POS 3703 - 0002 Scope and Methods of Political Science

Instructor: Dr. Christopher Olds
Meeting Time: Tuesday and Thursday 10:30 am to 11:45 am EST
Credit: 3 units, letter grade (including +/- modifiers)
Classroom: BA1 O213
Office Hours: Tuesday 12:30 pm to 2:50 pm EST, and Thursday 12:30 pm to 2:50 pm EST
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Specific Goals of the Course

This course is designed to introduce students to the process of conducting academic social science research. While some of you may be entering this course with some apprehension, asking questions like, 'why would I need to learn how to do social science research' or 'what is the point of learning statistics when I'm not a math major,' your experience in this course will assist you in developing valuable skills you can apply for the rest of your lives. These skills include the following:

• the ability to explain why something in the world that interests you should matter or is relevant to others

• the ability to evaluate how others have discussed your topic of interest in the past in order to build upon this past knowledge

• the ability to establish an easily understandable proposal that you believe best explains the concept that interests you

• the ability to design an unbiased procedure by which you and others can determine whether your explanation is legitimate

• the ability to determine whether others adequately explain and provide evidence for their own claims regarding concepts

These skills are important because there are potential dangers in discussing ideas with colleagues in many lines of work (and not just in academic political research) where unfounded claims are made, limited and tangential supporting evidence of these claims is provided, and conclusions are rooted more in personal opinion than an actual observation of reality. Your experience in this course should make clear the hazards in depriving ourselves of important knowledge about the concepts we are interested in if we avoid applying these important skills.

The way in which you will attempt to cultivate the skills listed above is by becoming exposed to and conducting political science research. Political science research attempts to predict, describe, and explain political phenomena from an unbiased perspective. This course will illustrate the value of approaching politics from this perspective. You will also learn the basic tools in which you can engage in a structured and thorough approach to inquiry.

Course Objectives

As the instructor of this course, I expect that my students at the end of the course will:

1. Be able to discern the difficulties in trying to measure and evaluate social phenomena.

2. Be able to construct a hypothesis that attempts to describe and explain reality that can be evaluated through research.

3. Be able to distinguish the similarities and differences in multiple approaches to research design.

4. Be able to review, analyze, and connect preexisting research in a useful and coherent way.
5. Be able to design their own research plan that builds upon past knowledge and seeks out new/original information.
6. Be able to translate abstract concepts into measurable variables that can be evaluated empirically.
7. Be able to determine appropriate statistical tests for determining relationships between variables.
8. Be able to conduct statistical tests to evaluate hypothesized relationships between variables.
9. Be able to implement high-end technological tools to assist in research inquiry.
10. Be able to develop essays that are clear and focused for readers.

All of this will be made possible through an evaluation of the relationships that exist between formal and informal political institutions and groups. We will develop empirically testable hypotheses that predict and describe relationships between political institutions and groups, as well as collect and evaluate information systematically using statistical methods.

Academic Accommodations for a Disability

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services before requesting accommodations from the professor. Student Accessibility Services is located in Ferrell Commons Room 185. The office can be contacted by phone 407.823.2371, or TTY/TDD-only phone 407.823.2116.

Note: The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Academic Honesty

◇ Any handouts used in this course are copyrighted. Handouts means all materials generated for this class, which include, but are not limited to: syllabi, notes, essay prompts, and review sheets. Because these materials are copyrighted, you do not have the right to copy the handouts unless the instructor expressly grants permission.
◇ Lectures cannot be recorded, unless special accommodations for disability are required.
◇ Lecture notes may not be sold.
◇ No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas and/or without identifying material as quotations when taken directly from another source.
◇ If you are still uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook http://www.goldenrule.sdes.ucf.edu/ for further details. As in all UCF courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At my discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.
◇ Note that TurnItIn is used in the course. The service is an automated system which instructors can use to quickly and easily compare the assignment of each student with billions of web sites, as well as an enormous database of student papers that grows with each submission. After the assignment is processed,

I receive a report from http://www.turnitin.com that states if and how another author's work was used in the assignment. This report is used as a tool when assessing academic dishonesty.

UCF Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process, ranging from the brainstorming stage to the editing stage. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://uwc.cah.ucf.edu/, or call 407.823.2197.

UCF Guidelines on Emergencies

Any closure of campus due to hurricanes or any other emergencies will be announced by the university with as much advance notice as possible. The UCF home page will announce campus closures and additional important information about the event.

Note: Examples of an emergency could be a hurricane, tornado, institution-wide power outage, etc.

UCF Guidelines on Religious Observances

Students are expected to notify me in advance if they intend to miss class to observe a holy day of their religious faith. For additional information, contact the Office of Diversity Initiatives at 407.823.6479.

UCF Guidelines on a Diverse and Inclusive Learning Environment

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at http://shield.ucf.edu/ and http://cares.sdes.ucf.edu/.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please contact me as soon as possible, and/or contact Student Accessibility Services.

Course Format

The course is focused heavily on student participation. Active learning is a major emphasis in my approach to teaching. Although there is in-class lecture, I will ask the class questions throughout lecture, and students will reply through the Top Hat response system interface. Students will also be expected to participate in class discussion of concepts. A positive environment is a good learning environment. Students must show

respect to their peers and the instructor at all times. Any student that is disruptive in class and/or creates a hostile learning environment for students will be removed from the course.

Grades

Grades will be based on evaluations of performance with four assignment items. Students can earn one hundred points in this course. Please note that this is a course where extra credit assignments are not made available. Your grades will reflect your performance on the four assigned tasks only. Be aware that weekly participation in the course is essential, as a substantial portion of the grade is devoted to participation in assessments given during the class session. Every course assignment item is intended to demonstrate an individual student's mastery of the materials, so you are not allowed to collaborate on assignments or submit an assignment as a group.

Due to the nature of the class, late assignments are not accepted unless a note from an appropriate source confirms a university excused reason for the work needing to be submitted late. **Students must provide legitimate documentation for any instance where a student will not meet an assignment deadline that meets university guidelines for a permissible absence. This documentation must be provided the same business week of the absence. Documentation can be left in the department main office and should be time-stamped by an office worker.**

Please note that in the first week of class, there is a syllabus quiz on Canvas that requires completion. As of Fall 2014, all faculty members at UCF must follow a new process to support UCF's compliance with a federal financial aid regulation. In essence, the regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid. The university must now verify that every student enrolled in every course at UCF has met the minimum engagement standard. Students must finish the syllabus quiz with a 100% score before 12:00 pm EST on January 15th in order to meet the minimum engagement standard. Students will have several tries to earn a 100% score before the deadline.

All long-form written and audiovisual assignments are submitted over Canvas. Only submit assignments via email in those rare instances where Canvas is down and inaccessible. You will still be expected to upload the assignment when Canvas is once again accessible, such that a review of the work through the TurnItIn system is still performed. Turning in assignments after the due date and saying Canvas was down when you tried to turn it in is not acceptable.

Item #1: Interactive Assessments Participation (20 points)
For each class session after Week 2, students will be presented with several questions that they will respond to with the Top Hat response system interface. Questions will be presented at various points in the class session, which potentially means students will be presented with some questions at the beginning of a session, in the middle of a session, or at the end of a session.

With each question, students can be presented with several answer options, or will be asked to type in an answer. Students will use their computer workstation to enter the answer option they believe to be correct. The questions can be on assigned reading, materials from a previous lecture, or material being discussed in the session on that day.

The number of points you earn will be based on your participation in the assessments, and not on whether you get the correct answers. The less you attend class and participate in these interactive assessments, the lower your score will be for this course item. Although you are not graded for whether or not you get answers correct, I will potentially ask to meet with those students who appear to be consistently below the average level of class performance. For those instances where you have a university excused absence, you can still earn participation points by completing a take-home problem assigned by me. You must ask for the take-home problem the same week of the excused absence. **You are not allowed to participate in**

the Top Hat assessments if you are not physically present in class when a question is asked. Even if you attend class for part of the session, you are not allowed to respond to questions if they are asked at a time when you are not in class (e.g. if you leave class early). You can only respond to Top Hat questions when you are physically in class. Failure to adhere to this rule will result in you automatically getting a zero out of twenty for this assignment.

The purpose of these interactive assessments is twofold. First, students can track their performance on these questions and determine which concepts they may have to study again or more in-depth as the course progresses. Second, the interactive assessments can assist in efficiently and quickly determining whether course materials need to be explained in a different way to improve student understanding. The assessments are a low-stakes way for both you and I to gauge your comprehension of the materials presented in the course.

Registration information on the Top Hat response system is available at the following address online http://tophat.com. There is a cost of $24 to register for the semester. Please note that Top Hat is compatible with multiple devices (tablet, phone, labtop, etc.), but you must use your computer workstation in the lab when interacting with the Top Hat interface each week. Points will be allotted based on the following scale:

Participate in 95% of the questions or above- 20 points
Participate in 90 to 94.99% of the questions- 18 points
Participate in 80 to 89.99% of the questions- 16 points
Participate in 70 to 79.99% of the questions- 14 points
Participate in 60 to 69.99% of the questions- 12 points
Participate in 50 to 59.99% of the questions- 10 points
Participate in 40 to 49.99% of the questions- 8 points
Participate in 30 to 39.99% of the questions- 6 points
Participate in less than 30% of the questions- 0 points

Item #2: Exercise Worksheets (40 points)
Over the course of the semester, there will be five graded worksheets about course subject matter that will be administered over the Canvas interface. The worksheets are to be completed within the same class session in which they are distributed. Each worksheet will be comprised of ten questions, with each question being worth four points. At the end of the semester, the average score earned across the five worksheets will be the number of points earned for this particular assignment item.

The exercise worksheets will be closed book and closed note. This means students cannot refer to books, notes, Internet sites, or any materials disseminated over tablets or cell phones. Students cannot collaborate with any other students in the completion of these assignments. Any student that violates one of these rules at any time during the completion of any one of the worksheets will receive a final grade of zero on Item #2. Students should approach the exercise worksheets in the same way they would any closed book and closed note assignment. Do not attempt to use any tool that might assist in finding the answer to exercise worksheet questions.

Subject matter for the exercise worksheets can include material up to and including lecture materials, assessment of Stata dataset analyses, or reading material assigned in that specific week. In other words, it is essential students come to class prepared and up-to-date on the current material.

The worksheets are subject to distribution during any class session, and the dates of distribution **do not require** prior notification from the instructor. Do not expect prior notice that a worksheet will be administered on any specific day. This means it is essential to come to class every week, or you might miss out on the chance to complete a worksheet, which will hurt your overall average score for this assignment. Regardless, the instructor does have the option of giving students one week's prior notice to the administration of a specific worksheet.

For those students with a university excused absence on the day a worksheet is administered, an appropriate

make-up assignment will be arranged.

Item #3: Literature Review on Research Question (20 points)
In this paper, students will present a thorough review and analysis of previous research that is related to a research question relevant to the field of **political science** that interests them. The important/major works in the research area should be detailed in the literature review. This means the research that is highly cited by other scholars in the research area needs to be covered. It is the responsibility of the student to summarize these major works and evaluate how their findings have shaped how the area related to the research question is currently understood. Students must summarize and evaluate the existing scholarship in their own words. The usage of quotes from the existing scholarship is not permitted. Students must demonstrate they have made an effort to grasp the material by offering a review of the literature using their unique writing style.

An assessment of the general state of the literature in the area pertaining to the research question is essential. This means if there is a high level of disagreement in the past scholarship in terms of theories and findings, the student must offer some thoughts as to why they believe this is the case. If there appears to be a high level of consensus in the scholarship, the student needs to provide an assessment as to why they think this consensus exists. A minimum of ten academic sources should be discussed within the literature review. The literature review should actively compare and contrast sources together, and not just summarize each work separately.

Lastly, the implications of past research on how the student would approach their own potential research project need to be discussed. Is there an important concept in the literature that is not being addressed in the literature or is conceptualized incorrectly that the student can attempt to explore? Do the studies tend to use an underdeveloped theory? Does a research design previously unused in the scholarship need to be applied to better examine the political phenomena of interest? These are the sorts of questions that should be addressed here. The length of the paper should be six to ten pages. Refer to the class calendar at the end of the syllabus for due date.

Students must type the literature review paper in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their literature review. The student should cite all resources used by following the citation guidelines presented in the American Political Science Association Style Manual. **Every literature review assignment must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via Canvas.**

The scoring of this assignment is based on the following (out of 20 points possible) –

• 7 Points: The student presents a review and analysis of past important/major works related to their research question (at least ten academic works should be discussed)
• 7 Points: The student describes how the proposals and findings of past research influence their own research plan
• 6 Points: The writing has an easy to follow structure (introduction-body-conclusion). The student also follows requested formatting rules and avoids frequent spelling and grammatical errors. The paper is between six to ten pages in length to provide a full discussion of the literature

Note: If you are in another one of my courses this semester, you are not allowed to submit a literature review about an area of research that you are doing an annotated bibliography on for another class.

Item #4: Description of Research Hypotheses and Design (20 points)
In this paper, students will discuss the research hypothesis or hypotheses emerging from a **political science** research question that interests them. They will also detail how they intend to go about evaluating the research hypothesis or hypotheses by presenting a legitimate research design. The research question must be clearly specified and needs to be understandable to a reader that has no previous background or interest in

the area of political science relevant to the research question. The hypothesis/hypotheses offered must show direct relevance to the research question presented. The concepts (variables) that are relevant to examining the research hypothesis/hypotheses need to be described in an accessible way.

In addition, the student should explain why the examination of their hypothesis or hypotheses should be relevant to other people. Students should attempt to answer the ever important 'so what' question - how would examining the hypothesis or hypotheses make a contribution to knowledge that others would appreciate?

Students will also describe the research design they believe is most appropriate to evaluate their hypothesis/hypotheses. An explanation as to why the student believes their research design is a better option than potential alternatives is required. For example, if the student wants to construct an experimental design studying how alternative styles of news coverage on illegal immigration shape attitudes about Latinos, the student should justify why an experimental approach is more preferable than studying data with natural variation, such as cross-sectional survey data.

A description of how the student intends to collect information to research their hypothesis is mandatory for this paper. The procedure through which you will evaluate this information is also required. For instance, if the student will perform statistical regression(s), what will the statistical model look like? If the student is studying how individual political trust impacts political participation, the student must describe where and how the student will collect information on these and any other relevant variables. Is the information used in the regression readily available, or would the student have to build their own dataset? If a dataset exists, what are the important characteristics of the sample? The length of the paper should be six to ten pages. Refer to the class calendar at the end of the syllabus for due date.

Students must type the research design paper in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their research design. The student should cite all resources used by following the citation guidelines presented in the American Political Science Association Style Manual. **Every research design assignment must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via Canvas.**

The scoring of this assignment is based on the following (out of 20 points possible) –

• 4 Points: The student describes their research question and hypothesis/hypotheses in a clear, understandable fashion
• 4 Points: The student describes the concepts (variables) that are relevant in examining their hypothesis/hypotheses
• 4 Points: The student describes the research design they will use and why it is appropriate relative to other options
• 4 Points: The student describes how they will collect the information to research their hypothesis/hypotheses
• 4 Points: The writing has an easy to follow structure (introduction-body-conclusion). The student also follows requested formatting rules and avoids frequent spelling and grammatical errors. The paper is between six to ten pages in length to provide a full discussion of the research design

Item #4 will essentially serve as the equivalent of a final exam in terms of a graded assessment, but given that the assignment is due over Canvas, students are not required to physically meet during the final examination period of the course (December 10th from 10 a.m. to 12:50 p.m.). Instead, it is expected that students will have the opportunity (if needed) to complete and submit their research design online during this time period. There will be an online chat room in Canvas with the instructor available during the final examination period taking place where students will be able to discuss their reflections on the material presented in the course. Participation in the chat room during the final examination period is encouraged, but not graded.

Final grades are out of one hundred points possible (a Z designation represents academic dishonesty) –
Grade Score
A = 91.5-100
A-= 90.0-91.4
B+= 88.6-89.9
B = 81.5-88.5
B-= 80.0-81.4
C+= 78.6-79.9
C = 71.5-78.5
C-= 70.0-71.4
D+= 68.6-69.9
D = 61.5-68.5
D-= 60.0-61.4
F = 59.9 or less

Grade Appeals: If a student has an issue with the grade they earned for one of the assignments, the student must write a one-page explanation describing what aspect or aspects the evaluation missed. A twenty-four hour cooling off period is required, meaning you cannot submit an appeal within the first twenty-four hours after you receive an assignment grade. The written appeal can only be submitted between the second and fourth day after you receive an assignment back. Please note that if you submit a grade appeal, the work can potentially be scored lower than the initial grade if the second review of the assignment suggests there are additional issues or problems with the assignment. Appeals should be submitted via email.

Course Materials

There are two texts that are required, as well as a digital subscription to Top Hat. The books are frequently discounted on online sites like Amazon.com. They can also be rented. Additional readings will be posted on Canvas.

Olds, Christopher. 2016. *Political Research Design and the Science of Politics*. 2nd Preliminary Edition. San Diego: Cognella Academic Publishing.

Pollock, Philip H. 2015. *A Stata Companion to Political Analysis*. 3rd Edition. Washington, D.C.: CQ Press.

Top Hat Learning Platform Subscription. http://tophat.com.

Reading Schedule

Week One - What is Empirical Political Science?
• Hoover, Kenneth and Todd Donovan. 2008. "Chapter 1 - Thinking Scientifically," and "Chapter 2 - The Elements of Science." In *The Elements of Social Scientific Thinking*. Boston, MA: Thomson Wadsworth.

Week Two - How do we Distinguish Political Science Research From Other Forms of Inquiry?
• Olds, Christopher. 2016. Chapter 1.
• O'Brien, Rory. 1999. "Normative versus Empirical Theory and Method." In *Methods for Political Inquiry: The Discipline, Philosophy, and Analysis of Politics*, eds. Stella Z. Theodoulou and Rory O'Brien. New Jersey: Prentice Hall, 77-90.
• Ethridge, Marcus E. 1999. "Scientific Principles in Political Study: Some Enduring Situations." In *Methods for Political Inquiry: The Discipline, Philosophy, and Analysis of Politics*, eds. Stella Z. Theodoulou and Rory O'Brien. New Jersey: Prentice Hall, 130-141.
• Theodoulou, Stella Z. 1999. "Starting from Scratch: The Research Process." In *Methods for Political Inquiry: The Discipline, Philosophy, and Analysis of Politics*, eds. Stella Z. Theodoulou and Rory O'Brien.

New Jersey: Prentice Hall, 142-151.

Week Three - How do we Appropriately Define and Measure the Concepts we are Studying?
• Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95 (3): 529-546.
• Mondak, Jeffrey. 2001. "Developing Valid Knowledge Scales." *American Journal of Political Science* 45 (1): 224-238.

Week Four - What Role Do Theory, Hypotheses, and Alternative Explanations Play When Attempting to Assess Causality?
• Olds, Christopher. 2016. Chapter 2.
• Stack, Steven and Jim Gundlach. 1992. "The Effect of Country Music on Suicide." *Social Forces* 71 (1): 211-218.
• Maguire, Edward R. and Jeffrey B. Snipes. 1994. "Reassessing the Link Between Country Music and Suicide." *Social Forces* 72 (4): 1239-1243.
• Stack, Steven and Jim Gundlach. 1994. "Country Music and Suicide: A Reply to Maguire and Snipes." *Social Forces* 72 (4): 1245-1248.
• Snipes, Jeffrey B. and Edward. R Maguire. 1995. "Country Music, Suicide, and Spuriousness." *Social Forces* 74 (1): 327-329.
• Stack, Steven and Jim Gundlach. 1995. "Country Music and Suicide: Individual, Indirect, and Interaction Effects: A Reply to Snipes and Maguire." *Social Forces* 74 (1): 331-335.

Week Five - What are Small-N Empirical Research Studies?
• Olds, Christopher. 2016. Chapter 3.
• Swanborn, Peter. 2010. "Chapter 1 - What is a Case Study?" In *Case Study Research: What, Why, and How?* Thousand Oaks, CA: Sage Publications, 1-22.
• Geddes, Barbara. 1990. "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics." *Political Analysis* 2 (1): 131-150.

Week Six - What are Experimental Research Studies?
• Olds, Christopher. 2016. Chapter 4.
• Nelson, Thomas E, Rosalee E. Clawson, and Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties Conflict and its Effect on Tolerance." *American Political Science Review* 91(3): 567-583.
• Gerber, Alan S. and Donald P. Green. 2000. "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment." *American Political Science Review* 94(3): 653-663.
• Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawai." *American Political Science Review* 98 (4): 529-545.

Week Seven - What are Large-N Non-experimental Quantitative Research Studies?
• Olds, Christopher. 2016. Chapter 5.
• Marcus, George E. and Michael B. MacKuen. 1993. "Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Learning and Involvement During Presidential Campaigns." *American Political Science Review* 87 (3): 672-685.
• Keiser, Lael R., Vicky M. Wilkins, Kenneth J. Meier, and Catherine A. Holland. 2002. "Lipstick and Logarithms: Gender, Institutional Context, and Representative Bureaucracy." *American Political Science Review* 96(3): 553-564.

Week Eight - What are Measures of Central Tendency and Dispersion?
• Pollock. 2015. Chapters 1, 2, and 3.
• Galderesi, Peter. 2015. "Chapter 3 - Central Tendency as Summary Observation," and "Chapter 4 - Dispersion/Variation/Goodness of Fit as Summary Observation." In *Understanding Political Science Statistics: Observations and Expectations in Political Analysis*. New York: Routledge.

Week Nine - What are the Initial Steps Taken to Make Controlled Comparisons Between

Variables?
• Pollock. 2015. Chapters 4 and 5.
• Dreyer, Edward C. 1973. "Change and Stability in Party Identifications." *Journal of Politics* 35 (3): 712-722.

Week Ten - What are Tests of Significance?
• Galderesi, Peter. 2015. "Chapter 6 - An Intuitive Introduction to Inference and Hypothesis Testing," and "Chapter 7 - Hypothesis Testing and the Concept of Association: Observations and Expectations about the Difference between Means." In *Understanding Political Science Statistics: Observations and Expectations in Political Analysis*. New York: Routledge.

Week Eleven - How are Basic Tests of Significance Conducted?
• Pollock. 2015. Chapters 6 and 7.
• Licklider, Roy. 1995. "The Consequences of Negotiated Settlements in Civil Wars, 1945-1993." *American Political Science Review* 89 (3): 681-690.
• Mulligan, Kenneth and Philip Habel. 2011. "An Experimental Test of the Effects of Fictional Framing on Attitudes." *Social Science Quarterly* 92 (1): 79-99.
• Smith, Kevin B., Christopher W. Larimer, Levente Littvay, and John R. Hibbing. 2007. "Evolutionary Theory and Political Leadership: Why Certain People Do Not Trust Decision Makers." *Journal of Politics* 69 (2): 285-299.

Week Twelve - What is Linear Regression?
• Galderesi, Peter. 2015. "Chapter 11 - Different By How Much? Linear Regression," and "Chapter 12 - Retracing Our Methodological Steps: Hypotheses, Multiple Regression, and Effects of Third Variables." In *Understanding Political Science Statistics: Observations and Expectations in Political Analysis*. New York: Routledge.

Week Thirteen - How are Linear Regression Analyses Performed?
• Pollock. 2015. Chapter 8.
• Jackman, Robert W. 1973. "On the Relation of Economic Development to Democratic Performance." *American Journal of Political Science* 17 (3): 611-621.
• Neto, Octavio A. and Gary W. Cox. 1997. "Electoral Institutions, Cleavage Structures, and Number of Parties." *American Journal of Political Science* 41(1): 149-174.

Week Fourteen - How are Dummy Variables and Interaction Effects Accounted for in Linear Regression?
• Pollock. 2015. Chapter 9.
• Cox, Gary W. and Michael C. Munger. 1989. "Closeness, Expenditures, and Turnout in the 1982 US House Elections." *American Political Science Review* 83 (1): 217-231.
• Allan, James P. and Lyle Scruggs. 2004. "Political Partisanship and Welfare State Reform in Advanced Industrial Societies." *American Journal of Political Science* 48 (3): 496-512.

Week Fifteen - What is the Process of Performing an Original Research Project Like?
• Olds, Christopher. 2016. Chapter 6.
• Pollock. 2015. Chapter 11.

Class Calendar of Important Dates

- March 3rd Item #3 Due on Canvas at 11:45 am (Literature Review on Research Question)
- May 3rd Item #4 Due on Canvas at 12:50 p.m. (Description of Research Hypotheses and Design)

Syllabus subject to change at instructor's discretion