

DEPARTMENT OF POLITICAL SCIENCE
PS 494: CIVIL WARS (Junior Honors Seminar)
Spring 2022
T/Th 11:00am – 12:20pm
DKH 106
Credits: 3 hours

INSTRUCTOR

Prof. Alyssa Prorok (she/her)

Associate Professor

320 DKH

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Office Hours: Tuesdays 1pm-3pm (via zoom – link provided on Canvas)

1. COURSE DESCRIPTION

This **junior honors seminar** supports students as they develop social scientific research skills related to the study of civil conflict. Civil war is the dominant form of political violence in the contemporary world. This seminar will introduce students to cutting edge scholarly work on intrastate conflict. Throughout the semester, we will study the **origins, dynamics, and termination** of civil wars, as well as international **interventions** and the **consequences** of war. We will identify factors contributing to each of these outcomes, and will consider how each might be observed and measured.

While, at times, we will discuss a particular country or conflict in greater depth, the majority of the course will focus on broad themes and cross-national trends in civil conflict. We will make regular use of the tools of causal inference to gain a better sense of why civil wars occur, how they evolve, and how they end. While mention will be made of some statistical concepts, no prior knowledge of or experience with statistical methods is required or expected.

PS 494 is a **three-credit course** that fulfills requirements for the major or minor in Political Science, including the concentration in International Relations and the Undergraduate Honors Program. Admission to the Political Science Honors Program or consent of the department is required for registration, and successful completion of PS 280 prior to enrollment is strongly encouraged. We welcome students with a diverse set of backgrounds.

2. COURSE GOALS

By the end of the semester, students should:

- Become increasingly proficient in the methods of social scientific inference
- Gain an understanding of contemporary research on the onset, dynamics, and settlement of civil conflicts
- Develop a novel hypothesis about some aspect of civil conflict and design an appropriate method for testing it

3. COURSE MATERIALS

There is no textbook for the course. All the assigned readings will be made available on the course website on Canvas.

4. COURSE REQUIREMENTS AND ASSIGNMENTS

Students will be evaluated based upon the following:

- Short Written Assignments (5% each, 25% total)
During the first half of the semester, you will complete **five** short written assignments. Each of these is designed to give you hands-on experience applying the scientific method to questions related to civil conflict. The first and second (both due Feb. 4th) deal with identifying research questions and synthesis of existing literature. The third (due Feb. 11th) deals with conceptualization and measurement of a variable. The fourth (due Feb. 18th) is intended to help you with theory development. The fifth (due Feb. 25th) deals with hypothesis testing.

Short assignments are available on Canvas, and all assignments must be uploaded there by 11:59pm on the due date. An assignment rubric is also available on Canvas. Each assignment is worth 5 percent of the final grade, for a total of 25 percent.

- Final Paper (5% each intermediate memo, 10% presentation; 20% final draft; 55% total)
The main assignment for this course is a research paper on a topic of your choice. In the paper, you are expected to develop a novel theory about some aspect of civil conflict and to design a method for testing your hypothesis. The final paper should be roughly **10-15 pages**, typed and double-spaced.

To assist you in the development of your final paper, you are required to submit **five memos** related to your proposed project. The **first**, a one-page memo that outlines your proposed paper topic, is due March 11th. A **second** memo that includes a short literature review and draft bibliography is due March 25th. A **third** memo, outlining your novel theory, including definitions, assumptions, and observable implications, is due April 1st. A **fourth** memo, describing the dataset that will be used in the final paper, including how key variables will be measured, is due on April 8th. A **fifth** memo, with a preliminary test of your hypothesis, is due April 15th. Each of these is worth 5 percent of the final grade and will be graded using the same rubric used for the short writing assignments.

To further assist students in the development of their final papers, each will be required to give a short (10-minute) **presentation** to their classmates about their final projects. Students are expected to provide thoughtful and constructive feedback to their classmates during the question-and-answer period that will follow each presentation. Presentations will take place during Week 15-16 of the semester, and are worth 10% of your final grade.

Final drafts of the paper will be due on May 13th by 11:59pm. They are worth 20% of your final grade. All written assignments should be turned in on Canvas.

- Class Participation (20%)
Students are expected to come to class having done the assigned readings and prepared to discuss them. **This is your primary obligation.** Regular attendance is required but does not constitute full engagement. Students are expected to actively engage in small-group discussions and be responsive to questions asked during class. Students are also encouraged to ask clarifying questions of the instructors and of each other.

5. COURSE POLICIES & ADDITIONAL RESOURCES

GRADES

The grading scale (in percentages) for the course is as follows:

99-100	A+
93-98	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or below	F

LATE POLICY

Students are expected to complete all assignments by the dates and times specified on the syllabus. If a student anticipates being unable to complete an assignment on time, the student must contact the instructor **before** the due date, but please note that an extension is not guaranteed. Assignments handed in late and without an extension will be penalized one half-grade for each day (24 hours) they are late.

If a personal emergency prevents students from attending class regularly or handing in an assignment on time, they are encouraged to consult with the Student Assistance Center about obtaining a letter explaining their situation. Part 5 of Article 1 of the Student Code of Conduct explains the circumstances under which a letter of absence is appropriate.

ATTENDANCE

Attendance will be taken at class meetings, and students are required to attend class regularly. If you are unable to attend class because you are sick, have been asked to quarantine, or are busy with a university-sponsored event, you must contact the instructor **before** class in order to receive an excused absence. If you are unable to attend a class meeting, please note that lecture notes will **not** be made available to you. It is recommended that you obtain notes from a classmate. (**Hint:** Make sure you have the contact information for at least one of your colleagues!) If there is material that you are struggling with, please ask clarifying questions in class. Also, feel free to meet with the instructor during office hours to talk through any issues.

For students with childcare responsibilities who may need to bring a child with them to class: please contact the professor beforehand and we will come up with a plan to accommodate this as needed. All students are asked to help us create a welcoming environment, respectful of diversity, including diversity in parenting status.

CLASSROOM TECHNOLOGY POLICY

You are welcome to use your laptops to take notes during class, although research shows that students tend to retain and comprehend information better when they take hand-written notes (<http://www.psychologicalscience.org/index.php/news/releases/take-notes-by-hand-for-better-long-term-comprehension.html>). Cell phones should be silenced or turned off during class time.

EMERGENCY PREPAREDNESS

The campus policy on emergency responses can be found here: <https://police.illinois.edu/emergency-preparedness/run-hide-fight/>. A brief summary of the university recommendation is: follow your own instincts, and, as safe, run, hide and, as a last resort, fight (where applicable—depending on the nature of the emergency).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, e-mail disability@illinois.edu or go to the [DRES website](#). If you are concerned you have a disability-related condition that is impacting your academic progress, there are academic screening appointments available on campus that can help diagnosis a previously undiagnosed disability by visiting the DRES website and selecting “Sign-Up for an Academic Screening” at the bottom of the page.

If you are interested in obtaining information to improve writing, study skills, time management or organization, the following campus resources are available to all students:

Writer’s Workshop
Undergrad Library
217-333-8796
<http://www.cws.illinois.edu/workshop>
<http://disability.illinois.edu/strategies>
<http://www.counselingcenter.illinois.edu/self-help-brochures/>

Also, most college offices and academic deans provide academic skills support and assistance for academically related and personal problems. Links to the appropriate college contact can be found by going to this website and selecting your college or school: <http://illinois.edu/colleges/colleges.html>

If you are experiencing symptoms of anxiety or depression or are feeling overwhelmed, stressed, or in crisis, you can seek help through the following campus resources:

Counseling Center
206 Fred H. Turner Student Services Building
7:50 a.m.-5:00 p.m., Monday through Friday
Phone: 333-3704
McKinley Mental Health

313 McKinley Health Center
8:00 a.m.-5:00 p.m., Monday through Friday
Phone: 333-2705

McKinley Health Education offers individual consultations for students interested in learning relaxation and other stress/time management skills, call 333-2714.

** above content on Accommodations taken from <http://disability.illinois.edu/academic-support/instructor-information/examples-disability-statements-syllabus>

SEXUAL MISCONDUCT POLICY AND REPORTING

The University of Illinois is committed to combating sexual misconduct. As such, you should know that faculty and staff members are required to report any instances of sexual misconduct—which also includes dating violence, domestic violence, and stalking—to the University’s Title IX and Disability Office. What this means is that as your instructor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware. When a report is received, an individual with the Title IX and Disability Office reaches out to provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

There is an exception to this reporting requirement about which you should be aware. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

** Text from: <http://wecare.illinois.edu/faq/employees/>

ACADEMIC INTEGRITY

Unless noted otherwise, all assignments in this class are individual, and the work you turn in must be yours alone. When making use of external sources, it is required that students cite them completely. As described in the University of Illinois Student Code, the consequences of plagiarism and other forms of academic dishonesty can include a zero (0) on the assignment, failure in the course, or dismissal from the university.

http://studentcode.illinois.edu/article1_part4_1-401.html

CLASSROOM BEHAVIOR

It is the responsibility of each student to help make the classroom conducive to learning. Students should treat each other with respect during classroom discussion. If you disagree with a claim made by someone else during class discussion, you must find a way to express that disagreement in a constructive and impersonal fashion.

PREFERRED PRONOUNS

Please call me Prof. Prorok, Dr. Prorok, or, for short, Prof./Dr. P. My preferred pronouns are she/her/hers. In class, I will call you by the name that you use when introducing yourself to me. If you would like to share your preferred pronouns with me, please feel free to do so.

COVID POLICIES

GENERAL:

Following University policy, all students are required to engage in appropriate behavior to protect the health and safety of the community. Students are also required to follow the campus COVID-19 protocols.

Students who feel ill must not come to class. In addition, students who test positive for COVID-19 or have had an exposure that requires testing and/or quarantine must not attend class. The University will provide information to the instructor, in a manner that complies with privacy laws, about students in these latter categories. These students are judged to have excused absences for the class period and should contact the instructor via email about making up the work.

Students who fail to abide by these rules will first be asked to comply; if they refuse, they will be required to leave the classroom immediately. If a student is asked to leave the classroom, the non-compliant student will be judged to have an unexcused absence and reported to the Office for Student Conflict Resolution for disciplinary action. Accumulation of non-compliance complaints against a student may result in dismissal from the University.

FACE COVERINGS:

All students, faculty, staff, and visitors are required to wear face coverings in classrooms and university spaces. This is in accordance with CDC guidance and University policy and expected in this class. Please refer to the University of Illinois Urbana-Champaign's COVID-19 website for [further information on face coverings](#). Thank you for respecting all of our well-being so we can learn and interact together productively.

BUILDING ACCESS:

In order to implement COVID-19-related guidelines and policies affecting university operations, instructional faculty members may ask students in the classroom to show their Building Access Status in the Safer Illinois app or the Boarding Pass. Staff members may ask students in university offices to show their Building Access Status in the Safer Illinois app or the Boarding Pass. If the Building Access Status says "Granted," that means the individual is compliant with the university's COVID-19 policies—either with a university-approved COVID-19 vaccine or with the on-campus COVID-19 testing program for unvaccinated students.

Students are required to show only the Building Access Screen, which shows compliance without specifying whether it was through COVID-19 vaccination or regular on-campus testing. To protect personal health information, this screen does not say if a person is vaccinated or not. Students are not required to show anyone the screen that displays their vaccination status. No university official, including faculty members, may ask students why they are not vaccinated or any other questions seeking personal health information.

Above language taken from: <https://covid19.illinois.edu/on-campus/on-campus-instructors/>

6. COURSE READINGS & SCHEDULE

Week 1 (Jan 18-20). Introduction

Tuesday – Introduction to PS 494

Thursday – NO CLASS, but complete the following readings before week 2

- Syllabus for PS 494
- Avital Livny. 2019. “The Structure of Research.” Memorandum.
- Avital Livny. 2020. “Tips for Reading Strategically.” Memorandum.

Week 2 (Jan 25-27). Research Methods and Conflict Trends

Tuesday – Intro to Political Science Research Methods

- Thomas Gschwend and Frank Schimmelfennig. 2007. “Designing Research in Political Science: A Dialogue between Theory and Data.” in Gschwend and Schimmelfennig (eds.) *Research Design in Political Science: How to Practice What They Preach*, 1-20.
- Kenneth Hoover and Todd Donovan. 2011. *The Elements of Social Scientific Thinking, 10th Edition*. Boston: Wadsworth. Chapter 2 (“The Elements of Science”)

Thursday – Definitions and Overview of Civil Conflict

- Palik, Julia, Siri Aas Rustad, and Fredrik Methi (2020) Conflict Trends: A Global Overview, 1946-2019, *Conflict Trends*. Oslo:PRIO.
- Strand, Håvard & Håvard Hegre (2021) Trends in Armed Conflict, 1946–2020, *Conflict Trends*, 3. Oslo: PRIO.

Week 3 (Feb 1-3). Developing Research Questions & Engaging the Literature (on Civil Conflict)

Tuesday – Developing Research Questions

- Barbara Geddes. 2003. *Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics*. Ann Arbor: The University of Michigan Press. Chapter 2 (“Big Questions, Little Answers: How the Questions you Choose Affect the Answers You Get.”)
- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. Chicago: University of Chicago Press. Chapter 3 (“From Topics to Questions”) and Chapter 6 (“Engaging Sources.”)
- Matthias Lehert, Bernhard Miller and Arndt Wonka. 2007. “Increasing the Relevance of Research Questions: Consideration on Theoretical and Social Relevance in Political Science.” in Gschwend and Schimmelfennig (eds.) *Research Design in Political Science: How to Practice What They Preach*. New York: Palgrave MacMillan: 21-31, 37.

Thursday – Directions in Research on Civil Conflict

- Cederman, Lars-Erik and Manuel Vogt. 2017. “Dynamics and Logics of Civil War”. *Journal of Conflict Resolution* 61(9): 1992-2016.
- Christian Davenport, Håvard Møkleiv Nygård, Hanne Fjelde, David Armstrong. 2019. “The Consequences of Contention: Understanding the Aftereffects of Political Conflict and Violence”. *Annual Review of Political Science* 22(1): 361-377.

Friday – Short writing assignment 1/2 due by 11:59pm

Week 4 (Feb 8-10). Conceptualizing and Measuring (Civil Conflict)

Tuesday – Conceptualization and Measurement

- Janet Buttolph Johnson, H. T. Reynolds and Jason D. Mycoff. 2016. *Political Science Research Methods*. Los Angeles: CQ Press. Chapter 5 (“The Building Blocks of Social Scientific Research: Measurement.”)
- Robert Adcock and David Collier. 2001. “Measurement Validity: A Shared Standard for Qualitative and Quantitative Research.” *American Political Science Review*, 95 (3): 529-46.

Thursday – Measuring Civil Conflict and Related Concepts

- Sambanis, Nicholas. 2004. “What Is Civil War? Conceptual and Empirical Complexities of an Operational Definition.” *Journal of Conflict Resolution* 48(6): 814-858.
- Daveport, Christian. 2018. “A Relational Approach to Quality Peace” in Davenport, Melander, and Regan eds. *The Peace Continuum: What it is and how to study it*. Oxford University Press.
- Vreeland JR. The Effect of Political Regime on Civil War: Unpacking Anocracy. *Journal of Conflict Resolution*. 2008;52(3):401-425.

Friday – Short writing assignment 3 due by 11:59pm

Week 5 (Feb 15-17). Developing Theories (of Conflict Onset)

Tuesday – Theory Development

- Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. Chicago: University of Chicago Press. Chapter 7 (“Making Good Arguments: An Overview.”)
- Paul M. Kellstedt and Guy D. Whitten. 2013. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapter 2 (“The Art of Theory Building.”)

Thursday – Theories of Civil Conflict Onset

- Cederman, Lars-Erik et al. 2011. “Horizontal Inequalities and Ethnonationalist Civil war: A Global Comparison.” *American Political Science Review* 105(3).
- Walter, Barbara. 2006. Building Reputation: Why Governments Fight Some Separatists but not Others. *American Journal of Political Science*. 50(2): 313-330.

Friday – Short writing assignment 4 due by 11:59pm

Week 6 (Feb 22-24). Assessing Causal Effects (of Resources on Civil Conflict)

Tuesday – Designing Appropriate Tests

- Paul M. Kellstedt and Guy D. Whitten. 2013. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapter 7 (“Bivar Hypoth Testing.”)
- Joshua D. Angrist and Jörn-Steffen Pischke. 2008. *Mostly Harmless Econometrics: An Empiricist’s Companion*. Chapter 2 (“The Experimental Ideal.”)

Thursday –

- Ross, Michael. 2004. “How do Natural Resources Influence Civil War? Evidence from Thirteen Cases.” *International Organization* 58(1).
- Conrad, Justin M., Kevin T. Greene, James Igoe Walsh, and Beth Elise Whitaker. 2019. “Rebel natural resource exploitation and conflict duration.” *Journal of Conflict Resolution* 63, no. 3: 591-616.

Friday – Short writing assignment 5 due by 11:59pm

Week 7 (Mar 1-3). Interpreting Empirical Patterns (on Participation in Civil Conflict)

Tuesday – Interpreting Empirical Results

- Dirk De Bièvre. 2007. “Falsification in Theory-Guided Empirical Social Research: How to Change a Tire while Riding Your Bicycle.” in Gschwend and Schimmelfennig (eds.) *Research Design in Political Science: How to Practice What They Preach*, pp. 203-15.

Thursday – What Drives Participation in Civil Conflict?

- Humphreys, Macartan, and Jeremy M. Weinstein. 2008. “Who Fights? The Determinants of Participation in Civil War.” *American Journal of Political Science* 52(2).
- Thomas, Jakana and Kanisha Bond. 2015. “Women’s Participation in Violent Political Organizations.” *American Political Science Review*.

Week 8 (Mar 8-10). Developing Research Questions (about Terrorism in Civil War)

Tuesday – In-Class Lab on Developing Research Questions

Thursday – Terrorism in Civil War

- Thomas, Jakana. 2014. "Rewarding bad behavior: How governments respond to terrorism in civil war." *American Journal of Political Science* 58, no. 4: 804-818.
- Findley, Michael G., and Joseph K. Young. 2012. "Terrorism and civil war: A spatial and temporal approach to a conceptual problem." *Perspectives on Politics* 10, no. 2: 285-305.
- Balcells, Laia, and Gerard Torrats-Espinosa. "Using a natural experiment to estimate the electoral consequences of terrorist attacks." *Proceedings of the National Academy of Sciences* 115, no. 42 (2018): 10624-10629.

Friday – First final paper memo due by 11:59pm

Week 9 (Mar 15-17). No Classes, Spring Break

Week 10 (Mar 22-24). Engaging with the Literature (on Peacekeeping in Civil War)

Tuesday – In-Class Lab on Reviewing Existing Literature

- Tom Nicholas. 2017. “How to use Google Scholar: Finding Journal Articles and Papers Made Easy.” [Video](#).
- University of Illinois at Urbana-Champaign University Library. “Google Scholar Configuration.” [Website](#).
- University of Illinois at Urbana-Champaign University Library. “Proxy Bookmarklet.” [Website](#).

Thursday – What do we know about Peacekeeping and Civil Conflict?

- Hultman, Lisa, Jacob Kathman and Megan Shannon. 2013. “United Nations Peacekeeping and Civilian Protection in Civil War.” *American Journal of Political Science* 57(4).
- Kaisa Hinkkainen Elliott, Sara M T Polo, Liana Eustacia Reyes. 2021. Making Peace or Preventing It? UN Peacekeeping, Terrorism, and Civil War Negotiations, *International Studies Quarterly*, Volume 65, Issue 1: 29–42.

Friday – Second final paper memo due by 11:59pm

Week 11 (Mar 29-31). Developing Theories (on Peaceful Settlement)

Tuesday – In-Class Lab on Theory Building

Thursday – Theories of Conflict Settlement

- Walter, Barbara. 1997. The Critical Barrier to Civil War Settlement. *International Organization*. 51: 335-364.
- Tellez, Juan F. 2019. "Peace agreement design and public support for peace: Evidence from Colombia." *Journal of Peace Research*. 56(6):827-844.

Friday – Third final paper memo due by 11:59pm

Week 12 (Apr 5-7). Building a Dataset (on Civil Conflict)

Tuesday – In-Class Lab on Finding Civil Conflict Data

- Julia Rathke. 2007. "Achieving Comparability of Secondary Data." in *Research Design in Political Science: How to Practice What They Preach*. Thomas Gschwend and Frank Schimmelfennig (eds.) New York: Palgrave MacMillan: 103-24.
- Paul M. Kellstedt and Guy D. Whitten. 2013. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapter 5 ("Getting to Know Your Data: Evaluating Measurement and Variations.")

Some Helpful Resources on Merging Data:

- Sharon Machlis. "How to Merge Data in R Using R merge, dplyr, or data.table." [Website](#).
- Ablebits. "Merge Data from Two Google Spreadsheets." [Website](#).
- Ablebits. "How to merge two or more tables in Excel." [Website](#).

A Variety of Data Resources on Conflict (and variables related to conflict). This is NOT an exhaustive list. Ask the instructor for additional suggestions for your specific project:

- Uppsala Conflict Data Program. UCDP Dataset Download Center. [Website](#).
- Armed Conflict Location and Event Data Project. ACLED Data Export Tool. [Website](#).
- Correlates of War Project. Intra-State War Data (v5.1). [Website](#).
- Zhukov YM, Davenport C, Kostyuk N. "xSub: Cross-National Data on Sub-National Violence." [Website](#).
- Braithwaite & Cunningham. Foundations of Rebel Group Emergence (Forge) Dataset. [Website](#).
- Walsh, James. The Rebel Contraband Dataset. [Website](#).
- World Bank. Databank. [Website](#).
- Varieties of Democracy Project. The V-Dem Dataset. [Website](#).
- Center for Systemic Peace. INSCR Data Page. [Website](#).
- Inter-Parliamentary Union. Women in Politics. [Website](#).

Thursday – Studies on the Consequences of Civil Conflict

- Serneels P, Verpoorten M. The Impact of Armed Conflict on Economic Performance: Evidence from Rwanda. *Journal of Conflict Resolution*. 2015;59(4):555-592.
- Hassan M, O'Mealia T. Uneven accountability in the wake of political violence: Evidence from Kenya's ashes and archives. *Journal of Peace Research*. 2018;55(2):161-174.
- DAW, Mohamed A. (2021). The impact of armed conflict on the epidemiological situation of Coronavirus disease (COVID-19) in Libya, Syria, and Yemen. *Frontiers in Public Health*, 9, 698.

Friday – Fourth final memo paper due by 11:59pm

Week 13 (Apr 12-14). Testing Hypotheses (on a Topic of your Choice)

Tuesday – In-Class Lab on Designing Hypothesis Tests

Thursday – In-Class Lab on Hypothesis Testing

Some Helpful Resources on Hypothesis Testing using Quantitative Data

- Quick-R. “Frequencies and Crosstabs.” [Website](#).
- Google Support. “Create and Use Pivot Tables.” [Website](#).
- Humans of Data. “Cross Tabulation: How it Works [in Excel] and Why You Should Use It.” [Website](#).
- Statistical Tools for High-Throughput Data Analysis. “Scatter Plots – R Base Graphs.” [Website](#).
- Ben Collins. “How to Create a Scatter Plot in Google Sheets.” [Website](#).
- Tamal Das. “How to make a Scatter Plot in Excel and Present your Data.” [Website](#).
- R Tutorial. “Correlation Coefficient.” [Website](#).
- SheetGo. “How to Use the CORREL Function in Google Sheets.” [Website](#).
- How to Excel. “3 Ways to Calculate a Pearson’s Correlation Coefficient in Excel.” [Website](#).

Friday – Fifth final paper memo due by 11:59pm

Week 14 (Apr 19-21). Writing Up Results

Tuesday – In-Class Lab on First Drafts

- Paul M. Kellstedt and Guy D. Whitten. 2013. *The Fundamentals of Political Science Research*. Cambridge: Cambridge University Press. Chapter 12 (“Putting it All Together to Produce Effective Research.”)

Thursday – In-Class Lab on First Drafts

Week 15 (Apr 26-28). Student Presentations

Tuesday – Student Presentations #1

Thursday – Student Presentation #2

Week 16 (May 3). Student Presentations/Conclusion

Tuesday – Student Presentations #3 / Final Thoughts / Course Evaluations

Friday, May 13th @ 11:59pm: Final papers due.