POS 3703
SCOPE AND METHODS OF POLITICAL SCIENCE

FALL 2025
TU-TH, 12:00 PM – 1:15 PM
HPH 310

Professor: Dr. Drew N. Lanier	**Office Hours**: TR 09:30 am-11:30 am, or 1:30pm-3:00 pm; *or by app't; Zoom capability available, too, via appointment*
Office: Phillips Hall 302O	
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"The messier the data are, the better the statistician needs to be, and in political science, our data are very messy" — Prof. Matt Lebo, SUNY, Stony Brook	*"When you cannot measure, your knowledge is meager and unsatisfactory"* — Lord William Kelvin (inscription found atop the Social Science Research Building at the University of Chicago) (Pritchett 1948, xi).

COURSE OBJECTIVES AND GOALS:

This course is an **intensive examination** of the breadth of the field of political science and the methods that political scientists use to examine political phenomena. Why do two countries go to war? Why do justices on the U.S. Supreme Court decide the way that they do? Why do voters in elections choose the candidates whom they do? These, and many others, are questions involving politics and portend the explanation of political phenomena.

"Politics," according to David Easton (1965), is the authoritative allocation of values and resources. Scholars of politics, then, seek to describe, explain and predict various political phenomena through customary and traditionally understood methods of theoretically-based inquiry. In this course, students will be exposed to these methods, and try their hand at formal political analysis, as it is understood in the discipline. Students will learn why political science deigns to call itself a "science" and come to understand what it means to study politics in a scientific manner. They will see how political scientists complete real research and how they communicate those findings in a transmissible and understandable way. They will learn how to analyze data and how to measure political phenomena.

Overall, there are several goals of this course:

- Students who successfully complete the course will acquire a **better knowledge of the discipline** of political science, the broad subfields of the field of study, and the ways by which political scientists go about their research;

- Students who successfully complete the course will **understand the elements of the scientific approach** and how they apply to the **systematic study of politics**.

- Students who successfully complete the course will have a **better understanding of research methods**, from data collection to research design to statistically analyzing data and reporting one's results, as they apply to political analysis;

- Students who successfully complete the course will be **better consumers of political information**, which will help them better grasp the concepts of other, upper-level courses in the discipline in addition to helping them understand the political world that surrounds them;

- Students who successfully complete the course will have a **good understanding of the rudiments of using statistical computing programs**, such as Stata, and **how to interpret the results** that are obtained to generalize such findings to other theoretical settings and contexts.

NATURE OF THE COURSE

This course will be unlike many others that you have taken. It deals with new and unfamiliar terminology and ways of thinking about the political world. We focus here on the methods that political scientists laboring in many of the subfields in the discipline use to accumulate knowledge. While it will refer to substantive findings in several areas, such information acquisition will not be the focus of the course. Rather, we will examine the ways by which that substantive knowledge was acquired, tested and communicated to the scholarly community.

Accordingly, some students may enter the course with a deep sense of dread or trepidation about the nature of the course and its demands. To be sure, such respect for the course is beneficial as it sharpens your attention to the course requirements. However, merely because you may fear the course should not be sole reason to avoid it. Instead, students should confront that fear that comes with undertaking new activities, overcome it and then enjoy the new-found feeling that comes with knowing that you have conquered some new endeavor without fleeing in panic, overwhelmed with anxiety. This is a skill that will benefit students many times over during their lives, I assure you. Moreover, students will come to realize that knowledge is empowering; that is, one does not take as given information that is provided by others without their explaining the exact nature of that information as well as how it was collected and analyzed. In addition, students will learn how to conduct their own research that can withstand the scrutiny of others who are similarly openly skeptical of reported findings. This is the way of the real world as it applies to political research. It is a daunting, but fun endeavor.

Thus, wise students must approach this course like they have none other:

- **carefully read the assigned material prior to your coming to class** (I assume that you have done so when lecture begins and I personally question you to determine your level of knowledge and understanding of the day's material);
- **follow the instructions precisely**;
- **do all of the homework exercises** (they are good practice for the exam; in this course, the more practice, the better);
- **anticipate problems** in completing the course requirements;
- and, above all, **ask questions** when one does not understand a concept or idea. *This is especially the case in Scope and Methods*, which has a significantly higher failure rate among students.

REQUIRED AND RECOMMENDED TEXTS AND MATERIALS

Required Books

Hoover, Kenneth and Todd Donovan. 2013. *The Elements of Social Scientific Thinking*. 11th ed. Belmont, CA: Thomson/Wadsworth. ISBN 978-1-13360-767-0. This is available on Canvas Reserves.

Pollock, Philip H., III, and Barry C. Edwards. 2020. *The Essentials of Political Analysis*. 6th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-5063-8961-4.

Pollock, Philip H., III, and Barry C. Edwards. 2024. *A Stata Companion to Political Analysis*. 5th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-0718-1504-5. **BUY ONLY NEW COPIES OF THIS TITLE. DO NOT BUY USED COPIES AS THEY WILL LIKELY HAVE SOME OF THE PAGES MISSING.**

Required Materials

Students will need a **basic calculator** that performs the following functions: addition, subtraction, multiplication, division, squaring of variables, square root and natural log. One may be purchased at Walgreens or similar store; students do not need a highly complex instrument. Bring it, along with the other course materials, to class each day as it will be used to work problems assigned in class and on the tests. Such calculators may be used during the in-class exams, but **cell-phone based calculators will NOT be allowed**.

In addition, students must purchase a **pack of Scantrons** (**Form No. 209161**), which are strawberry in color and bear the UCF logo. These will be used during the four course exams administered across the term. No other form is acceptable. If you nevertheless attempt to submit an exam with another form of Scantron, your exam WILL BE REFUSED. You may obtain these free of charge in the Student Government Association office located in the Student Union.

Also note that Pollock and Edwards's *Companion* does not contain the Stata program itself. One must either find that in one of the general access computer labs, find it at https://ucfapps.cloud.com/Citrix/StoreWeb/#/apps/all/static/All/ or purchase some version of Stata. The *Companion* describes the steps to download the data that are then loaded into Stata separately to complete the required assignments.

Stata offers students a discounted rate for temporary periods of use. You may find details about that offer here: https://www.stata.com/order/new/edu/profplus/student-pricing/. I would highly recommend that you invest in this option ($48.00) that will save your enormous amounts of time and frustration.

WEB RESOURCES

Canvas Site – Course Management Software

The Course has a WebCourses site associated with it. It is an innovative technology that allows the students to interact with each other, post messages to a common bulletin board, take quizzes, and many other tasks that facilitate comprehension of the course material and collaborative learning among the course's students in a student-centered context. This site, however, is a password-protected domain. A more thorough discussion of

this course tool as well as how to navigate through it will be offered in class. Navigate to it via your my.ucf.edu login, find the course in the Online Course Tools Tab and the Webcourses@UCF Pagelet and then enter your PID and password.

https://ucfapps.cloud.com/Citrix/StoreWeb/#/apps/all/static/All/

UCF has now made available online access to a number of commonly-used programs, including Stata (the statistical package that we will use this semester). Navigate to the above address, download the Citrix app, enter your NID and associated password, and then locate and open Stata. The *Companion* provides you detailed, step-by-step directions as how to operate and use Stata. A brief introduction and handout are offered at the beginning of the course. You will need to install a small installation tool (Citrix Receiver), allow it access to your device and then add the Stata program to your personal apps page.

Technical Assistance: with a course with some technological aspects to it, there are inevitable technological problems that usually occur at the last minute (**hint: don't wait to the last minute**). If such problems occur, the professor is **not** your point of contact; he possesses very limited technical knowledge. Rather, students should contact Online@UCF Support at (407) 823-0407, webcourses@ucf.edu, or submit a question via https://online.ucf.edu/support/. There are as well many self-help online course resources on the Learn Online Website. You may also wish to post a question to the many HELP! Discussion Fora within the course Canvas site itself.

What I Expect of You

- Familiarize yourself **early in the semester** with the technology required and utilized in the course. If you encounter trouble, seek assistance from your fellow students or me.
- Complete the assigned reading for each week **by the beginning of class** for which the material is assigned.
- Complete and submit all course assignments on time.
- Check your e-mail and Canvas **at least twice a week**; more often is better.
- Update your e-mail address in a timely manner if it changes during the semester on the class student list and notify me of such changes.
- Notify me if there are any unforeseen problems, such as personal or family emergencies, in submitting assignments within the requirements of the course.
- Actively participate in the learning process. By doing so, you will learn the material on a deeper level.
- Ask questions if you are unsure of something, whether to your fellow students or to me.
- Keep up to date with current political events by reading a good newspaper and watching politically relevant TV/Online programs.
- Follow course protocols and other requirements of the syllabus.
- Anticipate problems/delays in navigating to the various websites referenced in the modules. Plan ahead for problems.
- Work ahead and stay ahead of the syllabus.
- To learn and have fun at the same time (yes, it *is* possible!).

What You Should Expect From Me

- To be fair, honest, equitable, and consistent with grade assessment.
- To be polite and courteous in my reply to your questions.
- To return submitted coursework back to you graded in a timely fashion.

- To be reasonably available for consultation and advisement about the course or any other academic matters.
- To make your learning experience as beneficial and enjoyable as possible.
- To learn with you and have some fun at the same time.
- To respond to your e-mail messages within 24 business hours of its being sent.

COURSE REQUIREMENTS

Mandated Documentation of Course Attendance

As of fall 2014, all faculty members are required to document students' academic activity at the beginning of each course in order to comply with federal regulations involving student financial aid. In order to document that you began this course, please complete the **self-introduction assignment**, on the Canvas Discussion board, by the end of the first week of classes, or as soon as possible after adding the course, but no later than **Friday, August 22, 2025**. Failure to do so will result in a delay in the disbursement of your financial aid (adapted from a draft statement from Academic Affairs Office, UCF).

Read

Although it may sound obvious, one way to SUBSTANTIALLY increase one's understanding of the course (and, therefore, your final course grade) is to READ THE ASSIGNED MATERIAL. Many students simply listen to the lectures and hope that such effort will be enough to see them through the tests. Such will not suffice especially in this course as it is a HANDS-ON EXPERIENCE, where much of the learning is by doing. In order to comprehend more fully the class discussion, one should carefully read the daily assignment BEFORE COMING TO CLASS AND HAVE CONSIDERED ITS IMPLICATIONS. *This is especially the case in Scope and Methods*, where the course material is not self-evident much of the time.

Class Participation (10%)

To help you better understand the course material, class topics will be discussed using a combination of lecture and the Socratic Method, in which the instructor and the student engage in a question and answer sequence so as to explore the issue discussed thoroughly as well as to develop in the student the ability to analyze issues. Students are expected to read and prepare for discussions. Be advised that the points associated with class participation are NOT points that I simply give to students as result of consistent class attendance. If one simply sits in class and do not inject oneself into the conversation, the student will receive very few points for this component of the course. Not only must the student at least attempt to answer the questions that I put, one must actively participate to receive most of the points for participation. I value quantity and quality for this component of the course grade.

Moreover, class participation involves the completion of several in-class assignments, which are designed to emphasize the skills, concepts and ideas discussed extensively in lecture. **Forthright and honest completion of them will help you understand the topics more fully**. *This is especially the case in Scope and Methods*. While their completion is considered as part of the Class Participation points' allocation, they also help you understand the concepts and ideas that will likely appear on the exams. Class participation is worth ten (10) percent of your final grade.

Tests (3 at 15% each; 45% total)

Each of the three course exams in the course is worth 100 points; they are composed of 40 multiple choice questions, keyed to the concepts covered in the course. **They are each noncomprehensive**, although (to some extent) the material builds throughout the course. These are challenging exams, not for the faint hearted. *This is especially the case in Scope and Methods*. Each is worth 20 percent of the final course grade, for a total of forty-five (45) percent drawn from performance on exams.

No make-up exams will be allowed absent verifiable, documented, exigent (i.e., truly emergency, Act of God) circumstances. You MUST contact me before an exam if you know you will miss it and explain the **truly compelling situation** that prevents you from taking the exam as scheduled. My office phone has voicemail if I am away from my desk. Leave a message if you do not speak to me directly. If you do not speak to me or leave a message indicating your failure to take the exam as scheduled, I will look *very disfavorably* upon your request to take a make-up exam. There are *absolutely NO excuses* for missing an exam and not contacting me in advance. Unexcused exams will receive a failing grade (0 points).

NO STUDENT WILL BE PERMITTED TO TAKE THE EXAM AFTER THE FIRST STUDENT HAS FINISHED AND SUBMITTED IT TO ME.

FURTHERMORE, TURN OFF ALL ELECTRONIC DEVICES DURING THE EXAM. IF A STUDENT EVEN TOUCHES AN ELECTRONIC DEVICE (OTHER THAN THE REQUIRED BASIC CALCULATOR MENTIONED ABOVE), THAT STUDENT WILL AUTOMATICALLY FAIL THE EXAM. Do not test me on this provision. I, sadly, have had to implement it in past terms.

Analytical and Stata Assignments (25%)

The third formal component of the course is the completion of several analytical and Stata assignments given throughout the term, the latter of which are available in the *Companion*. The first of them is available on the Canvas site for the class. These exercises enable students to acquire hands-on experience with data analysis and how to obtain estimates of many political phenomena of interest to political researchers. Problem sets are particular important in giving students practical experience in working with difficult, opaque concepts. *This is especially the case in Scope and Methods*. The more practice, the better just as any sports team or athlete will tell you. A more thorough discussion of the assignments and the software needed to complete them will be offered in class.

Across the term, students are required to submit eight (8) of these assignments. Your lowest score for them will be dropped and the remaining seven (7) will be averaged into twenty-five (25) percent of your grade.

I DO NOT ACCEPT LATE ASSIGNMENTS. PLAN YOUR PREPARATION AND ASSIGNMENT SUBMISSION ACCORDINGLY. ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS (I.E., 12:00 pm/noon). If you come to me with an exotic tale of woe about your not submitting your assignments on time, I will nod relatively sympathetically and then point to this warning.

Furthermore, note that Stata is the actual statistical software for the course. The *Companion* provides data ONLY. One will need to locate the software in one of the general access computer labs on campus, including PH 310, or on the UCF Apps address provided above, or purchase a personal copy of the program.

The following are rules regarding the analytical and Stata assignments that MUST be followed:

- If you submit a physical copy of any assignment, they must be **stapled individually once in the upper left-hand corner** of the page. Do not dog-ear, paper clip or fasten your assignments other than as described above. Assignments that do not comply with these requirements will be penalized.

- **Non-word processed (i.e., handwritten) analytical assignments will <u>not</u> be accepted**. This requirement does not apply to the assignments required from the *Companion*.

- **Place your name** on each assignment.

- Unstapled briefs, and those without student names, will be **penalized** by one letter grade for each violation.

- **Work alone on each of the assignments. Do not work in groups.** The work must represent YOUR effort, not that of others, just as you will encounter on the course exams. Failing to abide by this rule constitutes plagiarism and will be dealt with vigorously (*see* statement below regarding plagiarism).

<u>Research Paper</u> (10%)

You are required to draft and submit a research paper (approximately five (5) to seven (7) pages in length, double-spaced, excluding the cover page and references) that examines some political behavior of interest. It must contain hypotheses connecting a dependent variable with at least two independent variables and how the researcher seeks to explain the political behavior of interest. You may use the data contained in the Companion to assist you with these analyses. More on this assignment later.

<u>Daily Survey</u> (10%)

This portion of your grade includes then (10) percent for the completion of the **daily survey**, allocated based on the proportion of surveys that you complete throughout the term. Completing the daily surveys is a good way to check your comprehension of the day's material, and it is an easy way to earn points for the final course grade. Ignoring them is dangerous to your understanding (and your final course grade).

The following are regulations regarding the daily surveys that must be followed:

- **If you do not attend class on a particular day FOR ANY REASON IMAGINABLE, you may NOT complete the survey for that day as you cannot logically answer the questions posed**. If you nevertheless attempt to do so, I will mark it as if you did not.

- **Do NOT submit blank responses for the daily survey**. **Repeated violation of this rule** will result in the entire class's being required to send survey responses to me through my UCF email account. Once again, past classes have tested me on this and I have been forced to implement this rule, which is quite troublesome for instructor and students alike.

- **Failing to complete even a small number of the daily surveys will negatively affect your final course grade.**

- **Surveys are due by 8:00 am on the following lecture day.** For example, if we have class on Tuesday, then the survey for that class is due by Thursday at 08:00 am. If we have class on Thursday, then the survey for that class is due by the following Tuesday at 08:00 am. Days on which we have tests scheduled or days on which there is a University holiday are not "lecture days."

COURSE POINT ALLOCATION

In calculating final course averages, the *only* rounding will be up from 0.5 below the grade required in the professor's sole professional discretion. I give you opportunities to earn points *all semester long*. Do not expect that I will give you any more points at the end of the term. I interpret this clause very stringently.

COMPONENT	WEIGHT
First Exam	15%
Second Exam	15%
Final Exam	15%
Daily Surveys	10%

COMPONENT	WEIGHT
Class Participation	10%
Analytical and Stata Assignments	25%
Research Paper	10%

GRADING SCALE (as a Percentage of Total Points)

GRADE	PERCENTAGE
A	100-90
B+	89-87
B	86-80
C+	79-77
C	76-70
D+	69-67
D	66-60
F	59 or less

Those students who have an "A" (as that is defined in this document) immediately prior to the Final Exam are exempt from taking the Final Exam PROVIDED THAT THEY HAVE COMPLETED ALL OTHER ASSIGNMENTS (I.E., YOU MAY NOT HAVE ANY 0s FOR MISSED OR UNSUBMITTED ASSIGNMENTS).

COURSE POLICIES (aka My Pet Peeves)

There are several points you should note.

No Excuses

First, this class operates under a "No-Excuse" policy. It is incumbent upon students to be individually responsible for the notes given in the unlikely event that class is missed. If you miss class, you NEED NOT inform me about it. If you do inform me of your impending absence, you are NOT thereby immunized from the terms of the syllabus. Because this course is an upper-division class, you will quickly learn that if you intend

to pass, you should plan on regularly attending class, keeping up with the lecture, and completing the assignments as they are given. These activities are especially important in this course, *Scope and Methods of Political Science*.

Seating Chart

Second, shortly after the course begins, I send around a seating chart to facilitate learning names and the Socratic Method. I will quickly learn your last names (which is the manner by which I address you). Please decide where you would like to sit within the first few days of class. If you have vision difficulties, please situate yourself accordingly, as I use the visual display extensively.

Accommodations for Physically Challenged Students

Third, if you are physically challenged, every attempt is made to accommodate your learning needs. See me by the end of the first week of class so that we can make appropriate arrangements. This class operates in accordance with the Office of Student Disability Services here at the University and federal guidelines governing the *Americans with Disabilities Act* (1990).

Plagiarism and Cheating: Don't Let it Happen to You!

Fourth, please consult the policy regarding plagiarism and cheating which is attached. Each of you must review the University policy on the penalties for plagiarism. Almost every semester, one or more students appropriates the published work of someone else, and I have had the unfortunate responsibility of failing those students and seeking disciplinary action against them. You are on notice that I have failed students because they decided to risk their academic careers by choosing the easy way out.

Caveat Emptor

Fifth, this is an upper division course with correspondent responsibilities for you. I expect that you will devote for this course alone ***several hours per week outside*** of class studying, reading, and meeting with other students to discuss and review the course material. **This is a difficult course**. If you are not at least a sophomore and one who has a sincere interest in understanding the scientific study of politics, you should seriously consider withdrawing from the course and taking it once you attain that status. *This is especially the case in Scope and Methods*.

Socratic Method as a Pedagogical Modality

Sixth, class topics are discussed using the Socratic Method. This means that you are expected to answer questions about the text and material that we have covered in class AND TO HAVE THOUGHT ABOUT ITS IMPLICATIONS. You will quickly learn that one of my favorite questions is, "what does that mean?". You are expected to read and prepare for discussions. This course is not a spectator sport – meaning that students to do well must immerse themselves in it. I assume that the reading for the day will be done for the day that it is assigned. LEARN TO PACE YOURSELF ACCORDINGLY! *This is especially the case in Scope and Methods*.

Respect for Colleagues and Their Comments

Additionally, you are on notice that this course sometimes engages in difficult discussions about our political leaders. Hopefully we will have intelligent discussions regarding the concepts involved in the course. Above all, everyone will have the right to express their informed beliefs freely and openly without fear of reprisal from other students or myself.

Attendance

Seventh, I do not have a mandatory attendance policy. However, I send around attendance sheets at the beginning of each class so I know who has attended class, and so I can gauge your class participation even if you do not speak in class. Persons who are "borderline" in their grades *may* receive the "benefit of the doubt" in the final computation of grades if they have frequently attended class. It is YOUR responsibility to sign the attendance sheet. The sheet is sent around at the beginning of each class. If you are late, you must see me after class to sign it; otherwise, I will not give you the "benefit of the doubt." You are responsible for announcements made in class and changes to the course syllabus and expectations even if you are absent when such announcements are made. *This is especially the case in Scope and Methods*.

Word Processing Required

Ninth, all assignments (with the exceptions of exams and quizzes done in class and the Stata exercises) must be typewritten or word processed. If you do not know how to use a computer or word processor, it is strongly recommended that you learn to do so. If you are concerned about this, please see me. Numerous tutorials are available on campus to assist you. You should allocate enough time for printer cartridges to run dry and dogs to eat papers and computer disks! You laugh, but trust me: I have heard every excuse in the book! Late assignments will receive reduced grades at the rate of one letter grade per calendar day late or part thereof.

Duplicates of Assignments

Tenth, while I have never lost an assignment, I require that you make copies of all work submitted to me in the unlikely event that something should happen. In the event that I should need a copy of the assignment, and you are not able to provide it, you will not receive credit. Even after I have returned materials to you, please retain the work until after you have received your grade from the Registrar. This protects you from any possibility that you might receive an erroneous grade.

Technological Tools

Eleventh, I require that everyone learn how to use e-mail and the technological tools associated with the course. They can facilitate your comprehension of the course material. I have found that this encourages students to communicate with me about questions you may have regarding the material discussed in class. You are responsible for any assignments or other information that I distribute on the course's associated web sites or via email. If you already have an e-mail account (either through the University or a commercial server), please do not sign-up for an additional account, but give me your address. You should check your mail on a regular basis as I post any changes about class assignments to your account and/or to the course-associated web site. If your email address changes during the semester, you MUST NOTIFY ME. This is a course requirement.

Classroom Decorum

(1) Because it is disruptive to everyone to have students arrive late and/or leave early, *you must be on time for every class and you are expected to remain in class until the period is completed*, unless there are extraordinary circumstances (*e.g.*, you are about to become ill on the person in front of you) or you have informed me of your *urgent need* to leave before the period ends. "Urgent need" does not include job-related responsibilities or issues. How would you act once you manage to find a job in the "real world"? Would you arrive late or leave early? Submit assignments and reports late? Act in a disruptive manner? Act professionally now and it will be easier to transition later to the professional world.

(2) Do not talk (even in a whisper) with any of your neighbors. It disturbs them and it disturbs me. If you are talking, I presume you have a question about the material and I will ask you about it.

(3) Do not listen to an any electronic device, read a newspaper or other material not previously assigned for class. If you do so, you will be counted ABSENT FOR THE DAY. Repeated violation of this rule will result in a grade of WF or F.

(4) PLEASE SILENCE YOUR CELL PHONES AND/OR OTHER ELECTRONIC DEVICES. Repeated violation of this rule constitutes "continuous unruly behavior." (*See* Classroom Decorum Policy No. 5 below).

(5) Continuous unruly behavior will result in a grade of WF or F. An example of this is the persistent discourtesy of talking in class while someone else (including the instructor) is doing so. The classroom is not a living room, in which one talks during a television show. If you wish to talk, absent yourself from class with the appropriate diminution of your class grade.

Time-Sensitive Communications and Assignments

In past semesters, some students have had difficulty submitting assignments to me by the due date and time. This difficulty arises, in part, from their reliance on email and other technologies beyond their control. Accordingly, for time-sensitive communications, send me a message through the Canvas Mail tool, contact me on the telephone, or see me in person during office hours. *This is especially the case in Scope and Methods*.

Best Allies

Your best allies in helping you make it through this course unscathed are those sitting around you. They will help you understand the material better, and you will do the same for them. By teaching the material to fellow students, one begins to truly understand the concepts and ideas discussed. The learning process begins with teaching. *This is especially the case in Scope and Methods*.

Syllabus NOT a Contract

Finally, this syllabus is not deemed to be a contract. I reserve the right to change any of the exam times or assignments by providing you with a forty-eight hour notice of such changes. Such changes are announced in class, sent on e-mail and/or posted on the Canvas site. Therefore, you are responsible for any changes that may occur during the course of the session. If you are late, you should check with your classmates about the missed material. As such, your absence in class is not deemed a sufficient excuse as to why work is incomplete.

In the event that the University administration closes school for any reason (*e.g.*, hurricane), any assignments or examinations that were scheduled on the day of the canceled class will be due at the next regularly-scheduled class meeting once the University re-opens.

TENTATIVE COURSE SCHEDULE, TOPICS AND ASSIGNMENTS

H&D = Hoover and Donovan's *The Elements of Social Scientific Thinking* (11th ed. – Canvas Reserves)
Essentials = Pollock and Edwards's *The Essentials of Political Analysis* (6th ed.)
Stata = Pollock and Edwards's *A Stata Companion to Political Analysis* (5th ed.)

DATE/WEEK	TOPIC	READINGS	ASSIGNMENT
Aug. 18–Aug. 24	Course requirements Brief Introduction to Stata The Scientific Method Studying Politics Scientifically A Brief History of the Scientific Study of Politics	**Syllabus and Attachments** H&D, Chapts. 1 (Reserves) Essentials, pp. xxi-xxv Stata, pp. xiii-xv, 1-5 Carlson and Hyde, Chapt. 1, "How Do We Know What's True?" (Reserves)	**Self. Intro** (*due Fri.., Aug. 22 by 11:57 pm on Canvas*)
Aug. 25 Aug. 31	The Research Process (Deduction, Induction and Theory-Building) Concepts and Operational Definitions Measurement Validity	H&D, Chapts. 2 and 5 (pp. 78-84) Essentials, Chapt. 1 Stata, Chapt. 1	**Assignment 1:** Distinguishing Empirical from Normative Statements (*due Thurs., Aug. 28 by 12:00 pm/noon*)
Sept. 1–Sept. 7	Concepts and Operational Definitions Measurement Validity Reliability of Measures of Political Phenomena	H&D, Chapt. 3 Essentials, Chapt. 2	
Sept. 8–Sept. 14	Types of Data Levels of Measurement (NOIR) Types of Research Designs	Essentials, Chapt. 4 Stata, Chapt. 2	**Assignment 2**: Stata, Chapt. 2, exercises 1- 5 (*due Tues., Sept. 9 by 12 pm/noon)*
THURS., SEPT. 11	***** TEST I *****		
Sept. 15–Sept. 21	Explanations and Hypothesis Testing Null and Alternative Hypotheses The Ecological and Individual Fallacies	H&D, Chapt. 4 Stata, Chapt. 2	
Sept. 22-Sept. 28	Using and Interpreting Descriptive Statistics Describing Variables Frequency Distributions and Tables Measures of Central Tendency (3Ms) Measures of Dispersion Standardized Scores (*z*-scores)	Essentials, Chapt. 3 Stata, Chapt. 4	**Assignment 3**: Stata, Chapt. 4, Exe. 1-5 (*due Tues., Sept. 23 by 12 pm/noon)*

DATE/WEEK	TOPIC	READINGS	ASSIGNMENT
Sept. 29-Oct. 5	Bivariate Analyses Making Comparisons Cross-Tabulations and their Interpretation Graphical Analysis	Essentials, Chapt. 5 Stata, Chapt. 5	**Assignment 4**: Stata, Chapt. 5, Exe. 1-4 (*due Tues., Sept. 30 by 12 pm/noon)*
Oct. 6-Oct. 12	Bivariate Analyses (continued) Making Controlled Comparisons Types of Analytical Relationships Cross-Tabulations with Three Variables Means Comparison Analysis	H&D, Chapt. 5 (pp. 84-92) Essentials, Chapt. 5 (review)	
Oct. 13-Oct. 19	Using and Interpreting Inferential Statistics Sample Size and Random Error The Standard Normal Distribution Standard Deviation and Random Error	H&D, Chapt. 5 (pp. 92-115) Essentials, Chapt. 6 and 7 Stata, Chapt. 7	**Assignment 5**: Stata, Chapt. 7, exe. 1, 2, and 4 only (*due Tues., Oct. 14 by 12 pm/noon)*
THURS., OCT. 16	***** TEST II *****		
Oct. 20-Oct.26	Inference Using the Standard Normal and t-Distributions Statistical Significance and Hypothesis Testing Comparing Two Sample Means Comparing Two Sample Proportions	Essentials, Chapt. 8 Stata, Chapt. 8	**Assignment 6**: Stata, Chapt. 8, exe. 1-4 (*due Tues., Oct. 21 by 12 pm/noon*)
Oct. 27-Nov. 2	Measures of Association and their Use The PRE Approach	Essentials, Chapt. 9 Stata, Chapt. 9	**Assignment 7**: Stata, Chapt. 9, exe. 3, 4, and 5 (*due Tues., Oct. 28 by 12 pm/noon*)
Nov. 3-Nov. 9	Correlation (*r*), its Uses and Limitations Bivariate Regression R-Squared (R^2)	Stata, Cha. 11	**Assignment 8**: Stata, Ch. 11, exe 1, 2, and 4 (due *Tues., Nov. 4 by 12 pm/noon*)
Nov. 10-Nov. 23	Dummy Variables Multivariate Regression Interaction Effects in Multivariate Regression OLS Multicollinearity		**Research Paper** (*due Friday, Nov. 21 by 12 pm/noon*)
TUES., NOV. 11	**** VETERANS DAY – NO CLASS ****		
Nov. 24-Nov. 30	Summary and catch up		
THURS., DEC. 4, 10:00 am-11:15 am	***** TEST III (Final Exam) *****	**NO EXCEPTIONS to this date and time. Do not ask, as I cannot grant them.**	

General Policies of the University

***Source for these policies*:** UCF Faculty Center for Teaching and Learning (http://fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php)

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

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 of course material to another person, student, and/or uploading course material to a third-party (such as coursehero.com) 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.

d. Falsifying or misrepresenting the student's own academic work.

e. 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.

f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

g. Helping another person violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

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* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. 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, see <http://goldenrule.sdes.ucf.edu/zgrade>.

The Golden Rule: A Handbook for Students (University of Central Florida) defines academic dishonesty as including cheating and plagiarism. Cheating is defined as "unauthorized assistance; communication to another through written, visual or oral means. The presentation of material which has not been studied/learned, but obtained through someone else's efforts and used as part of an examination, course assignment or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating" (p. 6). Plagiarism is defined as the deliberate use of another's work "without any indication of source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards (p.6-7)".

Normally, the penalty for a violation of this policy is an "F" in the course.

Course Accessibility Statement

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.

COVID-19 Safety Protocols

I recognize and understand the difficult times that we are all now face. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide reasonable support and resources to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and assignments.

Statement Regarding Masks in Classrooms

UCF expects, when feasible, 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. Social distancing is also a beneficial practice.

Notifications in Case of Changes to Course Modality

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.

COVID-19 and Illness Notification

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.

Campus Safety Statement

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 having appropriate medical training may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can 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 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

A deployed, active-duty military student who believes that he/she requires a special accommodation due to that unique status should contact the instructor to discuss the circumstances.

Religious Observances

Students may encounter conflicts between the normal class schedule and their honoring major religious observances. Students are expected to notify, in writing, the instructor **at least two weeks in advance** of the relevant date if they intend to miss class or miss and assignment to observe a holy day of their religious faith.

Notice of Use of Turnitin.com

In this course, I may utilize turnitin.com, an automated system that instructors may use to quickly and easily compare each student's written assignment with billions of websites, as well an enormous database of student papers that grows with each student submission. Accordingly, student assignments may be subject to this additional check. After the

assignment is processed, I receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more detailed information about this process, visit http://www.turnitin.com.

[Portions of this Notice of Use of Turnitin.com policy were adapted from "Sample Wording for Syllabus," UCF Office of Student Rights and Responsibilities, Patricia A. MacKown, Director].