POS7745.0001: Advanced Quantitative Methods in Political Research
Fall 2021

Thursday, 2pm – 4:50pm EST
HPH O409

Instructor: Dr. Kelsey Larsen
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Office Hours:
- Monday 12pm – 2pm
- Tuesday 1:30 – 2:30pm

You can pre-reserve your Office Hours slots at
https://calendly.com/kelseylarsen/officehours
(see Instructor Contact Information below for more guidance)

COURSE INFORMATION

Course Description:

This course introduces doctoral learners to advanced statistical methods for solving challenging issues in security environments. Students will learn how to appropriately identify, interpret, and execute foundational methods for statistical estimation and inference in the field—including bivariate/multivariate linear and logistic regression models—in addition to developing basic skills in working with time-series, panel, survey, experimental, and other data formats. Students will develop first-hand experience in working with complex datasets within STATA, in addition to honing their skills in communicating complex statistical phenomena for diverse audiences.

Course Objectives:

At the end of this course, students will be able to:
- Identify and execute appropriate statistical techniques for security questions
- Critically analyze existing research in the field
- Apply software programs to analyze empirical data
- Create and clearly communicate foundational empirical conclusions

Required Textbook (hard copy or digital):

- Wooldridge, J. (2019). *Introductory Econometrics: A Modern Approach* (7th edition). Boston, MA: Cengage.

Recommended Textbook:

- Hamilton, Lawrence (2013). *Statistics with Stata: Updated for Version 12* (8th edition). Boston, MA: Brooks/Cole.

Technology Requirement:

In addition to the required text, you will require access to and/or a personal license for STATA, as well as any optional analytic software programs (e.g., SPSS and R/RStudio) you may want to employ. Computers in the HPH O409 Lab are pre-installed with STATA access for learners. Conversely, for those students who prefer downloading a personal copy of STATA directly to their computer, they can do so for approximately $48 through the STATA website.

Graded Assignments:

Class Participation (10%)
Problem Sets (25%)
Exam I (20%)
Exam II (20%)
Data presentation (10%)
Final Project (15%)

Class Participation (100 points):
Students are expected to attend every class session, to have read the assigned readings for a class section before attending that class, and to actively participate in class discussions/engagement opportunities. Class participation will be evaluated based on your completion of the first week academic activity, your active engagement with in-class prompts, your timely submittal of assignments, your completion of a pre-class review, and your participation in group activities.

Problem Sets (250 points):
Learners will be assigned a series of five homework assignments designed to practice the empirical skills learned throughout the course. The problem sets will involve a mix of analytical and communication-related practice exercises, to be completed and submitted to Webcourses@UCF by the deadlines specified. The instructor will provide detailed information about the instructions and expectations in each assignment.

Exams I and II (200 points each):
Learners will complete two exams, designed to assess their understanding of the lectures, readings, and practice exercises. The exams will consist of similar questions to the problem set assignments, with detailed information on the formats and materials to be provided by the instructor in the weeks prior to each scheduled exam.

Data Presentation (100 points):
Throughout the course, students will apply the knowledge and skills they are gaining to develop and execute their own original empirical analysis project (see below). This process will culminate in a 15-20 minute briefing presentation to the class at the end of the semester, wherein they will clearly communicate their research question as well as their

findings/conclusions, in addition to taking questions from the class. More detail will be provided throughout the course.

Final Project (150 points):
Throughout the course, students will apply the knowledge and skills they are gaining to develop and execute their own original empirical analysis project. Specifically, they will formulate research questions of interest, survey related literature, locate appropriate data sources, design a research methodology, use class tools to evaluate the nature of the relationship, and form conclusions about their topic of interest. They will then prepare a final project containing this overarching research and submit it to Webcourses@UCF by the appropriate deadline. The final project should cite at least 10 peer-reviewed sources on your topic of interest (APA format), and should be between 2500-4000 words in length. Most information will be provided in the weeks prior to the deadline.

Grading Scale

Letter Grade	Percentage	Total points
A	93%-100%	925- 1000
A-	90-93%	895 - 924
B+	87-89%	865 - 894
B	84-86%	835 - 864
B-	80-83%	795 - 834
C+	77-79%	765 - 794
C	74-76%	735 - 764
C-	70-73%	695 - 734
D+	67-69%	665 - 694
D	64-66%	635 - 664
D-	60-63%	595 - 634
F	0-59%	0-594

Instructor Contact Information

Office Hours will be held every Monday from 12-2pm EST and every Tuesday from 1:30-2:30pm. While we continue to adapt to COVID-19, the format will primarily be via Zoom (with the option to attend in person. If you do attend in person, please consider socially distancing and wearing a mask—our offices are tightly stacked, and I want to keep you safe).

It's highly recommended you reserve your Office Hours slot ahead of time to avoid having to hang out endlessly in the waiting room. Reservations are easy: First, visit https://calendly.com/kelseylarsen/officehours. Then, it's a simple two-click process:

- Select the time/date you'd like to meet and click 'Confirm.' Don't see a time available? That means it's already filled up, so see if you can find another that works.
- Enter some basic details: your name/email, what you're hoping to chat about, and the format you'd prefer to meet in.
- Once your details are entered, click 'Schedule event.' You'll receive an email invitation with your personal Zoom link (if applicable), and your dedicated meeting time will be all locked in!

Please limit yourself to no more than 2 reservations during a given session, to be sure everyone gets their questions answered. If you feel like you'll need more time than that or have other scheduling concerns, contact Dr. Larsen directly to make an appointment.

Of course, you can also message the instructor with questions/concerns anytime-- Dr. Larsen pledges to respond to you within 24 hours during the week and 36 hours on weekends. Pro tip from her to you: Emails often get responded to around the 5pm hour (so if you submit before then, you might get a faster response!).

COVID-19 GUIDANCE

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines. Masks are required in approved clinical or health care settings.

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.

Students who believe they may have been exposed to COVID-19 or who test positive must 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 COVID-19 or have tested positive for COVID-19. Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

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.

UNIVERSITY POLICIES: GENERAL

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-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.
8. Soliciting assistance with academic coursework and/or degree requirements.

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*<https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: talk to your instructor, make a plan, take a compromise rather than a shortcut.

Please note: Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, et cetera. Just because you may not be in a formal classroom setting while taking a quiz or test does not mean that the completion of graded work should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- **Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.**
- **Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.**
- **The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.**
- **Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.**

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

Course Accessibility:

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations 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). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety:

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Deployed Active Duty Military:

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Authorized University Events/Co-curricular Activities:
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Religious Observances:
Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.

Copyright:

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Technology Requirements:

You will be expected to have daily access to the internet and email, given that important course assignments and announcements will be delivered via Webcourses@UCF. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. Students are also required to use the Canvas communication tools or their Knight's email account to communicate with the instructor; please note that if you use a personal email account, it may be designated as spam.

Academic Engagement Requirement:

All instructors/faculty 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 Webcourses@UCF quiz in the course site by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

COURSE SCHEDULE

The following schedule offers an approximate guide to topics/readings, but is subject to amendment with advance notice.

Date	Topic	Readings	Important Notes
26 August	Course introduction	- (Optional) Kastellec, J. & Leoni, E. (2007). Using graphs instead of tables in Political Science. *Perspectives on Politics 5*(4), 755-771. - (Optional) Schrodt, P. A. (2014). Seven deadly sins of contemporary quantitative political analysis. *Journal of Peace Research*, *51*(2), 287-300. [Webcourses@UCF]	
02 September	No class (University Special Event)	- None	
09 September	Uncertainty, Inference, and Hypothesis Testing	- Wooldridge Chapter 1 - Wooldridge, Refresher C	HW#1 due 9/9 at 11:59pm EST
16 September	The Linear Model pt. 1	- Wooldridge, Chapter 2 - Valentino, N. A., Neuner, F. G., Kamin, J., & Bailey, M. (2020). Testing Snowden's Hypothesis Does Mere Awareness Drive Opposition to Government Surveillance?. *Public Opinion Quarterly*, *84*(4), 958-985.	
23 September	The Linear Model pt. 2	- Wooldridge Chapter 3 - Calderaro, A., & Craig, A. J. (2020). Transnational governance of cybersecurity: policy challenges and global inequalities in cyber capacity building. *Third World Quarterly*, *41*(6), 917-938. - Dyrstad, K., Bakke, K. M., & Binningsbø, H. M. (2021). Perceptions of Peace Agreements and Political Trust in Post-War Guatemala, Nepal, and Northern Ireland. *International Peacekeeping*, 1-26.	HW#2 due 9/23 at 11:59pm EST

30 September	Dummy Explanatory Variables and Interaction Terms	- Wooldridge Chapter 6-2c - Brambor, T., Clark, W. R., & Golder, M. (2006). Understanding interaction models: Improving empirical analyses. *Political analysis*, *14*(1), 63-82.	
07 October	Heteroskedasticity, Multicollinearity, and Other Things to Consider	- Wooldridge Chapter 8	HW#3 due 10/7 at 11:59pm EST
14 October	EXAM 1	- None	EXAM 1 due at 5pm EST
21 October	Dummy Dependent Variables	- Wooldridge Chapter 7-5 - Steinert, J. I., & Grimm, S. (2015). Too good to be true? United Nations peacebuilding and the democratization of war-torn states. *Conflict Management and Peace Science*, *32*(5), 513-535	
28 October	Introduction to Panel and Time-Series Data	- Wooldridge Chapter 10 - Wooldridge Chapter 13	
04 November	Surveys, Experiments, and Alternative Methods	- Baele, S. J., Lewis, D., Hoeffler, A., Sterck, O. C., & Slingeneyer, T. (2018). The ethics of security research: An ethics framework for contemporary security studies. *International Studies Perspectives*, *19*(2), 105-127. - Blaydes, L., & Gillum, R. M. (2013). Religiosity-of-interviewer effects: Assessing the impact of veiled enumerators on survey response in Egypt. *Politics and Religion*, *6*(3), 459-482 - Ward, M. D., Stovel, K., & Sacks, A. (2011). Network analysis and political science. *Annual Review of Political Science*, *14*, 245-26 - Grimmer, J., & Stewart, B. M. (2013). Text as data: The promise and pitfalls of automatic content analysis methods for political texts. *Political analysis*, *21*(3), 267-297.	HW#4 due 10/28 at 11:59pm EST

		- Thompson, S. (200) "'That is not what we authorized you to do...': Access and government interference in highly politicized research environments" in *Surviving Field Research: Working in Violent and Difficult Situations* (Sriram, C.L., King, J.C., Mertus, J.A., Martin-Ortega, O., & Herman, J., eds.). New York: Routledge. pp. 108-123	
11 November	No Class – Veterans Day (US Holiday)	- None	
18 November	EXAM 2	- None	EXAM 2 due at 5pm EST
25 November	No Class – Thanksgiving (US Holiday)	- None	
02 December	Data Presentations	- None	HW#5 due 12/2 at 11:59pm EST
09 December	**Final Project due to Webcourses@UCF by 11:59pm EST**		