AY2025
Recruiting Materials for EDP Advanced Seminars

Professors offering Advanced Seminars AY2025

Professor Kellam

Professor Veszteg

Professor Asako

Professor Shimokawa

Professor Jou

Professor Kawamura

Professor Kvasov

Professor Seddon

Professor Dejarnette

Professor Yamamoto

http://www.authagraph.com

Professor Kellam's Advanced Seminar

Comparative politics is the subfield of political science that explains relationships between social, economic and political variables while focusing on politics within countries. Comparative politics uses cross-national comparisons and change over time to understand why political systems are free or not free, stable or unstable, violent or peaceful, honest or corrupt, stagnant or productive, etc.

- The **first year** of the Advanced Seminar aims to develop students' understanding of comparative politics, and to expand students' knowledge about politics around the globe.
- The **second year** of the Advanced Seminar focuses on students' individual research in comparative politics on a topic of their own choosing.
- I am flexible with regards to the seminar sequence for students who study abroad.

Advanced Seminar 1-2

This seminar will emphasize **comparative politics of developing countries**, seeking to understand in general why some countries are rich and others are poor. We will discuss and debate various arguments about the developing world, and look closely at several case studies from various regions of the globe. The goal is to develop a common base of knowledge among the seminar participants and lay a foundation for students' own research projects in subsequent semesters.

In the first semester, we use Andy Baker's textbook *Shaping the Developing World* (2nd edition, 2022) to structure the seminar. Students will take turns presenting the main arguments in the book. When they are not presenting the main arguments, students will be asked to look *beyond the textbook* to provide context to the case studies – for example, showing images, playing music, locating an interesting article or short video about the country. Another student each week will be assigned the task of explaining an empirical indicator related to the chapter topic but going *beyond the textbook* – for example, visiting the website of the original source of the indicator and making a simple graph using online tools (I can help with this). Thus, most weeks, everybody will be actively involved in one way or another in our collective learning experience.

Building upon the knowledge acquired in the previous seminar, in Advanced Seminar 2 students will read scholarly journal articles that they select on a topic that interests them. While the topics/countries will depend upon the particular interests of the seminar participants, we will keep our focus on politics in new democracies and non-democracies, and in developing countries (rather than the wealthy, established Western European democracies or Japan, for instance). Each week students will share what they learn each week with the rest of the seminar participants through short writing assignments and class discussion.

Advanced Seminar 3-4

Whereas Advanced Seminars 1 & 2 developed students' abilities as "consumers" of comparative politics research, Advanced Seminars 3 & 4 will cultivate students' skills as "producers" of research. In these seminars, students will **learn the elements of a well-designed research project** and become familiar with research methods that are appropriate to different types of research questions. Students will be guided step-by-step as they apply these skills and methods to their own research project, following Lisa Baglione's textbook *Writing a Research Paper in Political Science* (3rd or 4th edition)

During the course of the seminar, students will present their work in progress and offer constructive critiques of others' work. By the end of Advanced Seminar 3, each student will have identified a feasible research question for their thesis, supported by a literature review, and will have developed their hypothesized answer to their research question. In Advanced Seminar 4, students will design and complete the empirical research required to complete their thesis project.

Thesis

The ultimate goal of this Advanced Seminar is for each participant to produce a thesis that offers an original contribution to the subfield of comparative politics. While not required for graduation, I encourage seminar participants to write a thesis as the culmination of this seminar sequence and their undergraduate education more generally. Usually I meet with students one-on-one during the final phase of refining and polishing the thesis.

Doing research is fun and exciting!

While the focus of this seminar is entirely academic, we conduct the seminar in an informal manner and the participants get to know one another and are encouraged to work together. We have a seminar lunch to celebrate the students who complete Advanced Seminar 4.

For more information

You can find a list of past thesis titles on my website:

https://sites.google.com/site/marisakellam/zemi

About Professor Kellam

My research focuses on democratic politics in Latin America. If you would like to hear more about some of my recent research, tune in to Waseda's podcast **Rigorous Research, Real Impact** (Episode 3):

https://www.waseda.jp/top/en/news/82695

Many of you may know me from the course "Introduction to Political Analysis." I also teach "Political Institutions" and "Comparative Politics of New Democracies" at Waseda University. I am from California, where I attended college at UCSB and grad school at UCLA. I spent my sabbatical from 2021 to 2023 at the Center on Democracy, Development, and the Rule of Law at Stanford University.

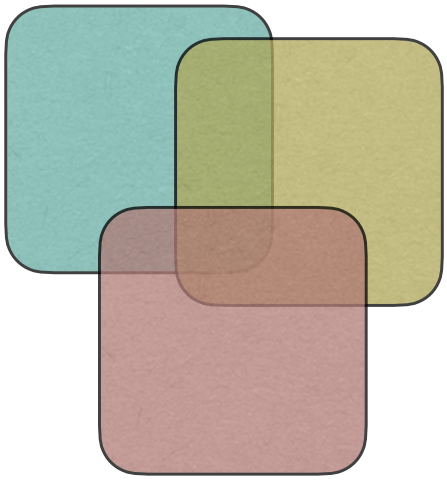
How do you apply for this seminar?

Please submit your application through the School of Political Science and Economics. In addition, please send an email to me (kellam@waseda.jp) with: (1) a short, informal "self-introduction," and (2) a list of five questions about politics that interest you.

SEMINAR-SEQUENCE SUMMARY VESZTEG Róbert Ferenc

For personal information, visit my page on researchmap.jp or contact me by email.

THE GENERAL IDEA

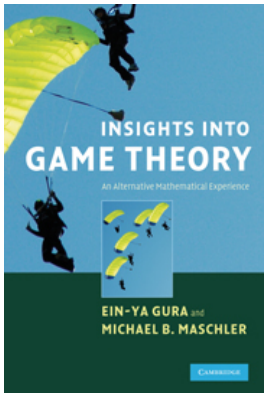


The main goal of my seminar sequence is to discuss advanced topics from microeconomics and game theory that typically do not show up in your undergraduate courses, yet they constitute an important part of modern economics.

My seminars rely on a mix of academic books and journal articles that offer alternative approaches to the analyzed problems. Formal models are considered next to empirical and experimental evidence.

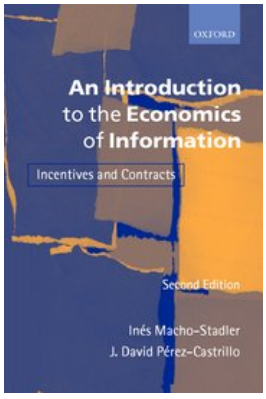
I believe that seminars offer a unique opportunity for discussion and practice that help deepening your knowledge.

SOME DETAILS ABOUT EACH SEMINAR



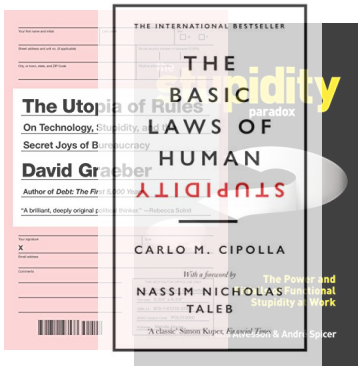
ADVANCED SEMINAR 1
chapters / topics covered

- Mathematical matching
- Social justice
- The Shapley value in cooperative games
- Analysis of a bankruptcy problem from the Talmud



ADVANCED SEMINAR 2
chapters / topics covered

- The base model
- The moral hazard problem
- The adverse selection problem
- Signaling



ADVANCED SEMINAR 3
topics covered

We reconsider the assumption of rationality (perfect and bounded) by taking an interdisciplinary approach. We discuss and read about stupidity, and how it matters for individual and interactive decision-making.

ADVANCED SEMINAR 4
chapters / topics covered

- your topics
- and
- references
- go here

In this seminar, we explore topics chosen by students.

YOUR (TYPICAL) TASKS DURING THE SEMINAR SEQUENCE

individual work
- read book chapters and/or journal articles
- answer discussion questions

group work
- present research papers
- solve models and exercises
- discuss research

ANSWERS TO SOME OF YOUR TYPICAL QUESTIONS

- Yes, we will be working with mathematical models.
- No, you won't get credit for attendance, yet you are required to show up in class.
- No, you don't necessarily have to write an essay.
- Yes, we can try to change the schedule / topics / references.
- Yes, we can organize joint social activities, including a trip to a seminar house.

Prof. ASAKO's Advanced Seminar

MAIN TOPIC

This seminar is mainly about political economy (and applied game theory). The government determines economic policies, and hence, politics significantly affects the economy. On the other hand, the state of the economy will change the political behaviors of citizens. This seminar *mainly* discusses how economy is related to political institutions.

ADVANCED SEMINARS 1-2: INTRODUCTION TO POLITICAL ECONOMY

There is one very important but unsolved question in economics. Why are some nations rich and others poor, divided by wealth and poverty, health and sickness, food and famine? Acemoglu and Robinson's book *Why Nations Fail* conclusively shows that it is man-made political and economic institutions that underlie economic success (or the lack of it). In the first semester, we will read it and other materials to understand how economy and politics are related to each other. In the second seminar, we will read *Political Economy for Public Policy* (game theoretical discussions on public policy).

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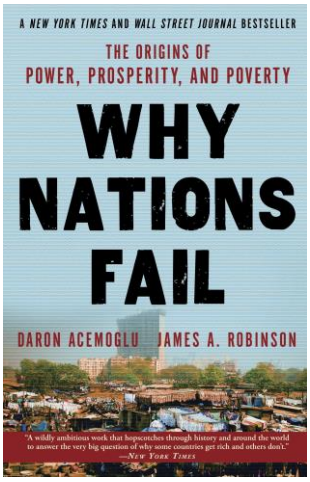

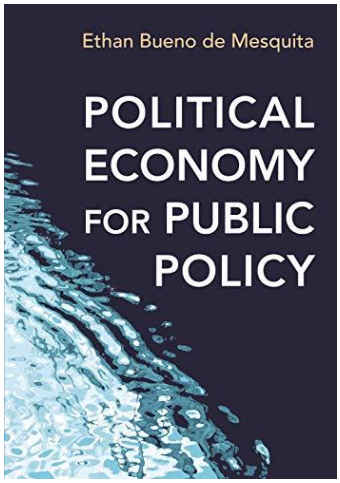

CREATE YOUR SEMINARS

Topics in my advanced seminars 3 and 4 will be decided by students in my seminar. Even though this seminar is mainly about political economy and applied game theory, students can choose any topic. However, it must be related to analysis on economy and/or politics using game theory or data. The examples of past seminar topics are as follows.

- ✓ game theory in developing economics
- ✓ game theory in international relations
- ✓ game theory in comparative politics
- ✓ economic analysis on autocracy

PREREQUISITE?

I require students to take *Introduction to Game Theory* and *Statistics (I and II)*. I also strongly recommend you to take *Game Theory I* and *Public Choice*. However, they are not prerequisite, and you can take them along with my seminars.

THESIS

A graduation thesis is not required. It is totally your decision.

About Professor

Yasushi Asako is an associate professor of FPSE at Waseda University. Asako's work is motivated by the applications of game theory to political institutions. He has made contributions to the study of electoral promises, legislative bargaining, and other important topics in political economy. He also works on theoretical and experimental analysis on bubble economy. After earning a Ph.D. in economics from the University of Wisconsin-Madison, he spent two and a half years as an economist at the Bank of Japan. Since 2012, he has been teaching in the English-based degree program of Waseda University's School of Political Science and Economics.

** Shimokawa's Advanced Seminars **

To learn about my advanced seminars, please check the "about laboratory" page on my homepage.

https://prj-foodecon.w.waseda.jp/laboratory/

best,

Satoru Shimokawa

Advanced seminar series by Willy Jou

The theme of this advanced seminar series is political culture – what people think about various aspects of the political system and, very importantly, what they believe they should or shouldn't do in terms of political activities. We focus on the attitudes and behavior of ordinary citizens, and look at examples from different countries.

Where do people's political values come from, and how can these values change? Why do people in some societies cooperate with one another more than in other places? Why are there a lot of protests in some countries but not in, say, Japan? Why do some people care more about the environment while others emphasize economic growth? What's driving the success of right-wing populists that we often hear about in the news recently? These are among the questions we address in the advanced seminars.

Students are expected to take turns summarizing and critiquing assigned articles and book chapters, both as short papers and as class presentations. Students will be asked to write a term paper or answer questions on a take-home exam at the end of each semester.

Advanced seminar 1

We begin with the basic question of where people's values come from. Are your beliefs influenced by your parents? friends? school? Do these beliefs mostly remain the same over time, or do they evolve depending on where you are and who you interact with? In the latter half of the seminar, students are introduced to the classic book *The Civic Culture* by Almond and Verba, which distinguishes three types of political cultures and discusses their relationship with stages of economic development and government system.

Advanced seminar 2

Some places seem safe, organized, efficient, where people know and look after each other, while other places are far less appealing. Why? We look at two key explanations: 1) joining voluntary groups and 2) interpersonal trust. These are referred to as 'social capital.' Students are asked to read book chapters by Putnam on how social capital makes societies better (e.g. higher economic growth, lower crime), and also articles that question whether the story is really so simple, to make their own judgments.

Advanced seminar 3

For people suffering from starvation, or fleeing a war zone, there would be nothing more important than physical survival. By contrast, if you never have to worry about these, then your priorities are likely quite different. The same applies to societies as a whole: generations who grow up under conditions of peace and prosperity tend to give more emphasis to gender equality, environmental protection, human rights, etc. Students will learn about this theory of 'post-materialism', and discuss its implications.

Advanced seminar 4

Students are allowed to choose topics they are interested in. In previous years, one part of this seminar continued from the theme of value change, with attention now turning to people who are uncomfortable with changes in their societies. Specifically, we looked at what motivated them to support right-wing populists who promise security and order.

Notes

If you have any questions and/or would like more information, please write to <willy@waseda.jp>.

Thesis

While students are not required to write a thesis, they are welcome to do so during or after advanced seminar 4. If you plan to graduate before that, it's possible to work on a thesis during advanced seminar 3. Please consult the instructor if you are interested.

About the instructor

Willy Jou has been an associate professor in the School of Political Science and Economics since 2016. He received a PhD in political science from the University of California, Irvine, and has worked on topics related to political attitudes and behavior. He has published more than two dozen journal articles and co-authored several books.

Kohei's Advanced Seminar

offered by Prof Kohei Kawamura

This seminar sequence (Advanced Seminars 1-4) is about looking at the real world, which I think is dysfunctional, unfair, weird but nonetheless can be wonderful, through the lens of microeconomic theory.

In a typical session, I present and discuss a model and invite students to modify it, so that the model can provide further insights into a real-life situation of interest.

For example, in a past class, I got students to play hide-and-seek in Building 3, which was incidentally a lot of fun(!), and then asked them to build a mathematical/game theoretic model of hide-and-seek based on their experience.

Students are also welcome to bring up a current news topic (e.g. Trump's diplomatic strategies; regulations on AI, etc.) or a personal issue (e.g. why the grading standard at SPSE is so tough, meaning of life, etc.) for discussion.

While I am serious about teaching (and using) economic theory, I am equally keen to have informal interactions with students. The atmosphere of the seminar will be rather relaxed. While I do take attendance and participation seriously, I rarely give assignments.

By the way, I warmly support students who wish to go for a year abroad: in fact I was the very first exchange student from Waseda University to the University of Oxford, back in 1997!

WHAT, WHY, AND HOW OF THE SEMINAR

WHAT? we study: algorithmic strategies, paradigms, and heuristics (dynamic programming, greedy optimization, etc.) and topics in game theory (pursuit and evasion games, evolutionary games, combinatorial games).

WHY? to develop algorithmic thinking and problem-solving skills; to learn elements of computer science, game theory, and coding (Python).

HOW? a typical class goes like this: a bit of theory is introduced and thoroughly discussed, then several related problems are offered for solution by the whole class or in smaller groups; once an algorithmic solution is found, we write Python code for it.

PAST SEMINAR PROBLEMS

Have a go at these past problems from the seminar, see what it is all about, and decide whether it is for you.

1. You have 15 bags. How many marbles do you need so that you can have a different number of marbles in each bag?

2. You have 3,000 bananas and a camel. Your camel can carry 1,000 bananas, but it eats a banana every mile it travels. What is the maximal number of bananas you can transport to the market 1,000 miles away?

3. A squad car of speed 2 chases a mobster of speed 1 on a grid (think downtown Manhattan). Squad car cannot take left turns and cannot do U–turns. Will it ever catch the mobster?

In 1 fourteen marbles will do the trick. Join the seminar for the answers to 2 and 3.

Advanced Seminar

International Political Economy

Dr. Jack Seddon

Waseda University

January 28, 2025

International Political Economy (IPE)

- IPE seeks to understand the reciprocal relationships between political interests and power, and world market structures and economic dynamics.
- Theory and historical case studies will be used to investigate the dual logics of state and market.
- The seminar explores how state-market interactions have shaped the world economy past and present.

What Types of Things Will You Learn?

- Explore the sources of economic growth and stability in the world economy.
- Analyze how major states shape the organization of trade and financial flows.
- Investigate the key sources of power in the world economy.
- Study lessons from historical crises and breakdowns in international economic order.
- Consider the future of the world economy amid climate crises, technological change, and political backlash.

Program Structure

1. **Part 1:** Foundational Theories, Concepts, and Approaches
2. **Part 2:** Power, Politics, and Pipelines: The Geopolitics of Oil
3. **Part 3:** Money and Power
4. **Part 4:** Thesis or Personal Project

Part 1: Foundational Theories, Concepts, and Approaches

- Core IPE theories: Interests, Ideas, and Institutions.
- Discussion of the three objects of inquiry: States, Firms, and Markets.

Part 2: Power, Politics, and Pipelines: The Geopolitics of Oil

- Comparative historical approach to the politics of international oil markets.
- Topics covered:
  - The role of oil in World Wars I and II.
  - The rise and fall of the Seven Sisters cartel.
  - OPEC's imperium and oil's financialization.
  - National vs. private oil corporations.

Part 3: Money and Power

- Case study on international monetary and financial relations.
- Topics include:
  - Gold standard and Bretton Woods system.
  - Role of IMF, BIS, floating exchange rates, independent central banks.
  - International debt, Euro, US dollar, and future of virtual currencies.

Part 4: Thesis or Personal Project

- Opportunity to pursue a project on a topic of personal interest within IPE.
- Students encouraged to write a thesis, but not a requirement.
- Goal: Experience in designing and implementing independent research.

Assessments

- Combination of essays, presentations, in-class contributions.
- Slide decks and other communication and argumentation formats.

Advanced Seminar Structure
"Behavioral Economics and Economics as a Creative Force"

DEJARNETTE, Patrick
pdejar@waseda.jp

Introduction

Humanity's future is filled with uncertainty. In times of change, relying on history alone may be insufficient to guide expectations. To remain creative is to remain flexible: empowering us to employ existing resources in new ways, and to adapt when resources disappear.

This course is intended as a "personal innovation laboratory" (or perhaps, "yoga for the mind"). Do you need some time and space to redefine yourself, or to create something you want to introduce to this world?

As a note, I apologize for the length of this document, but please take this as a sign of my sincere desire to teach this course. You do not need to read the entire document, but please note that as a general rule only English will be permitted during class time (see final page).

My thoughts on creation, including creating your self. General guidelines and advice:

1. Reject, or at least analyze, preconceptions about "strengths" and "weaknesses", which have been partially defined by society (friends, family, teachers, media, and others) and partially by your past selves. In my opinion, the best working philosophy to assist with creation is the "Growth Mindset". As an alternative, redefine your 'weaknesses' into 'strengths' or 'comparative advantages'.

2. In my experience, self-hatred or self-disgust hinders creation.[1] I recommend learning to love the self you currently are, if you don't already. I cannot teach you how to do this, but you already knew how to love yourself once, when you were a baby. My guess is that virtually every person is scarred and warped during childhood and adolescence (see point #1 above). So, adopting the mindset of a young child and retracing your footsteps may be helpful. [Note: you do not need to be perfect to love yourself, in the same way that perfection is not required to love others.]

3. Creation is almost always more difficult than consumption. It requires an active mindset. Thus, it may help to identify a motivation, one strong enough to resist past consumption-focused habits. One starting point is to find a hypothesis you wish to test or a personal truth that you want to share with others in various forms.

[1] This may run counter to the public perception of the "tortured artist". While everyone has their own creative process, I can't help but wonder if broader society demands self-loathing artists over self-loving artists to justify their own decisions. In other words, if we envy those who choose a path of creation, it's perhaps reassuring to see those creators suffering? To meet such demand, the most popular creators may indeed be self-hating, but this course is not to make you a marketable artist.

4. Limits encourage, rather than prohibit, creativity. Imagine being asked to draw anything, on a blank piece of paper. Or to write a story without a prompt. The universe of creations may be so large, it may be difficult to select one. Given a constraint, such as "draw an animal" or "write a story that involves a car accident", even though the set of possible creations shrinks, it gives a focal point that jumpstarts the creative process. [I believe this is also partly why a hypothesis or personal truth helps, see #3 above.]

5. Anything is better than nothing. While reflection and consumption can be an important part of the process, too much of this can result in a semester of nothing but consumption. This will not break the cycle or habit of consumption. So, all else equal, jumping into something randomly is better than standing still.

Primary Deliverables:

There are three primary projects, spread over the four semesters:

1. **Seminar Co-Creation ("Group" Project).** Here, all Advanced Seminar I students work together on a single project – the purpose of the co-creation can be summarized as:
    a. Applying one creation process as a baseline (and learning how others create to provide alternatives).
    b. Strengthening bonds between students to build a collaborative atmosphere and to reduce hesitation (as it may take time to share without embarrassment).
    c. Engaging in new skills to embrace a growth mindset.
- Thus, within reason, the specific goal of the creation (a boardgame, a short film, AI-assisted project, best chocolate chip cookie, etc.) is open and will be jointly decided in the first 2-3 weeks. See syllabus for Advanced Seminar I for more details.

2. **Individual Creation Project.** This differs from the Group creation, as each student will select and create their own project (with guidance and peer feedback). Students may employ the creation process outlined below (the one used for Group and Research project), or may experiment with their own creation process. Due to the flexibility this is the most "freeform" of the 3 projects, and a large range of possible creations can be explored.

3. **Individual Research Project.** This project can be, but does not need to be, an extension of the individual creation project. However, one important distinction is that this research project must employ a "hypothesis-driven" creation process. **Note: this research project does not need to be a traditional research report.** For example, if you wish to design a chair as you final research project, that can be perfectly okay, so long as you employ a hypothesis-based creation process (see below). However, a research report is also fine as project #3.

Project	Seminar 1		Seminar 2		Seminar 3		Seminar 4	
Group								
Individual								
Research								

Why Create? Or "I can't create" or "I'm not a creative person"

You may feel like you are incapable of creativity. But you were probably able to create things as young as 2 years old. Whether it was stacking blocks, or scribbles on paper, or maybe an imaginary friend, you were engaging in creation. So what changed, and what can we do to return to that process?

While each individual is unique, if I were to guess, the primary blocker for engaging in creation would be a fear of comparison.

> "It's not that I **can't** draw / sing / bake / dance, but rather that others can draw / sing / bake / dance 'better'."

Even if you aren't "afraid" of a direct comparison, perhaps it feels "worthless" or "unnecessary" or a "waste of time" to do an activity that someone else can do better (see point #1 under "my thoughts on creation" above). Still, I suspect in most cases this is ultimately stemming from either societal demands or a comparison to other individuals:

> "Why bother drawing [when others can draw better]? Why bother singing [when others can sing better]? Why bother baking [when others can bake better]?"

Or perhaps

> "Why bother drawing [when drawing won't earn me a living]?"

Put another way, if we always compare ourselves to Usain Bolt or Michael Phelps, no one would ever run or swim again. But this would be a huge detriment to our physical fitness – we know there are benefits to running even if we can't run as fast as Usain Bolt. Likewise, there are benefits to creation, even if our paintings will never be as famous as the Mona Lisa. [Some of these benefits are outlined in the following paragraphs.]

There are multiple steps to removing this blockage, some listed on the first page. To elaborate on one of them, the "Growth Mindset": Rather than comparing yourself to others (in the class, in the school, in the world, or who have already passed away), it's usually more encouraging to compare your present self to your past self. This instantly changes the frame of reference:

> "Why bother drawing [when my past drawings didn't please me?]"

With this mindset, there are many more reasons to engage in a creative process:

1. To improve (according to your own standards) so that you are "more pleased" with your future creations (in comparison to your past creations). Generally, it's easier or more exciting to "compete" with your past self than it is to compete with others. [You may also find your creations more enjoyable when they are not compared to others.]
2. To explore a hypothesis you wish to test, or express a point of view that you wish to communicate
3. To experience new thoughts and broaden your horizons, potentially expanding your ability to connect with others.
4. Maintaining a flexible mindset for an uncertain future. [aka "The universe may reject you, but don't reject your self." or "You miss every shot you don't take."]

In addition to the motivations above, I've also found that **the act of creation can also help me expand and record my own thoughts.** It's roughly analogous to keeping a "dream journal" – in that case, the simple act of recording your dreams can result in better recollection of your past dreams. In the case of creation, the habit of creating something to test or express a viewpoint makes me think more seriously about what I believe, and helps my recollection long after the fact.

Of course, if you disagree and feel entirely unconvinced by this, I understand. However, this might be a sign that this seminar may not be a very good fit for your interests and I wish you the best of luck with other seminars.

Hypothesis Driven Creation Process (a.k.a. "Research" Process or "Design" Process)

Below I've outlined one process that we will use as a baseline for the Group project, and as a suggested process for the Individual Research project.

Five step iterative-loop process:

1. **Consume (broadly defined)**. We need to consume or experience parts of reality to help synthesize a hypothesis (step 2). A human who spends their whole lives chained to a cave[2] probably would not have been capable of creating a single play, much less the works of Shakespeare. This does not necessarily mean we need to read plays to write a play; or research paintings to make a painting. [Additional consumption may not be necessary if you've already generated a hypothesis that you wish to test.]

2. **Synthesize or generate a hypothesis.** Simply put, a hypothesis is a statement that can be verified or falsified. Examples:
    a. "Many consumers would be willing to purchase an affordable chair that changes colors".
    b. "If I sleep every day at 10 pm, I will be able to focus better and take more notes during classes the next day." (almost certainly true) which may lead to "If I turn off lights every night at 9:30 pm, I will be more likely to sleep by 10 pm" which may lead to "If I design a system that automatically shuts off my power at 9:30 pm, I'm more likely to actually keep the lights off at 9:30 pm".
    c. "If I use lime salt to top of caramels, I can create a dessert that people would choose over chocolate chip cookies in blind taste tests."
    d. "If we employed a universal basic income, individuals would work more hours but at lower pay rate, because they found a lower-paying job they actually prefer."
    e. "If we create a boardgame inspired by the prisoner's dilemma, it will be so irresistible that we want to play it outside of class hours."

3. **Create Prototype:** Designing a prototype that is capable of verifying or falsifying your hypothesis.[3] In example a above, this might be a chair that has LED lights behind it. In example b, it might be buying a light switch that shuts off and installing it in the room you sleep. In example c, it would be the creation of a lime salt caramel and chocolate chip cookies. In example d, (or economics research in general) this might also include a experimental design, or creating a model to run on existing data.

4. **Testing:** Employing the prototype and assessing whether the hypothesis was true or not.

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[2] This is a reference to Plato's Cave. (Please don't chain people up to test this hypothesis.) On second thought, the individuals in Plato's Cave mostly had experienced reality from watching shadows moving on the cave wall, so perhaps they'd be exceptional storytellers, if they had the structure of language…?

[3] In some cases, a single prototype may not be able to both falsify or verify the hypothesis. For example, if consumers did not like the LED chair, that may not mean consumers would reject ALL color-changing chairs, but perhaps prefer one that doesn't use electricity. Still, a prototype should at least have a chance of verifying or a chance of falsifying the hypothesis, if not both. This also feeds into step 5.

5. **Iteration:** Return to step 1, 2, or 3, depending on the results of 4. In some situations, the hypothesis may not need changing but the prototype was insufficient or needs alteration (customers complained the caramel was burnt, making results inconclusive). In other situations the hypothesis may have been verified or falsified (or deemed impossible to test), and a new hypothesis can be generated based on existing consumption. Occasionally, the hypothesis may have been verified or falsified, and no new hypothesis can be generated based on existing experiences, requiring us to return to step 1.

There are variants of this process and each person may have a slightly different approach, but this will be the general process we will use for the Group Project (see Advanced Seminar I syllabus).

What Can Pat Provide?

My primary contribution is to provide a relatively safe and supportive environment[4] for you to engage in creation. It is my further hope that you get a chance to experiment with a growth mindset and help establish a habit of creation. My secondary contribution is to provide feedback on the specific creations at various stages of the creation process (assistance with generating hypotheses, prototype design, testing, etc.)

For any student's creation in any domain, I'm happy to provide this guidance. However, I'm not omniscient – I can probably provide more specific feedback on projects that are closer to my existing domains of knowledge. **Note:** This doesn't mean that projects closer to my domain of knowledge will receive a higher grade or are "easier". (If anything, it may be unintentionally the opposite?[5])

Two domains of knowledge that may be of interest to students:

1. Guidance in advanced computing tools, particularly in statistical software, programming languages, data science. Stata/R, Perl/Python/Javascript/MySQL are the basics I can provide detailed guidance on. While not required, those who have taken my Data

[4] It likely goes without saying but there are *some* limits – especially any acts of creation that threaten other students or school property.

[5] There's one anecdote that comes to mind: When the US congress approves the construction of a nuclear reactor, no one questions the details, because it's outside their knowledge. But if faced with designing a shed, every congressperson would give their feedback, even though it's a simpler project.

Science, or Computer Science in Experimental Economics, can learn more through the advanced seminar [however the Advanced Seminar course is not a lecture format].
2. Additional information about Experimental Economics and Behavioral Economics. While not required, those who have taken my Experimental Economics intermediate seminar can learn more through the advanced seminar [however, note the Advanced Seminar course is not a lecture format]. This is why "Behavioral Economics" is listed in the title.

I do have other domains of knowledge, but are likely too obscure (board game design) to overlap with student interests. If you have a particular domain you are interested in and are curious if there's any specific overlap with my existing knowledge domains, please feel free to email me at pdejar@waseda.jp

[Somewhat Boring] General Note on Evaluation and Peer Feedback:

To the extent humanly possible, purely subjective criteria such as "the beauty of the resulting creation" or "how useful it is to others" will not be employed in grading. Instead, the primary factor will be "willingness to engage in creation", as exhibited by active participation in class and between classes. In other words, it is partly a measure of how much effort and time is employed, as well as willingness to support the creative processes of others through peer feedback and active listening. For the Group and Research projects, elements related to how thoroughly the hypothesis (or hypotheses) were explored may also be incorporated. Presentations and various writeups may also be used in this evaluations, please see seminar syllabus for more details on evaluation.

Regarding peer feedback, as a general rule, only constructive feedback will be allowed. Constructive feedback does not mean positive feedback, but rather feedback that supports a positive outcome while remaining honest. For example:

> Not constructive feedback: "This painting doesn't look very good. (Or, I don't like this painting.) You should try harder."
>
> vs.
>
> Constructive feedback: "I think there's an interesting component of the painting in this corner, and would be personally interested to see how that would look if you expanded it to a larger scale (or perhaps a different color)."
>
> Not constructive feedback: "Your bread doesn't taste very good. Can you add more flavor?"

vs.

> Constructive feedback: “For my tastes, the bread was on the soft side. I was wondering how it would taste if it was baked for a longer time, or perhaps with some nuts inside for texture?” [Note, this may be non-constructive feedback if the student’s stated goal is to create the softest bread possible, see element iii below.]

From these examples, you can see constructive feedback almost always has **an actionable** suggestion. Usually, this means a suggestion that is: (i) specific / non-obvious (ii) feasible and (iii) broadly in line with creator’s general goal.

Examples that violate these three criteria:

> (i) Probably lacking specificity or too obvious: “I think if the painting had more energy, it’d help.” or “If you made this painting better, it’d be nicer.” or “As you paint more, I think you will get better.”
>
> (ii) Probably infeasible: “I think if you put the painting on a rocket and had it orbit space, that’d be great.”
>
> (iii) Probably out of line with creator’s goal: “I think if you made cake instead of a painting, you’d get better results.” or “I think you should switch goals. Personally I like the idea of creating the nuttiest bread, rather than the softest bread.”

I will try to give active guidance on peer feedback in group sharing sessions, especially during the first semester. Students can also consult with me privately or anonymously if they feel peer feedback is inhibiting their creation process, and I may make adjustments.

Feedback received from fellow classmates does not impact your grade. [The feedback or lack of feedback you give to other students, however, may influence your grade.]

As a general rule, in this seminar, students are not competing with one another, and grades are not the primary measure of success, but at most an incentive to help you build a habit of creation. [Of course, if you have no wish to engage in such a habit, this seminar may not be a good fit.]

If concerned, for more details on evaluation, please see the syllabi or contact me at pdejar@waseda.jp.

IMPORTANT NOTE ON LANGUAGE: Although English may not be a native language for participants, it is the only language we are guaranteed to have in common. Employing other languages may be more efficient in some cases, but it lacks transparency in this particular group setting. A lack of transparency can result in feelings of distrust, even if completely misplaced, and disrupt a collaborative atmosphere.

Furthermore, as the instructor may not speak all languages equally well, it can be difficult for me to assess “willingness to engage in creation” in languages other than English. In other words, in most languages, I cannot distinguish whether a student is asking a peer for feedback on their creation or merely discussing the upcoming midterm exams in other courses. I apologize, but my inability to distinguish the relevance of the conversation makes it difficult for me to assess your willingness to engage in a creative process. This limitation is unlikely to be resolved anytime in the next few years, although AI-driven translation is getting better.

Therefore as a general rule, only English will be permitted. If there is an extreme case that requires a different language, permission must be requested and will be assessed on a limited case-by-case basis. Failure to comply may result in grade reductions (see paragraph above). However, I am not grading your English grammar or ability here and I celebrate that we have an international group with a diverse set of backgrounds to draw from.

Advanced Seminar
“Political Methodology”

Professor: Teppei Yamamoto

What Is Political Methodology?

- Statistics and data science for analyzing politics
- Relative of econometrics, psychometrics, biostatistics, etc.
- A perfect subfield of political science to specialize in if you:
  - like math and programming
  - are interested in scientifically analyzing politics and policies
  - want to go to graduate school (Ph.D.) in the United States, UK, etc.
  - become a data scientist at a tech company
  - become a professor and do research at the world's top level
- Focus will be more on methods themselves than applications, but innovative use of advanced techniques are also within the scope

Advanced Seminar I/II

Statistics/Data Science Skills Boot Camp

- Build essential skills for becoming a political methodologist
- Deepen knowledge about statistics and data science on top of Statistics I/II

Goal:

Acquire all the statistics and programming basics to start doing your own research project

Advanced Seminar III/IV

Original Research Project

- Independent Solo Project (→ Thesis)
- Group Project
- Joint Project with Professor

Goal:

Produce a publishable academic paper, a professional technical report, or a software package

Graduate Seminar

Advanced Methodology Reading Group

- Read articles from latest political methodology / statistics / econometrics academic journals
- Study chapters from advanced textbooks

Goal:

Know the cutting edge of political methodology

Lab Rules:

- Attend at least one seminar every week.
- Upon permission, you can attend a seminar different from your originally registered seminar on particular weeks.
- Grades will be based on participation and weekly/term-end deliverables. On the latter, focus will be more on whether you have fulfilled your personalized goals than on absolute level of performance. There will be no exams or graded quizzes.

Example Topics to Be Covered in AS I/II

- Review of concepts from Stats I and II (upon request from participants)
- Data visualization with R
- Statistical simulations with R
- Web-scraping
- Linear regression
- Statistical tests for analyzing experiments
- Power analysis
- Causal inference
- Bayesian modeling and computation
- etc. (we'll select topics in Class 1, based on participants' interests and goals)