PPA 102: Introduction to Policymaking in Democracies

Fall 2026

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Office Location: 305G Knapp Hall
Office Hours: W 12:30-2:30 pm or by appointment
Class Time: MWF 11:30 am - 12:20 pm
Class Location: 409 Knapp Hall

Course Description

What does it take to turn a public problem into a public policy? This course examines how democracies answer that question and why the answer varies from one country to the next. Democracies differ in how they elect leaders, organize legislatures, empower courts and bureaucracies, and channel citizen voice. They shape which problems get attention, which coalitions can form, and ultimately who gets what from government. Because public action (and inaction) touches everything from clean water and safe food to schools, health care, and security, understanding the policymaking process means understanding the forces that structure daily life. In the course we will primarily focus on the democratic states of the United States, the United Kingdom, France, and Germany as outlined by the Academic Catalog.

The course proceeds in two parts. In the first section, we build a comparative toolkit for analyzing democratic institutions: what separates democracy from other regimes, how presidential and parliamentary systems differ, how electoral rules and party systems shape governance, and how unelected actors like judges and bureaucrats make policy. We also ask how protest, public opinion, and organized interests influence outcomes outside formal channels. In the second part, we apply that toolkit to real policies at home and abroad, including welfare states, immigration, soda taxes, voting rights, and climate policy, asking what works, what fails, and whether successes can travel across borders.

Learning Objectives

By the end of the course, students will be able to:

- Define democracy and identify the different institutional structures of key states
- Debate the pros and cons of how policy is made across different states and the implications of the process
- Understand how to read research articles in political science
- Identify sources of data related to democratic policymaking and how to use such data to advance an argument
- Interpret measurements, tables, and data plots related to political science, demonstrating basic understanding of the relationship between variables
- Contrast government structures and assess policy achievability given institutional arrangements
- Create a research extension project based on applied understanding of cross-country comparison and policymaking

Grading

Component	Weight
In-class quizzes	25%
Project	20%
Midterm	20%
Participation	10%
Final Exam	25%

In-Class Participation

Your participation grade is based on engagement and contribution in class. Participation cannot be made up through alternative assignments.

Quizzes

There will be six in-class, prospective quizzes on the assigned readings. There will be two short answers for each quiz. The quizzes should take about 15 minutes. These quizzes test your engagement with an assigned reading. To prepare, students should be able to summarize the core arguments and evidence used in the noted readings. Quizzes are not open-note.

Quizzes are graded as A/B/C or no credit. At the end of the semester, your lowest quiz grade will be dropped from your overall score. A missed quiz can count as your lowest grade and be dropped. Alternatively, there is one optional make up quiz offered at the end of the semester. Quizzes will start promptly at the start of class on the dates indicated.

Midterm Exam

The midterm exam will be an in-person, blue book exam. It will cover all course material up until the day of the exam. It will consist of five short answers.

Final Exam

The final exam will be an in-person, blue book exam. It will cover all course material. It will consist of four short answers and one essay.

Research Project

The research project is design driven and will rely on your understanding of comparative institutions and policy. It requires critical analysis, thorough understanding of your case, and a bit of creativity.

This project asks you to think like a comparative policy researcher. You will select one research article from the given list at the end of the syllabus, each of which uses an experimental or quasi-experimental design to test how a policy affects an outcome.

For this class, the goal is not to master the mechanics of empirical estimation. Instead, you should think critically about (a) the real-world effects of an actual policy, (b) the challenges of adopting that policy in a different country, and (c) whether you would expect to see the same effects if it were adopted there.

Part 1. You will describe the article's research design, central findings, and country context.

Part 2. You will propose an extension of the study to the United States. Imagine the United States is adopting the policy, and it's an ideal world in which you face no practical constraints on data or resources. Your extension should explain how the relevant policy area currently operates in the United States and hypothesize what results you would expect to find in this new setting, with a clear justification for whether you expect the original findings to replicate, strengthen, weaken, or reverse.

Part 3. You will assess the limitations of your proposed extension by identifying how the institutions, political context, and policy environment differ from those of the original study.

In total, the paper should be 5-6 pages. You must also include a reference page at the end. Additional instructions will be provided and we will spend time in class workshopping the project, with several checkpoints in class along the way to ensure timely progress.

Required Readings

There are TWO books needed for the class:

- *Introducing Comparative Politics: Concepts and Cases in Context*, Carol Ann Drogus and Stephen Orvis, CQ Press (6th Edition).
- *The Enduring Debate: Classic and Contemporary Readings in American Politics*. David Canon, John Coleman, and Kenneth Mayer. (9th Edition).

Notes about both books:

- Available as eBooks or physical copy.
- Obtain access to copies as soon as possible.
- Other editions of the book are acceptable.
- Drogus and Orvis rental option ~$18-40, Canon et al. rental option ~$7-24

All other readings will be posted to the course page.

Classroom Policies

Laptop and tablet use for notetaking is permitted if students are on task. Phone use is not permitted. Recording lectures or taking pictures is not permitted without prior approval. Slides will not be posted until the end of the week. The expectation is that students should attend class to see the slides in the context of lecture. Attendance is required and will be occasionally tracked.

Students will treat classmates with mutual respect. This is a place of learning and I welcome questions on the material. However, respect is a two-way street: I ask that students do their best to be conscientious of how their words may impact others, as well as that we assume questions or comments come from good intentions rather than malice. If it is clear that malice is intended, students will be removed from the class.

Plagiarism will not be tolerated in your written assignments. Denison's Community Standards and Policies regarding academic integrity states:

> "Students must clearly cite any sources consulted - not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations… Unauthorized use of technology (including, but not limited to, artificial intelligence sites and translation programs) in the preparation or submission of academic work can be considered a form of cheating and/or plagiarism."

Proper citation and original work are essential. AI can be a useful tool, but it has limitations and can limit your learning. We will discuss appropriate and inappropriate use of AI for this class during the first week. Suspected instances of plagiarism will be reported for possible action.

Late Policy and Extensions: Due dates are given well in advance. Use your time wisely. Assignments submitted late will lose 10% for each day it is late, beginning immediately after the deadline. I allow a 10-minute grace period to accommodate possible tech malfunctions and delays. However, late work following the grace period will be penalized. Assignments more than 4 days late will not be accepted. Students may ask for extensions for reasonably unexpected events. Extensions are not guaranteed and will be given on a case-by-case basis. Students should be prepared to provide documentation to justify the need for an extension.

Disclaimer: This syllabus may be updated throughout the semester to add or remove readings, change due dates, and/or add additional information as needed. The professor will communicate about any changes.

University Resources

Mental Health and Wellness: Students are encouraged to reach out to the DU Cares Program or the Hoaglin Wellness Center, which can connect students with available campus and community well-being resources. The Hoaglin Wellness Center provides medical care, counseling services, and wellness programming. Please visit Student Life for more information about student support services.

Denison's Hoaglin Wellness Center provides confidential counseling and psychological services, medical care, nutrition counseling, and wellness education to support students' physical and mental health. Students are encouraged to seek support whenever they need it. If circumstances begin to affect your academic work, please communicate with your instructor. Students should be aware that University employees are required by University policy to report allegations of discrimination based on sex, gender, gender identity, gender expression, sexual orientation, or pregnancy to the Title IX Office.

Academic Support: Students with general academic support needs are encouraged to utilize the Academic Resource Center (ARC) early and often. The ARC offers tutoring, academic coaching, study skills support, peer learning strategists, writing assistance, and academic advising to help students succeed throughout their time at Denison. Learn more about student support here.

Students with Accommodations: Students who anticipate needing accommodations should contact the Office of Accessibility & Disability Services within the Academic Resource Center as early as possible. The office works with students to determine reasonable accommodations and coordinate their implementation with faculty. Additional information is available here.

Course Schedule

Part 1. Foundations: Institutions and the Policymaking Process

Week 1. Introduction to the Course and Comparative Politics Basics
August 27

Required

- Read the syllabus.

Week 2. Regimes: What Defines a Democracy?
August 31 to September 4

Required

- Orvis, S., & Drogus, C. A. (2024). Chapter 3: States, citizens, and regimes. In *Introducing comparative politics: Concepts and cases in context* (6th ed., pp. 83–97). CQ Press. Read only the opening of the chapter, up to the Communism section, and focus on liberal democracy and our four country cases.
- Schmitter, P. C., & Karl, T. L. (1991). What democracy is . . . and is not. *Journal of Democracy, 2*(3), 75–88.

In-class activity (Wednesday). Reviewing Freedom House and V-Dem scores. We will form four groups in class. Country cases of the United States, France, the United Kingdom, and Germany will be assigned. Instructions to be provided in class.

Professor gone on Friday, September 4 (APSA conference). Anneke Mason from the Knowlton Center will present "Careers in Policymaking."

Week 3. Introducing Institutions: Do the Rules of the Game Decide Who Wins?
September 7 to 11

Required

- Orvis, S., & Drogus, C. A. (2024). Chapter 5: Governing institutions in democracies. In *Introducing comparative politics: Concepts and cases in context* (6th ed.). CQ Press.
- Canon, D. T., Coleman, J. J., & Mayer, K. R. (Eds.). (2020). Chapter 3: Federalism. In *The enduring debate: Classic and contemporary readings in American politics* (9th ed.). W. W. Norton.
- Tsebelis, G. (1995). Decision making in political systems: Veto players in presidentialism, parliamentarism, multicameralism and multipartyism. *British Journal of Political Science, 25*(3), 289–325.

Recommended

- Linz, J. J. (1990). The perils of presidentialism. *Journal of Democracy, 1*(1), 51–69.

Quiz 1 on Monday on Week 3 material.

In-class debate (Friday). Students will debate whether presidentialism is the superior form of government relative to parliamentarianism. Students will be assigned their position. Students should read with this activity in mind at the end of the week and take note of examples to support their argument. Notes are allowed in the debate, but not computers, phones, or AI.

Week 4. Legislatures: How Does a Bill Become a Law?
September 14 to 18

Required

- Canon, D. T., Coleman, J. J., & Mayer, K. R. (Eds.). (2020). Chapter 5: Congress. In *The enduring debate: Classic and contemporary readings in American politics* (9th ed.). W. W. Norton.
- Topaloff, L. (2017). The rise of referendums: Elite strategy or populist weapon? *Journal of Democracy, 28*(3), 127–140.

Recommended

- Binder, S. A., & Lee, F. E. (2013). Making deals in Congress. In J. Mansbridge & C. J. Martin (Eds*.), Negotiating agreement in politics: Report of the Task Force on Negotiating Agreement in Politics* (Chapter 3). American Political Science Association.

Quiz 2 on Monday on Week 4 material.

Research project assigned (Wednesday). Full instructions will be provided. We will discuss and walk through an example. Students should browse the article options and choose one (see additional information at end of syllabus).

Librarian visit (Friday). Lisa Morrison will demonstrate how to use Denison's library resources effectively for your research project.

Week 5. Electoral and Party Systems: Do Parties and Elections Deliver What Voters Want?
September 21 to 25

Required

- Orvis, S., & Drogus, C. A. (2024). Chapter 6: Institutions of participation and representation in democracies. In *Introducing comparative politics: Concepts and cases in context* (6th ed.). CQ Press.
- Grossman, G., Kronick, D., Levendusky, M., & Meredith, M. (2022). The majoritarian threat to liberal democracy. *Journal of Experimental Political Science, 9*(1), 36–45.
- Lee, F. E. (2015). How party polarization affects governance. *Annual Review of Political Science, 18*, 261–282.

Recommended

- Bruhn, K. (2021). When opposites attract: Electoral coalitions and alliance politics in Mexico. *Mexican Studies/Estudios Mexicanos, 37(*3), 451–475.
- Chhibber, P., & Nooruddin, I. (2004). Do party systems count? The number of parties and government performance in the Indian states. *Comparative Political Studies, 37*(2), 152–187.

In-class activity (Wednesday). Understanding experimental research in political science. We will slowly walk through this week's Grossman et al. (2022) article through break-out groups and class discussion, taking time to talk about what the tables and figures mean and how you can apply that understanding to other research articles.

In-class workshopping time for the research project, Part 1. You need to choose your article and be familiar with it by Friday. In class, you will be grouped by article and asked to identify the key takeaways (question, context, method, results, implications).

Week 6. Behavior and Representation: How Do Citizens Get the Policies They Want?
September 28 to October 2

Required

- Canon, D. T., Coleman, J. J., & Mayer, K. R. (Eds.). (2020). Chapter 10: Elections and voting. In *The enduring debate: Classic and contemporary readings in American politics* (9th ed.). W. W. Norton.

Recommended

- Campbell, A. L. (2002). Self-interest, social security, and the distinctive participation patterns of senior citizens. *American Political Science Review, 96*(3), 565–574.
- Mettler, S. (2002). Bringing the state back in to civic engagement: Policy feedback effects of the G.I. Bill for World War II veterans. *American Political Science Review, 96*(2), 351–365.
- Pierson, P. (1993). When effect becomes cause: Policy feedback and political change. *World Politics, 45*(4), 595–628.
- O'Grady, T. (2019). Careerists versus coal-miners: Welfare reforms and the substantive representation of social groups in the British Labour Party. *Comparative Political Studies, 52*(4), 544–578.

In-class activity (Wednesday). Writing and thinking activity. We will review Monday's material with written brainstorming time at the start of class. Later, students will independently write notes in response to the question, "How do citizens get what they want?" They will use the perspectives of the assigned reading this week to imagine what each author would say.

No class on Friday, October 2 (Immigration policy workshop in DC).

Week 7. Contentious Politics and Policy: Are Formal Institutions the Only Way?
October 5 to 9

Required

- Orvis, S., & Drogus, C. A. (2024). Chapter 7: Contentious politics: Social movements, political violence, and revolution. In *Introducing comparative politics: Concepts and cases in context* (6th ed., pp. 309–328). CQ Press.
- Abascal, M., & Baldassarri, D. (2015). Love thy neighbor? Ethnoracial diversity and trust reexamined. *American Journal of Sociology, 121*(3), 722–782.

Recommended

- Wasow, O. (2020). Agenda seeding: How 1960s Black protests moved elites, public opinion and voting. *American Political Science Review, 114*(3), 638–659.
- Madestam, A., Shoag, D., Veuger, S., & Yanagizawa-Drott, D. (2013). Do political protests matter? Evidence from the Tea Party movement. *Quarterly Journal of Economics, 128*(4), 1633–1685.
- Algan, Y., Hémet, C., & Laitin, D. D. (2016). The social effects of ethnic diversity at the local level: A natural experiment with exogenous residential allocation. *Journal of Political Economy, 124*(3), 696–733.
- Putnam, R. D. (2007). E pluribus unum: Diversity and community in the twenty-first century. *Scandinavian Political Studies, 30*(2), 137–174.
- Habyarimana, J., Humphreys, M., Posner, D. N., & Weinstein, J. M. (2007). Why does ethnic diversity undermine public goods provision? *American Political Science Review, 101*(4), 709–725.

- Ebbinghaus, M., Bailey, N., & Rubel, J. (2025). The effect of the 2020 Black Lives Matter protests on police budgets: How "defund the police" sparked political backlash. *Social Problems, 72*(3), 1198–1215.

Midterm Exam on Friday, October 9.

In-class activity (Wednesday). We will practice 1-2 short answer questions and review how answers could be improved as a class.

Week 8. Unelected Policymakers: Who Really Makes Policy?
October 12 to 16 (Fall Break 15-16)

Required

- Canon, D. T., Coleman, J. J., & Mayer, K. R. (Eds.). (2020). Chapter 7. In *The enduring debate: Classic and contemporary readings in American politics* (9th ed.). W. W. Norton.
- Whittington, K. E. (2005). "Interpose your friendly hand": Political supports for the exercise of judicial review by the United States Supreme Court. *American Political Science Review, 99*(4), 583–596.

Recommended

- Weaver, R. K. (1986). The politics of blame avoidance. *Journal of Public Policy, 6*(4), 371–398.
- Potter, R. A. (2017). Slow-rolling, fast-tracking, and the pace of bureaucratic decisions in rulemaking. *Journal of Politics, 79*(3), 841–855.
- 't Hart, P. (2006). [Review of the book Policy bureaucracy: Government with a cast of thousands, by E. C. Page & B. Jenkins]. *Public Administration, 84*(3), 783–786.

Week 9. Mass Publics, Interest Groups, and Opinion: Whose Voice Counts in Policymaking?
October 19 to 23

Required

- Canon, D. T., Coleman, J. J., & Mayer, K. R. (Eds.). (2020). Chapter 12: Groups and interests. In *The enduring debate: Classic and contemporary readings in American politics* (9th ed.). W. W. Norton.
- Hertel-Fernandez, A. (2014). Who passes business's "model bills"? Policy capacity and corporate influence in U.S. state politics. *Perspectives on Politics, 12*(3), 582–602.

Recommended

- Bartels, L. M. (2005). Homer gets a tax cut: Inequality and public policy in the American mind. *Perspectives on Politics, 3*(1), 15–31.
- Gilens, M., & Page, B. I. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. *Perspectives on Politics, 12*(3), 564–581.

Quiz 3 on Monday on Week 9 material.

In-class workshopping time for the research project, Part 2. Come prepared on Friday to share your progress with peers. This is an informal peer-review and discussion opportunity to improve your extension design. I will randomly select five students to describe their project and extension design to the class.

- Do you need to modify the question at all to make sense for an extension to the United States?
- What's the current state of the issue in the United States?

Week 10. The Economy and Markets: Who Picks Up the Check?
October 26 to 30

Required

- Orvis, S., & Drogus, C. A. (2024). Chapter 10: Political economy of wealth. In *Introducing comparative politics: Concepts and cases in context* (6th ed.). CQ Press.

Recommended

- Iversen, T., & Soskice, D. (2006). Electoral institutions and the politics of coalitions: Why some democracies redistribute more than others. *American Political Science Review, 100*(2), 165–181.

In-class workshopping time for the research project, Part 3. Come prepared on Friday to share your progress with peers. This is another informal peer-review and discussion opportunity to improve your extension design. I will randomly select five students to describe their project and extension design to the class.

- What are the features that shape how policy is made in the countries you are comparing?
- What made the policy achievable in country A, and what may make it more difficult or easier in the United States?

Part 2. Policy Analysis

Week 11. Evidence and Policy: Does Evidence Actually Make Policy Better?
November 2 to 6

Required

- Prewitt, K., Schwandt, T. A., & Straf, M. L. (Eds.). (2012). Using science as evidence in public policy (Chapter 1). *The National Academies Press*.
- Kosar, K. R. (2015, January/February). Why I quit the Congressional Research Service. *Washington Monthly*.
- Kustov, A. (2026, June 25). Why evidence-based policymaking is overrated. *Popular by Design*.

Recommended

- Drutman, L., & Teles, S. (2015, March/April/May). A new agenda for political reform. *Washington Monthly*.

Quiz 4 on Monday on Week 11 material.

Week 12. Welfare and Social Policies: Why Do Welfare States Look So Different Across Democracies?
November 9 to 13

Required

- Orvis, S., & Drogus, C. A. (2024). Chapter 12: Public policies when markets fail: Welfare, health, and the environment. In *Introducing comparative politics: Concepts and cases in context* (6th ed., pp. 557–602). CQ Press. Read only sections 12.1–12.2, on welfare and health.
- Alesina, A., Glaeser, E., & Sacerdote, B. (2001). Why doesn't the United States have a European-style welfare state? *Brookings Papers on Economic Activity*, *2001*(2), 187–254. Read pages 187–198 and the conclusion.

Recommended

- Hacker, J. S. (2004). Privatizing risk without privatizing the welfare state: The hidden politics of social policy retrenchment in the United States. *American Political Science Review, 98*(2), 243–260.
- Pierson, P. (1996). The new politics of the welfare state. *World Politics, 48*(2), 143–179.
- Canon, D. T., Coleman, J. J., & Mayer, K. R. (Eds.). (2020). Chapter 14: Government and society. In *The enduring debate: Classic and contemporary readings in American politics* (9th ed.). W. W. Norton.

In-class research project check-in. On Friday, I will randomly select five students to share the status of their project and outline their extension idea for the class.

Main question to be ready to answer: What exactly is your thesis?

Week 13. Immigration Policy in the United States and Europe: Can Democracies Make Immigration Policy That Is Both Popular and Effective?
November 16 to 20

Required

- Bansak, K., Hainmueller, J., & Hangartner, D. (2017). Europeans support a proportional allocation of asylum seekers. *Nature Human Behaviour, 1,* Article 0133.
- Kustov, A. (2025). *In our interest: How democracies can make immigration popular* (Chapter 5). Columbia University Press.
- Trummel, T. (2026, November 13). The other immigration consensus. *Popular by Design.*

Recommended

- Fouka, V. (2024). State policy and immigrant integration. *Annual Review of Political Science, 27.*
- Hainmueller, J., & Hopkins, D. J. (2014). Public attitudes toward immigration. *Annual Review of Political Science, 17,* 225–249.
- Trummel, T. (2026). What makes policy fair? Evidence from US immigrant integration policy and public opinion [Preprint]. *OSF.*
- Masterson, D., & Yasenov, V. (2021). Does halting refugee resettlement reduce crime? Evidence from the US refugee ban. *American Political Science Review, 115*(3), 1066–1073.
- Riaz, S. (2026). Null by design: Statistical dilution in immigration-crime research. *British Journal of Political Science.*

Quiz 5 on Monday on Week 13 material.

Research Project due Sunday, November 22.

Week 14. Comparing Childhood Obesity and Soda Taxes: Can a Tax Make Us Healthier?
November 23 to 27 (Thanksgiving Break)

Recommended

- Belluz, J. (2016). Britain is fighting childhood obesity with a new soda tax. But will it work? *Vox.*
- Drenkard, S. (2011). Overreaching on obesity: Governments consider new taxes on soda and candy. *Tax Foundation.*
- Hartocollis, A. (2010, July 2). Failure of state soda tax plan reflects power of an antitax message. *The New York Times.*

- Donaldson, E. (2015). Advocating for sugar-sweetened beverage taxation: A case study of Mexico. *Johns Hopkins Bloomberg School of Public Health*.

Week 15. Voting Rights and Election Administration in the United States: Who Gets to Vote, and Who Decides?
November 30 to December 4

Required

- Hajnal, Z., Lajevardi, N., & Nielson, L. (2017). Voter identification laws and the suppression of minority votes. *Journal of Politics, 79*(2), 363–379.
- Grimmer, J., Hersh, E., Meredith, M., Mummolo, J., & Nall, C. (2018). Obstacles to estimating voter ID laws' effect on turnout. *Journal of Politics, 80*(3), 1045–1051. [Focus on the main takeaways]
- Kennedy, L. (2016). Oregon's success shows way forward for automatic voter registration. *Center for American Progress*. [Skim]
- von Spakovsky, H. A. (2013). Mandatory voter registration: How universal registration threatens electoral integrity. *The Heritage Foundation*. [Skim]

Recommended

- Brennan Center for Justice. (2015). Automatic and permanent voter registration: How it works.
- Electoral Commission. (2023). Report on the May 2023 local elections in England.

Quiz 6 on Monday on Week 15 material.

In-class debate (Friday). Students will debate whether all U.S. states should adopt voter ID laws. Students will be assigned their position. Students should read with this activity in mind at the end of the week and take note of examples to support their argument. Notes are allowed in the debate, but not computers, phones, or AI.

Week 16. Comparative Environment and Climate Policy: Why Is Climate Policy So Hard, and What Makes It Work?
December 9 to 11

Required

- Orvis, S., & Drogus, C. A. (2024). Chapter 12: Public policies when markets fail: Welfare, health, and the environment. In *Introducing comparative politics: Concepts and cases in context* (6th ed.). CQ Press. Read only section 12.3, on the environment.
- Martinez-Alvarez, C. B., Ross, M. L., Mahdavi, P., & Hazlett, C. (2022). Political leadership has limited impact on fossil fuel taxes and subsidies. *Proceedings of the National Academy of Sciences, 119*(47), Article e2208024119. Skim.

Recommended

- Bergquist, P., Mildenberger, M., & Stokes, L. C. (2020). Combining climate, economic, and social policy builds public support for climate action in the US. *Environmental Research Letters, 15(*5), Article 054019.
- Quinn, O. B., & Stokes, L. C. (2026). The politics of American clean energy and climate policy: Why the Inflation Reduction Act passed. *Climatic Change, 179*, Article 51.

In-class activity. We will review mock essay questions for the final exam. A study guide will be provided.

Final Exam: Wednesday, December 16 at 6:30-8:30 pm.
*Optional missed quiz make up during final exam for one missed quiz for any reason.

Additional Information

Resources for Research Project

- 10 Things to Know About Reading a Regression Table. EGAP Methods. https://methods.egap.org/guides/interpretation/regression-table_en.html
- Druckman, J. N., & Green, D. P. (2021). A new era of experimental political science. In J. N. Druckman & D. P. Green (Eds.), *Advances in experimental political science* (pp. 1–16). Cambridge University Press.
- Primer: What's a natural experiment? https://www.youtube.com/watch?v=exrrMLib3oI
- How to read research articles that use randomized control trials (RCTs), general intro to reading causal inference papers (video): https://mru.org/courses/mastering-econometrics/how-read-economics-research-papers-randomized-controlled-trials-rcts

Research Project Article Options

Students must choose one article from below for their research project:

#	Article	Policy Area	Country
1	Abdelgadir, A., & Fouka, V. (2020). Political secularism and Muslim integration in the West: Assessing the effects of the French headscarf ban. *American Political Science Review, 114*(3), 707–723.	Religious expression / integration (hijab ban and women's education)	France
2	Hallsworth, M., List, J. A., Metcalfe, R. D., & Vlaev, I. (2017). The behavioralist as tax collector: Using natural field experiments to improve tax compliance. *Journal of Public Economics, 148,* 14–31.	Tax administration / compliance (social-norm reminder letters)	United Kingdom
3	Marbach, M., Hainmueller, J., & Hangartner, D. (2018). The long-term impact of employment bans on the economic integration of refugees. *Science Advances, 4*(9), eaap9519.	Refugee policy / labor (asylum-seeker employment bans)	Germany