Quantitative Methods (POS6746)
Pollock / Fall 2018

Office	302 Howard Phillips Hall
Office hours	MW: 9:00-10:15, 12:30-2:00 and by appointment
Voice	407-823-2608
Email	Philip.Pollock@ucf.edu
Required:	Pollock, *The Essentials of Political Analysis*, 5th edition Pollock, *A Stata Companion to Political Analysis*, 3rd edition

COURSE DESCRIPTIONS

Course catalog description

3 Credit Hours
Class Hours: 3
Lab and Field Work Hours: 0
Contact Hours: 3
Prerequisite(s): Admission to a graduate degree-seeking program or C.I.
Methods of model building and research design, including conceptualization and measurement of political variables; techniques of data collection and quantitative analysis and computer usage.

Course expanded description

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.

STUDENT LEARNING OUTCOMES

- Advanced skills in data description and concept measurement
- Advanced skills in recognizing complex relationships
- Advanced skills categorical data analysis using Stata
- Advanced skills in interval-level data analysis using Stata
- Advanced Stata skill sets in writing and debugging script files

REQUIREMENTS

A. (10 percent). You will ***attend every class***. You will ***contribute to class discussion***. Attendance will not be taken on the following day: Wednesday, November 21.

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

C. (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 19**	Descriptive statistics	2
			Transformations	2
			Bivariate comparisons	2
2	25%	**October 24**	Controlled comparisons	3
			Statistical inference	2
			Measures of association	3
3	30%	**December 5 @ 7 p.m.**	Correlation-regression	3
			Dummies/interaction	2
			Logistic regression	2

GRADING SCALE

Numeric	90-above	87-89	80-86	77-79	70-76	67-69	60-66	59-below
Letter	A	B+	B	C+	C	D+	D	F

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 following 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 24 at 11:59 p.m. **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/

POLICY STATEMENTS

Professionalism and Student Conduct

Students are expected to conduct themselves in a civil and professional manner. Disrupted behavior, profanity, or any other offensive behavior will not be tolerated. **All mobile devices must be turned off and put out of view during class.** Repeated violations of professionalism will result in a reduction in course grade.

Title IX

All UCF students and faculty must strictly adhere to Title IX policies. "Title IX is a federal law that prohibits discrimination based on the sex (gender) of employees and students of educational institutions that receive federal financial assistance. Title IX's prohibition of sex discrimination includes prohibition of sexual harassment and sexual violence. Sexual harassment is unwelcome conduct of a sexual nature and can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, including rape and sexual assault…UCF does not tolerate sex discrimination, sexual harassment or sexual violence of any kind." For more information, see https://letsbeclear.ucf.edu/

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**."

Course Accessibility
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need specific access in this course, such as accommodations, should connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Campus Safety
Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/AEDlocations-UCF (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during

office hours.

- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact me to discuss your circumstances.

FALL 2018 SCHEDULE

Date and Topic:	*Reading: ∞*
Aug22 / Aug29 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.
Sep5 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.
Sep12 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.
Sep19 Bivariate analyses **Exercise set 1 due**	*Essentials*, Chap 3: 58-70 *Stata Companion*, Chap 4
Sep26 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.

Oct3 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.
Oct10 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.
Oct17/24 Statistical significance and measures of association **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.
Oct31 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.
Nov7 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.
Nov14/28 Logistic regression	*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.

Dec5 **Exercise set 3** **due (7 p.m.)**	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.