

## Teaching Portfolio Michelle Dion

**“Every man at the bottom of his heart believes that he is a born detective.”**  
–*The Power House* (1916), an early modern mystery by John Buchan.

The popularity of modern mystery novels and suspense movies reflects the accuracy of the above statement. Our natural curiosity often makes us eager to solve puzzles and mysteries, and it is this tendency that I use to motivate students in the classroom. In the classroom, I think of politics as a series of mysteries that we work to solve collectively. Each student must actively pursue the solution to the puzzle, but we often work as a team to make sure the solution to the problem is logical. Students are akin to protagonists with varying backgrounds (e.g., the amateur sleuth or the private eye) in modern mystery novels that must actively seek out the solution to the mystery, drawing upon the knowledge and expertise of a cast of supporting characters, which includes other students and myself. Readings, lectures and discussions provide students with clues, and papers and exams provide students with the opportunity to piece together a solution to the mystery. This analogy reflects my beliefs about teaching; my role as a teacher is to help students solve mysteries and become independent and critical thinkers rather than to give them answers.

In general, I have two broad goals for student learning in any course: mastery of the substantive content of the course and the development of reading, communication, and critical thinking skills that students will use throughout their lives. In terms of substantive content, students in my International Political Economy course become familiar with theories used to explain international trade and finance, economic development, and globalization (see Appendix 1: International Political Economy syllabus). In my Latin American Politics course, students become familiar with the economic and political background of a sample of Latin American countries and closely examine the future prospects for economic development and political stability of a handful of cases (see Appendix 2: Latin American Politics syllabus). Further, in my graduate courses, I encourage to apply their knowledge to answer specific research questions. My graduate methodology course at Georgia Tech serves as an introduction to both qualitative and quantitative research methods (see Appendix 3: Empirical Research Methods syllabus). We begin with a discussion of qualitative research design. Then, we cover basic topics in statistical methods, through basic ordinary least squares regression techniques.

Equally important as substance, however, are the communication, reading, writing, and critical thinking skills that students should develop in my courses. These skills can be applied in non-academic settings after students graduate from the university, and they are among the skills frequently cited as important to potential employers. First, interpersonal skills and the ability to communicate, in particular, are among the competencies sought by prospective employers. By focusing class time on discussion of curricular material, students develop important listening and communication skills. In large classes, even allowing students to discuss in pairs a question related to the lecture for a few minutes can be a useful way to break up the monotony of lectures and encourage active learning on the part of students. Research suggests that students learn more if they explain or discuss the material with other students (McKeachie, et al. 1999, Chapters 5 and 14).

Second, students should learn to read effectively and critically. Non-reflective thinkers may feel more comfortable with traditional textbooks that tend to present ideas and arguments as

objective facts. However, carefully chosen journal articles combined with guidance on how to read such articles can help students become more reflective thinkers and understand that there may be more than one way to explain or understand a given phenomenon. The juxtaposition of different viewpoints on a given topic through the use of journal articles can help students recognize that there may be multiple solutions to a given problem. By reading and discussing such articles critically, helps students learn to construct their own logical arguments. In other words, deliberately chosen sequences of journal articles can help students become more reflective thinkers. Reflective thinkers view knowledge as the result of a logical inquiry to solve a problem, and logic and likelihood are the standards used to evaluate solutions (Huba and Freed 2000: Chapter 7). In my International Political Economy class, the primary text is an edited volume of academic articles. Giving students a very brief introduction and a handful of study questions *before* a reading assignment helped students distill the main argument of the reading and read more effectively. Students were able to understand the difficult material and recognized the value of learning to read carefully.

Third, writing skills and the ability to construct and write analytical arguments are important skills for all students to acquire during their undergraduate careers. In most occupations, employers will expect students to be able to convey their ideas and present persuasive arguments in writing. I also believe that writing is a skill that takes practice, and that writing assignments can help students process and better understand the substantive content of a course. For these reasons, writing assignments are usually central in my undergraduate courses.

Finally, the development of independent and critical thinking skills is perhaps the most important goal for students. Indeed, reading, speaking and writing skills are tools that should complement and enable independent and critical thinking. I believe that including readings with competing arguments for class promotes independent and critical thinking. Similarly, in-class discussion of the readings in pairs, small groups, or as a whole can also help student evaluate course material critically. Writing assignments in response to focused questions can promote student understanding of the material and lead them to synthesize the pieces of the puzzle that may face them.

While I would expect my students to be committed to learning, I recognize that I have a responsibility to provide them with the tools and opportunities they need to learn. Providing students with frequent evaluations of their progress is an important way that I can help them in their self-assessment. In-class discussion of the material provides me with a rough gage of student understanding and gives students to the opportunity to evaluate their own learning or ask questions when they are unsure. Occasionally asking students to summarize the reading or discussion in minute papers is another way to help students evaluate their learning. Graded paper assignments on fixed questions and research papers also serve this purpose.

Using existing technology can also provide students with tools and opportunities to learn. In my large lecture course, American Government in Comparative Perspective (180 enrollment), I used digital (PowerPoint) presentations to present lecture material and internet exercises in class. For instance, I used the internet during class to illustrate the range of political interest groups in the United States and to demonstrate the differences in television, radio, and print media coverage of political news. In my other classes, I use WebCT (an online course management software) to facilitate student engagement and discussion. The following exchange

between two students was posted during my International Political Economy class. The students are discussing an aspect of “hegemonic stability theory,” which had been discussed in class:

Message no. 113

Subject eichengreen

I feel that Britain played a small hegemonic role in the 1940's while they were not as powerful as the U.S. they were still able to get their priorities incorporated in the Bretton Woods(228), Just like Britain was able to incorporate priorities at the Genoa proceedings. Also i feel that a country should be given the title hegemon if other countries adopt the ideological views of that country as countries did in the case of the Bretton Woods.

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Message no. 147[Branch from no. 113]

Subject Re: eichengreen

I agree that Britain still possessed vestiges of hegemonic power in 1940, especially because the U.S. was reluctant to enter the international domain. For me, one of the dominant problems of the hegemonic stability theory hinges on defining what a hegemon is. Can a country be an economic hegemon without being a political hegemon? Or vice versa? How do we judge rising or falling hegemons? It is hard to base an argument on such a nebulous contention, though Krasner and Eichengreen do effectively define their conception of hegemon before explaining their theory.

This tool has proven to be a very effective way to get students to interact outside of class and think critically about class material. Student comments and evaluations also suggest that student appreciate having this forum for discussion.

Overall, I have demonstrated my ability to teach a wide range of courses at the Georgia Institute of Technology, including team-teaching a large lecture (180 students) on American Government in Comparative Perspective, a mid-size class (63 students) on International Political Economy, a small (18 students) undergraduate and graduate seminar on Latin American Political Economy, a specialty course in our Southern Cone Study Abroad program, and a graduate introduction in Empirical Research Methods. In these classes, I use a variety of techniques in order to promote active student learning, and students have been positive in their evaluations of my teaching (Appendix 4: Student evaluations of teaching), even in courses outside my primary area of research. As a Georgia Tech Class of 1969 Teaching Fellow during 2003-2004, I am participating in weekly seminars designed to enhance teaching and learning. The Fellow program will also provide me with resources to develop in-class simulation exercises to use in my courses.

## References

- Huba, Mary E. and Jann E. Freed. 2000. *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. Boston: Allyn and Bacon.
- McKeachie, Wilbert J., et al. 1999. *McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. 10<sup>th</sup> edition. Boston: Houghton Mifflin.

## Appendix 1: International Political Economy syllabus

Instructor: Michelle Dion  
 Email: michelle.dion@inta.gatech.edu  
 Office hours: Tuesdays, 3-5pm and by appointment  
 Office: Habersham 150 (781 Marietta Street)  
 Office phone: (404) 385-4081

### Course Introduction

This course examines how domestic and international politics influence trade, financial, investment, and development policies. A background in economics is not necessary, but a willingness to tackle economic issues is essential. The course will emphasize theoretical debates in the field of international political economics and introduce students to key issues and some historical details related to each policy area. The course covers nineteenth century development, modern international trade and finance, economic development, international investment, and multinational corporations.

I will usually lecture briefly at the beginning of the class to introduce additional information that may not be included in the reading. However, a significant portion of class time will be spent discussing the assigned readings in detail. Student participation in class is required and will constitute a significant portion of students' final grades. Students also will be expected to complete two written assignments and a final take-home exam that will be used to determine their final grades in the course. A copy of this syllabus and a list of related web-based resources for the course can be found at the WebCT site, which will be expanded throughout the course. (Please allow a week for all students to be added.)

### Course Objectives

At the end of this course, you will be familiar with the theories used to explain both historical and contemporary changes in the international economy. You should also understand the theoretical tools, concepts, vocabulary, and arguments often used by analysts of international political economy. This understanding will prepare you for advanced coursework in international affairs and enable you to become more sophisticated consumers of journalistic accounts of current events and better informed citizens.

Perhaps more importantly, as a result of this course, you will develop important skills that you will be able to use after this semester, in future courses or in the workplace. First, you will learn how to read scholarly works effectively and critically. Critical reading skills can also help you become a more informed consumer of popular journalism. Second, you will learn how to discuss what you have read and written with your peers in a way that deepens your understanding of the material. Learning what questions to ask and how to answer them is a key part of discussion. Finally, you will have the opportunity to develop your writing skills in a series of written assignments. These assignments should help you learn how to write persuasive, formal arguments and how to effectively use evidence to support your argument.

### Readings

There are two required textbooks for this course.

Jeffrey A. Frieden and David A. Lake, eds. 2000. *International Political Economy: Perspectives on Global Power and Wealth*. 4<sup>th</sup> edition. Belmont, CA: Wadsworth, Inc.

Brawley, Mark R. 1998. *Turning Points: Decisions Shaping the Evolution of the International Political Economy*. Toronto: Broadview Press.

One of the objectives of this course is for students to learn how to read scholarly works effectively. Reading journal articles or other scholarly works can be more difficult at first than reading traditional textbooks. We will discuss useful strategies you can use to get more out of the readings. However, in order to participate and benefit from class discussions, reading the assigned chapters *before* class will be essential.

### Student evaluation

Class participation, 30%. To be able to participate actively in the discussion, you must have done the reading *prior* to class and you must *attend* class *regularly*. Not only will discussion help you better understand the material, but also being able to verbally summarize a reading or idea and make an analytical argument will help you develop skills that you will need and use regardless of the career path you choose to follow after taking this class.

In addition to completing the assigned reading, you should come to each class with a written response to the following questions:

1. What question is the author trying to answer in this article or chapter?
2. What is the author's answer to the question?
3. Briefly, what evidence or argument does the author use to support his or her answer?

Your answer to these questions for any given reading assignment should be limited to one or two sentences per question or one paragraph (four or five sentences) total and can be handwritten. You will not be expected to turn in your answers to these questions, though I reserve the right to collect the answers from the class. When collected, your written responses will be incorporated into your participation grade (*and no late answers will be accepted*).

Several students in each class period will introduce the reading by discussing their answers to these questions with the class and formulating a short list of discussion questions. Each student will sign up for one class session on the first day of class.

*The quality, not quantity, of your participation is key to a superior class participation grade. Asking thoughtful or insightful questions is just as important as answering questions posed by others in the class. Participation through WebCT chat lists will also count positively toward your participation grade. Cell phone disruptions will adversely affect your participation grade.*

Two short analytical essays (3-4 pages, double-spaced), 15% and 25% each. You will be required to write two short papers in response to a question that I will assign two weeks before each paper will be due. These papers will not require outside reading, and will be graded anonymously. The due dates for these papers are February 6<sup>th</sup> and March 20<sup>th</sup>. See below for my policies on late papers.

Final take-home exam (~8-10 pages, double-spaced), 30%. The final exam will consist of one or two questions similar to those assigned for the shorter essay assignments. Our final exam has tentatively been scheduled for Wednesday, April 30<sup>th</sup>. Your exam will be due in my office by 10am, on exam day. You will receive the final exam assignment on April 17<sup>th</sup>. The exam will be graded anonymously.

NO LATE PAPERS WILL BE ACCEPTED FOR THE FINAL.

### **Course Policies**

This syllabus is tentative and subject to change. Students are responsible for finding out about announced changes if they miss class.

Late papers. All papers will be due at the *beginning of class* on the dates outlined above. Papers turned in at the *end* of class or within one hour of the end of class will only be eligible for 95% of the total value of the paper. Late papers turned after class but within 24 hours of class will be eligible for a maximum grade of 90% of the total value of the paper (a penalty of one letter grade). Papers received after 24 hours of the due date will be eligible for a maximum grade of 80% of the total value of the paper (a penalty of two letter grades). *Late papers will not be accepted after 48 hours after the original due date.* If you anticipate having problems meeting these deadlines, please contact me *before* the assignment is due to discuss your situation.

Paper grading. Each paper assignment will be discussed in class, and you will have ample opportunities to discuss the assignments with me before they are due. Later assignments are weighted more heavily, and you will also have the opportunity to improve your writing in later writing assignments. However, if you would like me to reconsider a grade you have received on a paper assignment, please write a one page explanation of the strengths of your paper that you believe warrant a better grade and return the paper to me with your explanation within two weeks of receiving the graded paper. Once I have a chance to re-read your paper and explanation of its strengths, we will schedule an appointment to discuss the paper. I reserve the discretion to leave the grade the same, raise it, or lower it.

Honor Code. By submitting written assignments and the final exam, you are pledging that you have not received unauthorized aid on the paper or exam. While you are encouraged to discuss your papers with peers and the instructor, you must be the only author of the paper assignments. All references to or paraphrasing of course

readings or outside readings must be properly documented to avoid plagiarism. If you have any doubts, please ask me before turning in the assignment. Instances of plagiarism and/or unauthorized aid will be turned in to the Dean of Students. Georgia Tech's Honor Code is posted on the webpage of the Dean of Students.

Special needs. Students with documented special needs will be accommodated as much as possible. Please see me in the first few weeks of the semester if you anticipate needing special accommodations.

Incompletes. Incompletes will only be granted in instances of extreme or medical hardship, as outlined in the Institute's Catalog. I will ask you for documentation of the hardship. Incompletes will not be granted to students who are failing the course.

Missed classes. Regular attendance is crucial to your success in this course. Attendance is incorporated into your participation grade, which is a substantial portion of your final grade (30%). While I will not take roll each class period, I will occasionally collect your responses to the questions outlined above in the participation section, and absent students will not be allowed to turn in their responses after the missed class period. Students will not have access to my class notes for missed classes.

## **Course Outline**

### **Introduction to the course**

*Tuesday, January 7*

Introduction to the course and each other. Review of syllabus. Tips for effectively reading assigned articles.

*Thursday, January 9*

Overview of theoretical perspectives. Brawley, pp. 13-24 and Frieden & Lake, pp. 1-16.

### **Nineteenth century political economy**

*Tuesday, January 14*

Frieden & Lake: Intro to Part II, pp. 69-71; Chapter 1, Krasner (1976); Chapter 8, Lake (1991)

*Thursday, January 16*

Frieden & Lake: Chapter 5, Kindleberger (1975)

Brawley: Chapters 10 and 11

*Tuesday, January 21*

Frieden & Lake: Chapter 6, Gourevitch (1977)

Brawley: Chapter 12

*Thursday, January 23*

Frieden & Lake: Chapter 2, Eichengreen (1989)

Brawley: review Chapter 10

Hand out first paper assignment.

### **The politics of modern trade**

*Tuesday, January 28*

Frieden & Lake: Intro to Part V, pp. 209-302; Chapter 19, Coughlin, et al (n.d.)

Brawley: Chapter 7

*Thursday, January 30*

Frieden & Lake: Chapter 20, Rogowski (1989); Chapter 21, Alt and Gilligan (1994)

*Tuesday, February 4*

Frieden & Lake: Chapter 22, Freeman (1995)

*Thursday, February 6*

Frieden & Lake: Chapter 23, Mansfield and Busch (1995); Chapter 24, Cox (1995)

Brawley: Chapter 19

First paper assignment due in class.

### **The politics of international finance**

*Tuesday, February 11*

Frieden & Lake: Intro to Part IV; Chapter 13, Broz (1997)

Brawley: Chapter 8

*Thursday, February 13*

Frieden & Lake: Chapter 14, Eichengreen (1989)

Brawley: Chapters 13, 15, 17

*Tuesday, February 18*

Frieden & Lake: Chapter 15, Cohen (1993)

*Thursday, February 20*

Frieden & Lake: Chapter 16, Frieden

*Tuesday, February 25*

Frieden & Lake: Chapter 17, Wyplosz (1997)

Brawley: Chapter 20

*Thursday, February 27*

Frieden & Lake: Chapter 18, Goodman and Pauly (1993)

### **Spring Break**

#### **Economic development**

*Tuesday, March 11*

Frieden & Lake: Chapter 3, North (1989)

Hand out second paper assignment.

*Thursday, March 13*

Frieden & Lake: Chapter 27, Williamson (1997)

*Tuesday, March 18*

Frieden & Lake: Chapter 25, Stiglitz and Squire (1998); Chapter 26, Broad et al (1990)

*Thursday, March 20*

Frieden & Lake: Chapter 28, Haggard (1991)

Brawley: Chapter 18

Second paper assignment due in class.

#### **Production and MNCs**

*Tuesday, March 25*

Frieden & Lake: Chapter 9, Caves (1996)

Brawley: Chapter 9

*Thursday, March 27*

Frieden & Lake: Chapter 12, Hart and Prakash (1997);

*Tuesday, April 1*

Frieden & Lake: Chapter 10, Tarzi (1991)

*Thursday, April 3*

Frieden & Lake: Chapter 11, Fieldhouse (1986)

#### **Globalization**

*Tuesday, April 8*

Frieden & Lake: Chapter 4, Strange (1992)

*Thursday, April 10*

Frieden & Lake: Chapter 29, Butler (1992)

*Tuesday, April 15*

Frieden & Lake: Chapter 30, Cerny (1995)

*Thursday, April 17*

Frieden & Lake: Chapter 31, Rodrik (1997)

Hand out take-home final exam assignment

#### **Wrap-up**

*Tuesday, April 22*

On-line course evaluation (to be explained later). Class wrap up and discussion of take-home final exam assignment

*Thursday, April 24*

On-line course evaluation (to be explained later). Optional class to discuss final exam assignment.

*Wednesday, April 30*

Final exam paper due before 10am in my office. No late papers will be accepted

## Appendix 2: Latin American Politics syllabus (Abbreviated)

### Instructor: Michelle Dion

Email: michelle.dion@inta.gatech.edu

Office hours: Wednesdays, 3-5pm and by appointment

Office: Habersham 150 (781 Marietta Street)

Office phone: (404) 385-4081

### Course introduction and objectives

This course serves as an introduction to Latin American politics. During the course, we will focus primarily on the politics of six Latin American countries, though we will refer to other countries in passing. We will read about and discuss issues related to both the political economy and political institutions of each of the countries. At the end of the course, you will be familiar with the political history and the political and economic challenges facing countries in the region. You will also become familiar with some of the theoretical tools, concepts, vocabulary, and arguments common to the study of Latin American politics.

The course will consist of a combination of lecture and discussion, and all students are expected to actively participate in the class. Participation entails *regular* attendance, reading *before* class, and contributing to class discussions. Participation through the WebCT discussion board is also encouraged. Students will also be expected to present one news story in class, write one analytical book review, and complete mid-term and final exams.

A copy of this syllabus and a list of related web-based resources for the course can be found at the WebCT site, which will be expanded throughout the course. <http://webct.gatech.edu>

### Readings

There are two required textbooks for this course. The textbooks are available at the GT bookstore and Engineer's Bookstore. The textbooks will also eventually be on reserve in the library.

Larry Diamond, et al. 1999. *Democracy in Developing Countries: Latin America*, second edition. Boulder: Lynne Rienner.

Harry E. Vanden and Gary Prevost. 2002. *Politics of Latin America*. New York: Oxford UP.

Students will also be expected to purchase/read one optional novel. Additional short readings will be assigned through WebCT as indicated in course outline.

### Undergraduate student evaluation

Map quiz, 5%.

Latin American map quiz over country names in class Monday, August 25<sup>th</sup>.

News report, 5%.

Each student will be expected to prepare a very short 5 minute presentation of a recent news story from a Latin American country in class on their assigned day. Links to English language sites with Latin American news will be included on WebCT. Students should paste a link to the source for their news presentation on the designated WebCT discussion board *before class* on the day of their presentation. Students should be prepared to answer questions about their story after their presentation.

Class participation, 20%.

To be able to participate actively in the discussion, you must have done the reading *prior* to class and you must *attend class regularly*. Not only will discussion help you better understand the material, but also being able to verbally summarize a reading or idea and make an analytical argument will help you develop skills that you will need and use regardless of the career path you choose to follow after taking this class. I reserve the right to administer pop quizzes over the reading at any time; make up quizzes will not be given.

Students who fail to attend at least 60% of the days on which attendance is taken or pop quizzes administered *or* students with failing participation grades at the end of the semester will not receiving passing grades in the class.

The *quality*, not *quantity*, of your participation is the key to a superior class participation grade. Asking thoughtful or insightful questions is just as important as answering questions posed by others in the class. Participation through WebCT chat lists will also count positively toward your participation grade. *Arriving to class late and cell phone disruptions will adversely affect your participation grade.*

Mid-term combination in-class and take-home exam, 25%.

The mid-term exam will combine an essay assignment to be completed outside of class (3-4 pages) and a short answer exam completed in-class. The take-home portion will be due on October 20<sup>th</sup> and in class short answer exam will be the same day. See below for my policies on late papers. No make-up in-class exams will be given without a documented excuse; make-up exams may differ in format and content from the in-class exam. The exams will be graded anonymously.

Analytical novel review (3-4 pages, double-spaced), 20%

Students will read one of the recommended novels and write a short essay that analyzes the content of the novel in relation to other themes discussed in class. Details, guidelines, and an example will be provided in class. The review will be due on November 26<sup>th</sup>. See below for my policies on late papers.

Recommended novels (available at the bookstores) include:

- Soriano, *A Funny Dirty Little War* (Argentina)
- Dorfman, *Hard Rain* (Chile)
- Vargas Llosa, *Death in the Andes* (Peru)
- Allende, *The House of the Spirits* (Chile)
- Gabriel Garcia Marquez, *News of a Kidnapping* (Colombia)
- Paco Ignacio II Taibo, *Life Itself* (Mexico, OOP)

Final combination in-class and take-home exam, 25%.

The final exam will be similar in format to the mid-term with both take-home (3-5 pages, double-spaced) and in-class (short answer) components. The take-home question(s) will be distributed two weeks before the end of class. Our final exam has been scheduled for Wednesday, December 10<sup>th</sup> at 11:30am-2:20pm and will not be changed to accommodate travel plans. Take-home portions of your exam will be due at the exam time and **NO LATE PAPERS WILL BE ACCEPTED FOR THE FINAL**. The exams will be graded anonymously.

Students with three exams in one day can take the in-class exam during the official conflict period **ONLY**: Saturday December, 13<sup>th</sup>, 9:00am-11:50am. **NO EXCEPTIONS WILL BE MADE**.

**Course Policies [EXCISED FOR SPACE. SEE APPENDIX 1 FOR SAMPLE POLICIES.]**

**Course Outline**

**Monday 8/18/2003**

Intro to class, each other, and WebCT. Description of map quiz.

**Wednesday 8/20/2003**

Chapter 1 in Vanden and Prevost.

**Friday 8/22/2003**

Chapter 2 and p. 74-84 in Vanden and Prevost

**Monday 8/25/2003**

MAP QUIZ IN CLASS; choose novel for review.

Chapter 3 and look over p.216-227 in Vanden and Prevost

**Wednesday 8/27/2003**

Pages 1-15 in Diamond et al

Chapter 8 in Vanden and Prevost

**Friday 8/29/2003**

NO CLASS

**Monday 9/1/2003**

NO CLASS

**Wednesday 9/3/2003**

Chapter 7 in Vanden and Prevost

**Friday 9/5/2003**

NO CLASS

**Mexico**

**Monday 9/8/2003**

Chapter 11 in Vanden and Prevost

**Wednesday 9/10/2003**

Lustig reading on WebCT (debt crisis)

**Friday 9/12/2003**

Williamson reading on WebCT (Washington Consensus)

**Monday 9/15/2003**

Chapter 10 in Diamond et al

**Wednesday 9/17/2003**

(Continued)

**Friday 9/19/2003**

Reading on WebCT to be announced (Fox)

**Argentina**

**Monday 9/22/2003**

Chapter 14 in Vanden and Prevost

**Wednesday 9/24/2003**

Chapter 2 (only pages 71-97) in Diamond et al (Peronism)

**Friday 9/26/2003**

Reading on WebCT to be announced (B-A)

Drop deadline for students

**Monday 9/29/2003**

Chapter 2 (pages 97-124) in Diamond et al (transition and post-1983)

**Wednesday 10/1/2003**

Reading on WebCT to be announced (Menem, econ crisis)

**Friday 10/3/2003**

Reading on WebCT to be announced (amnesty)

**Brazil**

**Monday 10/6/2003**

Chapter 16 in Vanden and Prevost

**Wednesday 10/8/2003**

Chapter 3 (only pages 131-171) in Diamond et al

**Friday 10/10/2003**

Reading on WebCT to be announced (Hunter)

Distribute take home portion of mid-term exam.

**Monday 10/13/2003**

NO CLASS

**Wednesday 10/15/2003**

Chapter 3 (pages 171-183) in Diamond et al and reading on WebCT to be announced (Cardoso)

**Friday 10/17/2003**

Reading on WebCT to be announced (Lula)

**Monday 10/20/2003**

Mid-terms due. In-class exam.

**Chile**

**Wednesday 10/22/2003**

Chapter 15 in Vanden and Prevost

**Friday 10/24/2003**

NO CLASS

**Monday 10/27/2003**

Chapter 4 in Diamond et al

**Wednesday 10/29/2003**

Reading on WebCT to be announced (Hojman)

**Friday 10/31/2003**

Reading on WebCT to be announced (NACLA)

**Peru**

**Monday 11/3/2003**

Chapter 6 (only pages 309-326) in Diamond et al

**Wednesday 11/5/2003**

Chapter 6 (pages 326-356) in Diamond et al

**Friday 11/7/2003**

Reading on WebCT to be announced (Roberts)

**Monday 11/10/2003**

Reading on WebCT to be announced

**Wednesday 11/12/2003**

Reading on WebCT to be announced

**Friday 11/14/2003**

Reading on WebCT to be announced

**Colombia**

**Monday 11/17/2003**

Chapter 5 (only pages 249-276) in Diamond et al

**Wednesday 11/19/2003**

Chapter 5 (pages 276-299) in Diamond et al

**Friday 11/21/2003**

Reading on WebCT to be announced (political parties)

**Monday 11/24/2003**

Reading on WebCT to be announced (violence)

**Wednesday 11/26/2003**

Reading on WebCT to be announced (U.S.)

Book review due in class

Hand out take home portion of final exam

**Friday 11/28/2003**

NO CLASS (Thanksgiving)

**Conclusions and wrap-up**

**Monday 12/1/2003**

Reading on WebCT to be announced

**Wednesday 12/3/2003**

Reading on WebCT to be announced

**Friday 12/5/2003**

Turn in proof of course evaluations for extra credit. Grad student research proposals due.

**Wednesday 12/10/2003**

11:30-2:30 Exam

Take-home exam due at beginning of exam period.

**Saturday 12/13/2003**

Exam conflict period 9am-11:50am

## Appendix 3: Empirical Research Methods syllabus

### Instructor: Dr. Michelle Dion

Email: michelle.dion@inta.gatech.edu

Office hours: Wednesdays, 3-5pm and by appointment

Office: Habersham 150 (781 Marietta Street)

Office phone: (404) 385-4081

### Course introduction and objectives

This is an introductory graduate course in empirical research design and methods. For many of you, the material presented in this course will be the beginning of a radically new way to approach research. To be successful in the course, you will NOT need to be a mathematician or statistician, but you will need a desire to learn, to think analytically, to solve-problems, and be open to new ways of thinking. You will also need some basic algebra skills. This course will be an important foundation for much of your future coursework in the Master's program.

The first third of the course will be spent covering qualitative research design. In the second section of the course, we will begin to cover quantitative research methods, and in the final section, we will conclude with regression analysis, the foundation of most advanced statistical methods. Student attendance and participation in class is required and will constitute a significant portion of students' final grades. Students also will be expected to complete homework assignments and a final research project that will be used to determine their final grades in the course. A copy of this syllabus and a list of related web-based resources for the course can be found at the WebCT site, which will be expanded throughout the course.

### Readings

There are four required textbooks for this course, which you can purchase at the Georgia Tech Bookstore or at the Engineer's Bookstore. Copies have been ordered for the reserves of the library, though there is no guarantee that they will be available by the beginning of the semester.

Charles C. Ragin. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley, CA: University of California Press.

Gary King, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton UP.

Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

William D. Berry and Mitchell S. Sanders. 2000. *Understanding Multivariate Research: A Primer for Beginning Social Scientists*. Boulder: Westview Press.

**\*\* Additional readings may be assigned as necessary. These will be distributed through WebCT. \*\***

### Student evaluation

Class participation and attendance, 20%. To get the most out of our class meetings and to be able to participate actively, you must have done the reading *prior* to class and you must *attend* class *regularly*. *The quality*, not *quantity*, of your participation is the key to a superior class participation grade. Asking thoughtful or insightful questions is just as important as answering questions posed by others in the class. Participation through WebCT discussion lists will also count positively toward your participation grade. Cell phone disruptions will adversely affect your participation grade.

Homework assignments or pop quizzes on readings, 30%. Throughout the semester, I will assign homework assignments to be turned in the following week during class. I also reserve the right to give in class pop quizzes on the assigned readings. Your grades on these assignments and/or quizzes will be averaged at the end of the semester. Late homework assignments will not be accepted.

Final research project (~10-15 pages, double-spaced), 50% total. Your final research project will proceed in phases with the following due dates.

September 15 <sup>th</sup>	Statement of topic (5%)
October 6 <sup>th</sup>	Statement of research question, 5 page literature review, your research hypothesis, & bibliography (10%)
October 27 <sup>th</sup>	Description of data and sources (5%)
November 10 <sup>th</sup>	Description of data analysis (5%)
November 24 <sup>th</sup>	Results (10%)

Dec. 8 <sup>th</sup> , 5pm	Full paper due (15%)
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The full final project paper is due by 5pm on December 8<sup>th</sup> in my office. NO LATE PAPERS WILL BE ACCEPTED FOR THE FINAL.

### Course Policies

This syllabus is tentative and subject to change. Students are responsible for finding out about announced changes if they miss class.

Late papers. Assignments are due at the *beginning of class* on the dates outlined above; no late homework assignments will be accepted. Other assignments turned in at the *end* of class or within one hour of the end of class will only be eligible for 95% of the total value of the paper. Assignments turned after class but within 24 hours of class will be eligible for a maximum grade of 90% of the total value of the paper (a penalty of one letter grade). Assignments received after 24 hours of the due date will be eligible for a maximum grade of 80% of the total value of the paper (a penalty of two letter grades). *Late assignments will not be accepted after 48 hours after the original due date.* If you anticipate having problems meeting these deadlines, please contact me *before* the assignment is due to discuss your situation.

Honor Code. By submitting written homework assignments and your final paper, you are pledging that you have not received unauthorized aid on the paper or exam. While you may discuss homework assignments with other students, you must generate your own output and write up your own answers. If computer analysis is required for an assignment, you must analyze your own data separately from your peers. While you are encouraged to discuss your papers with peers and the instructor, you must be the only author of your final paper. All references to or paraphrasing of course readings or outside readings must be properly documented to avoid plagiarism. If you have any doubts, please ask me before turning in the assignment. Instances of plagiarism and/or unauthorized aid will be turned in to the Dean of Students. Georgia Tech's Honor Code is posted on the webpage of the Dean of Students.

Special needs. Students with documented special needs will be accommodated as much as possible. Please see me in the first few weeks of the semester if you anticipate needing special accommodations.

Incompletes. Incompletes will only be granted in instances of extreme or medical hardship, as outlined in the Institute's Catalog. I will ask you for documentation of the hardship. Incompletes will not be granted to students who are failing the course. This is Georgia Tech policy.

Missed classes. Regular attendance is crucial to your success in this course. Attendance is incorporated into your participation grade, which is a substantial portion of your final grade (20%). Students will not have access to my class notes for missed classes.

### Course Outline

#### Introduction to the course

*August 18*

Introduction to the course and each other. Review of syllabus. Discuss distributed articles.

Christopher H. Achen. "Advice for Students Taking a First Political Science Graduate Course in Statistical Methods"

Donald M. Freeman. Chapter in *Political Science Volume 1: Theory and Practice of Political Science*, William Crotty, editor.

Stephen Van Evera. Chapter 1 from *Guide to Methods for Students of Political Science*.

Thomas Kuhn. "A Role for History and Progress through Revolutions" from *Methods for Political Inquiry*, Stella Z. Theodoulou and Rory O'Brien, editors.

#### Qualitative research design

*August 25*

Chapters 1-4 of Charles C. Ragin. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley, CA: University of California Press.

*September 1*

NO CLASS. Begin reading KKV for next week.

September 8

Gary King, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton UP.

**Statistics for the social sciences**

September 15

Chapters 1-3 (Introduction, Presenting and summarizing data, and Central tendency and dispersion) in Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

Statement of research project topic due.

September 22

Chapters 4-5 (Probability and the normal curve and The sampling distribution and estimation procedures) in Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

September 29

Chapter 6 (Hypothesis testing) in Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

October 6

Chapters 7-8 (Analysis of variance and Hypothesis testing with categorical data: Chi-square test) in Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

Research question, literature review, research hypothesis, and bibliography due.

October 13

NO CLASS.

October 20

Chapter 9 (Nonparametric measures of association) in Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

October 27

Chapter 10 (Elaboration of tabular data) in Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

Description of data and sources due.

**Bivariate and multivariate regression**

November 3

Chapter 11 (Bivariate correlation and regression) in Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

Chapter 2 (Bivariate regression model) in William D. Berry and Mitchell S. Sanders. 2000. *Understanding Multivariate Research: A Primer for Beginning Social Scientists*. Boulder: Westview Press.

November 10

Chapter 12 (Multivariate correlation and regression) in Anthony Walsh and Jane C. Ollenburger. 2001. *Essential Statistics for the Social and Behavioral Sciences*. Upper Saddle River, NJ: Prentice Hall.

Chapter 3 (The multivariate regression model) in William D. Berry and Mitchell S. Sanders. 2000.

*Understanding Multivariate Research: A Primer for Beginning Social Scientists*. Boulder: Westview Press.

Description and justification of data analysis due.

November 17

Chapters 4 and 5 (Evaluating regression results and Some illustrations of multiple regression) in William D. Berry and Mitchell S. Sanders. 2000. *Understanding Multivariate Research: A Primer for Beginning Social Scientists*. Boulder: Westview Press.

November 24

Discussion and critique of regression models in published research.

Result and discussion of results due.

December 1

Discussion and critique of regression models in published research.

December 8

Final project papers due 5pm in my office. NO LATE PAPERS.

## Appendix 4: Student evaluations of teaching

### End of semester survey for International Political Economy, Spring 2003 (58 of 63 enrolled undergraduates surveyed)<sup>1</sup>

*To what extent do you agree with the following statement:*

*The instructor was an effective teacher*

58.6% Strongly agree (34/58)

31.0% Agree (18/58)

10.3% Partly agree & partly disagree (6/58)

0.0% Disagree

0.0% Strongly disagree

*Sample student comments:*

This was a very challenging class and by far one of my favorites ever. I don't even like the topic all that much, since I'd never had an INTA class before. But Dr. Dion is an amazing teacher. Not only does she know her stuff, but she is able to explain it to us very well. And I ended up enjoying the material we covered, some more than others. It was very rewarding to be able to write these papers, on crazy hard topics, but I actually knew what I was doing. It was just as satisfying as doing well in a class like physics or CS. Making an A in an impossible topic feels great. So don't change a thing. The class was great. And typically I'm pretty cynical about Tech classes and profs, so please take this praise to heart because I honestly mean all of it.

I strongly feel that this class was well taught and well planned out. It was a great pleasure being in your class. Thanks for everything!

I really enjoyed this class. You have an awesome personality and did an exceptional job of explaining difficult material. If I decide to take more INTA classes, I will definitely look for what you're teaching. Thanks for a great semester.

I really enjoyed the class. The texts provided a challenge, sometimes more so than one would like. But overall I enjoyed my time spent there

I thought the class was structured well. I learned a lot, even if lectures were not always about the most interesting topic in the world. Reading was not too heavy, but required thought in order to really understand. Writing assignments reflected exactly what we had been discussing in class.

Dr. Dion did a wonderful job of presenting the material. She offered many opportunities to raise your grade, and was understanding of the fact that her students were often times busy with other classes. She made learning the material fun, and was able to explain very complex material in a way that all understood.

dr. dion. .i really enjoyed this class. .the readings were interesting. .and like the high class participation and involvement. . .i look forward to latin american politics with you next fall. . thanks :o) sanaz

I really did not think I would enjoy this class, but I have learned a great deal and It has been much more interesting than I expected.

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<sup>1</sup> Full survey results available upon request. Full survey results are also available for American Government in Comparative Perspective (Fall 2002, team taught) and Latin American Political Economy (Spring 2003, undergraduate and graduate seminar).