 2 (2004): 269-276, 282-292.
- **Scholar Session:** David Muchlinksy, Assistant Professor, Georgia Tech

Week 7

Wednesday, September 30, 2020

Research Design II – *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?*

- Van Evera, Chapter 2 “What are Case Studies? How Should They Be Performed?”
- Baglione, Chapter 7 “Making Your Plan and Protecting Yourself from Criticism”
- George, Alexander L. and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (Cambridge: MIT Press, 2005), Chapter 4.
- **Scholarship:** 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).
- **Scholar Session:** Kendrick Kuo, Ph.D. Candidate, George Washington University

Assignment: Policy Memo, October 2nd by midnight (Canvas upload)

Working from your literature review, and the research conducted to-date, prepare a four-page memo (max) relevant to your research question. You can make this very specific – i.e. regarding something happening in the headlines of today. Or, you could make this hypothetical – about something the next leader will have to confront. Either way, your job is to investigate the options available, evaluate them, and make some recommendation for how your state should operate moving forward. This is the time for creativity! There are any number of memos you could write associated with your chosen area, and the choice is yours.

Week 8

Wednesday, October 7, 2020

The Argument

- Van Evera, Chapter 1 “Hypotheses, Laws, and Theories: A User’s Guide”
- Baglione, Chapter 5 “Effectively Distilling Your Argument”
- Graff and Berkenstein, Chapters 4 “Yes / No / Okay, But,” 5 “And Yet,” and 6 “Skeptics May Object”

- **Scholarship:** Fuhrmann, Matthew, and Michael C. Horowitz. "When leaders matter: Rebel experience and nuclear proliferation." *The Journal of Politics* 77, no. 1 (2014): 72-87.
- **Scholar Session 9:30 – 10:45 am:** *Elizabeth Acorn, Assistant Professor, University of Toronto*

Week 9

Wednesday, October 14, 2020

Project Proposals and Pulling it All Together

- Van Evera, Chapter 5 “The Dissertation Proposal”
- Baglione, Chapter 6 “Revising and Editing Your Work”
- **Scholarship:** Grossman, Guy, and Kristin Michelitch. "Information dissemination, competitive pressure, and politician performance between elections: A field experiment in Uganda." *American Political Science Review* 112, no. 2 (2018): 280-301. https://cpb-us-w2.wpmucdn.com/web.sas.upenn.edu/dist/7/228/files/2016/09/GM_APSR_2018-1cw841a.pdf
- **Scholar Session 9:30 – 10:45am:** *Anjali Thomas, Associate Professor, Georgia Tech*

Assignment – Research Plan due Friday, October 16th by midnight (Canvas Upload)

Write a proposal for where you are heading – 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; what do you expect to find; and to what end (what are the implications)? This is your road map for the final paper so put as much detail here as you can. (~ 5 – 7 pages, uses footnotes, etc.)

Week 10

Wednesday, October 21, 2020

Tips and Tricks of the Trade and Project Discussion

- Van Evera, Chapter 4 “Helpful Hints on Writing a Political Science Dissertation,” Appendix “How to Write a Paper”
- Graff and Berkenstein, Chapter 8, “As a Result”
- *Reread:* Baglione, Chapter 6, “Revising and Editing Your Work”
- Students will discuss their proposals with the class; classmates will offer feedback towards the goal of advancing all of the projects individually and collectively
- **Scholar Session 9:30 – 10:45am:** *Meg Guliford, Penn Provost Postdoctoral Fellow, Perry World House, University of Pennsylvania*

Week 11

Wednesday, October 28, 2020

How To Present

- Baglione, Chapter 9 “Bringing the Paper Together in Essential Ways”
- Graff and Berkenstein, Chapters 9 “You Mean I can Just Say it That Way?” 10 “The Art of Metacommentary,” and 11 “Using the Templates to Revise”
- **Scholar Session:** *Vince Pedicino, Assistant Director, Graduate Programs, INTA*

Week 12

Wednesday, November 4, 2020

No Class

- One on One Meetings with Professor during class session to discuss your progress and any challenges you are encountering, questions you might have.
- Virtual meeting schedule to be determined in advance

Week 13

Wednesday, November 11, 2020

Taking Stock and Troubleshooting

- **Elevator Pitch**
 - 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. This is the short version (rough draft) of what you will deliver during the symposium alongside your poster.
- **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.

Week 14

Wednesday, November 18, 2020

Final Class Session

Virtual Symposium

- Students will prepare a single power-point slide in lieu of a traditional poster; they will then brief the panel of experts and field questions about their research; the poster will be presented via screen-share in Webex
- 5-minute presentation MAX per student
- **Scholar Session:** Symposium presented to the faculty of the Sam Nunn School.

Assignment: Poster and Presentation (In class) – *Students will present their poster and project in class to a panel of experts via Webex; they will have uploaded their poster to Canvas by 6:00 pm Tuesday, November 17th*

Week 15

Thanksgiving Week - No Class

Week 16

Exam And Reading Week - No Class

Week 17

Exam Week, Continued- No Class

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!

Data Sources

- Correlates of War: <https://correlatesofwar.org/>
- International Crisis Behavior Dataset: <https://sites.duke.edu/icbdata/>
- Harvard Dataverse: <https://dataverse.harvard.edu/>
- 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/>
 - Comparative Legal Cases: <https://signin.lexisnexis.com/lnaccess/app/signin?back=https%3A%2F%2Fadvance.lexis.com%3A443%2Fnexis-uni%2F%2Flaapi%2Fpermalink%2Fdb1e6819-150c-4658-9d10-a6491ba2628c%2F%3Fcontext%3D1516831&aci=nu>
 - International Investment Law: <http://mappinginvestmenttreaties.com/country#>
- Individual Scholars' Datasets:
 - Dr. Danielle Gilbert (Kidnapping): <http://www.danigilbert.com/data.html>
 - Dr. Matthew Fuhrmann (Nuclear): <http://www.matthewfuhrmann.com/datasets.html>
 - Dr. Joshua Kertzer (Signaling, Resolve, Reputation, Public Opinion, etc.): <https://people.fas.harvard.edu/~jkertzer/>

- Dr. Kelebogile Zvobgo (Human Rights, Truth Commissions, etc.): <https://www.zvobgo.com/research>

On Methodological Considerations

- Large N
 - Kellstedt, Paul M., and Guy D. Whitten. *The Fundamentals of Political Science Research*. Cambridge University Press, 2018.
 - Li, Quan. *Using R for Data Analysis in Social Sciences: A Research Project-oriented Approach*. Oxford University Press, 2018.
 - Dougherty, Christopher. *Introduction to Econometrics*. Oxford University Press.
 - Wooldridge, Jeffrey M. *Introduction to Econometrics: A Modern Approach*. Sage Publishing, “Quantitative Applications in the Social Sciences (QASS),” <https://us.sagepub.com/en-us/nam/qass> (individual selections available through the GT Library)
- Qualitative Methods Generally
 - Andrew Bennett and Jeffrey Checkel, “Process Tracing: From Philosophical Roots to Best Practices,” in *Process Tracing: From Metaphor to Analytic Tool*, ed. Andrew Bennett and Jeffrey Checkel (Cambridge: Cambridge University Press, 2015), 3–37.
 - Marc Trachtenberg, *The Craft of International History: A Guide to Method* (Princeton: Princeton University Press, 2006)
 - Matthew Evangelista, “Explaining the Cold War’s End: Process Tracing All the Way Down?,” in *Process Tracing: From Metaphor to Analytic Tool*, ed. Andrew Bennett and Jeffrey T. Checkel, *Strategies for Social Inquiry* (Cambridge: Cambridge University Press, 2015).
 - Ian S. Lustick, “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.
 - King, Gary, Robert O. Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press, 1994.
- Case Studies / Historical Analysis
 - Alexander L. George and Andrew Bennett, *Case Studies and Theory Development in the Social Sciences* (Cambridge: MIT Press, 2005).
 - Thies, Cameron G. “A Pragmatic Guide to Qualitative Historical Analysis in the Study of International Relations.” *International Studies Perspectives* 3, no. 4 (2002): 351-372.
 - Van Evera, Steven. *Guide to Methods for Students of Political Science*. Cornell University Press, 2007: “Further Reading,” pp. 129-131.
- Experiments
 - Susan D. Hyde, “The Future of Field Experiments in International Relations,” *Annals of the American Academy of Political and Social Science* 84 (2010): 628.
 - EGAP Methods Guides: <https://egap.org/methods-guides/>
- Archives and Historical Sources
 - Christopher Darnton, “Archives and Inference: Documentary Evidence in Case Study Research and the Debate over U.S. Entry into World War II,” *International Security* 42, no. 3 (January 2018): 84–126.

- National Security Archive, *Effective FOIA Requesting for Everyone: A National Security Archive Guide*, 2008, 1–78, https://nsarchive2.gwu.edu/nsa/foia/foia_guide/foia_guide_full.pdf.
- Brandon Rottinghaus, “The Search for the Elusive Executive: Archival Collection Methods and Presidential Libraries,” in *Doing Archival Research in Political Science*, ed. Scott Frisch et al. (Amherst: Cambria Press, 2002).
- Simon Miles, “Researching Through the Back Door: Field Notes From East of the Iron Curtain,” *Passport* 47, no. 1 (April 2016): 39–41.
- Larson, Deborah Welch. "Archival research in foreign policy." In *Oxford Research Encyclopedia of Politics*. 2017.
- Trachtenberg, Marc. *The Craft of International History: A Guide to Method*. Princeton University Press, 2009.
- Memoirs and Oral Histories
 - Gregor Benton, *Mountain Fires: The Red Army's Three-Year War in South China* (Berkeley: University of California Press, 1992), Preface (xv-xxv) and Chapter 2 (69-82).
- Interviews
 - Beth Leech, “Asking Questions: Techniques for Semistructured Interviews,” *Political Science & Politics* 35, no. 4 (December 2002): 665–68.
- Fieldwork
 - Daniel P. Aldrich, “The 800-Pound Gaijin in the Room: Strategies and Tactics for Conducting Fieldwork in Japan and Abroad,” *PS: Political Science & Politics* 42, no. 2 (April 2009): 299–303.
 - Janet Bujra, “Lost in Translation? The Use of Interpreters in Fieldwork,” in *Doing Development Research*, ed. Vandana Desai and Robert B. Potter (London: SAGE Publications, 2006), 172–79.
- Ethics, Institutional Review Boards, Etc.
 - Sarah M. Brooks, “The Ethical Treatment of Human Subjects and the Institutional Review Board Process,” in *Interview Research in Political Science*, ed. Layna Mosley (Ithaca: Cornell University Press, 2013), 45–66.
 - Lee Ann Fujii, “Research Ethics 101: Dilemmas and Responsibilities,” *PS: Political Science & Politics* 45, no. 4 (October 2012): 717–23.
 - Kate Cronin-Furman and Milli Lake, “Ethics Abroad: Fieldwork in Fragile and Violent Contexts,” *PS: Political Science & Politics* 51, no. 3 (July 2018): 607–14.
 - Subotić, Jelena. "Ethics of archival research on political violence." *Journal of Peace Research* (2020): 0022343319898735.
 - Van Evera, Steven. *Guide to Methods for Students of Political Science*. Cornell University Press, 2007: Chapter 6.
- On Causal Inference: <https://egap.org/methods-guides/>