Quantitative Methods (POS6746)
Pollock / Fall 2017

Office	302 Phillips Hall
Office hours	MW: 8:30-10:15; W: 1-4 and by appointment
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Required:	Pollock, *The Essentials of Political Analysis*, 5th edition Pollock, *A Stata Companion to Political Analysis*, 3rd edition

Purpose.
In this course, you will learn intermediate and advanced methods of measurement, research design, and data analysis. In this course you will become an advanced user of Stata, a powerful data management and data analysis package. Your goals: become a sophisticated consumer of political science research and develop the skills you need to contribute to the scholarly literature.

Requirements.
I. (10 percent). You will ***attend every class***. You will ***contribute to class discussion***.

II. (20 percent). You will complete and ***turn in weekly assignments***.

III. (70 percent). There are three main skill-set levels in Stata:
1. Descriptive statistics, variable transformations, and bivariate comparisons.
2. Multivariate comparisons, statistical inference, and measures of association for categorical data.
3. Correlation, linear regression, dummy variables, modeling interaction, and logistic regression.

Your grasp of these skills will be evaluated in two ways: Weekly assignments (see above), and the creativity and mastery you demonstrate in **writing original exercises for a hypothetical Stata-skills workbook**. You will write these exercises using datasets I will provide. Your exercises may be patterned on the exercises in the *Stata Companion*, but they **must not parrot them**. All exercises must be accompanied by **Stata syntax files** (do-files) that will permit me to replicate your work. Your exercises will be evaluated for originality, clarity, and comprehensiveness; ie., the extent to which they test all the skills covered in the relevant chapters. Exercises **must use variables that are different from the variables used in the guided examples and exercises in the Stata Companion**. You will submit three sets of exercises during the term, one for each of the Stata levels described above.

Exercise set	Percentage of grade	Due date	Stata skill	Number of exercises
1	15%	**September 20**	Descriptive statistics	2
			Transformations	3
			Bivariate comparisons	3
2	25%	**October 25**	Controlled comparisons	3
			Statistical inference	2
			Measures of association	3
3	30%	**November 29**	Correlation-regression	3
			Dummies/interaction	3
			Logistic regression	2

Date and Topic:	*Reading: ∞*
Aug23 / Aug30 Concepts and measurement	*Essentials*, Introduction, Chap 1, Chap 10 Michael P. McDonald and Samuel L. Popkin, "The Myth of the Vanishing Voter," *American Political Science Review* 95, 4 (Dec 2001): 963-974. W. S. Robinson, "Ecological Correlations and the Behavior of Individuals," *American Sociological Review* 15, 3 (June 1950): 351-357.
Sep6 Descriptive statistics	*Essentials*, Chap 2 *Stata Companion*, Chaps 1-2 Gary C. Jacobson, "The Marginals Never Vanished," *American Journal of Political Science* 31, 1 (Feb 1987): 126-141. Hyde, et al., "Gender Similarities Characterize Math Performance," *Science* 321 (July 25 2008): 494-495.
Sep13 Constructing measures and Framing hypotheses	*Stata Companion*, Chap 3 *Essentials*, Chap 3: 48-58 Michael X. Delli Carpini and Scott Keeter, "Measuring Political Knowledge: Putting First Things First," *American Journal of Political Science* 37, 4 (Nov 1993): 1179-1206. Gordon B. Dahl and Enrico Moretti, "The Demand for Sons," *Review of Economic Studies* (2008) 75, 1085–1120.
Sep20 Bivariate analyses **Exercise set 1 due**	*Essentials*, Chap 3: 58-70 *Stata Companion*, Chap 4
Sep27 Research design	*Essentials*, Chap 4 Gary Taubes, "Do We Really Know What Makes Us Healthy?" *New York Times*, September 16, 2007. Alan S. Gerber, Donald P. Green, and Christopher W. Larimer, "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment," *American Political Science Review* 102, 1 (February 2008): 33-48. Michelle L. Chin, Jon R. Bond, and Nehemia Geva, "A Foot in the Door: An Experimental Study of PAC and Constituency Effects on Access," *Journal of Politics* 62, 2 (May 2000): 534-549.
Oct4 Making controlled comparisons	*Essentials*, Chap 5 *Stata Companion*, Chap 5 John R. Alford, Carolyn L. Funk, and John R. Hibbing, "Are Political Orientations Genetically Transmitted?" *American Political Science Review* 99, 2 (May 2005): 153-167.

Oct11 Statistical inference	*Essentials*, Chap 6 *Stata Companion*, Chap 6 Peverill Squire, "Why the 1936 Literary Digest Poll Failed," *Public Opinion Quarterly* 52, 1 (Spring 1988): 125-133.
Oct18/25 Statistical significance and measures of association Oct25 **Exercise set 2 due**	*Essentials*, Chap 7 *Stata Companion*, Chap 7 Stephen T. Ziliak and Deirdre N. McCloskey, "The Cult of Statistical Significance," presented at the Joint Statistical Meetings, Washington, DC, August 3, 2009, in a contributed session of the Section on Statistical Education.
Nov1 Correlation and linear regression	*Essentials*, Chap 8, pp. 183-203 *Stata Companion*, Chap 8 Alan Abramowitz, "Forecasting in a Polarized Era: The Time for Change Model and the 2012 Presidential Election," *PS*, October 2012: 618-619. Abramowitz, "Forecasting the 2016 Presidential Election: Will Time for Change Mean Time for Trump?" http://www.centerforpolitics.org/crystalball/articles/forecasting-the-2016-presidential-election-will-time-for-change-mean-time-for-trump/ Gary C. Jacobson, "The Effect of the AFL-CIO's 'Voter Education' Campaigns on the 1996 House Elections," *Journal of Politics* 61, 1 (Feb 1999): 185-194.
Nov8 Interaction effects and Nonlinear specifications	*Essentials*, Chap 8, pp. 203-209 *Stata Companion*, Chap 9 Philip H. Pollock III, "Issues, Values, and Critical Moments: Did 'Magic' Johnson Transform Public Opinion on AIDS?" *American Journal of Political Science* (May 1994): 426-446. Richard Nadeau, Richard G. Niemi, and Jeffrey Levine, "Innumeracy About Minority Populations," *Public Opinion Quarterly* 57, 3 (Autumn 1993): 332-347. Edward R. Tufte, "The Relationship between Seats and Votes in Two-Party Systems," *American Political Science Review* 67, 2 (June 1973): 540-554.
Nov15/29 Logistic regression Nov29 **Exercise set 3 due**	*Essentials*, Chap 9 *Stata Companion*, Chap 10 Barry C. Burden and Steven Greene, "Party Attachments and State Election Laws," *Political Research Quarterly* 53, 1 (March 2000): 63-76. Richard Nadeau, et al, "Class, Party, and South/Non-South Differences," *American Politics Research* 32, 1 (Jan 2004): 52-67.

∞Additional reading may be assigned at instructor discretion.

Financial aid requirement
All faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the posted academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 25. **Failure to do so will result in a delay in the disbursement of your financial aid.** For details: http://online.ucf.edu/teach-online/resources/financial-aid/

Academic integrity and dishonesty
You must adhere to the highest standards of academic integrity and conduct, as specified in UCF's Rules of Conduct (UCF-5.008). **Any student who violates these standards will receive an F in the course.** Section UCF-5.008 describes acts that constitute Academic Misconduct: "1. Academic Misconduct (a) **Unauthorized assistance**: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course related material also constitutes cheating. (b) **Communication to another** through written, visual, electronic, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project. (c) **Commercial Use** of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule. (d) **Falsifying** or misrepresenting your academic work. (e) **Plagiarism**: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own. (f) **Multiple Submissions**: Submitting the same academic work for credit more than once without the express written permission of the instructor. (g) **Any student who knowingly helps another violate academic behavior standards is also in violation of the standards**."