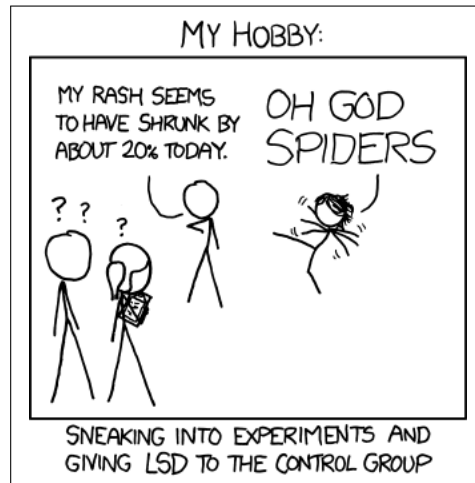


Experimental Methods

University of Wisconsin–Madison

Fall 2026



Source: *XKCD*

Course Information

Designation: POLI SCI 820
Meetings: Thu 9:00–10:55AM
Location: 422 North Hall (in-person)
Course Website: [Canvas](#)

Instructor Information

Instructor: Prof. Andrew Trexler
Email: atrexler@wisc.edu
Office: 301 North Hall
Office Hours: Thu 11:00AM-12:00PM

Course Description

Experimental methods in the social sciences, with specific application to political science. Covers the logic of experimentation and how experiments can be used to investigate social phenomena. Interpret, design, execute, and analyze experiments.

Overview

This course introduces graduate students to experimental methods in the social sciences, with specific application to political science. We will discuss the logic of experimentation, its strengths and weaknesses compared to other research methodologies, and how experiments can be used to investigate social phenomena. Students will learn how to design, execute, analyze, and interpret experiments. Most class sessions will involve a seminar discussion, with some mini-lectures and occasional small-group work. We will cover the potential outcomes

framework and statistical intuitions behind experiments, different types of experiments (e.g., survey, field and lab), and practical issues such as statistical power, pre-analysis plans, ethics of experiments, studying mechanisms, and dealing with confounding.

Students should be prepared to read deeply from the academic literature to prepare for thoughtful and critical discussion with fellow students. The course also puts theory into practice, with many opportunities to apply the principles of design, execution, analysis, and interpretation both in and out of class. The main project will be an original experiment that you motivate and design, for which you will write a short paper and accompanying pre-analysis plan. This project may be completed solo, or in teams of 2 or 3 students.

This course is designed to enable students to:

1. Explain important concepts and arguments made by prominent scholars in causal inference and experimental methods.
2. Design, analyze, and field experiments suited to your own particular research question.
3. Understand and explain the ethical debates that surround experimental research.
4. Assess varied types of experimental designs on several dimensions.
5. Apply course concepts to analysis of current research and contemporary social scientific debates.

This is a 3.0 credit course with an expectation of 135 hours of student engagement in course learning activities, meaning that you should expect to dedicate about four hours outside the classroom (i.e., on readings, researching, writing, etc.) for every hour in the classroom.

Grading

There are up to 1,000 points that you may earn in this course:

Assessment	Max. Points
Discussion Preparation	100
Class Participation	125
Conference-style Presentation	25
Discussant Comments	25
Human Subjects Certification (Sep 17)	25
Measurement Memo (Oct 1)	25
Design Proposal (Oct 8)	150
Program an Experiment (Oct 22)	25
Design Presentation (Nov 5)	150
IRB Application (Nov 12)	25
Referee Report (Nov 19)	25
Registered Report (Dec 9)	300
Total	1,000

From your final point total, your final course grade is calculated as follows:

Point Total	Final Grade
930–1,000	A
880–929	AB
830–879	B
780–829	BC
700–779	C
600–699	D
0–599	F

Late Assignments

Assignments will receive a 10-point penalty if submitted after the deadline and an additional 10-point penalty for each additional 24-hour period they are late (but see Tokens below). No assignment will be accepted more than 7 days after the original deadline.

Tokens

Students often have to balance their coursework with jobs, family responsibilities, health challenges, and other hurdles of life outside the classroom. Sometimes, events outside your control interrupt your learning in sudden and unexpected ways. To reduce stress in these scenarios and create flexibility for students, I use a “Token” system. Each student begins the semester with 3 Tokens, which can each be used to:

- Excuse you from Discussion Preparation for a single class, no questions asked.
- Extend the deadline for any take-home assignment (short assignment, design proposal, registered report) by 24 hours, no questions asked. Multiple tokens may be used for the same assignment. Note that Tokens cannot be used to extend the deadline for an in-class presentation or discussant comments.

Tokens may be used retroactively, but if used for an take-home assignment then the Token must be submitted before the relevant grade is returned. Additionally, to extend any take-home assignment related to the final project (design proposal, IRB application, and registered report), all team members must submit a Token to extend the deadline. Team members who do not apply a Token will be graded according to the standard policy.

To use a Token, submit a Token form on [Canvas](#).

Assessments

Below is a brief summary of what you will be assessed on. Additional guidance on each assessment (except Class Participation and Discussion Preparation) is provided on [Canvas](#). All assignments are due by class time on the due date unless otherwise noted. All take-home

assignments should be submitted through [Canvas](#).

Discussion Preparation: To encourage close reading and facilitate discussion in class, each student is required to post 2 discussion prompts to the Canvas discussion board by 12:00PM (Noon CT) the Wednesday before class, from September 16 through December 2 (with the exception of November 4 and November 25). These can include brief comments or reflections on the readings, questions or points of confusion about the readings, connecting external content (please provide a reference or link) to the concepts and topics discussed in the readings, or providing a thoughtful comment in response to another student's prompt. Each quality discussion prompt will earn a student 5 points, up to a maximum of 100 points.

Class Participation: Attending class and participating actively in class discussions are important components of the learning process for this course, and are therefore required. Up to 125 points will be awarded as follows:

- To receive 125 points, a student must make exceptional contributions to class discussions. This includes participating thoughtfully, respectfully, and consistently in all (or nearly all) class sessions, regularly providing valuable insights and posing compelling questions, demonstrating deep engagement with the course readings and other materials, and interacting productively with others in the class. Were this student absent, the quality of class discussions would be substantially diminished.
- To receive 115 points, a student must make significant contributions to class discussions, participating consistently and achieving the above more often than not. Were this student absent, the quality of class discussions would be diminished. I expect that the modal student will rise to this level of participation.
- To receive 100 points, a student must make satisfactory contributions to class discussions. This includes attending regularly and engaging productively with others in the class, and offering compelling insights at least occasionally. Were this student absent, the quality of class discussions would be diminished somewhat.
- To receive 80 points, a student must attend class regularly and engage in a respectful and productive manner, though their contributions to class discussions may be few. Were this student absent, the quality of class discussions would be mostly unchanged.
- A student who fails to attend class regularly, or who is disruptive or disrespectful towards others in class, may earn at most 50 points, and may earn fewer points depending on the severity of the absenteeism or disruptive behavior.

Short assignments: Throughout the semester, students will complete 7 short assignments, each of which is worth a maximum of 25 points (175 points total). These assignments are graded on a Satisfactory (25 points), Unsatisfactory (15 points), or Incomplete (0 points) basis. Several short assignments are exercises in professionalization, intended to give students practice with aspects of the scholarly profession.

1. **Conference-style Presentation:** You will deliver a conference-style presentation on one of the readings for this course *as though you are the author(s)*. You will sign up

- to select which reading you will present on. Due on the day of the relevant reading.
2. **Discussant Comments:** You will give discussant comments on one of the readings, for which one of your peers gives a conference-style presentation. Due on the day of the relevant reading.
 3. **Human Subjects Training:** You will complete the CITI training for responsible conduct of human subjects research and submit your certificate. Due September 17.
 4. **Measurement Memo:** You will write a one-page memo not to exceed 500 words, defining a concept and critiquing at least one previous approach to measuring that concept with suggestions for improvement. Due October 1.
 5. **Program an Experiment:** Using the Qualtrics platform, you will program a simple survey experiment from a published paper. We will test these replications in class. Due October 15.
 6. **IRB Application:** You will draft and submit an application to the UW-Madison Institutional Review Board for your original experiment project (see below). Due November 12.
 7. **Referee Report:** You will write a referee report (also known as a peer review) of a scholarly manuscript, not to exceed 1000 words. Due November 19.

Original Experiment: The main project for this course is to develop and design an original experiment to explore a research question in your area of expertise. This project may be completed solo or in teams of up to 3 students. A small amount of funding (up to \$100 per student) will be made available for the purpose of piloting your design during the semester. There are three major deliverables:

1. **Design Proposal:** You will draft a proposal for an original experiment, articulating your research question, stating a hypothesis, and outlining the design of an original experiment to test your hypothesis. This design proposal should be around 1000 words and is worth up to 150 points. Due October 8.
2. **Design Presentation:** Building on your design proposal, you will further develop your design and present the updated version in class. This presentation is worth up to 150 points. Due November 5.
3. **Registered Report:** You will write a final paper in the form of a “registered report,” which is essentially a complete article manuscript but without the actual results and accompanying conclusion. This registered report should be around 5000 words (not including references or appendices) and is worth up to 300 points. Due by midnight (CT) on December 9.

Expectations

Alongside the assessments noted above, I have several expectations of you in this course, which if not followed may reflect in your assessments and grades. These include:

1. **Read & take notes:** This course is intended to hone your skill at both consuming and designing experimental scholarship. The readings are predominantly scholarly works (book chapters, journal articles) that require careful, intensive reading; skimming can offer the gist but is insufficient to truly understand the methods. These readings can be challenging—some helpful guides on how to get the most out of scholarly articles can be found [here](#), [here](#), and [here](#). All readings are available on [Canvas](#). I expect to you to examine these readings carefully before class on the day assigned, take notes, and come to class prepared to discuss the readings in depth—including any questions you may have. You should use your contributions to the [Canvas](#) discussion board as a means of organizing your thoughts for deeper engagement during class.
2. **Attend class & participate actively:** We will use class time critically examine the readings as a group, discuss critical lessons for both theory and practice, and consider the broader implications for empirical scholarship. All of us benefit from a classroom environment that allows each student to share their unique perspective—meaning that *you* have something important to contribute to everyone’s learning (including mine!). I expect you to come to class prepared to listen actively, think critically, and engage with your peers respectfully.
3. **Be a good classmate:** I expect you to contribute positively to an inclusive learning environment for your peers. Politics can be a divisive topic, but differences in perspectives can provide opportunities for intellectual growth. We each come to the classroom with our own backgrounds, beliefs, and biases, and sharing our individual perspectives can help everyone learn. I expect, however, that you will be respectful of the contributions and skills of your fellow classmates. While reasoned debates are welcome, disrespectful behavior will not be tolerated. Similarly, I expect you to avoid distracting your fellow students during class. This means arriving on time, staying engaged, and not using technology for things unrelated to class (checking email, scrolling social media, etc.).
4. **All work is your own:** I expect that the work you complete for this course is your own—not the work of another person or the work of an AI. The goal of this course (indeed, much of education in general) is first and foremost to foster your ability to think critically, in this case particularly about experimental design. Every component of the course—the readings, discussions, lectures, and your assignments—are part of that thinking and learning process. Having someone else do your work for you, whether that someone else is human or artificial, means that you are thinking and learning less. Students are not permitted to use generative AI (such as ChatGPT, Gemini, Claude, Copilot, DeepSeek, or any of the innumerable similar tools) for any purpose in this course, except with explicit written permission from me. There are two exceptions to this policy:
 - (a) For deliverables related to the Original Experiment project (only), students are permitted to use AI tools to assist with idea generation, refining survey questions, and similar tasks at the design stage. Any such use of AI must be explicitly disclosed and detailed for the reader, and students retain full responsibility for the end product. Students may not use AI for these tasks for any Short Assignment

or Discussion Preparation.

- (b) Students are permitted to integrate AI into the experimental design for their Original Experiments, for example by embedding AI-generated responses or follow-up questions as part of a treatment or measurement strategy. Any such use of AI must be explicitly disclosed and detailed for the reader, and students retain full responsibility for the end product.

Any assignment that otherwise uses generative AI at any stage without written permission will receive zero points. Similarly, I expect you to adhere to standards of academic integrity and to appropriately credit and cite words, data, and ideas that are not your own. Failure to do so may be detrimental to your grade and may result in disciplinary action. For more information regarding academic misconduct and how to avoid it, please visit the Office of Student Conduct and Community Standards website here: <https://conduct.students.wisc.edu/academic-misconduct/>.

5. **Be curious:** Experiments are a bread-and-butter staple of quantitative social science and can seem simple on the surface—but the devil is in the details. Be prepared to interrogate the particulars and assumptions of leading experimental scholarship, and to be similarly challenged by your classmates as you work through your own design. After all, the best time to stress-test an experiment is always before you put it into the field, not after.

Likewise, here is what you can expect from me in this course:

1. **Be accessible:** You can expect me to provide plenty of opportunities to interface with me outside of class. The best way to get in touch with me is to come to my “office hours”—which are really “student hours” that I have specifically set aside in my schedule to meet with you. This semester my office hours are 11:00AM–12:00PM on Thursdays (immediately after class), and my office is 301 North Hall. You can sign up to reserve time with me here: <https://calendly.com/proftrexler/students>, otherwise I will meet with students on a first-come, first-served basis. If you have a persistent conflict with this time (or have a pressing need), you can contact me for a separate appointment. Office hours are an opportunity for a one-on-one conversation about course concepts, an upcoming assignment, how the course is going for you, your goals and aspirations, navigating the academy, challenges you may be facing, and the like. I encourage you to attend my office hours at least once so that we can get to know each other better. Outside of office hours, the best way to reach me is by email at atrexler@wisc.edu. You can generally expect me to respond to emails within 48 hours during the work week (that is, Monday through Friday).
2. **Provide timely feedback:** Just as I expect you to submit your work on time, you can also expect me to return your assignments with useful feedback in a timely manner to help you succeed on subsequent assessments.
3. **My work is my own:** Just as I require that you eschew the use of AI tools in your deliverables, I will not use AI tools to grade your work.
4. **Give you opportunities for input:** I will survey the class (anonymously) partway

through the semester so that you can provide feedback on how the course is going for you. Together, we will work through any major issues identified by a significant number of students. If I am considering changes, I will seek input from students and will not make any major changes to the syllabus (assessments, deadlines, expectations, policies) without the support of a majority of the students engaged in the course.

5. **Timely communication:** I will communicate any pertinent information about assignments and syllabus updates to you in a timely fashion. I will contact students via the Announcement function on [Canvas](#) and/or by emailing students at their university email address. Students are strongly encouraged to check their email regularly to ensure that no important information is missed.

Resources

McBurney Disability Resource Center: If you have a disability that may affect your learning experience in this course, please contact me within the first two weeks of the semester so that we can discuss accommodations to help you succeed. The McBurney Disability Resource Center can provide official documentation and additional student support. Of note, my office is located on the third floor of North Hall, a historic building with no elevator. For students who are unable to meet with me in my office due to a disability, I am happy to meet at another convenient location on campus. Please contact me to make arrangements.

UHS Mental Health Services: Students often experience stressors that can impact both their academic experience and personal well-being. UHS Mental Health Services provides confidential, no-cost care to students. Students are encouraged to learn about and utilize these services and resources as needed.

The Writing Center: The Writing Center can provide many kinds of support to students, from workshops to individual writing mentorships.

Learning Support: UW-Madison offers a wide range of free tutoring, study skills workshops, and other learning support for students across 15 distinct learning centers.

UW Libraries Research Support: UW Libraries offers a variety of services to assist with student research, from planning and finding information to analysis and reporting your research.

University Policies

You should familiarize yourself with several policies maintained by the University of Wisconsin–Madison, which apply to this course. These include:

- [Academic Calendar and Religious Observances](#)
- [Academic Integrity](#)
- [Accommodations for Students with Disabilities](#)

- [Course Evaluations](#)
- [Diversity and Inclusion](#)
- [Mental Health and Well-Being](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures](#)
- [Students' Rules, Rights, and Responsibilities](#)
- [Teaching & Learning Data Transparency](#)

Course Schedule

This course schedule is subject to change with notice. Check [Canvas](#) for updates.

Week α **APSA Week**

Sep 3 NO MEETING (APSA Conference)

Week 1 **Foundations: Why Experiments?**

Sep 10 - Green, Donald P. 2022. *Social Science Experiments*. Cambridge University Press. [Chapters 1-4]
 - Bueno de Mesquita, Ethan, and Anthony Fowler. 2021. *Social Science Experiments*. Cambridge University Press. [Chapter 11]
 - McDermott, Rose. 2011. "Internal and External Validity." In *Cambridge Handbook of Experimental Political Science*, ed. Jamie N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia. Cambridge University Press.
 - Dunning, Thad. 2012. *Natural Experiments in the Social Sciences: A Design-based Approach*. Yale University Press. [Chapter 10]

Week 2 **Potential Outcomes**

Sep 17 *****Human Subjects Certification due*****
 - Gerber, Alan S., and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*. Norton. [Chapter 2]
 - Angrist, Joshua D., and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton University Press. [Chapter 2]
 - Morgan, Stephen L., and Christopher Winship. 2014. *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. Cambridge University Press. [Chapters 1-1.2, 1.4-1.5, and 2]

- Lundberg, Ian, Rebecca Johnson, and Brandon M. Stewart. 2021. “What Is Your Estimand? Defining the Target Quantity Connects Statistical Evidence to Theory.” *American Sociological Review* 86 (3): 532–565.
- Humphries, Macartan. 2021. “[I saw your RCT and I have some worries! FAQs.](#)” [skim]

Week 3 Survey Experiments

- Sep 24
- Gaines, Brian J., and James H. Kuklinski. 2007. “The Logic of the Survey Experiment Reexamined.” *Political Analysis* 15 (1): 1–20.
 - Mutz, Diana C. 2011. *Population-based Survey Experiments*. Princeton University Press. [Chapters 3 and 6]
 - Hainmueller, Jens, Daniel J. Hopkins, and Teppei Yamamoto. 2014. “Causal Inference in Conjoint Analysis: Understanding Multidimensional Choices via Stated Preference Experiments.” *Political Analysis* 22 (1): 1–30.
 - Williamson, Scott, Claire L. Adida, Adeline Lo, Melina R. Platas, Lauren Prather, and Seth H. Werfel. 2021. “Family Matters: How Immigrant Histories Can Promote Inclusion.” *American Political Science Review* 115 (2): 686–693.
 - Egami, Naoki, Donald P. Green, Eunji Kim, and Daniel C. Mattingly. 2026. “Placebo-Augmented PIC Design (PICA-2): Assessing the Influence of Foreign Propaganda.” Forthcoming at *The Journal of Politics*.
 - Leeper, Thomas. 2018. “[The First Mistake in Crafting Survey Experiments.](#)”

Week 4 Lab Experiments

- Oct 1
- **DUE: Measurement Memo****
- Levitt, Steven D., and John A. List. 2007. “What Do Laboratory Experiments Measuring Social Preferences Reveal About the Real World?” *The Journal of Economic Perspectives* 21 (2): 153–174.
 - Enke, Benjamin, Uri Gneezy, Brian Hall, David Martin, Vadim Nelidov, Theo Offerman, and Jeroen van de Ven. 2023. “Cognitive Biases: Mistakes or Missing Stakes?” *The Review of Economics and Statistics* 105 (4): 818–832.
 - Jenke, Libby, Kirk Bansak, Jens Hainmueller, and Dominik Hangartner. 2021. “Using Eye-tracking to Understand Decision-making in Conjoint Experiments.” *Political Analysis* 29 (1): 75–101.

- Renshon, Jonathan, Julia J. Lee, and Dustin Tingley. 2017. "Emotions and the Micro-foundations of Commitment Problems." *International Organization* 71 (S1): S189–S218.

Week 5 Field Experiments

Oct 8 *****DUE: Design Proposal*****

- Gerber, Alan S., and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*. Norton. [Chapter 4 and 12]
- Broockman, David E., Joshua L. Kalla, and Jasjeet S. Sekhon. 2017. "The Design of Field Experiments With Survey Outcomes: A Framework for Selecting More Efficient, Robust, and Ethical Designs." *Political Analysis* 25 (4): 435–464.
- Karim, Sabrina. 2020. "Relational State Building in Areas of Limited Statehood: Experimental Evidence on the Attitudes of the Police." *American Political Science Review* 114 (2): 536–551.
- Piccardi, Tiziano, Martin Saveski, Chenyan Jia, Jeffrey Hancock, Jeanee L. Tsai, and Michael S. Bernstein. 2025. "Reranking partisan animosity in algorithmic social media feeds alters affective polarization." *Science* 390 (6776).

Week 6 Survey & Sampling Design

- Oct 15
- Zaller, John, and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences." *American Journal of Political Science* 36 (3): 579–616.
 - Krosnick, Jon A., and Stanley Presser. 2010. "Question and Questionnaire Design." In *Handbook of Survey Research* (2nd edition), ed. Peter V. Marsden and James D. Wright. Emerald Group.
 - Jerit, Jennifer, and Jason Barabas. 2023. "Are Nonprobability Samples Fit for Purpose?" *Public Opinion Quarterly* 87 (3): 816–840.
 - Hillygus, D. Sunshine, and Tina LaChapelle. 2022. "Diagnosing Survey Response Quality." In *Handbook on Politics and Public Opinion*, ed. Thomas J. Rudolph. Elgar.
 - Hillygus, D. Sunshine, David Rothschild, Joshua Clinton, Soubhik Barari, Trent Buskirk, Frauke Kreuter, Jenny Marlar, Steve Rathje, and Aaron Shaw. 2026. "Artificial Intelligence and the Future of Public Opinion Research." Working paper.
 - Leeper, Thomas J. 2019. "Where Have All the Respondents Gone? Perhaps We Ate Them All." *Public Opinion Quarterly* 83 (S1): 280–288.
 - Sacramone-Lutz, Gabriella. 2016. "[10 Things to Know About Survey Design](#)."

Week 7 Precommitment, Power, Replication

Oct 22 ***DUE: Program an Experiment***

- Blair, Graeme, Jasper Cooper, Alexander Coppock, and Macartan Humphreys. 2019. "Declaring and Diagnosing Research Designs." *American Political Science Review* 113 (3): 838–859.
- Rainey, Carlisle. 2026. "[Power Rules: Practical Advice for Computing Power \(and Automating with Pilot Data\)](#)." OSF Preprint.
- Gelman, Andrew, and Hal Stern. 2006. "The Difference Between 'Significant' and 'Not Significant' is Not Itself Statistically Significant." *The American Statistician* 60 (4): 328–331.
- Arel-Bundock, Vincent, Ryan C. Briggs, Hristos Doucouliagos, Marco M. Aviña, and T. D. Stanley. 2026. "Quantitative Political Science Research is Greatly Underpowered." *The Journal of Politics* 88 (1): 36–46.
- Jordan, Diana, Trent Ollerenshaw, and Andrew Trexler. 2026. "New Evidence and Design Considerations for Repeated Measured Experiments in Survey Research." *American Political Science Review* 1–21.
- Coppock, Alexander. 2013. "[10 Things to Know About Statistical Power](#)."
- Chen, Lula, and Chris Grady. 2018. "[10 Things to Know About Pre-Analysis Plans](#)."

Week 8 Ethics & Research Transparency

- Oct 29
- Green, Donald P. 2022. *Social Science Experiments*. Cambridge University Press. [Chapter 5]
 - McDermott, Rose, and Peter K. Hatemi. 2020. "Ethics in Field Experimentation: A Call to Establish New Standards to Protect the Public from Unwanted Manipulation and Real Harms." *Proceedings of the National Academy of Sciences* 117 (48): 30014–30021.
 - Struminskaya, Bella, and Joseph W. Sakshaug. 2023. "Ethical Considerations for Augmenting Surveys with Auxiliary Data Sources." *Public Opinion Quarterly* 87 (S1): 619–633.
 - American Political Science Association. 2020. "[Principles and Guidance for Human Subjects Research](#)."
 - American Association of Public Opinion Researchers. 2021. "[Disclosure Standards](#)."
 - Costa, Mia, Charles Crabtree, John B. Holbein, and Michelangelo Landgrave. 2023. "Is That Ethical? An Exploration of Political Scientists' Views on Research Ethics." *Research & Politics* 10 (4): 1–8.

- Krasnow, Max M., Rhea M. Howard, and Adar B. Eisenbruch. 2020. "The Importance of Being Honest? Evidence that Deception May Not Pollute Social Science Subject Pools After All." *Behavioral Research Methods* 52: 1175–1188.

Week 9 Design Presentations

Nov 5 *****DUE: Design Presentations*****

Week 10 Generalizing from Experiments

Nov 12 *****DUE: IRB Application*****

- Egami, Naoki, and Erin Hartman. 2023. "Elements of External Validity: Framework, Design, and Analysis." *American Political Science Review* 117 (3): 1070–1088.
- Slough, Tara, and Scott A. Tyson. 2023. "External Validity and Meta-analysis." *American Journal of Political Science* 67 (2): 440–455.
- Clifford, Scott, Thomas J. Leeper, and Carlisle Rainey. 2023. "Generalizing Survey Experiments Using Topic Sampling: An Application Using Party Cues." *Political Behavior* 46: 1233–1256.
- Schwarz, Suzanne, and Alexander Coppock. 2022. "What Have We Learned About Gender from Candidate Choice Experiments? A Meta-analysis of Sixty-seven Factorial Survey Experiments." *The Journal of Politics* 84 (2): 655–668.
- Blair, Graeme, Alexander Coppock, and Margaret Moor. 2020. "When to Worry About Sensitivity Bias: A Social Reference Theory and Evidence from 30 Years of List Experiments." *American Political Science Review* 114 (4): 1297–1315.
- Fang, Albert. 2017. "[10 Things to Know About Heterogeneous Treatment Effects](#)."

Week 11 Causal Mechanisms & Confounding

Nov 19 *****DUE: Referee Report*****

- Gerber, Alan S., and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*. Norton. [Chapters 5, 6, and 8]
- Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2018. "Analyzing Causal Mechanisms in Survey Experiments." *Political Analysis* 26 (4): 357–378.
- Dafoe, Allan, Baobao Zhang, and Devin Caughey. 2018. "Informational Equivalence in Survey Experiments." *Political Analysis* 26 (4): 399–416.

Week 12 Thanksgiving Break

Nov 26 NO MEETING

Week 13 Special Populations & Cross-national Experiments

- Dec 3 - Kertzer, Joshua D., and Jonathan Renshon. 2022. “Experiments and Surveys on Political Elites.” *Annual Review of Political Science* 25: 529–550.
- Nathan, Noah L., and Ariel White. 2021. “Experiments On and With Street-level Bureaucrats.” In *Advances in Experimental Political Science*, ed. James N. Druckman and Donald P. Green. Cambridge University Press.
- Pan, Jennifer. 2021. “Experiments on Political Activity Governments Want to Keep Hidden.” In *Advances in Experimental Political Science*, ed. James N. Druckman and Donald P. Green. Cambridge University Press.
- Henrich, Joseph. 2020. *The WEIRDest People in the World: How the West Became Psychologically Peculiar and Particularly Prosperous*. Farrar, Straus, and Giroux. [Chapter 1]
- Bassan-Nygate, Lotem, Jonathan Renshon, Jessica Weeks, and Chagai M. Weiss. 2025. “The Generalizability of IR Experiments Beyond the United States.” *American Political Science Review* 119 (4): 1649–1664.
- Herman, Biz, Amma Panin, Elizabeth Iams Wellman, Graeme Blair, Lindsey D. Pruett, Ken Ochieng’ Opalo, Hannah M. Alarian, Allison N. Grossman, Yvonne Tan, Alex P. Dyzenhaus, and Nicholas Owsley. 2022. “Field Experiments in the Global South: Assessing Risks, Localizing Benefits, and Addressing Positionality.” *PS: Political Science and Politics* 55 (4): 769–772.

Week Ω Final Papers Due

Dec 9 ****DUE: Registered Report****
(Wednesday)

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