

PS 200E: Experimental Design for Social Science

Fall 2020

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OH: M 2-4pm PST (Zoom)

TA: Frank Wyer
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OH: Thurs. 9-11am PT (Zoom)

Class sessions: MW 9-10:50am PST

Class Zoom link in [CCLE/Moodle](#) - Click “200E Zoom” on main class page then “Start Meeting”

Course overview

This course covers the design, implementation, and analysis of experiments in the social sciences. The focus is on field experiments, but the core ideas will also apply to lab, survey, online, and lab-in-the-field experiments.

Learning objectives

- How to identify and address key threats to experimental designs
- How to implement key components of experimental design and analysis in code
- How to assess design choices in your own experiments through simulation
- Gain experience replicating the design and analysis of prominent experiments
- How to conduct a (small-scale) field experiment

How we will meet these goals

We will read methodological works and published experiments, and to promote active engagement with the readings we will use the [Perusall](#) reading discussion platform. There is growing evidence that live lectures are not effective learning tools for many students. Instead, before class, there will be a short, pre-recorded lecture (avg. = 30 minutes) posted on Perusall where you can play/pause and discuss with classmates and ask questions online. There will also be a short Q&A session when class session starts. During class sessions, the primary activity will be a team-based practicum to promote active learning: you will work in small groups either to analyze experiments or explore their properties through simulation. The main assignments out of class will be problem sets and a group “campus” experiment. Altogether, the aim is to explore each topic conceptually (verbally and graphically), analytically (in mathematical proofs), and practically. You will get four bites at each topic: in readings, recorded lectures, group-work during class, problem sets, and the campus experiment.

Assignments

I have included approximate grade breakdowns to help guide your thinking about the importance of different assignments.

1. *Lectures* (~10%). You will watch lecture videos before class on [Perusall](#) and discuss questions about the lectures with your classmates. We will then have Q&A session at the beginning of each class to discuss common areas of interest.

2. *Readings* (~15%). Readings from textbooks and other methodological sources are assigned each week along with one or more “applications” that will be used in groupwork. Readings are provided on Perusall to encourage active engagement through peer discussion. You are expected to make several annotations in each reading to contribute to the conversation.

3. *Groupwork* (~25%). Students are generally expected to attend each class session and participate in group work during the class. However, given the challenges of working across many time zones and care responsibilities, you may develop an offline working group of 2-3 people who share a similar time zone. You may also work alone, but I encourage you to find a group (and we will help do this).

During the live sessions, we’ll need to get creative to enable groupwork virtually: we will divide up into Zoom breakout groups and we suggest one rotating member share their screen and the group talks through it while also working separately on their own screen. Virtual groupwork is not ideal, but we think it is still better than the alternatives. The group will upload their completed RMarkdown document by the following Sunday night at 5 p.m. We will post solutions at that time.

4. *Problem sets* (~25%). There will be several problem sets drawing on problems from the Gerber and Green textbook (note they will be difficult or impossible to complete if you have not read the relevant chapter!).

- You can (and should!) Google, read Stack Overflow, and seek out online resources for help. You can copy-paste code from these resources, just remember to comment your code with the URL where you got it from (this is good practice too, in order to remember where you got it!). Grabbing code from these resources is a key part of how social scientists do data analysis.
- Work in groups is permitted, but you must note the name of each person you collaborated with for each question. Failure to do so will be treated as a violation of the plagiarism policy.

5. *Campus field experiment* (~25%). In teams, you will design, conduct, and analyze a field experiment “at UCLA” (online given COVID) as the course project. Further details will be provided in Week 1.

(Self-)evaluation¹

There is little high-quality evidence that grading assignments and exams helps students learn, and some evidence grading is harmful.

Instead, you will *evaluate yourself* at several points during the quarter, in terms of your effort and your learning. In addition, you will *evaluate each other* within your campus experiment groups.

Your own evaluation, and the evaluation of you by your peers, will form the basis of your final grade. You will be provided with your peer evaluations at each point, and you will decide how to incorporate those into your evaluation. I reserve the right to change your grade, up or down, at the end of the quarter if I do not agree with your self-assessment (I will rely on the approximate breakdowns listed in the assignment section in making my own assessment). If I do decide to make a change, I will meet with you to talk about your performance before making a final decision.

Auditing: in my experience, auditing a class like this without completing the assignments will not be productive for you, so auditors will not be permitted. I encourage you to take the course for credit!

Learning during COVID²

This class is taking place during extraordinary times, in which learning may understandably not be your only or even top priority. You may be close with people who have been directly impacted by the COVID-19 virus or who have lost their jobs. You may have experienced a change in personal circumstances that directly impacts your ability to focus on your academic work. Many of us have increased work and care responsibilities and less-than-optimal work environments.

I am committed to making sure that you learn everything you were hoping to learn from this class! I will make whatever accommodations I can to help you finish your problem sets, do well on the project, and learn and understand the class material.

Given these circumstances, I hope to establish a learning community based on empathy about our varied circumstances during this time. If you tell me you're having trouble, I will not judge you or think less of you. I hope you'll extend me the same courtesy.

To this end: You never owe me personal information about your health (mental or physical). You are always welcome to talk to me about things that you are going through, though. If I am unable to help you myself, I will help you find the resources on or off campus that you need.

¹ I draw on [Jessica Calarco](#) and [Jesse Stommel](#)'s ideas on "ungrading."

² Adapted from Andrew Heiss's words.

I want you to learn lots of things from this class, but I primarily want you to stay healthy, balanced, and grounded during this crisis.

Getting help

This course is a lot of work! The group-work and problem sets are motivated by the idea that the most effective way to learn this material is to do it yourself. This means if you get behind, it will be hard to catch up. We don't want this to happen!

We encourage you to take advantage *early and often* of three resources: Graeme's office hours, the TA's office hours, and the discussion board. We are here to help, and want everyone to succeed in the course.

The discussion board allows all students to benefit from the discussion and to help each other understand the materials. Both students and instructors are encouraged to participate in discussions and answer any questions that are posted. You should operate on the principle "if I have a question, everyone else is unsure too."

Prerequisites

This course assumes familiarity with the statistics at the level of Political Science 200B (Regression for Social Science), which may be met through courses in some other disciplines. Students who did not take the methods sequence in political science can contact me before enrolling in the course to discuss their preparation.

Computation

The course assumes intermediate familiarity with the R statistical environment and involves substantial use of R in most class sessions. Problem sets must be completed using R and RMarkdown. You should be familiar with the *tidyverse* family of R packages, with writing functions, with loops, with data transformation using dplyr, and with visualizing data with ggplot. If you know R but not the *tidyverse*, I provide resources below to pick them up before class starts. If you have not used R in a course before, it will be very difficult for you to succeed in the course, so please contact me in advance before registering for the class.

Students outside political science

You are very welcome to take the class if you are not in political science! Students from Anderson, education, sociology, social welfare, and statistics have taken the course and succeeded. Some of these students found it helpful to first take earlier parts of the political science methods sequence (PS 200A and 200B and in some cases 200C). Others found that their own methods training was sufficient. I am happy to talk to you about your preparation. *The*

biggest barrier to success in the course seems to be experience with R (see above). Advanced undergraduates may take the course with permission from the instructor, but only if they have taken PS 200A-200C.

Professional ethics

You are subject in this class to UCLA's [academic honesty policies](#). You should not pass off others' work, words, or code as your own (you can avoid this by liberally citing and when relevant including quotation marks or notes indicating what is directly taken from others; our greatest virtue is building off the past work of others). Data fabrication in the context of the group experiment would violate the policy. If you have questions about attribution of work or whether practices in the experiment violate the policy, get in touch with us to talk about it.

Reading and resources

Research design and implementation:

- Gerber, Alan S., and Donald P. Green. 2012. *Field Experiments: Design, Analysis, and Interpretation*. New York: W.W. Norton. Abbreviation: FEDAI.
- Blair, Graeme, Jasper Cooper, Alexander Coppock, and Macartan Humphreys. *Research Design: Declare, Diagnose, Redesign*. Manuscript. Abbreviation: R3DR.
- Glennerster, Rachel, and Kudzai Takavarasha. 2013. *Running Randomized Evaluations: A Practical Guide*. Princeton: Princeton UP. Abbreviation: RRE. (See also [JPAL's research resources](#).)
- Gertler, Paul J., Sebastian Martinez, Patrick Premand, Laura B. Rawlings, Christel M. J. Vermeersch. [Impact Evaluation in Practice](#). World Bank. (Free PDF.)
- Druckman, James, and Donald P. Green. 2020. *Handbook of Experimental Political Science*. Cambridge UP.
- Banerjee, Abhijit Vinayak, and Esther Duflo. 2017. *Handbook of Economic Field Experiments*. North-Holland.
- Thompson, Steven K. 2012. *Sampling*. Wiley. Third ed.
- Karlan, Dean, and Jacob Appel. 2017. *Failing in the Field: What We Can Learn When Field Research Goes Wrong*. Princeton UP.
- Sriram, Chandra Lekha, John C. King, Julie A. Mertus, Olga Martin-Ortega, Johanna Herman. 2009. *Surviving Field Research: Working in Violent and Difficult Situations*.
- Krause, Peter, and Ora Szekely, eds. 2020. *Stories from the Field: A Guide to Navigating Fieldwork in Political Science*. Columbia UP.
- Kapiszewski, Diana, Lauren M. MacLean, and Benjamin L. Read. 2015. *Field research in political science: Practices and Principles*. Cambridge UP.

Software:

- Grolemond, Garrett and Hadley Wickham. [R 4 Data Science](#). (Free Web book.)
- [Computational Social Science Bootcamp](#)
- [DeclareDesign software primer](#)
- [tidyverse cheat sheets](#)
- [Compilation of R tutorials and resources](#)
- [RStudio R primers](#)
- Useful software packages for experiments in R:
 - randomizr: easy-to-use common randomization schemes
 - estimatr: design-based estimators for experiments
 - blockTools: for constructing blocks/strata for block-randomized experiments
 - ri2: for conducting randomization inference

(I used to recommend DataCamp and obtain access to it for students in the course. I no longer do either, for reasons outlined in a [Buzzfeed article](#).)

Selected recent experiments by UCLA faculty

UCLA is a hub of experimentation across the social sciences. Below is a list of recent experiments by faculty, who may be useful resources as you begin to think about running your own experiments.

- [Darin Christensen](#) (Public policy and political science)
 - [Building Resilient Health Systems: Experimental Evidence from Sierra Leone and the 2014 Ebola Outbreak](#), working paper
 - [Community-Based Crisis Response: Evidence from Sierra Leone's Ebola Outbreak](#), *AEA Papers and Proceedings*
- [Cesi Cruz](#) (Political science)
 - [Buying Informed Voters: New Effects of Information on Voters and Candidates](#), working paper
 - [Making policies matter: Voter responses to campaign promises](#), working paper
- [Magali Delmas](#) (Anderson and Institute of the Environment and Sustainability)
 - [Information strategies for energy conservation: A field experiment in India](#), *Energy Economics*
 - [What Can We Learn from High Frequency Appliance Level Energy Metering? Results from a Field Experiment](#), *Energy Policy*
- [Michael Gaddis](#) (Sociology)
 - [Finding a Roommate on Craigslist: Racial Discrimination and Residential Segregation](#) (working paper)
 - [Arab American Housing Discrimination, Ethnic Competition, and the Contact Hypothesis](#), *The Annals of the American Academy of Political and Social Science*
- [Jana Gallus](#) (Anderson)
 - [Fostering public good contributions with symbolic awards: A large-scale natural field experiment at Wikipedia](#), *Management Science*

- [Recognition Incentives for Internal Crowdsourcing: A Field Experiment at NASA](#), working paper
- [Erin Hartman](#) (Political science and statistics)
 - [Covariate Selection for Generalizing Experimental Results: Application to Large-Scale Development Program in Uganda](#), working paper
 - [From SATE to PATT: combining experimental with observational studies to estimate population treatment effects](#), *Journal of the Royal Statistical Society: Series A*
- [Chad Hazlett](#) (Political science and statistics)
 - [Kernel Balancing: A flexible non-parametric weighting procedure for estimating causal effects](#), *Statistica Sinica*
 - [A Persuasive Peace: Syrian refugees' attitudes towards compromise and civil war termination](#), *Journal of Peace Research*
- [Efrén Pérez](#) (Political science and psychology)
 - [Does Perceiving Discrimination Influence Partisanship among Immigrant Minorities? Evidence from Five Experiments](#), *Journal of Experimental Political Science*
 - [“Language influences mass opinion toward gender and LGBT equality,”](#) *Proceedings of the National Academy of Science*
- [Dan Posner](#) (Political science)
 - [The Weakness of Bottom-Up Accountability: Experimental Evidence from the Ugandan Health Sector](#), working paper
 - [Why Does Ethnic Diversity Undermine Public Goods Provision?](#) *American Political Science Review*
- [Natasha Quadlin](#) (Sociology)
 - [Americans’ Perceptions of Transgender People’s Sex: Evidence from a National Survey Experiment](#), *Socius: Sociological Research for a Dynamic World*
 - [Sibling Achievement, Sibling Gender, and Beliefs about Parental Investment: Evidence from a National Survey Experiment](#), *Social Forces*
- [Manisha Shah](#) (Public policy)
 - [Scaling Up Sanitation: Evidence from an RCT in Indonesia](#), *Journal of Development Economics*
- [Lynn Vavreck](#) (Political science)
 - [Persuasive Effects of Presidential Campaign Advertising: Results of 53 Real-time Experiments in 2016](#), *Science Advances*
 - [Does Product Placement Change Television Viewers’ Social Behavior?](#) *Plos ONE*
- [Sherry Wu](#) (Anderson)
 - [Having a voice in your group: Increasing productivity through group influence](#), working paper
 - [Participatory practices at work change attitudes and behavior toward societal authority and justice](#), *Nature Communications*

Field experiments by UCLA political science Ph.D. graduates (UCLA PhD with Web site links)*

Many UCLA Ph.D.s have conducted experiments during graduate school, some as part of their dissertation work and others with faculty at UCLA and other institutions. The list would be very long. Below is a list of *field* experiments with links to their Web sites so you can see how these experiments fit into their research portfolio. (Let me know if you know of one that is missing.)

- [Ryan Enos](#) (Harvard)*. 2014 "[Causal Effect of intergroup contact on exclusionary attitudes.](#)" *Proceedings of the National Academy of Sciences*.
- [Ryan Enos](#) (Harvard)* and Anthony Fowler. 2014. "[Pivotality and Turnout: Evidence from a Field Experiment in the Aftermath of a Tied Election.](#)" *Political Science Research and Methods*.
- [Jessica Preece](#) (BYU)* and Olga Bogach Stoddard. 2015. "[Does the Message Matter? A Field Experiment on Political Party Recruitment.](#)" *Journal of Experimental Political Science*.
- Christopher F. Karpowitz, J. Quin Monson, and [Jessica Robinson Preece](#) (BYU)*. 2017. "[How to Elect More Women: Gender and Candidate Success in a Field Experiment.](#)" *American Journal of Political Science*.
- [Joseph Asunka](#) (Hewlett Foundation)*, [Sarah Brierley](#) (LSE)*, Miriam Golden (former UCLA faculty), [Eric Kramon](#) (George Washington)*, and [George Ofosu](#) (LSE)*. 2017. "[Electoral Fraud or Violence: The Effect of Observers on Party Manipulation Strategies.](#)" *British Journal of Political Science*.
- Claire Adida, Jessica Gottlieb, [Eric Kramon](#) (George Washington)*, and Gwyneth McClendon. 2017. "[Reducing or Reinforcing In-Group Preferences? An Experiment on Information and Ethnic Voting](#)", *Quarterly Journal of Political Science*.
- [Ryan Enos](#) (Harvard)*. 2017. *The Space Between Us: Social Geography and Politics*. Cambridge UP. Reports on field experiments Ryan conducted for his dissertation.
- [Sarah Brierley](#) (LSE)*, [Eric Kramon](#) (George Washington)*, and [George Kwaku Ofosu](#) (LSE)*. 2019. [The Moderating Effect of Debates on Political Attitudes](#). *American Journal of Political Science*.
- [George Kwaku Ofosu](#) (LSE). 2019. [Do Fairer Elections Increase the Responsiveness of Politicians?](#) *American Political Science Review*.
- Claire Adida, Jessica Gottlieb, [Eric Kramon](#) (George Washington)*, and Gwyneth McClendon. 2019. "[When Does Information Influence Voters? The Joint Importance of Salience and Coordination](#)," *Comparative Political Studies*.
- Thad Dunning, Guy Grossman, Macartan Humphreys, Susan D. Hyde, Craig McIntosh, Gareth Nellis, Claire L. Adida, Eric Arias, Clara Bicalho, Taylor C. Boas, Mark T. Buntaine, Simon Chauchard, Anirvan Chowdhury, Jessica Gottlieb, F. Daniel Hidalgo, Marcus Holmlund, Ryan Jablonski, [Eric Kramon](#) (George Washington)*, Horacio Larreguy, Malte Lierl, John Marshall, Gwyneth McClendon, Marcus A. Melo, Daniel L. Nielson, Paula M. Pickering, Melina R. Platas, Pablo Querubín, Pia Raffler, and Neelanjan Sircar. 2019. "[Voter Information Campaigns and Political Accountability: Cumulative Findings from a Pre-registered Meta-analysis of Coordinated Trials](#)," *Science Advances*.

- [Elizabeth Carlson](#)* (Penn State) and Brigitte Seim. 2020. "[Honor among Chiefs: An Experiment on Monitoring and Diversion Among Traditional Leaders in Malawi.](#)" *Journal of Development Studies*.

Tentative topics and readings schedule

Lectures and groupwork assume you have read all of the listed readings before class each week, unless marked as "optional." All readings are on Perusall (and you are required to read them there, in order to foster discussion with your colleagues.) *I encourage you to read the applications more than once before you come to class.*

0. Data analysis in R review

- Read and complete exercises for [R 4 Data Science](#) Part I
- Complete all six [RStudio R primers](#)

1. Why experiment?

- RRE ch. 2; FEDAI chs. 1-2
- *Application:* Christopher F. Karpowitz, J. Quin Monson, Jessica Robinson Preece. 2017. "[How to Elect More Women: Gender and Candidate Success in a Field Experiment.](#)" *American Journal of Political Science*.

2. Random assignment procedures

- RRE ch. 4; FEDAI ch. 3
- *Application:* Graeme Blair, Rebecca Littman, and Elizabeth Levy Paluck. "[Motivating the adoption of new community-minded behaviors: An empirical test in Nigeria.](#)" *Science Advances*.

3. Ethics in experimentation

- Complete the [CITI human subjects training](#) if you have not already (required for doing any human subjects research at UCLA) and upload your certificate to Moodle.
- Read [ethics guidelines from the American Political Science Association](#), or if you are in another field, find your professional association's guidelines.
- Principles (read all three):
 - Macartan Humphreys. 2015. "[Reflections on the Ethics of Social Experimentation.](#)" *Journal of Globalization and Development*.
 - Dawn Teele. 2014. "[Reflections on the Ethics of Field Experiments.](#)" in Teele, ed., *Field Experiments and their Critics*.
 - Tara Slough. 2020. "[The Ethics of Electoral Experimentation: Design-Based Recommendations.](#)" Working paper.

- Applications (read Willis and choose one other, be prepared to discuss your ethical judgement of the paper based on the principles articles):
 - Derek Willis. 2015. "[Professors' Research Project Stirs Political Outrage in Montana](#)." *New York Times*.
 - Adam Kramer, David Guillory, and Jeffrey Hancock. "[Experimental evidence of massive-scale emotional contagion through social networks](#)." *Proceedings of the National Academy of Sciences*.
 - Aidan Coville, Sebastian Galiani, Paul Gertler, and Susumu Yoshida. "[Enforcing Payment for Water and Sanitation Services in Nairobi's Slums](#)." NBER Working Paper. Also read the authors' [ethics commentary](#).
 - Davide Cantoni, David Yang, Noam Yuchtman, Jane Zhang. "[Protests as Strategic Games: Experimental Evidence from Hong Kong's Antiauthoritarian Movement](#)." *Quarterly Journal of Economics*.

4. Analyzing experimental data

- FEDAI ch. 4
- Alexander Coppock. "[Visualize as You Randomize: Design-Based Statistical Graphs for Randomized Experiments](#)." In *Cambridge Handbook of Experimental Political Science* (Druckman and Green, eds.).
- Application: Lauren Young. "[The psychology of state repression: Fear and dissent decisions in Zimbabwe](#)." *American Political Science Review*.

5. Diagnosing experimental designs

- R3DR Part I
- [DeclareDesign software primer](#)

6. Outcome measurement and experiments for descriptive inference

- RRE ch. 5
- Application: Aila M. Matanock and Miguel García-Sánchez. 2017. "[Does Counterinsurgent Success Match Social Support? Evidence from a Survey Experiment in Colombia](#)." *The Journal of Politics*.

I encourage you to read all of the below. However, for class, you may choose one section and read all of the papers, which are closely linked.

- When and how to measure outcomes:
 - David McKenzie. "[Beyond baseline and follow-up: The case for more T in experiments](#)." *Journal of Development Economics*.

- David Broockman, Joshua L. Kalla, and Jasjeet S. Sekhon. “Field experiments with survey outcomes.” In *Cambridge Handbook on Experimental Political Science*. (Druckman and Green, eds.).
- Erik Peterson, Sean J. Westwood, and Shanto Iyengar. “Beyond Attitudes: Incorporating Measures of Behavior in Survey Experiments.” In *Cambridge Handbook on Experimental Political Science*. (Druckman and Green, eds.).
- Experiments for studying sensitive questions:
 - Graeme Blair, Alexander Coppock, and Margaret Moor. 2020. “[When to Worry about Sensitivity Bias](#).” *American Political Science Review*.
 - Bryn Rosenfeld, Kosuke Imai, and Jacob Shapiro. 2016. “[An Empirical Validation Study of Popular Survey Methodologies for Sensitive Questions](#).” *American Journal of Political Science*.
 - Eric Kramon and Keith Weghorst. 2019. “[\(Mis\)Measuring Sensitive Attitudes with the List Experiment: Solutions to List Experiment Breakdown in Kenya](#).” *Public Opinion Quarterly*.
- Audit experiments:
 - Ariel White, Noah Nathan, and Julie Faller. “[What Do I Need to Vote? Bureaucratic Discretion and Discrimination by Local Election Officials](#).” *American Political Science Review*.
 - Marianne Bertrand and Sendhil Mullainathan. “[Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination](#).” *American Economic Review*.
 - Daniel M. Butler and Charles Crabtree. “[Moving Beyond Measurement: Adapting Audit Studies to Test Bias-Reducing Interventions](#).” *Journal of Experimental Political Science*.
 - Alexander Coppock. “[Avoiding Post-Treatment Bias in Audit Experiments](#).” *Journal of Experimental Political Science*.
- Conjoint experiments:
 - Kirk Bansak, Jens Hainmueller, Daniel J. Hopkins, and Teppei Yamamoto. “[Conjoint Survey Experiments](#).” In *Cambridge Handbook of Advances in Experimental Political Science* (Druckman and Green, eds.).
 - Jens Hainmueller, Dominik Hangartner, and Teppei Yamamoto. “[Validating vignette and conjoint survey experiments against real-world behavior](#).” *Proceedings of the National Academy of Sciences*.
 - Scott F. Abramson, Korhan Koçak, and Asya Magazinnik. “[What Do We Learn About Voter Preferences From Conjoint Experiments?](#)” Working paper.
 - Bansak, Kirk, Jens Hainmueller, Dan Hopkins, and Teppei Yamamoto. “[Using Conjoint Experiments to Analyze Elections: The Essential Role of the Average Marginal Component Effect \(AMCE\)](#).” Working paper.

7. Theory and experimentation

- FEDAI ch. 10
- D3RD model chapter
- Cyrus Samii. 2016. "[Causal empiricism in quantitative research](#)." *Journal of Politics*.
- Anna Wilke and Macartan Humphreys. "[Field experiments, theory, and external validity](#)." Book chapter.
- *Application*: Saad Gulzar and Muhammad Yasir Khan. "Barriers to Political Entry: Experimental Evidence from Local Government Elections in Pakistan." Working paper.

8. Heterogeneous treatment effects

- FEDAI ch. 9
- Alexander Coppock, Thomas J. Leeper, and Kevin J. Mullinix. 2018. "[The Generalizability of Heterogeneous Treatment Effect Estimates Across Samples](#)." *Proceedings of the National Academy of Science*.
- *Application*: Ali A. Valenzuela and Melissa R. Michelson. 2016. "[Turnout, status, and identity: Mobilizing Latinos to vote with group appeals](#)." *American Political Science Review*.
- *Application*: Kristin Michelitch. 2015. [Does Electoral Competition Exacerbate Interethnic or Interpartisan Economic Discrimination? Evidence from a Field Experiment in Market Price Bargaining](#). *American Political Science Review*.

9. Sampling units and generalizability

- Thompson ch. 2, 6, and 11-13.
- Erin Hartman. "[Generalizability in Experiments](#)." In *Cambridge Handbook of Experimental Political Science* (Druckman and Green, eds.).
- *Application*: Thad Dunning, Guy Grossman, Macartan Humphreys, Susan D. Hyde, Craig McIntosh, Gareth Nellis, et al. "[Voter information campaigns and political accountability: Cumulative findings from a preregistered meta-analysis of coordinated trials](#)." *Science Advances*.

10. Noncompliance with treatments

- FEDAI chs. 5-6
- *Application*: Roee Levy. 2020. "[Social Media, News Consumption, and Polarization: Evidence from a Field Experiment](#)." Working paper.

11. Attrition (missing outcome data)

- FEDAI ch. 7
- *Application*: Andrew Beath, Fotini Christia, Georgy Egorov, Ruben Enikolopov. 2016. "[Electoral Rules and Political Selection: Theory and Evidence from a Field Experiment in Afghanistan](#)," *The Review of Economic Studies*.

12. Interference and spillovers

- FEDAI ch. 8
- *Application:* Betsy Sinclair, Margaret McConnell and Donald Green. 2012. “[Detecting Spillover Effects: Design and Analysis of Multilevel Experiments](#).” *American Journal of Political Science*.

Further reading:

- Aronow, Peter, Dean Eckles, Cyrus Samii, Stephanie Zonszein. “[Spillover effects in experimental data](#).” In *Cambridge Handbook of Experimental Political Science* (Druckman and Green, eds.).

13. Research partnerships

- JPAL [Building relationships and assessing viability](#) guide
- Mary Kay Gugerty and Dean Karlan. *The Goldilocks Challenge: Right-Fit Evidence for the Social Sector*. Oxford UP. Part I.
- RRE ch. 1
- R3DR partnerships chapter

This syllabus is imperfect! 32% of articles have at least one author of color (about 10% Black, 10% Asian, and 9% Hispanic), and 25% have at least one woman author according to Jane Sumner’s [Balance Assessment Tool](#).