

IGA-150Y: International and Global Affairs PAC Seminar

John F. Kennedy School of Government
Harvard University

Fall 2024 and Spring 2025
Time: Thursdays, 3:00-4:15pm
Wexner 330

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Course Description

This PAC (Policy Area of Concentration) seminar is designed to help MPP students research and write a policy analysis exercise (PAE) in international and global affairs (IGA). The goal of the seminar is to provide students with a real-time, professional opportunity to draw on the skills developed in the MPP program in order to produce a professional product for a client.

Please note that the class will meet once per week. On weeks we do not meet, you will use those days for office hours, one-on-one or small-group meetings, and for working on your PAEs. Although the course meets for two semesters, students receive credit for a one-semester course; because of its focus on writing the PAE, this course is only open to MPP2 students.

How the Seminar Will Be Conducted

The primary purpose of IGA-150Y is to guide you through stages of the PAE process, including:

- Identifying a topic and client
- Articulating a policy problem, research question and policy alternatives
- Designing an analysis that is both ethical and rigorous
- Collecting and analyzing quantitative and qualitative data through desk and field research
- Developing your writing and oral presentation skills, and your capacity to deal with a client

In addition to having Professors Bunn and Marks as your PAC seminar instructors, you will have an individual PAE advisor who should be a faculty member knowledgeable about your PAE topic and/or the specific research methods you will employ. Much of the substantive support for your PAE will come from your PAE advisor, and that person should be your first stop in seeking advice. **Students are expected to schedule regular meetings (ideally twicemonthly) with their faculty advisors throughout the PAE process.** Students should make a plan early in the process with their faculty advisors to set the time of meetings; for example, students might sign up for office hours every two weeks for the entire year.

Class sessions will be devoted to helping you develop the skills needed to conduct the PAE. All assignments will focus on your PAE topic and those of your classmates. The PAC seminar will meet throughout the Fall semester and during February and early March. Scheduled classes will sometimes be replaced by office hours to maximize attention to individualized concerns. During the Spring semester, each student is required to make a formal presentation of their project, findings, and recommendations, as well as to listen to and critique the presentations of other students; you will be divided into groups for this purpose.

Although you will focus on your own project, supporting classmates' projects is also part of your responsibility in this course. Many of the best suggestions for how to strengthen your project will come from your peers; likewise, your peers will benefit from your insights and suggestions.

Seminar attendance is mandatory, as is providing constructive feedback to your colleagues.

How to Select a PAE Topic and Client

You will select your own PAE topic and client. We will spend part of the first class discussing how to select a topic and client. You may already have a specific topic that you would like to pursue or a relationship with a potential client. Feel free to talk with Professor Bunn, Professor Marks, other faculty, and potential PAE advisors about the feasibility of your PAE ideas or a strategy for finding a client.

Clients can be government or international organizations, non-profit organizations, or (in rare cases, requiring approval) for-profit firms. The issue you are researching should speak directly to a problem with which your client is currently grappling.

It is also useful to do some brainstorming over the summer, before the first class, using the following resources:

- **MPP Program Office**: The MPP Program Office collects topics from a wide range of clients and compiles them online on the [PAE Client/Project Proposals Database](#). We recommend looking through these topics to get an idea of what is available. **You can use the IGA filter to find clients most closely related to the IGA area.** Topics will continue to come in over the next few weeks, so you should continue to browse this page periodically.
- **PAC Seminar classmates**: Talk to your PAC Seminar classmates. Some of them may be able to connect you with projects in their former organizations.
- **PAE Partner Spreadsheet**: Take a look at the [Google spreadsheet](#) to see what others are working on, and who is looking for PAE partners.
- **Previous PAEs**: Look at PAEs from past years on topics that interest you to see who their clients were, what case studies they conducted, etc. You can search for PAEs in the Harvard online catalog (HOLLIS) which linked from the [Harvard Kennedy School Library website](#). To retrieve only PAEs in your search results, select the advanced search option at the top of the search screen in Hollis. In the *Keywords anywhere* field enter your search terms (i.e. "international security") and in the *Series* field enter "policy analysis exercise."
- **Alumni Database**: Use the alumnae/i database to contact those working in fields you are interested in.

Working with a Partner, a Group or Alone

You are *very* strongly encouraged to partner with one or more of your classmates to coauthor your PAE. In general, coauthored PAEs are stronger and more ambitious; many of the [award-winning PAEs](#) are coauthored. Working with a partner—or in a small group—allows you to take on more complex challenges, undertake more data collection and analysis, and build a team with a broader range of talents and skills than any single individual is likely to have.

One exception to consider: if you think you might want to apply to a PhD program in the near future, you should consider pursuing a single-authored PAE in order to have a recent example of your abilities to conduct independent research.

Finding Your Faculty Advisor

When you submit your topic selection form on September 15 (see the table of deadlines on page 8), you will be asked to request a faculty member to serve as your PAE advisor. As a result, it is important to start looking for a faculty advisor as soon as possible. Faculty are generally very open to meeting with prospective PAE advisees, and you are encouraged to contact and meet with multiple potential advisors in the first few weeks of the semester so that you find a faculty member who will be able to provide useful guidance and feedback throughout the PAE process.

The final decision approving students' requests for faculty advisors will be made centrally by the MPP Program and Academic Dean's office. Advisor assignments will draw on the preferences you indicated on the topic selection form but will also be based on faculty availability to ensure that no advisor has too many students to supervise.

The PAE Handbook Is Your Guide

The [PAE Handbook](#) has detailed information on many key topics including: each stage of the PAE, details on every assignment you need to submit, guidelines for ethical considerations, campus resources that will make your PAE higher quality and cause you less stress, details on the final submission of your PAE, and information on grading and awards.

Read it. All the way through. Several times! And refer to it whenever you have questions—the answer is probably in there.

Grading

Students will receive one grade for the year-long PAC seminar, even though the course extends across two semesters. The summary assessment for the Policy Analysis Exercise, which appears on your transcript but is not included in your grade point average, will fall into the following categories. Note that the majority of PAEs receive a Pass grade; many excellent PAEs will receive this grade.

- Distinction (DST) [5-10%]
- High Pass (HP) [15-25%]

- **Pass (P) [50-75%]**
- **Low Pass (LP) [5-10%]**
- **Fail (E) [No set range]**

The final course grade has three components. (1) and (2) together comprise 80% of your grade; (3) comprises 20%.

1. **Faculty Advisor Assessment of Final Product:** Your faculty PAE advisor will evaluate your final PAE product and will provide comments via an online grading database.
2. **PAC Seminar Leader Assessment of Final Product:** Your seminar leader will review your final PAE product and provide comments via an online grading database.
3. **PAC Seminar Leader Citizenship Assessment:** Your seminar leader will also evaluate your “citizenship” based on timely and appropriate submission of intermediate products; quality of presentations and other participation in the PAC seminar; peer feedback and other contributions to other students’ PAE projects; professionalism in dealing with advisor, partner or teammates; professionalism in dealing with the client; and client feedback.

The deadlines and requirements for the intermediate products and the final PAE are briefly described in the table on page 8. For more detail on all PAE products, see the online [PAE Handbook](#).

Attendance Policy: This course requires that you attend and participate actively in every scheduled class session. Attendance is required for all Thursday sessions. If you cannot attend a class for family, health, or similar reason, please email Professor Bunn or Professor Marks in advance, unless it is an emergency, in which case you can let us know at a reasonable time afterward. Plan your schedule around the class meetings; avoidable conflicts such as non-emergency doctor’s appointments, job interviews, or PAE interviews are not excused absences. Attendance will be taken at each class session and missed classes (including leaving early) will count against the “citizenship assessment” (20% of your final grade.)

Student Support and Inclusion

Disabilities: Harvard Kennedy School is committed to the full inclusion of students with disabilities (learning, mental-health related, physical, chronic illness, temporary injury, etc.). The School provides accommodations and support to students with documented disabilities on an individual, case-by-case basis. If students have a disability, or think they may have a disability and would like to receive accommodations for their learning, they must disclose and provide medical documentation about their disability to Melissa Wojciechowski St. John. Melissa is the [Senior Director of Student Services](#) -- and serves as the local disability coordinator -- in the HKS Office of Student Services. She can talk to you about your needs and assist you in the process for requesting and implementing accommodations. Because accommodations may require early planning and generally are not provided retroactively, we recommend that you contact her as soon as possible.

Gender Identity: Class rosters are provided to the instructor with each student's legal name. We will gladly honor any request to address you by your preferred name and correct pronoun. Please advise the teaching team of your preferences as soon as possible, so we can make appropriate changes to our records. If your name and/or gender pronoun changes during the semester, we are happy to accommodate this as well.

Wellness Resources: At Harvard, we have access to considerable [resources](#) for general wellness, mental health, and academic support. Please take advantage of these resources, and please do not hesitate to reach out if you have any concerns.

Religious Conflicts: Students may ask for reasonable and timely accommodations for religious observances. Please review the syllabus and PAE deadlines closely to determine if religious obligations will present scheduling conflicts with any of the assignments. Students must inform me of any conflicts within the first two weeks of the semester.

Academic Integrity

We expect you to express your ideas and to sustain arguments in your own words. Failure to do so is plagiarism. It is unethical and often illegal. Plagiarism ranges from the blatant (purchasing a term paper or copying on an exam), to the subtle (failing to credit another author with the flow of ideas in an argument). Properly acknowledging the use of the words of others and avoiding excessive quotation of the work of others will eliminate most plagiarism problems. If you want to quote from a published work, including a Web page, you must put the passage in quotation marks and provide a citation. Simply changing a few words from the writings of other authors does not alter the fact that you are essentially quoting from them. Paraphrasing of this sort, where you use the words of another almost verbatim without acknowledging your source, is the most common form of plagiarism among undergraduates.

Citations are necessary not only when you quote from another source, but also when you draw on facts or theory from another author. In general, citations are unnecessary *only* when the information is considered common knowledge or a matter of widespread agreement. Common knowledge can often be identified by its appearance in several of the assigned readings for class. Failure to maintain academic integrity in any portion of the academic work for the course shall be grounds for awarding a grade of F for that assignment.

Please consult the following resource for further information on academic integrity at HKS: <https://www.hks.harvard.edu/educational-programs/academic-calendars-policies/student-handbook/general-regulations-and-1>

Ethics Statements in Prospectus, First Draft and Final PAE

Each IGA PAE must include an approximately 1-2 paragraph statement, where students report the ethical considerations and tradeoffs they made for the project, as well as the funding sources:

- In most cases, this will be an explanation for how students maintained ethical standards, such as confidentiality of sources, minimization of risks, de-identification of data, the use of public sources rather than direct interactions with vulnerable people, etc.
 - Be forthright about tradeoffs and clear about the decision-making process over risks vs. benefits. You can reuse language from the PERRF form, as applicable.

- In addition, the statement should include acknowledgment of the financial support students received for their project, including the amount(s) and the source, including HKS grants, other Harvard centers, the client and/or self-funding.

Writing in This Course

As someone engaged in policy-relevant research, you will need to communicate your ideas—often in written form—to a variety of audiences, including policymakers, the public, academic researchers, NGOs and grant-making agencies and foundations. Being able to write effectively is essential to your success in this course, to producing an excellent final PAE, and to your future career. You should plan to avail yourself of the many resources at HKS to receive help with and feedback on your writing.

These resources include the HKS library reference desk and the writing consultants at the [HKS Communications Program](#). The Communications Program also has one-off workshops on writing and delivering presentations. Finally, I highly recommend taking the Spring 2021 module DPI-821M: Writing Policy Reports; the course is designed to help MPP2s write their final PAEs, and previous students have found this course to be immensely useful.

Course Materials

Students do not need to purchase any books for this course. All readings (including book chapters) will be posted to Canvas. However, if you are interested in purchasing books to build your personal library (or are just looking for excellent books to read that relate to the themes of the course), you might consider some of these.

Bardach, Eugene, and Eric M. Patashnik. 2019. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. CQ Press.

Cyr, Jennifer. 2019. *Focus Groups for the Social Science Researcher*. Cambridge University Press.

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

Mosley, Layna, ed. 2013. *Interview Research in Political Science*. Cornell University Press.

Yin, Robert K. 2015. *Qualitative Research from Start to Finish*. Guilford Publications.

Technical and Online Support

We will mainly be using Canvas for this class. For support with technology, please contact HKS [Information Technology](#): phone (617-495-DESK) or email (ithelp@hks.harvard.edu).

- Phone hours: Monday-Friday: 7:30am-6:00 pm EDT; Saturday-Sunday: 12:00pm-4:00pm
- Email support hours: Monday-Friday: 8:00 am-6:00pm EDT; Saturday-Sunday: closed

Students should direct any questions, concerns or problems about the course website and its content—

including any difficulties accessing the reading—to Helen Clapp (helenclapp@hks.harvard.edu).

Office Hours and Email

We encourage you to see us during office hours with any questions or comments. Please be sure to cancel your reserved time if you cannot come so that this time slot can be made available to other students. If you are unable to attend office hours (due to, for example, course conflicts or time zone constraints), please email me to schedule a meeting for a different time.

On Thursdays when we do not have class, office hours will be drop in and less formal. Please also feel free to use email for your questions.

MPP2 PAE Deadlines 2024-2025

All assignments must be submitted via Canvas*

*some forms also require Qualtrics, etc.

Note: regular deadlines are Tuesdays at 5pm

Date and Time	Intermediate/Final Product	Requirement for Satisfactory Completion
Tuesday, September 17, 2024 5:00pm	Topic, Client, and Advisor Selection: To be completed via an online form (available on the PAE website)	Submission of your topic selection form by the deadline. It needs to include your topic (if you are undecided, provide instead a brief statement about the project alternative(s) or subject area(s) under consideration); faculty member(s) at HKS who could reasonably serve as an advisor to the project; and an indication of whether your preferred advisor has agreed to serve in that capacity.
Tuesday, October 15, 2024 5:00pm	Prospectus: Copies to your PAE advisor, Profs Bunn and Marks, and your client	The requirements for the prospectus can be found on the online PAE Handbook . The prospectus is the roadmap you intend to follow in conducting the research for your PAE. Some students will be able to map out your path in considerable detail. Others will not be able to do so because of uncertainties surrounding topic, evidence, and methods. In either case, we will be looking for evidence of <i>substantial progress</i> in developing your research plan.
	Winter Funding Common Application: Same deadline.	HKS centers may fund (non-travel-related) research expenses during the winter break. (More information coming soon.)
Tuesday, October 22, 2024 5:00pm	PERRF (PAE Ethical Research Review Form) to be completed and submitted to Profs Bunn and Marks via a link on the Canvas page	<i>All</i> students are required to fill in the PAE Ethical Research Review Form that will be reviewed for ethical consideration by HKS faculty. Students must <u>not collect any data</u> from individuals (including interviews) until <i>after</i> you have received approval from the PAC seminar leader.

Tuesday, November 19, 2024, 5:00pm	Data Management Plan	
Tuesday, November 26, 2024 5:00pm	Progress Report: Copies to your PAE advisor and Profs Bunn and Marks	Instructions for this requirement can be found on the online PAE Handbook . The evaluation will be based on a timely submission as well as solid evidence that your PAE is progressing on schedule and that, along with your PAE advisor, you've developed a thoughtful and realistic plan for moving the PAE forward during the semester break.
Tuesday, February 18, 2025 5:00pm	First Draft of PAE: Copies to your PAE advisor and Profs Bunn and Marks	As might be expected, there is wide variation in how complete of a first draft students are able to submit. Accordingly, the evaluation will be based less on the completeness of the draft than its completeness relative to the nature of your project and your sincere and focused efforts to move it along on a timely basis.
Tuesday, April 8, 2025 5:00pm	Final PAE: Copies to MPP Program Office, your PAE advisor and Profs Bunn and Marks	The final PAE is typically 10,000 words (roughly 40 double-spaced pages.) For more details on the expected format and content of the final PAE, see the online PAE Handbook and peruse previous award-winning PAEs.

Course Schedule, Overview of Topics and Major Deadlines

Fall Semester

1. Thursday, September 5: Getting Started with the PAE
2. Thursday, September 12: Choosing a Topic, Client, and Advisor: Topic Selection Form
 - Tuesday, September 17: Topic Selection Form DUE at 5:00pm
3. Thursday, September 19: Doing Policy Analysis, Refining your Topic, and Writing a Good PAE
4. Thursday, September 26: Problem Statement and Research Design
5. Thursday, October 3: Library Research Session with Library Research Services
6. Thursday, October 10: Completing your Prospectus and Winter Funding Common Application
 - Tuesday, October 15: Prospectus DUE at 5:00pm
 - Tuesday, October 15: Winter Funding Common Application DUE at 2:00pm
7. Thursday, October 17: Principles of Ethical Research and Completing your PERRF
 - Tuesday, October 22: PERRF DUE at 5:00pm
8. Thursday, October 24: No class. Start writing your literature review.
9. Thursday, October 31: Qualitative Interviewing
10. Thursday, November 7: Interview Workshop and Data Management Discussion
11. Thursday, November 14: No class, make progress on your PAE
12. Thursday, November 21: Qualitative Data Analysis, Focus Groups, Case Studies, and Planning for Research and Writing Over the Break
 - Tuesday, November 26: Progress Report DUE by 5:00pm
 - Thursday, November 28: No class, Thanksgiving.
13. Thursday, December 5: Making and Selling Policy Recommendations

Spring Semester

14. Thursday, January 30: Welcome Back and Check in with Class
15. Thursday, February 6: Designing Your PAE and Accessibility Requirements
16. Thursday, February 13: No class, finish writing your first draft.
 - Tuesday, February 18: First draft due by 5pm
17. Presentations of PAEs will begin February 20; depending on the number of PAE groups, some additional presentation times may be scheduled beyond usual class time.

Course Schedule

FALL SEMESTER

1. Thursday, September 5: Getting Started with Your PAE

This class is an introduction to the PAE process, Professor Bunn, Professor Marks, and your classmates. We will use the class discussion to explore your ideas about potential topics, your interest in having a partner or a group (strongly encouraged!), and strategies for getting started.

Some of you will already have topics and/or clients. Others will still be considering options. By the end of this class, you should have a good idea of what you want to do and who potential

clients might be. Your task after class is to secure a topic, a client, and a PAE advisor.

Required Reading

- Read this entire syllabus
- Read the entire contents of the online [PAE Handbook](#)
- Read Jieun Baek and Laila Matar, “Tips and Tricks about Working in PAE Pairs”
- Read Erin Gregor, Sakina Haider, Grace Pringle, and Erin Sielaff, “Working in a PAE Team”
- Read “Advice from the Classes of 2019 and 2020”
- Read Julie Wilson, “What is a PAE?” and “Selecting and Working with a Client”

Discussion Questions (come prepared to address these; we will break into groups to discuss)

- Do you have an idea for a PAE topic?
 - If yes, what is the topic? Who is the client?
 - Are you interested in working with a partner or a group?
 - Do you know who you would like to have as your faculty advisor?
- If no, what types of policy questions interest you?
 - What region(s) or policy problems are you interested in?
 - What kinds of organization (government, international organizations, NGOs, private sector) would you most like to work with?
 - What did you do for your summer internship?

2. Thursday, September 12: Choosing a Topic, Client, and Advisor: Topic Selection Form

In this class, we will first review a general framework for thinking about policy analysis as a process comprised of multiple steps, building on the framework and tools that you learned last year. We will then discuss an exemplary PAE from last year (which received the 2020 award for best overall PAE in IGA). Finally, we will discuss your preliminary efforts to choose and to describe a topic.

Required Reading

- Samantha Holquist, “How to Conduct an Effective Policy Analysis,” <https://www.govloop.com/community/blog/how-to-conduct-an-effective-policy-analysis/> this is a concise summary of the classic eightfold path to doing policy analysis in Eugene Bardach and Eric Patashnik. 2016. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving (Fifth Edition)*. Los Angeles: Sage. It is one possible model, but not the only model for policy analysis you may use in your PAE.
- Review some of the material on policy analysis you studied in PDD. These suggest other models of policy analysis.
- Explore some of the recommendations and real memos in the [HKS Policy Memo Resource](#). (Note: your PAEs will be much longer and more research-based than brief policy memos. But some of the key aspects of writing for policymakers – such as being brief and to the point, making your recommendations clear, and cutting material not essential for an effective decision – apply in both cases.)
- CQ Press Writing Guide for Public Policy
 - Chapter 1: Audiences and Audience-Centered Writing in Public Policy
 - Chapter 2: Generating and Organizing Your Argument
- Strategic Alignment for Policy Analysis and Design Memo; HKS Case Number

2090.0 (4 pages)

- Skim PAE by Aaron Huang, “Combatting and Defeating Chinese Propaganda,” (2020)
(See also Aaron’s *Washington Post* op-ed summarizing this work!)
- Julie Wilson, “How Do I Select a Topic?” and “Selecting an Advisor”

Discussion Questions (come prepared to address these)

- Which of the steps of the eightfold path described by Bardach and Patashnik does the PAE utilize? What is the sequence in which the authors go through the steps of the policy analysis process?
- What are the strengths and weaknesses of the PAE authored by Huang? How is this PAE different from a standard research paper on the same topic?
- For your planned topic, think about the following questions:
 - Has your client already completed some steps of the Policy Analysis Process? Which ones? What are the results to date?
 - What steps of your client’s policy analysis process do you think your PAE will contribute to?
 - How will you try to make your PAE useful to policymakers?

Submit your Topic Selection Form by Tuesday, September 17 at 5:00pm

3. Thursday, September 19: Doing Policy Analysis, Refining your Topic, and Writing a Good PAE

In this class, we continue to discuss elements of effective policy analysis, along with discussions of how to refine your definition of the problem to be addresses and other elements of producing a strong PAE.

All PAE students (whether individuals, pairs, or groups) are *required* to meet with Professor Bunn or Professor Marks during office hours this week or next.

Required Reading

- Matthew Bunn, “Decision Analysis in the Transnational Space: Structured Thinking When Numbers are Not Available,” 2019
- Matthew Bunn, “Criteria and Tradeoffs: Making (and Portraying) Hard Choices: Examples from the NAS Plutonium Study,” 2019

To Prepare

- Meet with potential PAE advisors, clients, and group members
- Meet with Professor Bunn or Professor Marks during office hours

Discussion Questions

For your particular project, think about the following questions (which will be familiar from PDD):

- Who are the key stakeholders whose needs must be addressed for a policy response to your problem to be successful? Who has the most power, and who is most affected?
- What other aspects of the context of the problem are particularly important to thinking about potential actions to address the problem?

- How will you learn about what has been tried already (for your particular problem, for similar problems in other contexts, or for somewhat analogous problems) and what its results were?
- How will you project the plausible outcomes of different policy choices? What criteria will you use to judge which of the options is best?
- What obstacles to progress would have to be overcome, and how best to overcome them?

(You won't have answers to all of these questions yet, but it's good to start thinking about such things early on.)

4. Thursday, September 26: Problem Statement and Research Design

This class will first focus on how to develop a research design that allows you to effectively and persuasively assess your policy alternatives according to the evaluative criteria you have selected. We will discuss several past PAEs that use different research designs and methods to address their clients' questions. Finally, we will discuss how best to communicate your research design in your own PAE prospectus, which will help you sell your policy and consulting work to a potential client. We will discuss how best to identify the types of evidence that will move your client's prior beliefs and then how to design research that allows you to collect and analyze evidence within the constraints imposed by your skill set, budget, and timeframe (and, this year, the pandemic).

Required Reading

- Matthew Bunn, "Diagnosis Before Prescription: Framing and Defining Problems," 2019
- Review the HKS [Research Methods on Demand](#) website to understand what options are available; spend 15-20 minutes watching relevant videos on various methods you might use
- Skim at least two of the following PAEs, focusing on the research design, executive summaries and methodology sections, choosing methods you think will be most applicable to your own PAE:
 - i. Qualitative/Interviews: Aaron Huang. 2020. "Combatting and Defeating Chinese Propaganda and Disinformation: A Case Study of Taiwan's 2020 Elections."
 1. See also Aaron's *Washington Post* op-ed based on this work
 - ii. Case studies: Kevin Mott and Olivia Volkoff. 2018. "Incentivizing Comprehensive Cybersecurity Solutions by Matching Accountability to Capability."
 - iii. Quantitative: Zachary Rosenfeld. 2014. "Location, Location, Location: The Effect of Refugee and IDP Camp Placement on Security Outcomes in Eastern Chad."
 - iv. Mixed methods: Sophie Feintuch. 2018. "Child Protection in Conflict and Post- Conflict Regions."
- Read the prospectuses associated with Feintuch and Rosenfeld

Discussion Questions (come prepared to address these)

- How did each of the PAE authors describe their research design and methods? Did their plans seem to evolve from the prospectus to the final product?
- What methods are you most likely to use in your own PAE?
- What are the main arguments and evidence you think need to be presented to the client in order to convince them?
- What combination of methods do you think will allow you to evaluate your policy

alternatives in a way that is convincing to your client and fits within the logistical constraints of the PAE?

5. Thursday, October 3: Library Research Session with Library Research Services

To Prepare

- Begin outlining the desk research you think you will need to do. Be prepared to discuss the following questions: What information will you need to do a good analysis of the problem you have chosen and to make effective recommendations to address it? What background information will you need to understand the problem within the broader system in which it is embedded? How much of that information is likely to be available in existing documents, publications, and online resources? What questions do you have about library resources and help the HKS library may be able to offer?
- You should be meeting on a regular basis with your PAE advisor (every other week is strongly recommended)
- Meet with Professor Bunn or Professor Marks during office hours (recommended)

6. Thursday, October 10: Completing your Prospectus and Winter Funding Common Application

We will use this class time to refine your prospectus and winter funding application (if you are asking for research funding).

To Prepare

- You should come with a first draft of your prospectus, laying out the problem you hope to address and the research you hope to do to provide a basis for making recommendations about it, along with obstacles you expect you may encounter and approaches for addressing them.
- You should be meeting on a regular basis with your PAE advisor (every other week is strongly recommended)
- Meet with Professor Bunn or Professor Marks during office hours (recommended)

Submit your Prospectus and Funding Application by Tuesday, October 15 at 5:00 pm

7. Thursday, October 17: Principles of Ethical Research and Completing your PERRF

This class will first focus on a core set of five foundational principles of research ethics for PAE writers. We will also be working in class today on your PAE Ethical Research Review Form (PERRF). See Canvas for a preview of the form, as well as a standard PAE interview consent form that you can adapt for your own interviewees.

- **Video:** “Principles of Ethical Research”

In class, we will review these five principles, discuss a set of ethically-challenging vignettes that will ask you to apply these principles to actual PAE projects proposed in previous years, and end with a discussion of PAE ethics review logistics.

Note: if you are absent during this class session, you will be required to take the online CITI training (<https://cuhs.harvard.edu/required-ethics-training>)

Required Reading

- Lee Ann Fujii. 2012. “Research Ethics 101: Dilemmas and Responsibilities.” *PS: Political Science & Politics*
- Jennifer Hochschild. 2009. “Conducting Intensive Interviews and Elite Interviews.” *Workshop on Interdisciplinary Standards for Systematic Qualitative Research*.
- Laura R. Woliver. 2002. “Ethical Dilemmas in Personal Interviewing.” *PS: Political Science & Politics*.

Recommended Reading

- Karen Kaiser. 2009. “Protecting Respondent Confidentiality in Qualitative Research.” *Qualitative Health Research*.
- Kate Cronin-Furman and Milli Lake. 2019. “Ethics Abroad: Fieldwork in Fragile and Violent Contexts.” *PS: Political Science & Politics*.
- Mary Roach. 2004. *Stiff: The Curious Lives of Human Cadavers*, Chapter 2: Crimes of Anatomy (pgs. 37-60)

Discussion Questions (come prepared to address these)

- What methods and data will you use in your PAE?
 - Given these methods and data, what are the risks/potential harms that each of the following groups involved with your research may confront: (1) you (the researcher); (2) the research team (i.e., translators, enumerators, fixers); (3) the research subjects and (4) your client?
- Are any of these risks heightened due to the COVID-19 pandemic?
 - What will you do to minimize these risks? How can you change your methods and data sources to minimize risks even further?

8. Thursday, October 24: No class. Start writing your literature review and background analysis.

We will not meet at as a class on this day. You should use this time to conduct research and to start to write a literature review.

Required Reading

Hilton Obenzinger, “What Can a Literature Review Do For Me? How to Research, Write and Survive a Literature Review”

To Prepare

- You should be meeting on a regular basis with your PAE advisor (every other week is strongly recommended)
- Meet with Professor Bunn or Professor Marks during office hours (recommended)
- Keep working on your plans desk research or field research, and building the research skills you will need, including the [Research Methods on Demand](#) website
- Consider attending an HKS Communications workshop on writing or research, listed [here](#)

9. Thursday, October 31: Qualitative Interviewing

In this class, we will focus on a research method that nearly every student will use in their PAE: in-depth interviewing.

Required Reading and Viewing

- **Videos:** Watch all four videos (25 minutes total) on “[In-Depth Interviewing](#)” on Research Methods in Demand
- Review the [HKS Library Subjects Guides](#) for “International Relations,” “Human Rights” and “Public Policy and Administration”
- Read “Interviewing” (pgs.132-142), “Desirable Practices Pertinent to All Modes of Data Collection” (pgs. 151-153), and “What to Record/Note-Taking Practices When Doing Fieldwork” (pgs. 155-165) in Robert Yin. 2011. *Qualitative Research from Start to Finish*. Guilford Press.
- Read “‘Just Talk to People?’ Interviews in Contemporary Political Science,” (pgs. 1-28) in Layna Mosley, ed., *Interview Research in Political Science*, Ithaca: Cornell University Press.
- Read William Taubman, “Did He Bang It? Nikita Khrushchev and the Shoe,” *New York Times*, July 26, 2003.

Recommended Reading

- Hoover Green, A., & Cohen, D. K. (2021). “Centering Human Subjects: The Ethics of ‘Desk Research’ on Political Violence.” *Journal of Global Security Studies*, 6(2), 1. <https://doi.org/10.1093/jogss/ogaa029>

Discussion Questions

- What does the Khrushchev reading suggest about how much confidence to place in what one interviewee tells you about what happened?

Considering your PAE project, think about the following questions:

- What types of papers, documents, and reports are likely to be useful as you answer the core research questions for your PAE? What have you found so far? What kinds of databases or search tools have you been using? What kinds of papers, documents, or reports have you had difficulty finding?
- Are you planning to conduct interviews for your PAE research? Who are you likely to interview? What information do you hope to learn during each interview or interview type? How will you ensure that your interviews are ethical? Spend some time before class brainstorming a potential list of interviewees and interview topics.

10. Thursday, November 7: Interview Workshop and Data Management Discussion

In this class, we will dive deeper on interviewing, with an interview workshop, in which you will share your interview plans and questions with a peer to discuss and critique. Each student should prepare these documents before class and will share them with an assigned partner.

In this class, we will also have a guest speaker to discuss the requirements for managing and adequately securing your research data – depending on the sensitivity of the data you acquire.

Required Reading

- [Data management reading TBD.]
- Beckmann, Matthew and Richard Hall, “Elite Interviewing in Washington, D.C.” in Layna Mosley, ed. 2013. *Interview Research in Political Science*. Ithaca: Cornell University Press.
- Delaney, Kevin. 2007. “Methodological Dilemmas and Opportunities in Interviewing Organizational Elites,” *Sociology Compass* 1(1): 208-221.
- Leech, Beth. 2002. “Asking Questions: Techniques for Semi-Structured Interviews,” *PS: Political Science & Politics* 35(4): 665-668.
- *Handout*: “Quoting and Citing Your Interviewees: Guidance for PAE Writers”

Recommended Reading

- Salmons, Janet. 2012. “Designing and Conducting Research with Online Interviews,” *Cases in Online Interview Research*. Thousand Oaks: Sage Publications, 1-30.

To Prepare: These documents will be shared the day before with an assigned partner; read your partner’s work before class and be prepared to offer feedback

- A one-page memo that describes your plan for interviewing: who, what, where and why
- An interview guide/list of questions that you plan to ask

11. Thursday, November 14: No class, work on your PAE

We will not meet as a class on this day. You should spend this time making progress on your research. For those whose projects require a data management plan for managing sensitive data, work with the HKS library on laying out that plan. Begin laying out a step-by-step plan and schedule for the work you will do over break, leading to producing your first draft.

To Prepare

- You should be meeting on a regular basis with your PAE advisor (bi-weekly is strongly recommended)
- Meet with Professor Bunn or Professor Marks during office hours (recommended)
- Develop your data-management plan.
- Begin drafting your progress report.

Submit your Data Management Plan by Tuesday, November 19 at 5:00 pm

12. Thursday, November 21: Qualitative Data Analysis, Focus Groups, Case Studies, and Planning for Research and Writing Over the Break

We will conduct a qualitative data analysis exercise and have a Q&A on focus groups and case

studies. We will also use this class session as a last check-in as a group before heading off for research and writing during the winter break. Students will be divided into groups according to PAE topic and will be asked to share a summary of their progress reports, provide feedback, and collectively brainstorm solutions to any problems that have arisen. We'll then discuss some of the common themes and challenges with the whole group, as well as strategies for time management during the break.

- **Watch the following videos:**

- [Qualitative Data Analysis](#)
- [Focus Groups \(optional\)](#)
- [Case Studies \(optional\)](#)

Required Reading

- Yin, Robert. 2011. *Qualitative Research from Start to Finish*. Guilford Press. (Chapters 8-9)
- Bleich, Erik and Robert Pekkanen, "How to Report Interview Data," (pgs. 84-105) in Layna Mosley, ed., *Interview Research in Political Science*, Ithaca: Cornell University Press.

Recommended Reading (if you are using these methods, please read these!)

- Cyr, Jennifer. 2017. "The Unique Utility of **Focus Groups** for Mixed-Methods Research." *PS: Political Science & Politics* 50(4): 1038-1042.
- Gerring, John. 2004. "What Is a **Case Study** and What Is It Good for?" *American Political Science Review* 98(2): 341–354.

Discussion Questions (come prepared to address these)

- Considering your PAE project, come prepared to address the following questions:
 - What are your immediate next steps, in terms of executing your plan for data collection?
 - What are the biggest challenges or concerns that you are facing at this point in your project?
 - What other feedback or advice would you like from the professors or your classmates before you leave for break?

Submit your Progress Report by Tuesday, November 26 at 5:00 pm

Thursday, November 28: No class, Thanksgiving.

13. Thursday, December 5: Making and Selling Policy Recommendations

In this class, we will discuss to help your recommendations have an impact on policy. To make effective policy recommendations, it is essential to understand *who* has to decide in order for your recommendation to be implemented, and how the issues look from their perspective. What are their incentives? What are the priority issues they are grappling with? Would your recommendations help them address those priority issues, or make it more difficult for them to do so, or be basically irrelevant to those issues? If they would make things more difficult or are not relevant to the decision-makers' priorities, how can you get their attention and convince them to act? What can you do in your PAE and your interactions with your client and others to increase the chance that your ideas will be adopted?

Throughout this process, establishing and maintaining a positive and professional relationship with your client will be key.

Required reading

- Cheyanne Church, “Mind the Gap: Policy Development and Research on Conflict Issues,” Incore Report, The United Nations University, 2005. <http://www.incore.ulst.ac.uk/policy/rip/RIP.pdf>

Optional reading

- Bardach, Appendix D, pp. 145-151
- Francis Gavin and James Steinberg, “Mind the Gap: Why Policymakers and Scholars Ignore Each Other, and What Should be Done About It,” *Carnegie Reporter*, Vol. 6, No. 4 (Spring 2012), <http://carnegie.org/publications/carnegie-reporter/single/view/article/item/308/>.

Discussion questions (come prepared to discuss)

- Who would need to act to implement the recommendations in your PAE?
- What arguments are likely to be most convincing to them?

What are the key obstacles to convincing policymakers to adopt your recommendations? What key arguments against your recommendations might come up? How can you best address these obstacles and counter-arguments?

SPRING SEMESTER

14. Thursday, January 30: Welcome Back and Check in with Class

No readings for this class.

All PAE students, pairs, and groups will be *required* to meet with Professor Bunn or Professor Marks during office hours during the weeks before the 1st draft is due; signups will be posted in January.

To Prepare

- You should be meeting on a regular basis with your PAE advisor
- Meet with Professor Bunn or Professor Marks during office hours
- Submit your First Draft by Thursday, February 15 at 5:00 pm

15. Thursday, February 6: Designing Your PAE and Accessibility Requirements

Video: “Writing Your Final Draft” by Prof. Lauren Brodsky (tentative)

[Readings TBD.]

16. Thursday, February 13: No class, finish writing your first draft.

<i>Tuesday, February 18: First Draft of PAE due to PAE Advisor and Profs Bunn and Marks.</i>
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Beginning Thursday, February 20: Final Presentations and Writing Your Final Draft

The goal of the presentations is to learn about communicating your work in front of a live

Draft Date: August 12, 2024

audience, and to get feedback on your ideas. We will do the final scheduling of presentations once we know how many students and projects we have. Your advisor should attend your presentation; your client, is also welcome, if feasible.

****FINAL PAE DUE TUESDAY, April 8, 2025 BY 5:00 PM****

Recommended Reading and Additional Guidance

In addition to the required reading, the following sources are useful for additional guidance on strategies, theories and techniques of research.

General Writing Advice

Helen Sword. 2012. *Stylish Academic Writing*. Cambridge: Harvard University Press.
Richard A. Lanham. 2006. *Revising Prose*. London: Longman.

Research Design

Steven van Evera. 1997. *Guide to Methods for Students of Political Science*. Ithaca: Cornell University Press.
Gary King, Robert Keohane and Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton: Princeton University Press.
Henry Brady and David Collier, eds. 2010. *Rethinking Social Inquiry: Diverse Tools, Shared Standards*. Lanham: Rowman & Littlefield.

Policy Analysis

Eugene Bardach and Eric M. Patashnik, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 7th ed. (Thousand Oaks, Calif.: C.Q. Press, 2023).
Paul Cairney, “Key Policy Theories and Concepts in 1000 Words,” (podcasts and essays): <https://paulcairney.wordpress.com/1000-words/>.
Edith Stokey and Richard Zeckhauser, *A Primer for Policy Analysis* (New York: W.W. Norton, 1978).
John S. Hammond, Ralph L. Keeney, and Howard Raiffa, *Smart Choices: A Practical Guide to Making Better Decisions* (Boston: Harvard Business School Press, 1999).
Mark H. Moore, *Creating Public Value: Strategic Management in Government* (Cambridge, Mass.: Harvard, 1995).
Donella H. Meadows, *Thinking in Systems: A Primer* (White River Junction, Vt.: Chelsea Green, 2008)

Qualitative Methods

Bruce Berg. 2007. *Qualitative Research Methods for the Social Sciences*. Boston: Pearson
Michael Quinn Patton. 2002. *Qualitative Research and Evaluation Methods*. London: Sage Publications.

Natasha Mack, et al. 2005. [Qualitative Research Methods: A Data Collector's Field Guide](#). USAID: Family Health International.

Mary Elberg and Lori Heise. 2005. [Researching Violence Against Women: A Practical Guide for Researchers and Advocates](#). World Health Organization. [Has detailed examples of how various methods can be used in practice.]

Interviewing

Layna Mosley, ed. 2013. *Interview Research in Political Science*. Ithaca: Cornell University Press. See especially chapters on:

- Matthew Beckmann and Richard Hall, "Elite Interviewing in Washington, D.C."
- Cathie Jo Martin, "Crafting Interviews to Capture Cause and Effect"
- Lee Ann Fujii, "Working with Interpreters"

Taking Notes

H. Russell Bernard. 2006. "Chapter 14: Field Notes: How Take Them, Code Them, Manage Them," *Research Methods in Anthropology: Qualitative and Quantitative Approaches (Fourth Edition)* Oxford: Altamira Press.

Robert Emerson, Rachel Fretz and Linda Shaw. 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Gaining Access and Building Trust

Delaney, Kevin. 2007. "Methodological Dilemmas and Opportunities in Interviewing Organizational Elites," *Sociology Compass* 1(1): 208-221.

Leech, Beth. 2002. "Asking Questions: Techniques for Semi-Structured Interviews," *PS: Political Science & Politics* 35(4): 665-668.

Radsch, Courtney. 2009. "From Cell Phones to Coffee: Issues of Access in Egypt and Lebanon," in Chandra Lekha Sriram et al., eds., *Surviving Field Research: Working in Violent and Difficult Situations*, New York: Routledge.

Case Studies

Alexander George and Andrew Bennett. 2005. *Case Studies and Theory Development in the Social Sciences*, Cambridge: MIT Press.

Ethical Considerations

Cronin-Furman, Kate and Milli Lake. 2018. "Ethics Abroad: Fieldwork in Fragile and Violent Contexts," *PS: Political Science and Politics* 51(3): 607-614.

Fujii, Lee Ann. 2012. "Research Ethics 101: Dilemmas and Responsibilities." *PS: Political Science & Politics* 45(4): 717-723.

Goodhand, Jonathan. 2000. "Research in Conflict Zones: Ethics and Accountability." *Forced Migration Review* 8(4): 12-16.

Kaiser, Karen. 2009. "Protecting Respondent Confidentiality in Qualitative Research," *Qualitative Health Research* 19(11): 1632-1641.

Parkinson, Sarah and Elisabeth Jean Wood. 2015. "Transparency in Intensive Research on Violence: Ethical Dilemmas and Unforeseen Consequences." *Qualitative and Multi-Method Research* 13(1): 22-27.

Wood, Elisabeth Jean. 2006. "The Ethical Challenges of Field Research in Conflict Zones," *Qualitative Sociology* 29(3):373-386.

For a comprehensive list of readings on ethical concerns (not relating only to conflict), see the Advancing Research on Conflict (ARC) Resource List:

<https://advancingconflictresearch.com/resources-1>

And ARC's Resource List for Research On and During the COVID-19 Pandemic:

<https://advancingconflictresearch.com/researchincrisis>