

**GLBL 750**  
**Quantitative and Qualitative Methods for Social Sciences Research**  
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

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Course Semester: Fall 2022

Course Time: Tuesdays 2:00-4:30 PM

Course Location: *In Person*: Peabody 2080 & *Via Zoom*: <https://unc.zoom.us/j/9656259166>

Professor Brigitte Seim (she/her)

[bseim@ad.unc.edu](mailto:bseim@ad.unc.edu)

Office Hours Location: <https://unc.zoom.us/j/9656259166>

Office Hours Booking: <https://bseim.youcanbook.me/>

Office Hours Time: Fridays, 2:30-4:30 PM

Professor Evan Johnson (he/him)

[evanej@live.unc.edu](mailto:evanej@live.unc.edu)

Office Hours Location: <https://unc.zoom.us/j/7237645760>

Office Hours Booking: <https://evanejohanson.youcanbook.me/>

Office Hours Time: Thursdays, 4:00-6:00 PM

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## DESCRIPTION

This course presents an introduction to qualitative and quantitative research methods. It addresses the theoretical, ethical, and practical aspects of conducting research in local and global contexts. Students will learn how to collect and analyze data from multiple sources such as interviews, focus groups, written records, and surveys. Students will develop the skills necessary to understand and critique research methods in others' work. Students will design and develop their own research plan for a capstone project, honors thesis, or other research study as their final project for this course.

## OBJECTIVES

There are three primary objectives of the course:

- 1) Students will develop an understanding of qualitative and quantitative research methods as applied to questions of global significance.
- 2) Students will become responsible consumers of research methods, able to comprehend, critique, and build on research produced by both academics and practitioner organizations. Ultimately, students will be able to judge whether the methods and evidence employed by others constitutes a firm, evidentiary basis for policymaking, program scale-up, or widespread organizational endorsement.
- 3) Students will learn concrete, marketable, practical and multi-method skills for research- or evaluation-based careers.

## FORMAT

This course includes students from the Global Studies MA program and the Public Policy MPP program. Each course meeting will consist of two parts of approximately one hour each. The first part will be a lecture (by either Dr. Seim or Dr. Johnson) with large group discussion. The second

part will be two separate breakout sections: a section for Global Studies MA students led by Dr. Seim and a section for Public Policy MPP students led by Dr. Johnson.

The course is currently planned to primarily meet in person with some built-in flexibility regarding modality to accommodate course meetings via Zoom for those who need to attend virtually (see Policies section below), as scheduled for the whole class (see Course Schedule section below), and if public health conditions change. Each course meeting will involve the two parts described above regardless of modality. When the course meets in person, the Global Studies MA breakout section will take place in Abernethy 102 and the Public Policy MPP breakout section will take place in Peabody 2080.

## **MATERIAL**

Assigned readings for this course are listed below and are available on the course's Sakai site. It is each student's responsibility to obtain and complete the readings in advance of each session, and to integrate the reading content with the lecture and discussion content. The majority of your investment in this course will occur outside of the weekly sessions. You should expect to spend a significant amount of time reading, taking notes on the reading, integrating notes from the reading, lecture, and discussion each week, and working on the assignments.

## **WEBSITE**

Links to resources, announcements, and your grades can all be accessed on Sakai at <https://sakai.unc.edu/portal/site/gbl750fa22>. Please check this site regularly and have notifications from the site forwarded to an email account you check regularly.

## **EVALUATION**

### **Summary**

Final grades will be determined as follows:

20%	Research Design Paper
20%	Data Collection Instrument
20%	Participation in Pilot and Pilot Write-Up
20%	Research Design Presentation
20%	Participation

### **Research Design Paper, Data Collection Instrument and Pilot, Presentation**

At the end of the semester, you will write a research design paper based on an anticipated research project. Part of this paper will include drafting a data collection instrument that draws on at least one of the methods learned in the course. You will pilot this data collection instrument (using an out-of-sample population of your classmates) and turn in a write-up towards the end of the semester. The last related assignment will be a presentation of the research design and pilot results in one of the last course meetings. Detailed assignment prompts are on Sakai.

### **Participation**

You are expected to attend all course sessions either in person or via Zoom. This is your opportunity to ask questions, discuss readings and other course material, and engage in activities that will deepen your understanding of course topics. Your participation grade will be based on:

1) attendance (either in person or via Zoom); and 2) engaging in class discussion and activities. I expect you to arrive at class meetings on time and to stay for the full duration. I also expect you to come prepared, and to be respectful, attentive, and actively engaged.

## POLICIES

### Honor Code

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected (see <http://honor.unc.edu/>).

In order to ensure effective functioning of the Honor System at Carolina, you are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask me.
- b. Consult with faculty and other sources (e.g., [this](#), [this](#), or [this](#)) to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work (and seek guidance from the Writing Center if necessary); and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. Treat all members of the University community with respect and fairness.
- d. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General.

### Grade Determination

Writing and public speaking are essential to success in many careers. Students will be held to professional standards. Students should not submit first drafts and should carefully proof read all work. The following factors will be considered in grading student assignments:

- **Content:** Responds to the assignment's prompts. Develops and supports a focused argument (or arguments).
- **Clarity and Presentation:** Develops a well-organized argument. Arranges sentences in a logical and coherent manner. Uses correct punctuation, spelling, and grammar. Provides accurate citations in a consistent format.
- **Comprehensiveness:** Reviews the relevant literature and material. Shows an in-depth understanding of the topic. Critiques differing points of view on the topic.
- **Creativity:** Draws the reader/listener in and engages him/her in the topic. Makes an original contribution to the topic. Presents material in an interesting and unique way that elucidates the ideas.
- **Accuracy:** Free of obvious errors. All facts are derived from assigned course material and properly cited.

## Grade Definitions

The following definitions of grades were adopted by the University Faculty and are the official basis for assigning and interpreting grades. Note that they are based on performance, not on effort or individual improvement.

### *Graduate Grading Scale*

<b>Letter Grade</b>	<b>Percentage or Points Range</b>	<b>Description</b>
H	95-100	Clear excellence
P	75-94	Entirely satisfactory graduate work
L	60-74	Low pass
F	Below 60	For whatever reason(s), an unacceptable performance

### *Undergraduate Grading Scale*

<b>Letter Grade</b>	<b>Percentage or Points Range</b>	<b>Description</b>
A	90-100	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B	80-89	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	70-79	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D	60-69	A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F	Below 60	For whatever reason(s), an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

Typically, you will be provided a numerical grade. Numerical grades will be translated to letter grades using the rubric below. When a course grade falls between integers, I apply a standard rounding procedure: any point total that ends in .0 to .49 will be rounded down to the nearest whole number, while any point total that ends in .50 to .99 will be rounded up.

	A	B	C	D
+		88-89	78-79	68-69
<b>Base</b>	92-100	82-87	72-77	60-67
-	90-91	80-81	70-71	

### Grade Appeals

I take the evaluation and grading of your assignments very seriously because I know that most of you take the preparation and writing of your assignments very seriously. If you think you deserve a higher grade on an assignment, you may write a memo and explain why you would like to appeal the grade. Before making an appeal, you should review your work and course material. A memo for an assignment should be submitted via email to me *between 48 hours and 14 days after notification of the original grade*. After I receive your memo, I will re-read your work within one week. Depending on my re-reading, your grade may stay the same, be raised, or be lowered. This system is designed to minimize frivolous grade appeals and to ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal. It is also to ensure equitable grading standards across students. Students should keep copies of the assignments they turn in until they receive their final course grade.

### Course Changes

UNC faculty and staff are committed to provide an engaging, collaborative, and safe learning environment, independent of the mode of teaching. Due to the uncertainty of the current health environment, guidelines and modes of instruction might change during the semester. Please understand that any changes during the ongoing term are made with your safety and health in mind, as well as the safety of UNC faculty and staff. It is important to actively read and observe any communication that is sent from UNC or your instructors, so you can adjust as needed and not miss any class time. Please also email me if anything changes on your end.

### Attendance

Each student is encouraged to attend each course meeting in person when possible. If you are ill (with COVID-19 or any other illness), please do not attend class in person and instead attend via Zoom. When you attend a course meeting via Zoom, you are encouraged to keep your camera on so that we can more effectively engage with you. If you are unable to attend class either in person or via Zoom, please review the lecture slides for the course meeting(s) you missed. Your grade will not be affected by one or two absences over the course of the semester.

*University Policy:* As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance](#)

- [Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

### **Optional Mask Use Statement**

UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice.

### **Acceptable Use Policy**

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Additionally, consult the University website "[Safe Computing at UNC](#)" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

### **Late Assignments**

I aim to be flexible yet have clear and equitable deadlines. If you are experiencing significant hardship (related to COVID-19 or not) and need additional flexibility, please email me at least 24 hours before the due date. In fairness to all students, I will not accept graded items after the ultimate deadline except under extenuating circumstances.

- All assignments have a due date and time.
- Assignments submitted within 24 hours after the due date and time are subject to a maximum grade of 90%. Assignments submitted between one and seven days late are subject to a maximum grade of 80%. Assignments submitted between seven and 21 days late are subject to a maximum grade of 50%. Except under extenuating circumstances, assignments cannot be turned in later than three weeks after the due date and time.
- Students get two "flex days" that can be used across the assignments that will waive the late penalty. These flex days can be distributed across assignments or used all at once. To use a flex day, students must write how many "days" they are using on the top of their assignment.
- Twenty-four hours before assignments are due, I reserve the right to stop responding to emails with questions or concerns. Please prepare in advance of this window.

## **Diversity, Inclusivity, Accessibility**

In this course, you will encounter people with different perspectives. Students in this class come from a variety of personal and academic backgrounds which leads to a variety of worldviews. Having multiple viewpoints makes our discussions interesting and will allow us to learn from each other. No student's grade will be affected by their personal views.

My goal is to create learning environments that are equitable, inclusive, and welcoming for all students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. If there are aspects of this course that result in barriers to your inclusion, please let me know.

[The Office of Accessibility Resources & Service](#) provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities. ARS can be reached at SASB (Student and Academic Services Building), Suite 2126, 450 Ridge Road, 919-962-8300 or [ars@unc.edu](mailto:ars@unc.edu).

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. See [this blog post](#) for a discussion regarding one form of prevalent in-classroom discrimination to which I will be particularly sensitive.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Dean of Students](#) for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any relevant resources that I may possess. Here is a link to [a local food pantry](#) if you are facing food insecurity.

## **Counseling and Psychological Services**

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance. Two other centers that provide services and resources are:

[Carolina Women's Center](#): 919-962-8305

[LGBTQ Center](#): 919-843-5376

## Title IX Resources

Any student who is affected by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

## Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

## Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

## Writing Center

UNC has a Writing Center that provides one-on-one assistance to students free of charge. To make an appointment, browse the [Writing Center's](#) online resources, or submit a draft online. They [have additional useful information](#), such as handouts on how to cite sources.

## Communication<sup>1</sup>

- **Mind Your Manners:** Think of the basic rules you learned growing up, like saying please and thank you.
- **Watch Your Tone:** Merriam-Webster defines tone as an "accent or inflection expressive of a mood or emotion." It is very difficult to express tone in writing. Please attempt to come across as respectful, and please attempt to avoid coming across as demanding.
- **Be Concise but Complete:** Get to the point of your e-mail as quickly as possible, but don't leave out important details that will help your recipient answer your query. Be sure to include your full name and the course name in every email.
- **Use Correct Spelling and Proper Grammar:** Use a dictionary or a spell checker. While you can write in a conversational tone, pay attention to basic rules of grammar and use complete sentences. Stay from abbreviations and emoticons.
- **Be Prompt:** Bring an issue to my attention as soon as it becomes an issue. This includes

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<sup>1</sup> See also: <http://www.wikihow.com/Email-a-Professor> and <http://chrisblattman.com/2010/11/08/students-how-to-email-to-your-professor-employer-and-professional-peers/>



conflicts with assignments and attendance.

- **Don't Make Excuses:** Everyone (including professors and TAs) knows what it is like to procrastinate or to prioritize other things before school assignments. We also know what it is like to make an excuse for having done so. Further, we read many, many emails from students in a semester. To top it off, I study corruption, which is fundamentally about skirting procedures and towing the line of acceptability to serve one's own interests. If you have a conflict or need to take responsibility for something, be up front and honest.
- **Ask Reasonable and Appropriate Questions:** Attempt to evaluate whether your question or request is reasonable and appropriate before you send me an email. Check the syllabus and Google for an answer first. Also, please feel free to email me to set up an appointment to meet if the topic is too sensitive to raise in an email.

*I reserve the right to delete any emails or refuse to speak to individuals that do not follow these guidelines.*

## COURSE SCHEDULE

<p><b>August 16</b></p>	<p><b>Research Questions, Causal Inference</b></p> <ul style="list-style-type: none"> <li>• Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M.J. Vermeersch. 2011. <i>Impact Evaluation in Practice</i>. World Bank Publications. Ch. 1-2.</li> <li>• Hobbes, Michael. 2014. "Stop Trying to Save the World: Big Ideas are Destroying International Development." <i>The New Republic Daily</i>.</li> <li>• Gelman, Andrew. 2015. "When good governments (or any government) base policies on bad research." <i>The Washington Post: Monkey Cage</i>.</li> </ul>
<p><b>August 23</b></p>	<p><b>Research Ethics and Cross-Cultural Research</b></p> <ul style="list-style-type: none"> <li>• Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M.J. Vermeersch. 2011. <i>Impact Evaluation in Practice</i>. World Bank Publications. Ch. 10.</li> <li>• Flick, Uwe. 2011. "Ethics in Qualitative Research." In <i>Designing Qualitative Research</i>. SAGE Publications, p 1-9.</li> <li>• McClendon, Gwyneth H. 2016. "Race and Responsiveness: An Experiment with South African Politicians." <i>Journal of Experimental Political Science</i> 3(1): 60-74.</li> </ul>
<p><b>August 30</b></p>	<p><b>Sampling</b></p> <ul style="list-style-type: none"> <li>• Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M.J. Vermeersch. 2011. <i>Impact Evaluation in Practice</i>. World Bank Publications. Ch. 11.</li> <li>• Scacco, Alexandra. 2008. "Who Riots? Explaining Individual Participation in Ethnic Violence." <i>Columbia University</i>.</li> </ul>
<p><b>September 6</b></p>	<p><b>NO CLASS</b></p>
<p><b>September 13</b></p>	<p><b>Randomized Experiments</b></p> <ul style="list-style-type: none"> <li>• Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M.J. Vermeersch. 2011. <i>Impact Evaluation in Practice</i>. World Bank Publications. Ch. 3-4.</li> <li>• Chattopadhyay, Raghendra and Esther Duflo. 2004. "Women as Policy Makers: Evidence from a Randomized Policy Experiment in India." <i>Econometrica</i>, 72(5): 1409-1443.</li> </ul>
<p><b>September 20</b></p>	<p><b>Quasi-Experiments</b></p> <ul style="list-style-type: none"> <li>• Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M.J. Vermeersch. 2011. <i>Impact Evaluation in Practice</i>. World Bank Publications. Ch. 5.</li> </ul>
<p><b>September 27</b></p>	<p><b>CLASS VIA ZOOM</b></p> <p><b>Difference-in-Differences and Matching</b></p> <ul style="list-style-type: none"> <li>• Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B.</li> </ul>

	<p>Rawlings, and Christel M.J. Vermeersch. 2011. <i>Impact Evaluation in Practice</i>. World Bank Publications. Ch. 6-7.</p> <ul style="list-style-type: none"> <li>• Malesky, Edmund, Cuong Nguyen, Anh Tran. 2013. "The Impact of Recentralization on Public Services: A Difference-in-Differences Analysis of the Abolition of Elected Councils in Vietnam." <i>American Political Science Review</i> 108(1): 144-168.</li> <li>• Gilligan, Michael J. and Ernest J, Sergenti. 2008. "Do UN Interventions Cause Peace? Using Matching to Improve Causal Inference." <i>Quarterly Journal of Political Science</i> 3: 89-122.</li> </ul>
<b>October 4</b>	<p><b>Survey Question Design</b></p> <ul style="list-style-type: none"> <li>• Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, and Christel M.J. Vermeersch. 2011. <i>Impact Evaluation in Practice</i>. World Bank Publications. Ch. 12.</li> <li>• Fowler, Floyd J. 2008. <i>Survey Research Methods</i>. SAGE Publications. Ch. 1-2.</li> </ul>
<b>October 11</b>	<p><b>Survey Experiments and Sensitive Question Techniques</b></p> <ul style="list-style-type: none"> <li>• Rosenfeld, Bryn, Kosuke Imai, and Jacob N. Shapiro. 2015. "An Empirical Validation Study of Popular Survey Methodologies for Sensitive Questions." <i>American Journal of Political Science</i> 60(3): 783-802.</li> <li>• Lépine, Aurélie, Carole Treibich, Cheikh Tidiane Ndour, Khady Gueye, and Peter Vickerman. 2020. "HIV Infection Risk and Condom Use Among Sex Workers in Senegal: Evidence from the List Experiment Method." <i>Health Policy and Planning</i> 35: 408-415.</li> </ul>
<b>October 18</b>	<p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Mack, Natasha, Cynthia Woodsong, Kathleen M. MacQueen, Greg Guest, Emily Namey. 2005. <i>Qualitative Research Methods: A Data Collector's Field Guide</i>. Family Health International. Modules I-IV.</li> <li>• Koter, Dominika. 2013. "King Makers: Local Leaders and Ethnic Politics in Africa." <i>World Politics</i> (65) 2. 187-232.</li> </ul>
<b>October 25</b>	<p><b>Focus Group Discussions and Participant Observation</b></p> <ul style="list-style-type: none"> <li>• Wolff, Brent, Barbara Nyanzi, George Katongole, Dea Ssesanga, Anthony Ruberantwari, and Jimmy Whitworth. 2005. "Evaluation of a home-based voluntary counselling and testing intervention in rural Uganda." <i>Health Policy and Planning</i> (20) 2. 109-116.</li> <li>• Robinson, Amanda Lea and Brigitte Seim. 2018. "Who is Targeted in Corruption? Disentangling the Effects of Wealth and Power on Exposure to Bribery." <i>Quarterly Journal of Political Science</i> 13(3):313-331.</li> </ul>
<b>November 1</b>	<p><b>Content Analysis</b></p> <ul style="list-style-type: none"> <li>• Wilson, Steven L. and Yoshiko Herrera. 2016. "Content Analysis: A User's Guide to Goals, Methods, and Software." <i>Journal of Information Technology and Politics</i>.</li> <li>• McClendon, Gwyneth H. and Rachel Beatty Riedl. 2016. "Individualism and Empowerment in Pentecostal Sermons: New Evidence from Nairobi, Kenya." <i>African Affairs</i> (115) 458. 119-144.</li> </ul>

	<i>Research Design Paper and Data Collection Instrument Due November 4, 2022 at 11:59 PM on Sakai</i>
<b>November 8</b>	<b>In-Class Pilot</b> <i>Pilot Write-Up Due November 11, 2022 at 11:59 PM on Sakai</i>
<b>November 15</b>	<b>Student Presentations</b>
<b>November 22</b>	<b><i>CLASS VIA ZOOM</i></b> <b>Student Presentations</b>
<b>November 29</b>	<b>Student Presentations</b>