POS 3703
SCOPE AND METHODS OF POLITICAL SCIENCE

Spring 2012
TR, 12:00-13:15
PH 310

Professor: Dr. Drew N. Lanier	**Office Hours**: MW, 09:30-11:30 TR, 09:30-10:30 or by appointment
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"The messier the data are, the better the statistician needs to be, and in political science, our data are very messy" — Prof. Matt Lebo, SUNY, Stony Brook	"*When you cannot measure, your knowledge is meager and unsatisfactory"* — Lord William Kelvin (inscription found atop the Social Science Research Building at the University of Chicago) (Pritchett 1948, xi).

COURSE OBJECTIVES AND GOALS:

This course is an **intensive examination** of the breadth of the field of political science and the methods that political scientists use to examine political phenomena. Why do two countries go to war? Why do justices on the U.S. Supreme Court decide the way that they do? Why do voters in elections choose the candidates that they do? These, and many others, are questions involving politics and portend the explanation of political phenomena.

"Politics," according to David Easton (1965), is the authoritative allocation of values and resources. Scholars of politics, then, seek to describe, explain and predict various political phenomena through customary and traditionally understood methods of theoretically-based inquiry. In this course, students will be exposed to these methods, and try their hand at formal political analysis, as it is understood in the discipline. Students will learn why political science deigns to call itself a "science" and come to understand what it means to study politics in a scientific manner. They will see how political scientists complete real research and how they communicate those findings in a transmissible and understandable way. They will learn how to analyze data and how to measure political phenomena.

Overall, there are several goals of this course:

- Students who successfully complete the course will acquire a **better knowledge of the discipline** of political science, the broad subfields of the field of study, and the ways by which political scientists go about their research;

- Students who successfully complete the course will **understand the elements of the scientific approach** and how they apply to the **systematic study of politics**.

- Students who successfully complete the course will have a **better understanding of research methods**, from data collection to research design to statistically analyzing data and reporting one's results, as they apply to political analysis;

- Students who successfully complete the course will be **better consumers of political information**, which will help them better grasp the concepts of other, upper-level courses in the discipline in addition to helping them understand the political world that surrounds them;

- Students who successfully complete the course will have a **good understanding of the rudiments of using statistical computing programs**, such as SPSS, and **how to interpret the results** that are obtained to generalize such findings to other theoretical settings and contexts.

NATURE OF THE COURSE

This course will be unlike many others that you have taken. It deals with new and unfamiliar terminology and ways of thinking about the political world. We focus here on the methods that political scientists laboring in many of the subfields in the discipline use to accumulate knowledge. While it will refer to substantive findings in several areas, such information acquisition will not be the focus of the course. Rather, we will examine the ways by which that substantive knowledge was acquired, tested and communicated to the scholarly community.

Accordingly, some students may enter the course with a deep sense of dread or trepidation about the nature of the course and its demands. To be sure, such respect for the course is beneficial as it sharpens your attention to the course requirements. However, merely because you may fear the course should not be sole reason to avoid it. Instead, students should confront that fear that comes with undertaking new activities, overcome it and then enjoy the new-found feeling that comes with knowing that you have conquered some new endeavor without fleeing in panic, overwhelmed with anxiety. This is a skill that will benefit students many times over during their lives, I assure you. Moreover, students will come to realize that knowledge is empowering; that is, one does not take as given information that is provided by others without their explaining the exact nature of that information as well as how it was collected and analyzed. In addition, students will learn how to conduct their own research that can withstand the scrutiny of others who are similarly openly skeptical of reported findings. This is the way of the real world as it applies to political research. It is a daunting, but fun endeavor.

Thus, wise students must approach this course like they have none other:

- **carefully read the assigned material prior to your coming to class** (I assume that you have done so when lecture begins and I personally question you to determine your level of knowledge and understanding of the day's material);
- **follow the instructions precisely**;
- **do all of the homework exercises** (they are good practice for the exam; in this course, the more practice, the better);
- **anticipate problems** in completing the course requirements;
- and, above all, **ask questions** when one does not understand a concept or idea. *This is especially the case in Scope and Methods*, which has a significantly increased failure rate among students.

REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

Required Books

Hoover, Kenneth and Todd Donovan. 2011. *The Elements of Social Scientific Thinking*. 10th ed. Belmont, CA: Thomson/Wadsworth. ISBN 1-4390-8242-3.

Pollock, Philip H., III. 2012. *The Essentials of Political Analysis*. 4th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-60871-686-9.

Pollock, Philip H., III. 2012. *An SPSS Companion to Political Analysis*. 4th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-60871-687-6. **BUY ONLY NEW COPIES OF THIS TITLE. DO NOT BUY USED COPIES AS THEY WILL LIKELY HAVE SOME OF THE PAGES MISSING THAT YOU ARE REQUIRED TO SUBMIT AS PART OF THE COURSE GRADE.**

Recommended Books

SPSS® Statistics Student Version 18.0 for Windows and Mac OS X. 2011. Upper Saddle River, NJ: Prentice Hall. ISBN 978-0-32167-537-8.

Required Materials

Students will need a basic calculator that performs the following functions: addition, subtraction, multiplication, division, squaring of variables, square root and natural log. One may be purchased at Walgreens or similar store; students do not need a highly complex instrument. Bring it, along with the other course materials, to class each day as it will be used to work problems assigned in class and on the tests. Such calculators may be used during the in-class exams but cell-phone based calculators will NOT be allowed.

In addition, students must purchase a pack of Scantrons (**Form No. 209161**), which are strawberry in color and bear the UCF logo. These will be used during the four course exams administered across the term. No other form is acceptable. If you nevertheless attempt to submit an exam with another form of Scantron, your exam WILL BE REFUSED.

Also note that Pollock's *Companion* does not contain the SPSS program itself. One must either find that in one of the general access computer labs or purchase some version of SPSS, such as the Student Version listed above. The *Companion* only contains the data to be loaded into SPSS separately.

WEB RESOURCES

Webcourses Site (https://webcourses.ucf.edu/webct/logon/12991596877081)

Login to the above site using your Webcourses user ID and associated password. The Course has a Webcourses (Web Course Tool) site associated with it. It is an innovative technology that allows the students to interact with each other, post messages to a common bulletin board, take anonymous surveys, and many other tasks that facilitate comprehension of the course material and collaborative learning among the course's students in a student-centered context. This site, however, is a password-protected domain. A more thorough discussion of this course tool as well as how to navigate through it will be offered in class.

COURSE REQUIREMENTS

Read

Although it may sound obvious, one way to SUBSTANTIALLY increase one's understanding of the course (and, therefore, your final course grade) is to READ THE ASSIGNED MATERIAL. Many students simply listen to the lectures and hope that such effort will be enough to see them through the tests. Such will not suffice especially in this course as it is a HANDS-ON EXPERIENCE, where much of the learning is by doing. In order to comprehend more fully the class discussion, one should carefully read the daily assignment BEFORE COMING TO CLASS AND HAVE CONSIDERED ITS IMPLICATIONS. *This is especially the case in Scope and Methods*, where the course material is not self-evident much of the time.

Class Participation

To help you better understand the course material, class topics will be discussed using a combination of lecture and the Socratic Method, in which the instructor and the student engage in a question and answer sequence so as to explore the issue discussed thoroughly as well as to develop in the student the ability to analyze issues. Students are expected to read and prepare for discussions. Be advised that the points associated with class participation are NOT points that I simply give to students as result of consistent class attendance. STUDENTS MUST EARN THEM. If one simply sits in class and do not inject oneself into the conversation, the student will receive very few points for this component of the course. Not only must the student at least attempt to answer the questions I put, one must actively participate to receive most of the points for participation. I value quantity and quality for this component of the course grade.

Moreover, class participation involves the completion of several in-class assignments, which are designed to emphasize the skills, concepts and ideas discussed extensively in lecture. **Forthright and honest completion of them will help you understand the topics more fully**. *This is especially the case in Scope and Methods*. While their completion is considered as part of the Class Participation points' allocation, they also help you understand the concepts and ideas that will likely appear on the exams. Class participation is worth ten (10) percent of your final grade.

Tests

Each of the four course exams in the course is worth 100 points. They will be composed entirely of *very challenging* multiple choice items, conceptual definitions and analytical problems to be worked keyed to the concepts covered in the course. **They are each noncomprehensive**, although (to some extent) the material builds throughout the course. These are challenging exams, not for the faint hearted. *This is especially the case in Scope and Methods*. Each is worth 15 percent of the final course grade, for a total of 60 percent drawn from performance on exams.

No make-up exams will be allowed absent verifiable, documented, exigent (i.e., truly emergency, Act of God) circumstances. You MUST contact me before an exam if you know you will miss it and explain the **truly compelling situation** that prevents you from taking the exam as scheduled. My office phone has voicemail if I am away from my desk. Leave a message if you do not speak to me directly. If you do not speak to me or leave a message indicating your failure to take the exam as scheduled, I will look *very disfavorably* upon your request to take a make-up exam. There are *absolutely NO excuses* for missing an exam and not contacting me in advance. Unexcused exams will receive a failing grade (0 points).

NO STUDENT WILL BE PERMITTED TO TAKE THE EXAM AFTER THE FIRST STUDENT HAS FINISHED AND SUBMITTED IT TO ME.

FURTHERMORE, TURN OFF ALL ELECTRONIC DEVICES DURING THE EXAM. IF A STUDENT EVEN TOUCHES AN ELECTRONIC DEVICE (OTHER THAN THE REQUIRED BASIC CALCULATOR MENTIONED ABOVE), THAT STUDENT WILL AUTOMATICALLY FAIL THE EXAM. Do not test me on this provision. I, sadly, have had to implement it in past terms.

Analytical and SPSS Assignments

The third formal component of the course is the completion of several analytical and SPSS assignments given throughout the term, the latter of which are available in Pollock (2012). The first of them is available on the Webcourses site for the class. These exercises enable students to acquire hands-on experience with data analysis and how to obtain estimates of many political phenomena of interest to political researchers. Problem sets are particular important in giving students practical experience in working with difficult, opaque concepts. *This is especially the case in Scope and Methods*. The more practice, the better just as any sports team or athlete will tell you. A more thorough discussion of the assignments and the software needed to complete them will be offered in class.

Across the term, students are required to submit 11 of these assignments. Your lowest score for them will be dropped and the remaining ten (10) will be averaged into twenty (20) percent of your grade. **I DO NOT ACCEPT LATE ASSIGNMENTS. PLAN YOUR PREPARATION AND ASSIGNMENT SUBMISSION ACCORDINGLY. "LATE" MEANS *ANY TIME* AFTER THE DUE DATE AND TIME FOR THE RESPECTIVE ASSIGNMENT. THIS MEANS IF YOUR ASSIGNMENT IS EVEN ONE MINUTE LATE IN BEING SUBMITTED FOR ANY REASON IMAGINABLE, IT WILL BE REFUSED. ANTICIPATE PROBLEMS AS THEY *WILL* OCCUR JUST AS YOU ARE TRYING TO FINISH YOUR ASSIGNMENT, I ASSURE YOU.** If you come to me with an exotic tale of woe about your not submitting on time your assignments, I will nod relatively sympathetically and then point to this warning.

Furthermore, note that the optional SPSS package is the actual software for the program. Polllock's *Companion* provides data ONLY. One will need to locate the software in one of the general access computer labs on campus, including PH 310, if one does not purchase the optional student-version of SPSS.

The following are rules regarding the analytical and SPSS assignments that MUST be followed:

- They must be **stapled individually once in the upper left-hand corner** of the page. Do not dog-ear, paper clip or fasten your assignments other than as described above. Assignments that do not comply with these requirements will be penalized.

- **Non-word processed analytical assignments will <u>not</u> be accepted**. This requirement does not apply to the assignments required from Pollock's *SPSS Companion*.

- **Place your name** on each assignment.

- Nonstapled briefs, and those without student names, will be **penalized** by one letter grade for each violation.

- **Work alone on each of the assignments. Do not work in groups.** The work must represent YOUR effort, not that of others, just as you will encounter on the course exams. Failing to abide

by this rule constitutes plagiarism and will be dealt with vigorously (see statement below regarding plagiarism).

Daily Survey

Students should become familiar with all of their fellow colleagues, even those who do not speak during every class. Your usage of the Webcourses tool will be assessed at the end of the term to distribute this portion of the course grade. Specific assignments for you will be announced on the Webcourses site. You, thus, must check the site regularly. It is made a component of the course so as to facilitate communication between you as members of the class. You will find that your colleagues have similar backgrounds and experiences and that they can be your best allies in making it through this course, just as you will discover later in life once you enter the "real world." This portion of your grade includes ten (10) percent for the completion of the **daily survey**, allocated based on the proportion of surveys that you complete throughout the term. Completing the daily surveys is a good way to check your comprehension of the day's material, and it is an easy way to earn points for the final course grade. Ignoring them is dangerous to your understanding (and your final course grade).

The following are regulations regarding the daily surveys that must be followed:

- **If you do not attend class on a particular day FOR ANY REASON IMAGINABLE, you may NOT complete the survey for that day as you cannot logically answer the questions posed**. If you nevertheless attempt to do so, I will mark it as if you did not.

- **Do NOT submit blank responses for the daily survey**. **Repeated violation of this rule** will result in the entire class's being required to send survey responses to me through my UCF email account. Once again, past classes have tested me on this and I have been forced to implement this rule, which is quite troublesome for instructor and students alike.

- **Failing to complete even a small number of the daily surveys will negatively affect your final course grade.**

COURSE POINT ALLOCATION

In calculating final course averages, the *only* rounding will be up from 0.5 below the grade required in the professor's sole professional discretion. I give you opportunities to earn points *all semester long*. Do not expect that I will give you any more points at the end of the term. I interpret this clause very stringently.

COMPONENT	WEIGHT
First Exam	15%
Second Exam	15%
Third Exam	15%
Final Exam	15%

Class Participation	10%
Analytical and SPSS Assignments	20%
Daily Surveys	10%

GRADING SCALE (as a Percentage of Total Points)

GRADE	PERCENTAGE
A	94-100
A-	93-90
B+	89-87
B	86-84
B-	80-83
C+	79-77
C	74-76
C-	70-73
D+	69-67
D	66-64
D-	60-63
F	59 or less

COURSE POLICIES (aka My Pet Peeves)

There are several points you should note.

No Excuses

First, this class operates under a "No-Excuse" policy. It is incumbent upon students to be individually responsible for the notes given in the unlikely event that class is missed. If you miss class, you NEED NOT inform me about it. If you do inform me of your impending absence, you are NOT thereby immunized from the terms of the syllabus. Because this course is an upper-division class, you will quickly learn that if you intend to pass, you should plan on regularly attending class, keeping up with the lecture, and completing the assignments as they are given. These activities are especially important in this course, *Scope and Methods of Political Science*.

Seating Chart

Second, shortly after the course begins, I send around a seating chart to facilitate learning names and the Socratic Method. I will quickly learn your last names (which is the manner by which I address you). Please decide where you would like to sit within the first few days of class. If you have vision difficulties, please situate yourself accordingly, as I use the visual display extensively.

Accommodations for Physically Challenged Students

Third, if you are physically challenged, every attempt is made to accommodate your learning needs. See me by the end of the first week of class so that we can make appropriate arrangements. This class operates in accordance with the Office of Student Disability Services here at the University and federal guidelines governing the *Americans with Disabilities Act* (1990).

Plagiarism and Cheating: Don't Let it Happen to You!

Fourth, please consult the policy regarding plagiarism and cheating which is attached. Each of you must review the University policy on the penalties for plagiarism. Almost every semester, one or more students appropriates the published work of someone else, and I have had the unfortunate responsibility of failing those students and seeking disciplinary action against them. You are on notice that I have failed students because they decided to risk their academic careers by choosing the easy way out.

Caveat Emptor

Fifth, this is an upper division course with correspondent responsibilities for you. I expect that you will devote for this course alone **at least 15 *hours per week outside*** of class studying, reading, and meeting with other students to discuss and review the course material. **This is a difficult course**. If you are not at least a sophomore and one who has a sincere interest in understanding the scientific study of politics, you should seriously consider withdrawing from the course and taking it once you attain that status. *This is especially the case in Scope and Methods*.

Socratic Method as a Pedagogical Modality

Sixth, class topics are discussed using the Socratic Method. This means that you are expected to answer questions about the text and material that we have covered in class AND TO HAVE THOUGHT ABOUT ITS IMPLICATIONS. You will quickly learn that one of my favorite questions is, "what does that mean?". You are expected to read and prepare for discussions. This course is not a spectator sport – meaning that students to do well must immerse themselves in it. I assume that the reading for the day will be done for the day that it is assigned. LEARN TO PACE YOURSELF ACCORDINGLY! *This is especially the case in Scope and Methods*.

Respect for Colleagues and Their Comments

Additionally, you are on notice that this course sometimes engages in difficult discussions about our political leaders. Hopefully we will have intelligent discussions regarding the concepts involved in the course. Above all, everyone will have the right to express their informed beliefs freely and openly without fear of reprisal from other students or myself.

Attendance

Seventh, I do not have a mandatory attendance policy. However, I send around attendance sheets at the beginning of each class so I know who has attended class, and so I can gauge your class participation even if you do not speak in class. Persons who are "borderline" in their grades *may* receive the "benefit of the doubt" in the final computation of grades if they have frequently attended class. It is YOUR responsibility to sign the attendance sheet. The sheet is sent around at the beginning of each class. If you are late, you must see me after class to sign it; otherwise, I will not give you the "benefit of the doubt." You are responsible for announcements made in class and changes to the course syllabus and expectations even if you are absent when such announcements are made. *This is especially the case in Scope and Methods*.

Laptops and Audiotaping Allowed

Eighth, I do not mind if students use laptop computers or audiotapes during lecture. Please note, however, that because I allow you to use such devices, I may request that students who have missed class be

allowed access to your notes. Students who miss class should see me before requesting your notes, and the student who has missed must make all reasonable accommodations to meet your scheduling limitations for conducting the exchange. The student providing the notes is not responsible for providing any materials and should not incur any expenses associated with the exchange. Students providing the notes are not required to provide notes for more than three (3) lecture periods that have been missed. If you feel that you are being coerced about providing your notes to someone who is not attending class, please see me immediately. I reserve the right to revoke the privilege of using the above devices, especially laptops as they may become more of a distraction than a benefit to overall student learning.

Word Processing Required

Ninth, all assignments (with the exceptions of exams and quizzes done in class and the SPSS exercises) must be typewritten or word processed. If you do not know how to use a computer or word processor, it is strongly recommended that you learn to do so. If you are concerned about this, please see me. Numerous tutorials are available on campus to assist you. You should allocate enough time for printer cartridges to run dry and dogs to eat papers and computer disks! You laugh, but trust me: I have heard every excuse in the book! Late assignments will receive reduced grades at the rate of one letter grade per calendar day late or part thereof.

Duplicates of Assignments

Tenth, while I have never lost an assignment, I require that you make copies of all work submitted to me in the unlikely event that something should happen. In the event that I should need a copy of the assignment, and you are not able to provide it, you will not receive credit. Even after I have returned materials to you, please hold on to the work until after you have received your grade from the Registrar. This protects you from any possibility that you might receive an erroneous grade.

Technological Tools

Eleventh, I require that everyone learn how to use e-mail and the technological tools associated with the course. They can facilitate your comprehension of the course material. I have found that this encourages students to communicate with me about questions you may have regarding the material discussed in class. You are responsible for any assignments or other information that I distribute on the course's associated web sites or via email. If you already have an e-mail account (either through the University or a commercial server), please do not sign-up for an additional account, but give me your address. You should check your mail on a regular basis as I post any changes about class assignments to your account and/or to the course-associated web site. If your email address changes during the semester, you MUST NOTIFY ME. This is a course requirement.

Classroom Decorum

(1) Because it is disruptive to everyone to have students arrive late and/or leave early, *you must be on time for every class and you are expected to remain in class until the period is completed*, unless there are extraordinary circumstances (*e.g.*, you are about to become ill on the person in front of you) or you have informed me of your *urgent need* to leave before the period ends. "Urgent need" does not include job-related responsibilities or issues. How would you act once you manage to find a job in the "real world"? Would you arrive late or leave early? Submit assignments and reports late? Act in a

disruptive manner? Act professionally now and it will be easier to transition later to the professional world.

(2) Do not talk (even in a whisper) with any of your neighbors. It disturbs them and it disturbs me. If you are talking, I presume you have a question about the material and I will ask you about it.

(3) Do not listen to an i-Pod, read a newspaper or other material not previously assigned for class. If you do so, you will be counted ABSENT FOR THE DAY. Repeated violation of this rule will result in a grade of WF or F.

(4) PLEASE SILENCE YOUR CELL PHONES AND/OR BEEPERS. Repeated violation of this rule constitutes "continuous unruly behavior." (*See* Classroom Decorum Policy No. 5 below).

(5) Continuous unruly behavior will result in a grade of WF or F. An example of this is the persistent discourtesy of talking in class while someone else (including the instructor) is doing so. The classroom is not a living room, in which one talks during a television show. If you wish to talk, absent yourself from class with the appropriate diminution of your class grade.

Time-Sensitive Communications and Assignments

In past semesters, some students have had difficulty submitting assignments to me by the due date and time. This difficulty arises, in part, from their reliance on email and other technologies beyond their control. Accordingly, for time-sensitive communications, send me a message through the Webcourses Mail tool, contact me on the telephone, or see me in person during office hours. *This is especially the case in Scope and Methods*.

Best Allies

The professor is **not your friend**. He cannot be your friend, as he is charged with the weighty responsibility of assessing your understanding of the course material and work in an objective manner. He may act in a courteous, kind and helpful manner, but do not mistake that for friendship. You will find that your colleagues will likely have similar backgrounds and experiences and that they can be your best allies in making it through this course, just as you will discover in later life.

Your best allies in helping you make it through this course unscathed are those sitting around you. They will help you understand the material better, and you will do the same for them. By teaching the material to fellow students, one begins to truly understand the concepts and ideas discussed. The learning process begins with teaching. *This is especially the case in Scope and Methods*.

Syllabus NOT a Contract

Finally, this syllabus is not deemed to be a contract. I reserve the right to change any of the exam times or assignments by providing you with a forty-eight hour notice of such changes. Such changes are announced in class, sent on e-mail and/or posted on the course Webcourses site. Therefore, you are responsible for any changes that may occur during the course of the session. If you are late, you should check with your classmates about the missed material. As such, your absence in class is not deemed a sufficient excuse as to why work is incomplete. In the event that the University administration closes school for any reason (*e.g.*,

hurricane), any assignments or examinations that were scheduled on the day of the canceled class will be due at the next regularly scheduled class meeting.

TENTATIVE COURSE SCHEDULE, TOPICS AND ASSIGNMENTS

H&D = Hoover and Donovan's *The Elements of Social Scientific Thinking* (10th ed.)
Essentials = Pollock's *The Essentials of Political Analysis* (4th ed.)
SPSS = Pollock's *An SPSS Companion to Political Analysis* (4th ed.)

DATE/WEEK	TOPIC	READINGS	ASSIGNMENT
Jan. 9 – Jan. 13	Course requirements Brief Introduction to SPSS The Scientific Method Studying Politics Scientifically A Brief History of the Scientific Study of Politics	**Syllabus and Attachments** H&D, Chapts. 1 Essentials, pp. 1-5 SPSS, pp. xiii-xv, 1-5 Carlson and Hyde, Chapt. 1, "How Do We Know What's True?" (Webcourses Reserves)	**Self. Intro** (*due Thurs., Jan. 19 by 17:00 on Webcourses*)
THURS., JAN. 12	***** PROF. AT CONFERENCE *****	**NO CLASS**	
Jan. 16 – Jan. 20	The Research Process (Deduction, Induction and Theory-Building) Concepts and Operational Definitions Measurement Validity	H&D, Chapts. 2 and 5 (pp. 78-84) Essentials, Chapt. 1 SPSS, Chapt. 1	**Assignment 1:** Distinguishing Empirical from Normative Statements (*due Fri., Jan. 20 by 12:00*)
MON., JAN. 16	***** MLK DAY HOLIDAY *****		
Jan. 23 – Jan. 27	Concepts and Operational Definitions Measurement Validity Reliability of Measures of Political Phenomena	H&D, Chapt. 3 Essentials, Chapt. 2 SPSS, Chapt. 2	
Jan. 30 – Feb. 3	Types of Data Levels of Measurement (NOIR) Types of Research Designs	Essentials, Chapt. 2 (re-read)	**Assignment 2**: SPSS, Chapt. 2, exercises 1- 3 (*due, Tues., Jan. 30 by 12:00*)
THURS., FEB. 3	***** TEST I *****		
Feb. 6 – Feb. 10	Explanations and Hypothesis Testing Null and Alternative Hypotheses The Ecological and Individual Fallacies	H&D, Chapt. 4 SPSS, Chapt. 3	**Assignment 3**: SPSS, Chapt. 2, exercises 4 -5 (*due Tues., Feb.7 by 12:00)*
Feb. 13 – Feb. 17	Using and Interpreting Descriptive Statistics Describing Variables Frequency Distributions and Tables Measures of Central Tendency (3Ms) Measures of Dispersion Standardized Scores (*z*-scores)	Essentials, Chapt. 3	**Assignment 4**: SPSS, Chapt. 3 (*due Tues., Feb. 14 by 12:00)*

DATE/WEEK	TOPIC	READINGS	ASSIGNMENT
Feb. 20 – Feb. 24	Bivariate Analyses Making Comparisons Cross-Tabulations and their Interpretation Graphical Analysis	Re-read, Essentials, Chapt. 3 SPSS, Chapt. 4	**Assignment 5**: SPSS, Chapt. 4 (*due Tues., Feb. 21 by 12:00)*
Feb. 28 – Mar. 2	Bivariate Analyses (continued) Making Controlled Comparisons Types of Analytical Relationships Cross-Tabulations with Three Variables Means Comparison Analysis	Essentials, Chapt. 4 SPSS, Chapt. 5	**Assignment 6**: SPSS, Chapt. 5 (*due Tues., Feb. 28 by 12:00*)
THURS., MAR. 2	***** TEST II *****		
MAR. 5 – 9	***** SPRING BREAK *****		
Mar. 12 – Mar. 16	Using and Interpreting Inferential Statistics Sample Size and Random Error The Standard Normal Distribution Standard Deviation and Random Error	H&D, Chapt. 5 (pp. 84-92) Essentials, Chapt. 5	
Mar. 19 – Mar. 23	Inference Using the Standard Normal and t-Distributions Statistical Significance and Hypothesis Testing Comparing Two Sample Means Comparing Two Sample Proportions	H&D, Chapt. 5 (pp. 92-115) Essentials, Chapt. 6 SPSS, Chapt. 6	**Assignment 7**: SPSS, Chapt. 6 (*due Tues., Mar 20 by 12:00)*
Mar. 26 – Mar. 30	Measures of Association and their Use The PRE Approach	Essentials, Chapt. 7 SPSS, Chapt. 7	**Assignment 8**: SPSS, Chapt. 7 (*due Tues., Mar. 27 by 12:00)*
Apr. 2 – Apr. 6	Correlation (*r*), its Uses and Limitations Bivariate Regression R-Squared (R^2)	Essentials, Chapt. 8 SPSS, Chapt. 8	**Assignment 9**: SPSS, Chapt. 8 (*due Tues., Apr. 3 by 12:00*)
THURS., APR. 6	***** TEST III *****		
Apr. 9 – Apr. 13	Dummy Variables Multivariate Regression Interaction Effects in Multivariate Regression OLS Multicollinearity	Essentials, Chapt. 9 SPSS, Chapt. 9	**Assignment 10**: SPSS, Chapt. 9 (*due Tues., Apr. 10 by 12:00)*
Apr. 16 – Apr. 20	Logit/Limited Dependent Variables Summary and catch up	Essentials, Chapt. 9 SPSS, Chapt. 10	**Assignment 11**: SPSS, Chapt. 10 (*due Tues., Apr. 17 by 12:00)*

DATE/WEEK	TOPIC	READINGS	ASSIGNMENT
Thurs., Apr. 26, 10:00 am – 11:15 am	***** TEST IV (Final Exam) ***** **– NO EXCEPTIONS to this date and time. Do not ask, as I cannot grant them.**		

Policy on Cheating and Plagiarism

The Golden Rule: A Handbook for Students (University of Central Florida) defines academic dishonesty as including cheating and plagiarism. Cheating is defined as "unauthorized assistance; communication to another through written, visual or oral means. The presentation of material which has not been studied or learned, but obtained through someone else's efforts and used as part of an examination, course assignment or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating" (p. 6). Plagiarism is defined as the deliberate use of another's work, whether directly quoted or paraphrased, "without any indication of source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards (p.6-7)". The current version of the Golden Rule may be located by navigating to http://www.ucf.edu/goldenrule/. You are responsible for knowing it and abiding by it in ALL of the elements of this course.

Normally, the penalty for a violation of this policy is an "F" in the course.

Statement of ADA Compliance

I cooperate with the Office of Disability Services to make reasonable accommodations for qualified students with disabilities. Please present your written accommodation request on or before the sixth class day (beginning of the second week of classes).

[Portions of this policy were adapted from the University of North Texas Department of Political Science Policy on Cheating and Plagiarism]

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