

**Pols 200: Methods of Political Science**  
**Exam II Review**

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This exam will cover chapters 3, 6-12 in Babbie, the supplemental readings we discussed in class (Segal and Cover, CT Crackdown, & Schneider et al. articles), and lecture material (including the Milgram Experiment video).

**Chapter 6: Indexes, Scales and Typologies**

Content validity  
Unidimensionality  
Item analysis  
Bivariate relationship  
Index validation  
External validation  
Likert scale  
Correlation

What are some reasons composite measures are used in quantitative social science research?  
What is the difference between an index and a scale? What are some similarities?  
What are the steps for constructing an index?  
How can you tell if the index is valid?  
What are the levels of measurement for variables (this is from pre-chpt 6 material)

**Chapter 7: Sampling**

Probability and nonprobability samples  
Types of nonprobability samples (Reliance on available subjects, Purposive/Judgmental, Snowball, & Quota)  
Informants  
Parameter  
Statistic  
Population/study population  
Sampling frame  
Sampling unit/observation unit  
EQEM: equal probability of selection method  
Sampling error

What was the Literary Digest fiasco and why was it important?  
What are the two main advantages of the EPSEM (equal probability of selection method) of sampling?  
What are the two main sources of sampling error?

**Modes of Observation/Research Design**

What is a research design?  
How does research design fit together with the process of hypothesis testing?

**Chapter 8: Experiments**

Control & experimental group  
“Treatment”  
Pre-test/Post-test  
Internal validity of a research design  
External validity of a research design  
Hawthorne effect

Placebo

Double blind experiment

Threats to internal validity:

History, maturation, testing/learning, instrumentation, instability, regression to mean, experimental mortality/attrition, selection

Threats to external validity:

Reactive arrangements, representativeness of sample

Why is the classical experiment the 'ideal' research design?

What are the basic characteristics of the classical experiment?

How does the classical experiment measure up to the criteria for causality?

Explain the specific ways in which each of the common threats to the validity of a research design influences the researcher's ability to make valid descriptive or explanatory inferences (see CT Crackdown article too).

What are the strengths and weaknesses of the classical experiment?

What are some ways in which the classic experimental design can be altered?

What are some different ways that subjects can be assigned to the control/experimental group? Under what conditions would you use these different assignment strategies?

What was the basic research question investigated in the Milgram experiment? How was the experiment designed and in what ways did the researchers alter the experimental treatment? How did they attempt to control for potential threats to internal validity? What were the main findings of this research?

### **Chapter 3: The Ethics and Politics of Social Research**

Voluntary participation

No harm to participants/norm of informed consent

Anonymity

Confidentiality

Debriefing

What was the ethical dilemma of the Tearoom Trade?

What was the ethical dilemma of the Milgram experiment? How did the researchers address some of these issues?

Why are evaluation studies more at risk to political pressure? Explain.

What are some ethical concerns of evaluation studies/quasi-experiments?

### **Chapter 12 Evaluation Research**

Quasi-experimental designs

Social intervention

Matched pair/Non-equivalent control group design

Interrupted time series

Controlled/Multiple time series designs

Qualitative design/case study

Why does evaluation research lend itself to quasi-experimental designs?

In what specific ways does a quasi-experiment differ from the classical experimental design? What are some variations of the classical experiment? What are the strengths and weaknesses of these quasi-experimental designs?

What are some problems (including ethical concerns) with evaluation studies?

How do different quasi-experimental designs measure up to the criteria for causality?

What the measurement issues that arise in evaluation research?

What was the Connecticut crackdown on speeding? How did Campbell and Ross evaluate the causal hypothesis implied in the CT crackdown? What were some of the “unintended” consequences of the crackdown?

### ***Chapter 9: Survey Research***

Cross-sectional/correlational design  
Survey research  
Panel design  
Contingency questions  
Matrix questions  
Priming  
Leading questions  
Open-ended/Closed-ended questions  
Mutually exclusive and exhaustive categories  
Self-administered questionnaire  
Response rate  
Pre-test

What are the 3 methods of getting responses to questionnaires? What are the strengths and weaknesses of each?

For what kind of studies is survey research most appropriate?

How do cross-sectional designs (e.g., survey research) measure up to the criteria for causality?

What sorts of things affect the response rate to questionnaires?

What are the strengths and limitations of secondary analysis?

What are some sources of bias in questionnaires?

Why is it important to keep track of the dates on which questionnaires are returned or completed?

What are some threats to the validity of studies that rely on survey data?

### ***Chapter 10: Field Research***

Participant observation  
Direct observation  
Case studies  
Ethnography  
Ethnomethodology  
Institutional ethnography  
Grounded theory  
Reflexivity  
Qualitative interviewing  
Focus groups

What is the difference between the interviewing based on a questionnaire and in-depth or qualitative interviewing?

What kinds of topics are appropriate for field research?

What are some specific ethical issues that arise in field research?

Compare and contrast participant observation and direct observation.

What are some important issues with regard to recording observations in field research?

How does field research combine inductive and deductive approaches to inquiry?

What are strengths and weaknesses of field research?

How does field research measure up to the criteria for causality?

***Chapter 11: Unobtrusive Methods***

Content analysis

Analysis of existing statistics

Historical/comparative analysis

Unobtrusive research

Ecological fallacy

Coding

Analytic induction

What are the strengths and weaknesses of content analysis?

What are the units of analysis (typically) in analyses of existing statistics? What problems arise when testing hypotheses using this method?

What are the problems of measurement reliability and validity in analyzing existing statistics?

What is the difference between historical analysis and the analysis of existing statistics?

What kinds of studies are most appropriate for unobtrusive methods?