POS 6746 QUANTITATIVE METHODS IN POLITICAL RESEARCH (83101)
Fall 2019
Tue 6:00-8:50 pm, HPH 310

Office: Phillips Hall 311H
Phone: (407) 823-2608 (Orlando)
Email: barbara.kinsey@ucf.edu
Office Hours: Tuesday Noon-2:00 PM & Thursday 11:00 AM - 1:00 PM;
or by appointment

COURSE DESCRIPTION:

This course places emphasis on the logic of research design and data analysis. Students learn techniques of quantitative analysis, analyze political datasets using statistical software, and develop skills to become practitioners of quantitative methodology and interpret and evaluate quantitative work.

REQUIRED TEXTS:

Philip H. Pollock III. 2016. *The Essentials of Political Analysis*. 5th Edition. Sage and CQ Press

Philip H. Pollock III. 2019. *A STATA Companion to Political Analysis*. 4nd Edition. Sage and CQ Press

RECOMMENDED TEXTS:

Hamilton, Lawrence C. 2013. Statistics with STATA: Version 12. 8th Edition. Brooks/Cole Cengage Learning.

Kennedy, Peter. 2008. A Guide to Econometrics. 6th Edition. Wiley-Blackwell.

SOFTWARE:

We will use STATA in this course. I assume that you have no prior experience with this software. Laboratory sessions will introduce students to the software and provide time to address questions related to lectures and assignments.

COURSE REQUIREMENTS AND GRADING:

Course grades are determined by

a) **Class Participation**: You will ***attend every class*** and contribute to class discussion (10%)
b) **Regular assignments** (25%): To be distributed in class. You will have a week to complete each assignment. Assignments are to be turned in on the day of class by 6 PM. Except for cases involving overriding and well documented personal circumstances, late work will not be accepted.
c) **In-class final exam** (25%) You will answer questions using a dataset provided to you with the exam and STATA to conduct analysis.
d) **Research paper** (40%) (18-20 pages) This is a collaborative project; you will work in a team of three collaborators. You will identify a research question and proceed to design a plan to investigate it. I suggest you pick a research question that is manageable.
A team leader will be designated, and work among team members will be divided as follows: (1) Introduction and Literature Review, (2) Research Design, Hypotheses, and (3) Analysis, findings, and conclusion. Class time will be allocated for *five* team meetings; team members may have additional meetings or collaborate via email.

Your paper should also discuss potential problems encountered in the conduct of the research and the limitations of the research.

The research paper is due on Tuesday, November 26. There will be student **presentations of the papers on Tuesday, December 3**; all members in the team are expected to participate in the presentation of the paper.

(i) Evaluation:
   a. Individual assignment: 25 pts
   b. Paper: 10 pts
   c. Presentation: 5 pts

e) **Extra credit**: This course has an extra-credit assignment: you will take an online quiz of 20 multiple-choice questions. This assignment will be a total of 2 extra points to be added to your final grade.

GRADING SCALE

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

FEDERAL FINANCIAL AID REQUIREMENT: RECORDING ACADEMIC ACTIVITY POLICY

UCF must comply with a federal financial aid regulation that states that in order to receive federal aid, students must be actively academically engaged (according to a federal definition) in each course in which they are enrolled. All faculty are required to document students' academic activity at the beginning of each course. Without verification of this engagement, students will not receive their aid.

In order to document that you began this course, please **complete the canvas assignment** by the end of the first week of classes, or as soon as possible after adding the course, but **no later than August 30**. **Failure to do so will result in a delay in the disbursement of your financial aid.** Failure to do so may result in a delay in the disbursement of students' financial aid or will mean that students will not receive their 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. Please note that no laptops (or substitutes) will be used in class. 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.
If there is anything in the syllabus that is unclear, it is up to the student to contact the professor for clarification. Also, it is the student's responsibility to be informed of any announcements made in class.

ACADEMIC HONESTY

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. 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.
2. 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.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices."

RESPONSES TO ACADEMIC DISHONESTY, PLAGIARISM, OR CHEATING

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, click here.

STUDENT ACCESSIBILITY

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 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. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

CAMPUS SAFETY STATEMENT

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to ucf.edu and logging in. Students with special needs related to emergency situations should speak with their instructors outside of class.

- 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).

VIRUSES

It is important to use a reputable anti-virus program (good ones include McAfee or Norton). **Also, back up your files**: Hard drives do crash and it is really inconvenient when they do. However, this is not a valid excuse for failing to get your work in on time.

E-MAIL PROTOCOLS

Do not expect an immediate response when you send a message. Generally, two days is considered reasonable amount of time to receive a reply. Please note that your professor only checks and answers to e-mails during regular business hours.

In the "Subject" heading include the course ID, *POS 6746.0001* and your *last name*.

COPYRIGHT

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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.

TENTATIVE COURSE SCHEDULE

Note: *This schedule is subject to change depending on the needs of the class. Students are responsible for any changes in syllabus/schedule which are announced in class.*

Week	**Topics Covered:**	**Assignments:**
August 27	Introduction to Course	
September 3	Elements of Research	*Essentials*: Introduction
September 10	Research Design ***MEETING 1******	*Essentials*: Chapter 4 *Stata Companion*: Chapter 1
September 17	Concepts & Measurement	*Essentials*: Chapters 1 Chapter 2, pp. 24-29 *Stata Companion*: Chapter 3
September 24	Sampling ***MEETING 2***	*Essentials*: Chapter 6, pp. 123-129
October 1	Descriptive Statistics	*Essentials*: Chapter 2, pp. 29-43; Chapter 6, pp. 130-133 *Stata Companion*: Chapter 2
October 8	Inference	*Essentials:* Chapter 6, pp. 133-151 *Stata Companion*: Chapter 6
October 15	Hypothesis Testing Error Types ***MEETING 3***	*Essentials*: Chapter 3, pp. 48-58; Chapter 7, pp. 156-165 *Stata Companion*: Chapter 6
October 22	Bivariate Relationships	*Essentials*: Chapter 3, pp. 58-63 Chapter 7, pp. 165-170 *Stata Companion*: Chapters 4 & 7

October 29	Making Controlled Comparisons	*Essentials*: Chapter 5 *Stata Companion*: Chapter 5 **RESEARCH PAPER OUTLINE DUE**
November 5	Correlation Regression Dummy Variables ***MEETING 4***	*Essentials*: Chapter 8, pp. 183-201 *Stata Companion*: Chapters 8
November 12	Multivariate Regression Interaction Terms Multicollinearity	*Essentials*: Chapter 8, pp. 201-208 *Stata Companion*: Chapters 9
November 19	Logistic Regression ***MEETING 5***	*Essentials*: Chapter 9 *Stata Companion*: Chapter 10
November 26		**RESEARCH PAPER PRESENTATIONS** **RESEARCH PAPER DUE**
December 3	***Final Exam***	
December 10	***Extra-credit***	**Online MC Quiz**

****Team Meetings***

JOURNAL ARTICLES TBA

Angrist, Michele. 2012. War, Resisting the West, and Women's Labor: Toward an Understanding of Arab Exceptionalism. *Politics & Gender* 8(1): 51-82

Benmelech Efraim, Claude Berrebi, and Esteban F. Klor. 2010. "The Economic Costs of Harboring Terrorism." *Journal of Conflict Resolution* 52 (2): 331-353.

Biddle, Stephen and Stephen Long. 2004. "Democracy and Military Effectiveness: A Deeper Look." *Journal of Conflict Resolution* 48 (4):525-546.

Chin, Michelle L. and Jon R. Bond, and Nehemia Geva. 2000. "A Foot in the Door: An Experimental Study of PAC and Constituency Effects on Access." *Journal of Politics* 62 (2): 534-549

Delli Carpini, Michael X. and Scott Keeter, "Measuring Political Knowledge: Putting First Things First," *American Journal of Political Science* 37, 4 (Nov 1993): 1179-1206.

Gerber, Alan S., 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.

Hellwig, Timothy and David Samuels. 2007. "Voting in Open Economies: The Electoral Consequences of Globalization." *Comparative Political Studies*. 40(3): 283-306.

Karp Jeffey A., Susan A. Banducci and Shaun Bowler. 2007. "Getting Out the Vote: Party Mobilization in a Comparative Perspective." *British Journal of Political Science* 38: 91-112.

Niven, David. 2004. "The Mobilization Solution? Face-to-Face Contact and Voter Turnout in a Municipal Election." *Journal of Politics* 66 (3): 868-884.

Sides, John, and Jack Citrin. 2007. "European Opinion About Immigration: The Role of Identities, Interests and Information." *British Journal of Political Science* 37: 477-504

Solt, Frederick, Yue Hu, Kevan Hudson, Jungmin Song, and Dong "Erico" Yu. 2017. "Economic Inequality and Class Consciousness." *Journal of Politics* 79 (3): 1079-1083.

Squire, Perevill "Why the 1936 Literary Digest Poll Failed." *Public Opinion Quarterly* 52(1): 125-133.

Yildirim, Murat T., Gülnur Kocapınar, and Yuksel Alper Ecevit. 2019. "Status Incongruity and Backlash against Female Legislators: How Legislative Speechmaking Benefits Men, but Harms Women." *Political Research Quarterly* 1-11