POS 3713 Empirical Political Analysis - Section 004

Instructor: Dr. Christopher Olds
Meeting Time: Tuesday 2:00-3:15 p.m.
Credit: 3 units, letter grade (including +/- modifiers)
Classroom: CPR 120
Office Hours: M 4:30-7:30 p.m., and by appointment via Skype or GIA office
Skype Name: christopherolds
Office: SOC 390
Email: colds@usf.edu

Specific Goals of the Course

This course is designed to introduce students to the process of conducting academic social science research. While some of you may be entering this course with some apprehension, asking questions like, 'why would I need to learn how to do social science research' or 'what is the point of learning statistics when I'm not a math major,' your experience in this course will assist you in developing valuable skills you can apply for the rest of your lives. These skills include the following:

• the ability to explain why something in the world that interests you should matter or is relevant to others

• the ability to evaluate how others have discussed your topic of interest in the past in order to build upon this past knowledge

• the ability to establish an easily understandable proposal that you believe best explains the concept that interests you

• the ability to design an unbiased procedure by which you and others can determine whether your explanation is legitimate

• the ability to determine whether others adequately explain and provide evidence for their own claims regarding concepts

These skills are important because there are potential dangers in discussing ideas with colleagues in many lines of work (and not just in academic political research) where unfounded claims are made, limited and tangential supporting evidence of these claims is provided, and conclusions are rooted more in personal opinion than an actual observation of reality. Your experience in this course should make clear the hazards in depriving ourselves of important knowledge about the concepts we are interested in if we avoid applying these important skills.

The way in which you will attempt to cultivate the skills listed above is by becoming exposed to and conducting political science research. Political science research attempts to predict, describe, and explain political phenomena from an unbiased perspective. This course will illustrate the value of approaching politics from this perspective. You will also learn the basic tools in which you can engage in a structured and thorough approach to inquiry.

Course Objectives

As the instructor of this course, I expect that my students at the end of the course will:

1. Be able to discern the difficulties in trying to measure and evaluate social phenomena.

2. Be able to construct a hypothesis that attempts to describe and explain reality that can be evaluated through research.

3. Be able to distinguish the similarities and differences in multiple approaches to research design.

4. Be able to review, analyze, and connect preexisting research in a useful and coherent way.

5. Be able to design their own research plan that builds upon past knowledge and seeks out new/original information.

6. Be able to translate abstract concepts into measurable variables that can be evaluated empirically.

7. Be able to determine appropriate statistical tests for determining relationships between variables.

8. Be able to conduct statistical tests to evaluate hypothesized relationships between variables.

9. Be able to implement high-end technological tools to assist in research inquiry.

10. Be able to write in a way that is clear and focused for readers.

All of this will be made possible through an evaluation of the relationships that exist between formal and informal political institutions and groups. We will develop empirically testable hypotheses that predict and describe relationships between political institutions and groups, as well as collect and evaluate information systematically using statistical methods.

USF Statement on Academic Accommodations for a Disability

Students in need of academic accommodations for a disability may consult with the Office of Students with Disabilities Services (SDS) to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation.

Note: The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact USF Student Disability Services as soon as possible.

Academic Honesty

⋄ Any handouts used in this course are copyrighted. Handouts means all materials generated for this class, which include, but are not limited to: syllabi, notes, essay prompts, in-class materials, and review sheets. This includes materials that are posted on the web as well as materials distributed in class. Because these materials are copyrighted, you do not have the right to copy the handouts unless the instructor expressly grants permission.
⋄ Lectures cannot be recorded, unless special accommodations for disability are required.
⋄ Lecture notes may not be sold. Lecture slides may not be distributed outside of Canvas.
⋄ No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas and/or without identifying material as quotations when taken directly from another source.
⋄ Students should complete USF's on-line plagiarism tutorial, which may be found at:
http://davon.etg.usf.edu/share/plagiarism/
⋄ Violation of these rules, even if you unintentionally violate them, can result in disciplinary action including a grade penalty (an FF in the course), suspension, dismissal, and expulsion from USF. If you have any questions regarding plagiarism or other forms of academic dishonesty, please consult the relevant sections of the USF student catalogs, and/or ask me for further explanation.

USF Statement on Emergencies

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication, as well as the main USF website, emails, and MoBull messages for important general information.

Note: Examples of an emergency could be a hurricane, tornado, institution-wide power outage, etc.

USF Writing Center

For free assistance with written assignments and class projects, an appropriate option is to make an appointment at the USF Writing Center, which is located inside the main library. The Writing Center is comprised of people trained in writing and communication, and can assist with strategies for developing and researching topics, writing drafts, organizing ideas, and revising assignments.

For more information about the Writing Center, to make an appointment, or for online writing resources, please go to http://usf.edu/writing/.

Course Format

The course is focused heavily on student participation in both the online and in-class setting. Active learning is a major emphasis in my approach to teaching. Throughout the semester, there will be practice questions given in class and online that will allow students to engage with concepts, and get familiar with the data analysis program used in the class. This will assist students in efforts to successfully complete the graded assignments of the course. A positive environment is a good learning environment. Students must show respect to their peers and the instructor at all times. Students who fail to do this will be permanently dismissed from the course.

Grades

Grades will be based on your performance in several assignments, with one assignment grade composed of several separate smaller assignments. Students can earn one hundred points in this course. Please note that this is a course where extra credit assignments are not made available. Your grades will reflect your performance on the assigned tasks only. Please note that attendance in class is crucial, given that you must be **physically in class** to participate in the exercise worksheets. The exercise worksheets cannot be done outside of class or online. Missing multiple sessions will make it difficult for you to follow the material and receive a passing grade in the course.

Late assignments are not accepted unless a note from an appropriate source confirms a university excused reason for the work needing to be submitted late. Students must provide legitimate documentation for any missed class that meets university guidelines for a permissible absence. This documentation must be provided the same business week of the absence. Documentation can be left in the GIA department main office and should be time-stamped by a GIA office worker. No documentation equals no acceptance of work after the deadline. Absolutely no exceptions to this will be made. Please notify the instructor of record in advance when possible with an appropriate university excused reason for days in which you might have to miss class, or are not able to make an assignment due date.

Item #1: Exercise Worksheets (50 points)
Over the course of the semester, there will be five graded worksheets about course subject matter that will be distributed. The worksheets are to be completed within the same class session in which they are distributed.

Each worksheet will be comprised of ten questions, with each question being worth five points. At the end of the semester, the average score earned across the five worksheets will be the number of points earned for this particular assignment item. Either the instructor of record or a graduate assistant will distribute and oversee the completion of the worksheets.

The exercise worksheets will be closed book, closed note, and closed technology. This means students cannot refer to books, notes, Internet sites, or any materials disseminated over tablets or cell phones. Students cannot collaborate with any other students in the completion of these assignments. Any student that violates one of these rules at any time during the completion of any one of the worksheets will receive a final grade of zero on Item #1. Students should approach the exercise worksheets in the same way they would a closed book, closed note, and closed technology examination.

Subject matter for the exercise worksheets can include material up to and including lecture material posted, assessment of Stata dataset analyses, or reading material assigned, for that specific week. In other words, it is essential students come to class prepared and up-to-date on the current material.

The worksheets are subject to distribution during any class session, and the dates of distribution **do not require** prior notification from the instructor. This means it is essential to come to class every week, or you might miss out on the chance to complete a worksheet, which will hurt your overall average score for this assignment. Regardless, the instructor does have the option of giving students one week's prior notice to the administration of a specific worksheet.

For those students with a university excused absence on the day a worksheet is administered, an appropriate make-up period will be arranged with a worksheet on equivalent material. **Students who miss a worksheet in the Tuesday section are not allowed to make it up during the Thursday section of the course.**

Item #2: Roper Center Survey Evaluation (8 points)

For this assignment, the student will evaluate the responses to a survey question regarding a **political science** research question. The USF Library hosts the Roper Center Public Opinion Archives. Through this resource, students will search for a survey question of relevance, and perform a write-up about the demographic breakdown of responses to that question. In this paper, students should discuss why the survey question should be considered of interest to political scientists, the type/form of measurement used to code responses to the survey question, the specific dataset the survey question comes from, the time period in which the survey information was collected, and the number of respondents to the question. Lastly, the student should evaluate the responses to the question along demographic categories using the iPoll+ feature of the Roper Center online repository. The length of the paper should be about two to four pages.

Students must type the dataset analysis in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their evaluation. The student should cite all resources used by following the citation guidelines presented in the American Political Science Association Style Manual. **Every dataset analysis assignment must be checked for academic integrity by submitting the paper to TurnItIn's plagiarism monitor via Canvas.** Refer to the class calendar at the end of the syllabus for due date. *Note: If you are in another one of my courses this semester, you are not allowed to submit the same dataset analysis for multiple classes.*

The scoring of this assignment is based on the following (out of 8 points possible)

- 2 Points: The student describes the survey question they selected, and provides an explanation for why they believe it is of interest to political scientists
- 2 Points: The student describes the type/form of measurement used to code responses, and provides relevant information about the dataset the survey question is derived from

• 2 Points: The student describes the breakdown of responses to the survey question along major population demographic categories

• 2 Points: The writing has an easy to follow structure (introduction-body-conclusion). The student avoids frequent spelling and grammatical errors

Item #3: Annotated Bibliography (12 points)
Students will present a thorough review of previous research that pertains to an area of **political science** research that interests them. The important/major works in the research area should be detailed in the annotated bibliography. This means the research that is highly cited by other scholars in the research area needs to be covered. It is the responsibility of the student to summarize these major works and determine how their findings have shaped how the research area is currently understood.

In this assignment, students will offer a summary of at minimum ten sources that all pertain to a topic in the political science literature of interest to them. The sources you select must evaluate a research question by collecting and evaluating information relevant to the question. For each source, you must summarize the following components: research question, research theory, research hypothesis, research method, and research findings. In each section, the student must provide a brief summary in their own words. All sources must be academic peer-reviewed sources (academic journal articles, books, and book chapters).

For example, acceptable scholarly research sources include the following academic journals: *American Journal of Political Science*, *Journal of Politics*, *Journal of Public Policy*, *Journal of Conflict Resolution*, *Review of Policy Research*, *Social Science Quarterly*, *Presidential Studies Quarterly*, *Political Behavior*, *International Organization*, *Comparative Political Studies*, *Public Administration Review*, and *Political Research Quarterly*. In terms of books and book chapters, works from university presses (Cambridge University Press, Princeton University Press, Oxford University Press, University of Chicago Press, etc.) are ideal. The following are NOT ALLOWED as scholarly research sources: blogs, websites, newspaper articles, popular novels, mainstream magazine articles, think tank reports, and interest group newsletters. The intention of this assignment is to summarize scholarly research, not to summarize examples written in non-academic outlets.

An example of the style of the annotated bibliography will be posted on Canvas.

Students must type the annotated bibliography in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors. The student should cite all resources used by following the citation guidelines presented in the American Political Science Association Style Manual. **Every annotated bibliography assignment must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via Canvas.** Refer to the class calendar at the end of the syllabus for due date.

Note: If you are in another one of my courses this semester, you are not allowed to submit the same annotated bibliography for multiple classes. Also, if you were a student in a prior iteration of this course where I served as instructor, you cannot write an annotated bibliography about the same topic.

The scoring of this assignment is based on the following (out of 12 points possible)

• 3 Points: The student collects at least ten relevant academic sources about a specific area in political science of interest to them

• 3 Points: The student provides a clear and informative summary in their own words of the five key research components for each source

• 3 Points: The student provides accurate APSA style format citations for each academic source

• 3 Points: The writing is easy to follow and avoids frequent spelling and grammatical errors

Item #4: Description of Research Hypotheses and Design (10 points)
In this paper, students will discuss the research hypothesis or hypotheses emerging from a **political science** research question that interests them. They will also detail how they intend to go about evaluating the research hypothesis or hypotheses by presenting a legitimate research design. The research question must be clearly specified and needs to be understandable to a reader that has no previous background or interest in the area of political science relevant to the research question. The hypothesis/hypotheses offered must show direct relevance to the research question presented. The concepts (variables) that are relevant to examining the research hypothesis/hypotheses need to be described in an accessible way.

In addition, the student should explain why the examination of their hypothesis or hypotheses should be relevant to other people. Students should attempt to answer the ever important 'so what' question - how would examining the hypothesis or hypotheses make a contribution to knowledge that others would appreciate?

Students will also describe the research design they believe is most appropriate to evaluate their hypothesis/hypotheses. An explanation as to why the student believes their research design is a better option than potential alternatives is required. For example, if the student wants to construct an experimental design studying how alternative styles of news coverage on illegal immigration shapes attitudes towards Latinos, the student should justify why an experimental approach is more preferable than studying data with natural variation, such as cross-sectional survey data.

A description of how the student intends to collect information to research their hypothesis is mandatory for this paper. The procedure through which you will evaluate this information is also required. For instance, if the student will perform statistical regression(s), what will the statistical model look like? If the student is studying how individual political trust impacts political participation, the student must describe where and how the student will collect information on these and any other relevant variables. Is the information used in the regression readily available, or would the student have to build their own dataset? If a dataset exists, what are the important characteristics of the sample? The length of the paper should be four to five pages. Refer to the class calendar at the end of the syllabus for due date.

An example of the style of the research design paper will be posted on Canvas.

Students must type the research design paper in a word-processing computer program and follow specific formatting rules (12-pt. Times New Roman font, double spaced, and one inch margins on all sides). Microsoft Word .doc files are preferred. Students will be expected to avoid frequent spelling and grammatical errors when writing their research design. The student should cite all resources used by following the citation guidelines presented in the American Political Science Association Style Manual. **Every research design assignment must be checked for academic integrity by submitting the work to TurnItIn's plagiarism monitor via Canvas.**

Note: If you were a student in a prior iteration of this course where I served as instructor, you cannot write a research design paper about the same topic you previously selected.

The scoring of this assignment is based on the following (out of 10 points possible)

• 2 Points: The student describes their research question and hypothesis/hypotheses in a clear, understandable fashion
• 2 Points: The student describes the concepts (variables) that are relevant in examining their hypothesis/hypotheses
• 2 Points: The student describes the research design they will use and why it is appropriate relative to other options
• 2 Points: The student describes how they will collect the information to research their hypothesis/hypotheses
• 2 Points: The writing has an easy to follow structure (introduction-body-conclusion). The student also provides APSA style format citations for cited materials. Lastly, the student avoids frequent spelling and

grammatical errors

Item #5: Analytical Essays: Conceptual Analysis (10 points)
For this assignment, on April 14th, students will answer prompts over Canvas pertaining to concepts and topics discussed over the prior weeks in the semester. The questions will not involve or require the usage of the Stata statistical program; instead, the focus will be on gauging your comprehension of the general principles of political research design and methodology. The questions will be made available at 2:00 p.m. EST. From 2:00 p.m. to 3:15 p.m. EST, students will be able to provide essay responses to the assigned prompts. This assignment is open book and open note in terms of course materials, but you cannot collaborate with ANYONE in completing your responses, and you also cannot refer to any materials not provided through the course. Failure to adhere to these rules will result in an automatic FF in the course.

Students will enter and submit their responses into Canvas. Since this is a timed assignment, students must be sure they will be working on the assignment at a place with a consistent working Internet connection and a web browser that allows you to fully use the Canvas interface. It is suggested that students type in their answers in a Word or equivalent word processing document, then paste the completed responses into the Canvas interface once you are done writing. This will lower the likelihood of Internet troubles closing down your browser in the middle of typing out an answer. If there are technical difficulties getting the answers submitted over Canvas, students have a 5 minute period (until 3:20 p.m. EST) to submit your responses over e-mail directly to my USF faculty email address listed at the top of the syllabus. Again, it is a good strategy to work on your responses in a program like Word, such that it is conducive to quickly e-mailing the responses in case Canvas exhibits any issues. It is the responsibility of the student to ensure that whatever material they submit is actually readable. No additional time will be granted if what is initially submitted cannot be read.

Item #6: Analytical Essays: Applied Analysis (10 points)
For this assignment, on April 21st, students will answer prompts over Canvas requiring an applied analysis of datasets using the Stata statistical program. The intention is to gauge your comprehension of major components of political statistical analyses. The questions will be made available at 2:00 p.m. EST. From 2:00 p.m. to 3:15 p.m. EST, students will be able to provide essay responses to the assigned prompts. This assignment is open book and open note in terms of course materials, but you cannot collaborate with ANYONE in completing your responses, and you also cannot refer to any materials not provided through the course. Failure to adhere to these rules will result in an automatic FF in the course. Similar guidelines and procedures described in Item #5 should be used for this assignment.

Final grades are out of one hundred points possible-

Grade Score
A+= 98.6-100
A = 91.0-98.5
A-= 90.0-90.9
B+= 88.6-89.9
B = 81.0-88.5
B-= 80.0-80.9
C+= 78.6-79.9
C = 71.0-78.5
C-= 70.0-70.9
D+= 68.6-69.9
D = 61.0-68.5
D-= 60.0-60.9
F = 59.9 or less
FF= Academic dishonesty

Grade Appeals: If a student has an issue with the grade they earned for one of the assignments, the student

must write a one-page explanation describing what aspect or aspects the evaluation missed. A twenty-four hour cooling off period is required, meaning you cannot submit an appeal within the first twenty-four hours after you receive an assignment grade. The written appeal can only be submitted between the second and fourth day after you receive an assignment back. Please note that if you submit a grade appeal, the work can potentially be scored lower than the initial grade if the second review of the assignment suggests there are additional issues or problems with the assignment. Appeals should be submitted via e-mail.

Course Materials

There is one required book for the course, which is the preliminary edition of a book I am editing about political research methods. The book will made available for purchase directly from the publisher and at the USF Bookstore.

Olds, Christopher, ed. 2015. *Political Research Design and the Science of Politics.* San Diego, CA: Cognella Academic Publishing.

To reserve the book directly from Cognella, please use the following information:

Step 1: Log on to https://students.universityreaders.com/store/.

Step 2: Create an account (you will need to select USF as your home institution during this step) or log in if you have an existing account.

Step 3: Locate the book after entering in this information, and click on the "Email Me When Ready" button to be placed on the notification list for this book's release. An email will be sent to the address associated with your account when the book is available for purchase.

All other assigned readings, such as academic journal articles and book chapters, will be posted on Canvas.

It is expected that students bring a laptop (running either an appropriate Windows, Mac, or Unix operating system) to use the Stata statistical program. The university has a free version of Stata that can be downloaded from the apps.usf.edu website, but the license is limited to 25 users simultaneously running the program. Since there is a chance that people will be blocked from using the program due to the license cap, and that there are technical glitches that arise with the free version, it is recommended that you purchase a six-month individual license for Stata/IC 13. This license will guarantee you always have access to Stata, and this version installed directly onto your computer is much more stable than the free version that USF offers. Using Stata will help you become familiar with the statistical analyses expected in quantitative empirical political analysis, and experience with using the program is a marketable skill.

If purchasing the individual license, follow the information included in the following link:
Stata/IC 13. 2013. http://www.stata.com/order/new/edu/gradplans/campus-gradplan/

Reading Schedule

Week One
• Hoover, Kenneth and Todd Donovan. 2008. "Chapter 1 - Thinking Scientifically," and "Chapter 2 - The Elements of Science." In *The Elements of Social Scientific Thinking*. Boston, MA: Thomson Wadsworth.

Week Two
• Ethridge, Marcus E. 1999. "Scientific Principles in Political Study: Some Enduring Situations." In *Methods for Political Inquiry: The Discipline, Philosophy, and Analysis of Politics*, eds. Stella Z. Theodoulou and Rory O'Brien. New Jersey: Prentice Hall, 130-141.

• Theodoulou, Stella Z. 1999. "Starting from Scratch: The Research Process." In *Methods for Political Inquiry: The Discipline, Philosophy, and Analysis of Politics*, eds. Stella Z. Theodoulou and Rory O'Brien. New Jersey: Prentice Hall, 142-151.

Week Three
• Pollock, Philip H. 2012. "Chapter 1 - The Definition and Measurement of Concepts." In *The Essentials of Political Analysis*.

• Pollock, Philip H. 2011. "Chapter 1 - Introduction to Stata" and "Chapter 2 - Descriptive Statistics." In *A Stata Companion to Data Analysis*.

Week Four
• Olds, Christopher, ed. 2015. "Chapter 1 - The Building Blocks of Political Research Design." In *Political Research Design and the Science of Politics*.

• Pollock, Philip H. 2012. "Chapter 2 - Measuring and Describing Variables." In *The Essentials of Political Analysis*.

Week Five
• Olds, Christopher, ed. 2015. "Chapter 2 - Contrasting Normative and Non-normative Knowledge in Political Science Research." In *Political Research Design and the Science of Politics*.

• O'Brien, Rory. 1999. "Normative versus Empirical Theory and Method." In *Methods for Political Inquiry: The Discipline, Philosophy, and Analysis of Politics*, eds. Stella Z. Theodoulou and Rory O'Brien. New Jersey: Prentice Hall, 77-90.

• Pollock, Philip H. 2012. "Chapter 3 - Proposing Explanations, Framing Hypotheses, and Making Comparisons." In *The Essentials of Political Analysis*.

Week Six
• Olds, Christopher, ed. 2015. "Chapter 3 - Research Ethics and Integrity in Political Science Research Design." In *Political Research Design and the Science of Politics*.

• Pollock, Philip H. 2011. "Chapter 3 - Transforming Variables." In *A Stata Companion to Data Analysis*.

Week Seven
• Olds, Christopher, ed. 2015. "Chapter 4 - Quantitative Observational Studies in Political Science" In *Political Research Design and the Science of Politics*.

• Pollock, Philip H. 2012. "Chapter 4 - Research Design and the Logic of Control." In *The Essentials of Political Analysis*.

• Pollock, Philip H. 2011. "Chapter 4 - Making Comparisons." In *A Stata Companion to Data Analysis*.

Week Eight
• Olds, Christopher, ed. 2015. "Chapter 5 - Experimental Research Design in Political Science." In *Political Research Design and the Science of Politics*.

• Nelson, Thomas E, Rosalee E. Clawson, and Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties Conflict and its Effect on Tolerance." *American Political Science Review* 91(3): 567-583.

• Gerber, Alan S. and Donald P. Green. 2000. "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment." *American Political Science Review* 94(3): 653-663.

Week Nine
• Olds, Christopher, ed. 2015. "Chapter 6 - When the Research Hits the Road: Fieldwork in Political Science" and "Chapter 7 - Case Study Research Design." In *Political Research Design and the Science of Politics*.

• Swanborn, Peter. 2010. "Chapter 1 - What is a Case Study?" In *Case Study Research: What, Why, and How?* Thousand Oaks, CA: Sage Publications, 1-22.

• Shogan, Colleen J. 2007. "Anti-Intellectualism in the Modern Presidency: A Republican Populism." *Perspectives on Politics* 5 (2): 295-303.

Week Ten
• Pollock, Philip H. 2012. "Chapter 5 - Making Controlled Comparisons" and "Chapter 6 - Foundations of Statistical Inference." In *The Essentials of Political Analysis*.

Week Eleven
• Pollock, Philip H. 2011. "Chapter 5 - Making Controlled Comparisons" and "Chapter 6 - Making Inferences about Sample Means." In *A Stata Companion to Political Analysis*.

Week Twelve
• Pollock, Philip H. 2012. "Chapter 7 - Tests of Statistical Inference and Measures of Association." In *The Essentials of Political Analysis*.

• Pollock, Philip H. 2011. "Chapter 7 - Chi-Square and Measures of Association." In *A Stata Companion to Political Analysis*.

Week Thirteen
• Pollock, Philip H. 2012. "Chapter 8 - Correlation and Linear Regression." In *The Essentials of Political Analysis*.

• Pollock, Philip H. 2011. "Chapter 8 - Correlation and Linear Regression." In *A Stata Companion to Political Analysis*.

Week Fourteen
• Mead, Lawrence M. 2010. "Scholasticism in Political Science." *Perspectives on Politics* 8(2): 453-464.

Week Fifteen
• Olds, Christopher, ed. 2015. "Chapter 8 - Empirical Analysis in Government: Insights and Challenges." In *Political Research Design and the Science of Politics*.

Class Calendar of Important Assignment Dates

   • Any possible week - Item #1 worksheets can be assigned and administered. So come to class!

   • February 3 - Item #2 Due at 2:00 p.m. on Canvas (Roper Center Survey Evaluation)

   • March 24 - Item #3 Due at 2:00 p.m. on Canvas (Annotated Bibliography)

   • April 7 - Item #4 Due at 2:00 p.m. on Canvas (Description of Research Hypotheses and Design)

   • April 14 - Item #5 Due at 3:15 p.m. on Canvas (Analytical Essays: Conceptual Analysis)

   • April 21 - Item #6 Due at 3:15 p.m. on Canvas (Analytical Essays: Applied Analysis)