POS 6746.0001. QUANTITATIVE METHODS IN POLITICAL RESEARCH

Fall 2021

LOGISTICS

Class Meetings: Tuesday 6-8:50pm, HPH 310
Professor: Dr. John Hanley
Email: john.hanley@ucf.edu
Office Hours via Zoom: Tuesday/Thursday 12:30-3pm or by appointment.

COURSE DESCRIPTION:

This course places emphasis on the logic of research design and data analysis. Students

- are introduced to the principles of research design
- learn techniques of quantitative analysis
- analyze political datasets using statistical software
- develop skills to become practitioners of quantitative methodology
- learn how to interpret and evaluate quantitative work.

REQUIRED TEXTS:

Philip H. Pollock III & Barry C. Edwards. 2020. *The Essentials of Political Analysis*. 6th Edition. Sage & CQ Press

Philip H. Pollock III & Barry C. Edwards. 2019. *A STATA Companion to Political Analysis*. 4nd Edition. Sage & 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, a general-purpose professional statistical software package for data analysis in class. UCF offers access to Stata via UCF-Apps. If you want to install it on your own PC or laptop, you can purchase the software for 6 months ($94) at:

http://www.stata.com/order/new/edu/gradplans/student-pricing/

COURSE REQUIREMENTS AND GRADING:

Course grades are determined by

a) **Regular assignments** (35%): You will have a week to complete each assignment. Except for cases involving well documented personal circumstances, late work will not be accepted.
b) **Final exam** (25%) An exam and a dataset will be provided to you; you will use STATA to conduct analysis and answer the exam questions.
c) **Research paper** (40%) (15-18 pages) This is a collaborative project; you will work in a team of three collaborators. You will use one of the STATA Companion datasets. Identify a research question and proceed to design a plan to investigate it. I suggest you pick a research question that is well focused and manageable.

   A team member will be designated as 'spokesperson.' The team spokesperson will be well informed of the project progress. Work among team members will be divided as follows: (1) Introduction and Literature Review, (2) Research Design, Hypotheses, and (3) Analysis, findings, and conclusion. Team members are expected to collaborate via Zoom and email. We will set up Zoom meetings to discuss your project and answer any team members' questions.

   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 Friday, December 3. There will be student **presentations of the papers on Tuesday, November 16**; all members in the project 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

d) **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	93.3+	90-93.3	86.7-89.9	83.3-86.6	80-83.3	76.7-79.9	73.3-76.6	70-73.3	60-69.9	Below 60
Letter	A	A-	B+	B	B-	C+	C	C-	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 27**. **Failure to do so will result in a delay in the disbursement of your financial aid.**

STATEMENTS REGARDING COVID-19

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

OTHER POLICIES

If you wish to have an assignment re-assessed due to a possible ***grading error***, it is your obligation to compose a short memo identifying the alleged mistake(s).

Incomplete grades, changes in exam dates, and extensions of written assignments will be approved only by the instructor, and only upon evidence of extenuating circumstances.

Academic Integrity

The Center for Academic Integrity (CAI) defines academic integrity as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action.
http://academicintegrity.org/

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

The following definitions of plagiarism and misuse of sources come from the Council of Writing Program Administrators <http://wpacouncil.org/node/9> and have been adopted by UCF's Department of Writing & Rhetoric.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Misuse of Sources
A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

Responses to Academic Dishonesty, Plagiarism, or Cheating
UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. 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, see http://goldenrule.sdes.ucf.edu/zgrade.
For more information about UCF's Rules of Conduct, see http://www.osc.sdes.ucf.edu/.

Unauthorized Use of Class Materials
There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed

without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Class Notes
Third parties may be selling class notes from this class without my authorization. Please be aware that such class materials may contain errors, which could affect your performance or grade. Use these materials at your own risk.

In-Class Recording Policy
Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed only with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with anyone without the separate written approval of the instructor.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also 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 Statement

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. (Insert class-specific details if appropriate)
- 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). (insert class specific information if appropriate)
- 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 your instructor 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 24	Getting Started	
August 31	Elements of Research	*Essentials*: Introduction *Essentials:* Chapter 1, pp. 1-13 *Essentials:* Chapter 3, pp. 72-82
September 7	Research Design	*Essentials*: Chapter 4, pp. 105-114; 123-126 *Stata Companion*: Chapter 1
September 14	Measurement Sampling	*Essentials*: Chapter 2, pp. 34-39 Chapter 1, pp. 13-26 *Stata Companion*: Chapter 3 *Essentials*: Chapter 4, pp. 114-123
September 21	Descriptive Statistics	*Essentials*: Chapter 2, pp. 39-64 *Stata Companion*: Chapter 2
September 28	Inference	*Essentials:* Chapter 6 *Stata Companion*: Chapter 6
October 5	Hypothesis Testing Error Types	*Essentials:* Chapter 3, pp. 82-85 Chapter 7, pp. 199-215 *Stata Companion*: Chapter 6

October 12	Bivariate Relationships Cross-Tabulations	*Essentials*: Chapter 3, pp. 86-91 Chapter 7, pp. 215-222 *Stata Companion*: Chapters 4 & 7 **RESEARCH PAPER OUTLINE DUE**
October 19	Making Controlled Comparisons	*Essentials*: Chapter 5 *Stata Companion*: Chapter 5
October 26	Correlation Regression Dummy Variables	*Essentials*: Chapter 8, pp. 239-257 *Stata Companion*: Chapter 8
November 2	Multivariate Regression Interaction Terms Multicollinearity	*Essentials*: Chapter 8, pp. 257-271 *Stata Companion*: Chapter 9
November 9	Logistic Regression	*Essentials*: Chapter 9 *Stata Companion*: Chapter 10
November 16	**RESEARCH PAPER PRESENTATIONS**	
November 23	***Thanksgiving, no class***	
November 30	Exam Review	**RESEARCH PAPER DUE** ***December 3, 11 PM***
December 8	***Final Exam Due Wednesday, December 8, 11 PM***	
December 11	***Extra-credit***	**MC Quiz**

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.

Flores-Macias, Gustavo. "The Consequences of Militarizing Anti-Drug Efforts for State Capacity in Latin America: Evidence from Mexico," *Comparative Politics* 51, 1 (Oct 2018): 120.

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.

Hoerner, Julian M., Alexander Jaax and Toni Rodon. 2019. "The long-term impact of the location of concentration camps on radical-right voting in Germany." *Research and Politics*. October-December 2019: 1-8.

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