Comparative Politics Integrating Theories Methods and Cases 3rd edition Dickovick Test Bank

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CHAPTER 2: THEORIES, HYPOTHESES, AND EVIDENCE

Learning Objectives for This Chapter

- Learn about the nature of social-scientific theories.
- Understand what a social-scientific hypothesis is.
- Distinguish between correlation and causation.
- Understand both empirical and theoretical critiques and the distinction between them.
- Develop understanding of the issues involved in successful measurement of social-scientific phenomena.

Chapter Outline

INTRODUCTION TO THEORIES, HYPOTHESES, AND EVIDENCE

Theories

- This section discusses the nature of scientific theories, noting that they are general explanations of empirical phenomena that have received some research support.

Hypotheses

- Hypotheses are specific, testable claims derived from theories, and are central to any scientific process, including comparative politics.

How Theories Emerge and Are Used

- Here we try to help students recognize that theoretical contributions should be original but also based on reading and understanding the established literature in a given area of research. In other words, "originality" does not mean reinventing the wheel, but modifying existing findings in ways that allow us to account for more phenomena. Theories are both general explanations and the source of hypotheses about discrete issues.

Types of Evidence

- This section briefly introduces the distinction between qualitative and quantitative data and argues that both are important in comparative politics. Properly conceived and carried-out, quantitative and qualitative work are complementary.

HYPOTHESIS TESTING

Correlation

- Correlation is the pairing of two variables (or more) such that, as one moves, so does the other.

Causation

- Causation is the property that one (independent) variable or set of variables has when it constitutes a cause for some outcome (or dependent variable). Students are reminded that correlation does not demonstrate causation, and a number of non-causal relationships between correlated variables are reviewed (spurious relationships, confounding variables, and so forth).

CRITIQUES: USING THEORY AND EVIDENCE

Empirical Critiques: Confirming Cases and Deviant Cases

- Sometimes theories are judged problematic because empirical evidence is inconsistent with their predictions or implications.

Theoretical Critiques: Improving Theories and Hypotheses

- Sometimes theories are critiqued based on logical flaws or sources of confusion.

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THE CHALLENGE OF MEASUREMENT: ERRORS, BIASES, AND VALIDITY

In this section, we discuss the challenges of measurement in comparative politics. We note possible sources of measurement error and include a discussion of researcher biases. We also discuss the importance of validity, or accurately measuring the phenomenon we claim to measure.

THINKING COMPARATIVELY: Qualities of Good Analysis and Argumentation

In this section, we offer a three-step guide for beginners to conducting comparative political analysis. The steps are as follow (and are elaborated upon in detail in the text).
Step 1: Asking Good Questions: Why?
Step 2: Hypothesis Testing: Generating Good Hypotheses and Testing Them Fairly
Step 3: Balancing Argumentation: Evidence, Originality, and Meaningfulness

Lecture Suggestions

Like Chapter 1, this chapter is critical to delivering on one of this text's core goals: helping students to not just know what comparative politics scholars say, but to *become comparativists*. The trick is to keep lecture on these subjects from becoming dry. The danger is that students are likely already familiar with the *language* of the scientific method, even if not all of them have truly internalized its logic. In the text, we try to use lots of topical examples (some from outside of political science) to illustrate our points.

Class Activity Suggestions

Have students read a major research article in any major journal of comparative politics. Ask them to identify (a) the theoretical perspective(s) considered; (b) the article's hypothesis or hypotheses; (c) the type(s) of data used; and (d) the main method of analysis employed. Have different groups read different articles and work together to identify these features. Vary the theoretical and methodological approaches, and have representatives of the groups explain their analysis of the article's theoretical and methodological approach.

Issues for Discussion

Ask students to think about and discuss whether they ever try to explain happenings in the world to themselves in theoretical terms. If x, y, and z happen over a period of time, what explains why they happened? Try to get the students thinking about social unrest, civil wars, political movements within countries, even within the U.S. One way of helping students to understand the various relationships between variables, (e.g.: intervening variables, omitted variables, endogeneity), is to present them with simple non-political science relationships (e.g.: ice cream and crime = summer's hot weather), and to ask them to think of other examples. Bias is often difficult for students to grasp. Students often believe that bias means skewing data based on a point of view. Use of survey research from Pew or Gallup or the World Values Surveys and changing some of the questions to reflect different types of bias is helpful to explaining how bias operates.

Video Resources

Clips from prominent television shows noted in the chapter: *CSI*, *NCIS*, *House*, *Law & Order*, *The Mentalist*, *Elementary*, for example
Clips as examples of bad argumentation (YouTube or Video.Google.com):
Monty Python, "The Argument Clinic", https://www.youtube.com/watch?v=wxrbOVeRonQ (accessed July 10, 2018)
Monty Python, "She's a witch!", https://www.youtube.com/watch?v=zrzMhU_4m-g (accessed July 10, 2018)

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Internet Resources

CIA World Factbook https://www.cia.gov/library/publications/the-world-factbook/index.html
U.S. State Department Background Notes/Country Fact Sheets http://www.state.gov/r/pa/ei/bgn/
BBC Country Profiles http://news.bbc.co.uk/2/hi/country_profiles/default.stm

The Oxford Handbook of Comparative Politics
Stokes, Susan C. and Carles Boix, eds.
Oxford Handbooks Online 2009, ISBN: 9780199566020
Available at: http://www.oxfordhandbooks.com/oso/public/content/oho_politics/9780199566020/toc.html

International Encyclopedia of the Social & Behavioral Sciences
Neil J. Smelser and Paul B. Baltes, eds.
Elsevier 2001, ISBN: 978-0-08-043076-8
Available at: http://**www.sciencedirect.com** (via institutional subscription)

SAGE Doing Research in Political Science (2nd Edition)
Paul Pennings & Hans Keman & Jan Kleinnijenhuis, eds.
SAGE, 2006. **Online ISBN:** 9781849209038
Available at: http://srmo.sagepub.com (via institutional subscription)

The SAGE Handbook of Social Science Methodology
William Outhwaite & Stephen P. Turner, eds.
Sage 2007, **ISBN:** 9781848607958
Available at: http://srmo.sagepub.com (via institutional subscription)

The SAGE Handbook of Comparative Politics
Todd Landman & Neil Robinson
SAGE 2009, **ISBN:** 9780857021083
Available at: http://knowledge.sagepub.com (via institutional subscription)

The Pew Research Center
http://www.pewresearch.org/

Gallup
Gallup News:
https://news.gallup.com/home.aspx?utm_source=link_wwwv9&utm_campaign=item_224285&utm_medium=copy
Gallup Reports:
https://news.gallup.com/topic/report.aspx?utm_source=link_wwwv9&utm_campaign=item_224285&utm_medium=copy

World Values Surveys
Christian W. Haerpfer
Institute for Comparative Survey Research, Vienna Austria
http://www.worldvaluessurvey.org/wvs.jsp

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Multiple Choice Questions

Page number: 26
1) Which of the following is not true?
a. Theories are typically backed by facts and evidence.
b. Theories require real world support.
c. Theories are usually inductive.*
d. Theories are general explanations of empirical phenomena.

Page number: 26
2) Which of the following does not describe a theory?
a. Abstract ideas about a given subject
b. Intuitive understandings*
c. Schools of thought backed by substantial empirical evidence over time
d. Answers to empirical questions

Page number: 26-27
3) Which of the following statements is true about hypotheses?
a. Hypotheses can be tested against empirical evidence.*
b. Hypotheses need not be vetted.
c. Hypotheses are determined after research has been completed.
d. Hypotheses cannot come from deductive reasoning.

Page number: 27
4) Deviant cases are unique because _____.
a. They provide little insight to the study or its results.
b. They result from deductive reasoning.
c. They specifically deal with the study of social deviants in a society.
d. They do not fit the predicted pattern.*

Page number: 26-27
5) How do hypotheses differ from theories?
a. Hypotheses are more speculative than theories. *
b. Hypotheses are more quantitative than theories.
c. Hypotheses are less hypothetical than theories.
d. Hypotheses are less intuitive than theories.

Page number: 26-27
6) Which of the following is not always true of a thesis?
a. A thesis is generally placed at the beginning of a paper.
b. A thesis should be developed after a hypothesis is tested.
c. A thesis should be a full theory. *
d. A thesis should be backed by evidence.

Page number: 27
7) Hypotheses that are generated starting with general ideas and testing whether these work on specific examples are called:
a. Inductive Reasoning
b. Deductive Reasoning*

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c. Comparative checking
d. Analyzing Deviant Cases

Page number: 27
8) Hypotheses that are generated from a group of specific cases and develop generalized ideas are called:
a. Inductive Reasoning*
b. Deductive Reasoning
c. Comparative checking
d. Analyzing Deviant Cases

Page number: 28
9) Which of the following is not true about theories?
a. They are general explanations of how the world works.
b. They are backed by a considerable amount of supporting facts.
c. They are supported through logical argumentation.
d. They are indisputable. *

Page number: 30
10) This type of evidence may come from narrative accounts of historical or contemporary events:
a. Quantifiable evidence
b. Quantitative evidence
c. **Qualitative evidence***
d. Quasi evidence

Page number: 30
11) Measurements of adult literacy rates would be considered what type of evidence?
a. Qualitative
b. Quantitative*
c. Inferential
d. Theoretical

Page number: 30-31
12) Which of the following is not a central argument in the Qualitative-Quantitative debate?
a. Qualitative arguments are too case-specific.
b. Quantitative methods neglect case context.
c. Qualitative arguments do not "travel well."
d. Quantitative arguments are too concerned with prediction. *

Page number: 30-31
13) Why can we not be certain about the future in the study of comparative politics?
a. We only have evidence of the past, not the future.
b. We are unable to factor in unforeseen events.
c. Previous observations may not hold in deviant cases.
d. All of the above*

Page number: 32-33
14) Why is correlation not alone sufficient for explanation of a cause-and-effect argument?
a. Cause-and-effect argument doesn't happen in comparative politics.
b. Only positive correlation is explanatory.
c. Correlative links do not necessarily imply causation. *

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d. Negative correlation necessarily negates association.

Page number: 39
15) How could a positive correlation between ice cream sales and violent crime be explained in order to show there is no causation?
a. Even criminals love ice cream.
b. Ice cream sales increase to console victims of violent crime.
c. Ice cream sales and violent crime are linked by another variable. *
d. Ice cream sales and violent crime rates only correlate sometimes.

Page number: 34
16) What does a correlation between wealth and democracy need to prove that getting rich causes countries to democratize?
a. A positive correlation
b. A negative correlation
c. A positive causal argument where wealth -> democracy*
d. Theoretical proof

Page number: 35-36
17) The testability of a theory or hypothesis refers to what term?
a. Falsifiability*
b. Legitimacy
c. Conclusiveness
d. Defensibility

Page number: 35-36
18) If one hypothesizes that Y is a *dependent* variable and X is an *independent* variable, then reverse causality would occur when:
a. X leads to Y.
b. Y leads to X. *
c. X and Y are the same.
d. X and Y are not correlated.

Page number: 31-39
19) Which of the following can pose a common problem for causal arguments?
a. Falsifiability
b. Intervening variables
c. Endogeneity
d. All of the above*
Page number: 31-39
20) Which of the following might be the reason that two variables are correlated?
a. There is a causal relationship between them.
b. There is some other variable that influences them both.
c. Coincidence
d. All of the above*

Page number: 37
21) Endogeneity refers to:
a. A circumstance when a variable creates its own correlation
b. A circumstance when a theory can be tested with evidence
c. A circumstance when two variables exhibit mutual or reciprocal effects*

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d. A circumstance when two variables exhibit correlation without a causal relationship

Page number: 36-37
22) Which of the following pairs of variables are *most likely to be* endogenous?
a. Institutional quality and economic performance*
b. Institutional quality and butter production
c. Stock market performance and whether an NFC team wins the Super Bowl
d. Democracy and butter production

Page number: 38
23) What does the presence of an intervening variable signify?
a. The effect of variable X on variable Y is mediated through variable Z*
b. Variables X and Y are independent
c. The effect of variable X on variable Y is dependent on correlation
d. Variable Z has no effect on variable X

Page number: 39
24) A correlation between wearing your lucky hat and your team winning is most likely due to:
a. Omitted variables
b. **Spurious correlation***
c. Intervening variables
d. Divine intervention

Page number: 40-41
25) An effort to show that a given theory has logical limitations is called:
a. An empirical critique
b. A theoretical critique*
c. A qualitative limitation
d. A quantitative comparison

Page number: 40
26) An empirical critique serves to:
a. Establish the validity of the evidence presented
b. Demonstrate the link between hypotheses and theory
c. Demonstrate the logical limitations of a given theory
d. Point to evidence that does not support a conventional version of a given theory*

Page number: 39-40
27) Which of the following would be considered an *empirical critique* of a theory?
a. A theory says that institutional quality predicts economic growth, but a study finds that by standard measures of institutional quality, there is no independent effect once you control for resource endowments and international ties. *
b. A theory says that institutional quality predicts economic growth, but a study argues that this can't be true because institutional quality is far too vague of an idea.
c. A theory says that institutional quality predicts economic growth, but a study argues that this is unknown since we don't know which kinds of institutions might be important.
d. A theory says that institutional quality predicts economic growth, but a study argues that all cultures are so different that we cannot compare them.

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Page number: 41
28) What is the name commonly used in comparative politics for the conditions or range of cases for which an argument works?

a. Scale conditions
b. Scope conditions*
c. Extension conditions
d. Extrapolation conditions

Page number: 42-43
29) Which of the following is not commonly seen as a key challenge of measurement?

a. Error
b. Bias
c. Validity
d. Time*

Page number: 42
30) The fluctuation of an individual's scores on a standardized test would most likely be a reflection of:

a. **Measurement error***
b. False indicators
c. Spurious correlation
d. Measurement bias

Page number: 42-43
31) Whether a given measure effectively captures or represents what we are researching refers to:

a. Measurement error
b. Measurement bias
c. Measurement validity*
d. Measurement verification

Page number: 44
32) Which of the following is not a part of good hypothesis testing?

a. Researching other cases beyond those of direct interest
b. Choosing evidence that best helps the case of the hypothesis*
c. Weighing the results against available evidence
d. Avoiding bias in the testing process

Page number: 44-45
33) Ensuring that your argument produces new knowledge rather than reproducing old knowledge requires that your argument have which of the following?

a. Evidence
b. Originality
c. Meaningfulness
d. All of the above*

Page number: 43
34) Centeno used the number of national monuments to measure nationalism in 19th century Latin American societies. Another way to capture nationalist sentiment from the past is to:

a. Examine writing in diaries and newspapers. *

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b. Watch movies made about the 19th century.
c. Build a time machine.
d. None of the above.

Page number: 31
35) Among African countries, wealth is low, poverty is high, and democracy is scarce. Wealth and democracy demonstrate a ___ correlation, while poverty and democracy demonstrate a ____ correlation.
a. hypothetical/true
b. negative/positive
c. true/hypothetical
d. positive/negative*

Short Answer Questions

1) What is the difference between the concepts of correlation and of causation?
2) How do we know if two variables that are correlated are causally related as well?
3) What is the difference between a theory and a hypothesis?
4) What is the difference between a theory and a thesis?
5) Are all arguments based on testing hypotheses? Why or why not?
6) What is a variable?
7) What is the difference between an empirical critique and a theoretical critique?
8) Explain the omitted variable problem, using an example.
9) What is the difference between endogeneity and spurious correlation?
10) Explain how independent and dependent variables are related to one another, making reference to causal arguments.
11) Identify the key characteristics of good concepts.
12) What are the major types of evidence used by comparative political analysts?

Essay Questions

1) Formulate a good "why" question about any topic in comparative politics. Argue in support of the importance of the question. Generate a general theory that one could use as the framework to answer your question. Deduce a hypothesis from this theory and explain how it could be tested.
2) Describe the various potential problems that could arise when an analyst assumes causation from two variables that are correlated. What are some major rules of thumb we could use to avoid these pitfalls?
3) What are the major advantages of quantitative and qualitative analysis? Is one to be preferred to the other, and if so, under what circumstances? Can scholars use both and if so how? Be sure to use examples of types of questions and problems as you respond to this prompt.

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