POLI 3330: Understanding Social Science Research
Section 110 (Fall 2020)
6 PM - 8:45 PM Mon on WebEx or in FH 212

Dr. Jeffrey Dixon
Office: Heritage Hall 204R
Email: JeffreyDixon@tamuct.edu
Phone: (254) 501-5871
(Canvas inbox preferred)
Office Hours (select a time slot via WebEx):
4:00-5:30 PM Mon/Wed, 5-5:30 Tues

Catalog Description
Prepares students to understand political science research. Topics covered will include hypothesis testing, measurement, formal modeling, and statistical analysis. Statistical concepts covered include central tendencies and statistical distributions, regression, and maximum likelihood estimation.

Course Overview
Understanding Political Science Research is designed to enable students to understand quantitative research in political science. It begins with the essential principles of research design and hypothesis-testing and then proceeds to the interpretation of the statistical tools most commonly used in quantitative political science research. The emphasis is on preparing students to read and understand sophisticated research.

Modality
This course is a hybrid course, meeting face-to-face and synchronously on WebEx for an equal number of sessions, with supplemental materials made available online through the Texas A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]. Face-to-face meetings are scheduled for Aug 31, Sept 14, Sept 28, Oct 5, Oct 12, Oct 26, Nov 9, and Nov 23. All other sessions will be conducted over WebEx on Canvas.

Course Objectives, Learning Outcomes, and Assessment
Upon completion of this course, the student will be able to:
1. Distinguish between independent and dependent variables, as well as antecedent, intervening, and alternative variables
2. Identify the types and tests of measurement reliability and validity
3. Find the central tendency of any variable
4. Distinguish between variables which are normally distributed and those which are not
5. Describe and evaluate difference of means tests
6. Identify the proper measure of association between two variables to use given the data
7. Distinguish between significance of individual variables and the goodness-of-fit of the model as a whole
8. Identify the statistically significant independent variables, their direction of effect, and the relative magnitude of their effects when given the results of a multivariate linear regression in political science research
9. Identify the statistically significant independent variables and their direction of effect when given results of a logit or probit (binary, ordered, and multinomial), at least one duration model, and at least one multistage model
10. Interpret such quantitative social science research and communicate that interpretation in speech and writing

Homework exercises assess outcomes 1-9. In addition, the quantitative literature review and presentation assess outcomes 8-10. Finally, the course final exam assesses all course outcomes.

Required Readings
The following book is required and should be available for purchase at the bookstore. You are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer. Unlike some of my courses, e-books are fine for this one.


The other required readings may be found on Canvas.

Writing-Instructive Course Requirements
This is a Writing Instructive (WI) course, so writing will be an integral part of instruction and student-professor interactions. Writing will also be fundamental to the assessment of student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills – notably, in the editing and improvement of the assigned Quantitative Literature Review (QLR).

In concrete terms, all assignments for this course should be considered writing assignments as well as substantive ones. Your submissions should always be typed (although diagrams may be hand-drawn) and in the form of full sentences or paragraphs as appropriate. Grammar and spelling errors will reduce the credit you receive, even for otherwise correct answers. See Canvas for my pet grammatical peeves.

Of course, good writing requires more than correct spelling and grammar, and in longer pieces I’m looking for a thesis, for paragraphs to have topic sentences, and for well-cited and evidence-based argumentation. An argument is complete if it contains a claim (something you are trying to prove), evidence (properly-cited, of course), and a warrant (the evidence logically supports the claim). The citation system we’ll be using in this class is that of the American Political Science Association (APSA), which is a slightly modified form of the parenthetical documentation system in the Chicago Manual of Style (not the note system found in the same volume). A guide to APSA citations is available on Canvas under Assignment Resources.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Username: Your MyCT email address. Password: Your MyCT password
You are required to have reliable access to a computer with a broadband internet connection and a working microphone for this course. All course readings are in the commonly-used pdf format and can be opened with Adobe Acrobat Reader or many other free programs.

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor (preferably using Canvas itself, but email will also work, albeit perhaps not as quickly).

Other Technology Support
For log-in problems, students should contact Help Desk Central 24 hours a day, 7 days a week.
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student

Grading
Grading (90/80/70/60, rounded to the nearest percentage):

• Academic Integrity Exercise: This consists of watching a brief lecture, taking a quiz, seeing where any mistakes on the quiz came from, and signing a statement. Once you successfully complete this exercise, you will no longer need to do so in future political science courses. If you have successfully completed this exercise in another one of my courses, then you need not complete it again to get the credit.

***Completing the Academic Integrity Exercise is a prerequisite to passing this course.***

   o Rubric: You will fail the course if you have not completed the Academic Integrity Exercise!

Homework Assignments (32% total -- 4% each). All homework assignments should be typed and uploaded to Canvas before class begins on the due date. Each assignment is attached at the end of this syllabus.

Quantitative Literature Review (31%)
1. QLR Stage I: Students must type one page about their research question, clearly identifying the dependent variable and as many independent and control variables as possible. The research question must be an empirical question about politics and fall into one of the following subfields: American politics, comparative politics, or international relations. A list of 108 ideas for your research question is attached to the syllabus; they can serve as jumping-off points for studying what interests you. Any references should be cited using the APSA system (30 points).

2. QLR Stage II: Students must produce a list of at least seven (7) academic articles or books that study their dependent variable (or a closely-related variable) using quantitative statistical analysis. Provide a full APSA citation for each source. After each article, the student should identify the statistical model(s) used by the author in one sentence. It is not necessary to understand the statistical model(s) yet, but what does the author call them? Common examples include esoteric acronyms and terms such as zero-inflated negative binomial, OLS, GLS, probit (binary, ordered or multinomial), logit/logistic (binary, ordered, or multinomial), Cox, Weibull, ANOVA, Poisson, etc. The purpose of this requirement is to help you filter the articles for the next stage of the QLR – you’ll want to end up selecting articles that use techniques we cover in class, or
that can be understood with the generic method of interpreting unfamiliar statistical techniques that I’ll be teaching you. (40 points)

3. Quantitative Literature Review (First Full Draft – 80 points, Final Draft – 160 points). Students will be required to type 2000-5000 words interpreting, evaluating, and synthesizing the results from at least five (I suggest no more than eight) peer-reviewed articles or books from academic presses that include bivariate or multivariate statistical analyses to see what others have discovered that may be relevant to their question. You do not have to use the ones from Stage II. The literature review should be typed, double-spaced, with page numbers and use of APSA citations in text. The following steps should be part of your QLR:
   a. Create a cover page. Come up with a title other than “literature review” or the like (you may want to save this part for last, since you may not know your thesis yet); add your name and institutional affiliation (presumably, Texas A&M University – Central Texas).
   b. Begin the literature review by establishing your question and its importance. This should take a paragraph or two.
   c. Then provide a thesis about the research on that question. This could take the form of an answer to the question suggested by the research, a claim that the research can be divided into several categories (each with its own approach to the question), or that the research to date has been inadequate (if so, you should provide an idea -- or several -- for better researching the question near the end of your literature review). This should not take more than a paragraph, and the thesis itself should be a single sentence.
   d. Now establish your thesis through a review of each piece of the literature – its dependent variable, its theoretical approach (answer) to the question, its research design, its statistical methods, and your interpretation of the statistical results (which may well differ from the author’s own interpretations). Conclude your discussion of each piece of literature by examining the weaknesses of the author’s approach and what knowledge we gain from the study (if any).
   e. Conclude by comparing the literature you’ve just reviewed, taking care to provide the necessary warrants that connect the studies to your thesis. Suggest a path for future researchers to follow.
   f. Write an abstract describing the thesis and main findings of your review. It should be about 100-200 words. Either place it at the bottom of your title page, or insert it on its own page between the title page and main text of the paper.
   g. Attach a properly-formatted APSA-style works cited page.

4. QLR Presentation (5%). Students should prepare a presentation of about 10 minutes (8-12 minutes are the outer limits, so practice and rewrite until it fits) on the findings from their QLR. A PowerPoint presentation or physical handout must be used to communicate the statistical information in at least one of your articles to your listeners. You can opt to present a single article as if it were your own research, addressing the question, the theory used to answer that question, the hypotheses of the study, the statistical support for some or all of those hypotheses, and your evaluation of what research remains to be done on the question. Alternatively, you can compare some or all of the articles, using a table or other means to show the similarities and differences between their dependent variables, independent variables, statistically significant findings, and any limitations or weaknesses. You could also opt for an approach between these two extremes. The key to the presentation is demonstrating that you can take quantitative social science and explain it to others who have minimal quantitative training. (50 points)

In-Class Exercises (12%). These brief exercises will ask students to solve a problem, usually by interpreting one or more tables of statistical results or graphs. The class can then discuss the real-world implications of the theory being tested, and whether the test tends to disconfirm the theory.
Final Exam (20%). The final exam will consist of approximately 50 questions, the majority of which will present the student with a table of statistical results from a journal article and ask the student to interpret these results. See the exam preparation guide on Canvas for sample questions of the general type asked on the final exam.

### Overall POLI 3330 Rubric

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integrity Exercise</td>
<td>Required to pass the course</td>
<td>N/A</td>
</tr>
<tr>
<td>Homework Exercises</td>
<td>8 @ 40 points each = 320 points</td>
<td>32%</td>
</tr>
<tr>
<td>QLR: Stage I</td>
<td>30 points</td>
<td>3%</td>
</tr>
<tr>
<td>QLR: Stage II</td>
<td>40 points</td>
<td>4%</td>
</tr>
<tr>
<td>QLR: First Full Draft</td>
<td>80 points</td>
<td>8%</td>
</tr>
<tr>
<td>QLR: Final Draft</td>
<td>160 points</td>
<td>16%</td>
</tr>
<tr>
<td>QLR: Presentation</td>
<td>50 points</td>
<td>5%</td>
</tr>
<tr>
<td>In-Class Exercises</td>
<td>120 points (equally distributed)</td>
<td>12%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 points</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL POSSIBLE</td>
<td>1000 Points</td>
<td>100%</td>
</tr>
</tbody>
</table>

895+ = A  795-894=B  695-794=C  595-694=D  594 or lower = F

### Course Policies

#### Attendance and Excused Absences

Attendance is required. In the case of foreseeable absences, students must inform the instructor prior to the absence. Send me an email or Canvas Inbox message stating the dates(s) you will be missing and the reason(s). Failure to contact the instructor prior to class will normally rule out any sort of make-up, but in the case of documented emergencies, the absence may be excused if the emergency is reported as soon as is reasonably possible.

#### Make-Up Work, Late Work, and Incompletes

- Late work loses 10% credit for each day or portion thereof that it is late. No late work will be accepted after December 7.
- For every excused absence, the missed participation must be made up. Just request a copy of the in-class work from the instructor, complete it yourself, and return it within a week of receiving it.
- There will be no incompletes in this class, barring actual hospitalization or unforeseen deployment after the withdrawal deadline has passed. By university policy, incompletes must be finished in the subsequent semester.

#### Regrades

The instructor is not perfect, and if you believe part or all of a written assignment has been graded incorrectly, you need only return it within one week of receiving it back from the instructor with a brief note specifying the part(s) to be regraded. The specified parts will be compared to the key again. After a week has passed, I can no longer be sure that you will be graded to the same standards as those used for all the other students, so work will not be regraded after this period.

#### Academic Integrity

*University Code of Academic Honesty* Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, Dixon – POLI 3330: Understanding Social Science Research – Fall 2020
faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process, see [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Specific guidelines for this course, which supplement and do not replace University policy:

- **Violations:** There are many forms of academic misconduct. Some common violations of academic integrity that I have observed while teaching similar classes at TAMUCT are
  - Copying another student’s homework. I encourage study groups, but copying must be avoided. Discuss the readings as long as you wish, but don’t “share” the contents of your assignments before they are due. You may not “jointly” complete any of the homework exercises in this course unless otherwise indicated on the assignment; these are to be completed by yourself alone. If you provide another student with a copy of your homework and they copy it, both you and the copier will be deemed to have violated the policy.
  - Using direct quotes without quotation marks. Even if you are just using three- or four-word phrases, you need to surround them with quotation marks if you didn’t create them yourself. This is true even if you cite the source! Remember that changing a few words in a sentence does not transform a direct quote into a paraphrase; instead, it transforms one long direct quote into several shorter direct quotes with a word of your own between each. A true paraphrase is the expression of the cited source’s ideas in your own words.
  - Paraphrasing another person’s words without citing the source.

- **Penalties:**
  - The normal penalty for a violation of academic integrity (whether or not it is specifically listed above) in any of my classes is a grade of zero for the work or a deduction of 20% (two letter grades) from your course grade, whichever is greater. The infraction will be reported to the TAMUCT administration, with a recommendation for probation in the case of deliberate violation or remediation in the case of clearly inadvertent violation.
  - The (a) outright purchase, download, or completion by others of an exam/QLR element, or (b) second or subsequent violation of academic integrity (in this course or other courses) display such serious disregard for academic integrity that either one of them will result in course failure and recommendation for the strongest possible sanctions to the TAMUCT administration.
University Policies

Drop Policy
If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Professors are Mandatory Reporters
Texas State Law S.B. 212 states that:

- “An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator”
- Further: “A person commits an offense if the person is required to make a report...and knowingly fails to make the report. ... A postsecondary educational institution shall terminate the employment of an employee whom the institution determines in accordance with the institution's disciplinary procedure to have committed [such] an offense.”

Student Resources

- Warrior Shield (Emergency Warning System for Texas A&M University-Central Texas)
  - Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.
  - Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
- University Library: The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
  - Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more
comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

- Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

- For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

**Academic Accommodations**

- At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such. For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717].

- Important information for Pregnant and/or Parenting Students
  - Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].
  - Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender— including pregnancy, parenting, and all related conditions. Texas A&M University-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring:** Tutoring is available to all Texas A&M University - Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020 semester. Student success coaching is available online upon request.

- If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu

- Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring.
support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

- **University Writing Center:** The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.
  - Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
  - Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

**University COVID-19 Policies**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
• Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
• The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Amendments
Not all exigencies can be foreseen, especially in the midst of a pandemic. I reserve the right to amend the syllabus at any time. Any such amendment will be provided to the students in writing by uploading a revised syllabus to the course on Canvas. If I need to do so, I will use the Announcements feature of Canvas to inform students of the change(s).
Instructor’s Personal Statement (not required reading, but may be of interest)

I strive to provide my students with a liberal arts education. Such an education is intended to expand human potential by emphasizing critical thinking skills, strong writing and oral communication skills, and perceptive responses to others’ arguments. These goals enable students to become lifelong learners, community members, and ultimately to lead rewarding lives. Therefore, under the broad rubric of a liberal arts approach to teaching, I emphasize four objectives in my teaching: development of critical thinking skills, advancement of writing and speaking skills, moral development, and mastery of what in my judgment constitutes the “core” of the area under study. These goals determine how I construct course syllabi, which materials I use, and how I manage the classroom.

Critical Thinking Skills

I divide critical thinking skills into three components. First, students must be perceptive readers and listeners. In nearly all courses, there are either sections of the readings, lectures, or class handouts which we discuss and debate, nearly line by line. The point of these exercises is to draw students’ attention to the multiple ways in which one might read a phrase or argument. Even where the course readings consist largely of a standard textbook, I try to model this skill in class discussions by initially responding to many questions with “Are you asking X, Y, or Z?” Understanding the nuances of an argument is a prerequisite to analyzing it.

Second, students should have the ability to challenge and dissect arguments made by the course materials, fellow students, or myself. There are some students who are looking for “the way it is” to be handed to them from “on high.” While informing students is part of my responsibilities, I also aim to challenge those students by presenting concrete, unsolved puzzles, and then presenting a number of possible solutions, requiring them to compare the evidence for each. Since the questions I ask in class are usually open questions within the discipline of political science, there are no easy answers. When I open a class discussion, engage with students doing discussion exercises, or even grade homework assignments, I play “devil’s advocate” for each student or group, taking a different position as I interact with each student. It is therefore disappointing when students simply parrot back what they believe the professor wants to hear. Their own thoughts count.

Just as important as the ability to analyze an argument is the ability to construct and defend one, choosing one among several imperfect explanations as the “best bet” for explaining a phenomenon or the superior normative framework for evaluating its ethical implications. There are some students who are very good at critiquing existing explanations, but who then use this skill as an excuse to avoid argument altogether: “None of these explanations are perfect, so it’s all just a matter of opinion.” This is illustrated by Russian dissident Gary Kasparov (2017):

“The point of modern propaganda isn’t only to misinform or push an agenda. It is to exhaust your critical thinking. to annihilate truth. Modern dictatorships have become far more sophisticated still in how to achieve their ends. They learned that by constant bombardment, your senses become overwhelmed. You start to doubt, to shrug your shoulders, to tune out, and that makes you vulnerable. Instead of pushing one lie, one fake, they can push a dozen, or a hundred, and that’s pretty good odds against one lonely truth. They win when you say: ‘Who can be sure what really happened?’

I press students to weigh the strengths and flaws of each competing explanation and identify the one which is most likely to be correct. For empirical questions, I require them to devise some way in which their preferred explanation could be tested. For normative questions, I require them to apply their framework to difficult moral questions. In sum, I try to combine the focus on argument dissection that one finds in debate with the focus on puzzle-solving that one finds in science and philosophy.
**Writing Skills**

As a former debater and debate coach, I appreciate the importance of being able to write and speak clearly. Of course, one of the most important ways to accomplish this is by assigning writing (and, in other courses, speaking) activities that require effective argument. In order to help students proofread their work, I set up a web site illustrating the most common student grammatical errors: word mix-ups, sentence fragments, agreement of subject and verb, and improper comma or apostrophe usage.

**Moral Development**

One goal of a liberal arts education is to render students more capable of self-reflection and positive development. Moral education is essential to this process, yet may be the most difficult task facing an educator. Students must first be convinced that the ethical life is the best life. Fortunately, most students already have a set of values, albeit sometimes under-examined and often inconsistent ones. The task of the professor is to challenge their moral beliefs in such a manner that students have to choose between competing values and become more consistent in their moral judgments. It is not the task of the professor to ensure that students adhere to a particular value system or ideology; instead, the ideal professor will challenge students of any ideology and make them more consistent in their judgments.

For this to be possible, students need to recognize their own underlying assumptions (often their religious faith, combined with a cynical view of human behavior) that make a system of values possible. They must then be able to defend the connections between those assumptions and their value choices. In short, political science needs to be seen as part of a broader liberal arts curriculum which prepares students to do justice (as students understand it) in the world. Otherwise, we risk training sophists who simply use their skills to manipulate others.

**Subject Mastery**

Finally, each class I teach has a certain “core” of material I expect students to master. This material is the necessary data for intelligent discussion of the questions posed by the course. Mastery is different than memorization; it means being able to apply the material to an unanticipated question or situation. The learning outcomes of the course reflect the knowledge of the subject I expect students to have by the end of the course.
<table>
<thead>
<tr>
<th>Session</th>
<th>Modality</th>
<th>Unit</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Homework Due</th>
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<tbody>
<tr>
<td>Aug 24</td>
<td>WebEx</td>
<td>Quantifying Politics</td>
<td>Varieties of Variables</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Classroom</td>
<td></td>
<td>Evaluating Data: Reliability and Validity</td>
<td>Wagner and Gillespie: Chapters 1, 2 (pp. 9-18, 23-25)</td>
<td>Exercise 1 and Academic Integrity Exercise (on Canvas) if not previously completed for me.</td>
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<tr>
<td>Sept 7</td>
<td>No Class</td>
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<td>No Class: Labor Day</td>
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<td>None</td>
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<td>Sept 14</td>
<td>Classroom</td>
<td></td>
<td>Polls, Samples, and Scales as Measurement Techniques</td>
<td>Wagner and Gillespie: Chapters 3, 12</td>
<td>QLR Stage I</td>
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<tr>
<td>Sept 21</td>
<td>WebEx</td>
<td>Research Design</td>
<td>Internal and External Research Design Validity</td>
<td>Wagner and Gillespie: Chapter 2 (pp. 18-23) King, Keohane, and Verba (Canvas)</td>
<td>Exercise 2</td>
</tr>
<tr>
<td>Sept 28</td>
<td>Classroom</td>
<td>Univariate Statistics</td>
<td>Central Tendency and Dispersion</td>
<td>Wagner and Gillespie: Chapter 6 Powner (Canvas)</td>
<td>Exercise 3</td>
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<tr>
<td>Oct 5</td>
<td>Classroom</td>
<td></td>
<td>Probability Distributions</td>
<td>Wagner and Gillespie: Chapter 4 (pp. 37-51)</td>
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<tr>
<td>Oct 12</td>
<td>Classroom</td>
<td>Bivariate Statistics</td>
<td>Comparing Means and Variance</td>
<td>Wagner and Gillespie: Chapters 7, 8</td>
<td>Exercise 4</td>
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<tr>
<td>Oct 19</td>
<td>WebEx</td>
<td>Bivariate Statistics</td>
<td>Bivariate Correlation</td>
<td>Wagner and Gillespie: Chapters 4 (pp. 52-58), 5, 9, 10</td>
<td>QLR Stage II</td>
</tr>
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<td>Oct 26</td>
<td>Classroom</td>
<td></td>
<td>Uncensored Interval Dependent Variables</td>
<td>Wagner and Gillespie: Chapter 11</td>
<td>Exercise 5</td>
</tr>
<tr>
<td>Nov 2</td>
<td>WebEx</td>
<td></td>
<td>Binary Dependent Variables</td>
<td>Spicer (Canvas)</td>
<td>Exercise 6</td>
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<tr>
<td>Nov 9</td>
<td>Classroom</td>
<td>The Right Tool for the Job</td>
<td>Count and Duration Data as Dependent Variables</td>
<td>Rydberg and Carkin (Canvas) Hoffman (Canvas)</td>
<td>Exercise 7</td>
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<td>Nov 16</td>
<td>WebEx</td>
<td></td>
<td>Ordinal and Nominal Dependent Variables</td>
<td>Anderson and Rutkowski (Canvas)</td>
<td>QLR: First Full Draft</td>
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<tr>
<td>Nov 23</td>
<td>Classroom</td>
<td></td>
<td>Censored Dependent Variables</td>
<td>Vance and Ritter (Canvas)</td>
<td>Exercise 8</td>
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<td>WebEx</td>
<td>Integration</td>
<td>Research Symposium</td>
<td>None</td>
<td>QLR Presentations QLR Final Draft</td>
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<td>Dec 7</td>
<td>WebEx</td>
<td></td>
<td>Final Exam</td>
<td>None</td>
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</tr>
</tbody>
</table>
Instructions: Find and read one recent (2011 or later) quantitative research article in a peer-reviewed political science journal on some topic of interest to you. The article must test one or more hypotheses using statistics. Adding “hypotheses” and/or “significant” as search terms on WarriorQuest, Google Scholar, or Academic Search Complete may help you narrow down your choice.

I. Download the article so you can attach it to your work.
II. Then answer the following questions. The answers should be typed, but diagrams may be hand-drawn. Remember to use full sentences as answers where possible.

A. Questions about the article you chose (8 points each, or 40% of the assignment grade):
   1. What is the author or authors’ dependent variable of interest? If they have more than one, just pick the one that interests you most.
   2. What are at least three independent variables the author or authors include to predict this dependent variable?
   3. What are the authors’ testable hypotheses about the dependent variable? List at least two of them, assuming that two or more exist.
   4. What do the authors call the statistical technique they use to evaluate these hypotheses? If there is more than one technique used, list them. Note that you probably won’t understand what the words mean yet, but you will in time (common ones are logit/logistic regression, OLS, GLS, Cox, Weibull, probit, ordered logit/probit, multinomial logit/probit, Poisson, negative binomial or zero-inflated negative binomial/ZINB, Heckman, factor analysis, ANOVA, and so forth).
   5. What are the author or authors’ conclusions regarding the validity of each of the hypotheses you listed?

B. For each of the following hypotheses, identify the dependent variable and any independent variables. (6 points each for 30% of the assignment credit)
   1. State legislatures pass more bills when one party controls both of their houses than when one party controls one house and another party controls the other house.
   2. People around the world are increasingly worried about global climate change.
   3. As battle-deaths rise, public support for wars falls.
   4. Horizontal inequality and anocracy increase the probability of civil war in a given country.
   5. Support for social welfare programs is determined by a person’s income, race, and gender.

C. The following is a list of three variables: a person’s intention to vote in an upcoming election, that person’s general interest in politics, and the expected closeness of the election. Do the following (6 points each for the last 30% of the assignment credit):
   1. Write a hypothesis relating the first two variables to each other in some way. Keep in mind: cause must precede effect (something later in time cannot reach back and influence something earlier in time).
   2. Identify the independent and dependent variables in your hypothesis.
   3. State how you expect the third variable to affect each of the other two variables (if at all).
   4. Draw an arrow diagram including all three variables, consistent with what you said in #2 and #3.
   5. Determine whether the third variable is antecedent, intervening, alternative, or irrelevant.
One of the most frequently-used measures in research in the subfields of comparative politics and international relations is the Polity IV index of regime types (democracy and/or autocracy) – specifically, its POLITY variable.

Instructions:
1. Use the following table or one like it to code each country’s regime characteristics for the year 2018 using the attached country information and excerpts from the Polity IV coding manual.

<table>
<thead>
<tr>
<th></th>
<th>USA</th>
<th>Russia</th>
<th>PRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>XRCOMP (Record the Code, not the Scale Weight)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XROPEN (Record the Code, not the Scale Weight)</td>
<td></td>
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<tr>
<td>XCONST (Record the Code, not the Scale Weight)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PARREG (Record the Code, not the Scale Weight)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARCOMP (Record the Code, not the Scale Weight)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEMOC (Compute using the scale given)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUTOC (Compute using the scale given)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLITY (Equals DEMOC-AUTOC)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Type your answers to the following four questions. Most require only a sentence or two.
   a. How well does POLITY measure the differences between these regimes? That is, are you comfortable with where your analysis using the instrument places each country relative to the other countries on the -10 to 10 scale?
   b. What elements of democracy are missing from Polity IV’s instrument? That is, what are things a country needs for you to consider it democratic that are not measured by the Polity IV variables?
   c. Do you think that you probably reached the same POLITY scores, within a point or two, as the rest of the class?
   d. Is this a biased instrument? If so, what is its bias? Note that bias includes anything that introduces systematic error into the instrument, not just bias introduced by political ideologies.
   e. Identify one assumption about democracy and/or autocracy made by this instrument. Is the assumption a reasonable one?
Country Descriptions

United States

The President is selected by an Electoral College, which in turn is selected by voters in each state. Although the candidate with the most votes usually wins, sometimes a candidate with fewer votes defeats a candidate with more votes by winning enough electors by a narrow margin in some states to offset his/her opponent having won electors by larger majorities in other states. Any natural-born US citizen aged 35 or older may run for President; the recent success of Donald Trump and near-success of Bernie Sanders demonstrates that even in a two-party system the nomination process is not determined solely by party elites.

The Congress initiates all legislation in the United States; Presidents have no ability to force a vote or even a debate on any proposed measures. Theoretically, the powers of the executive and legislature are about equal, although some argue that one or the other is more powerful (the “Imperial Presidency” and “Two Presidencies” theses, respectively). The president has a strong veto over normal legislation, which requires a two-thirds majority in both houses of Congress to override.

The American two-party system is entrenched in power and various rules in some states make it difficult for a third party to get on the ballot. However, anyone is free to form a party and, given sufficient resources and/or popular support, get that party’s candidates on ballots at all levels of government. The emergence of a credible third party is rare, however, and efforts for political change usually take the form of efforts to gain control over one party or the other’s nomination procedures and contests. This can lead to factions within parties becoming the main method by which groups pursue their goals, as in both parties’ primaries in 2016.

One item of note is that the United States is a federal system, and over the past 20 years, fewer and fewer of those states have competitive elections – most of them are “red” (Republican party dominates statewide elections) or “blue” (Democratic party dominates statewide elections), leaving few truly competitive “swing” states.

Russia

There are regular elections for the Presidency, but fraud is common and the “United Russia” party, a so-called “party of power” developed around a faction loyal to Vladimir Putin, regularly wins large majorities. In 2018, incumbent Vladimir Putin won reelection for his second consecutive (fourth overall) term in office with 77% of the vote, compared to less than 12% for his nearest competitor. In the previous Presidential election (2012), the results gave Putin 64% of the vote, a Communist Party candidate 17% of the vote, and single-digit results for all other candidates. Rules for the selection of candidates require that they either be nominated by a party represented in the Duma (legislature) or collect 2 million signatures supporting their candidacy. If no candidate were to win a majority on Election Day, there would be a run-off election between the top two candidates in order to ensure that the winner received a majority.

The President appoints the prime minister; the Duma must approve, but the president can dissolve the legislature and call for new elections if this body rejects his/her nominee three times. The Prime Minister can appoint or dismiss Cabinet ministers at will. The president has a strong veto over normal legislation, which requires a two-thirds majority in both houses of the legislature to override. Moreover, the Constitution provides the president sweeping powers to issue decrees on any subject. Such decrees have no time limit and do not require parliamentary approval; they are considered legally binding provided they do not contradict existing law. Since the 2016 Duma elections that gave Putin’s allies a three-fourths majority in the Duma (legislature), United Russia can amend the Constitution at will.

Following the Beslan school hostage crisis in September 2004, President Putin initiated a radical shakeup of the federal system, proposing that the direct elections of regional governors be replaced by appointments from the president himself. These appointments could later be confirmed or rejected by the regional legislatures. The move placed more control over the Federation Council (the upper house of the Duma) by the executive branch, due to laws which stipulate that regional executives have a say in choosing delegates to the Federation council.
Moreover, parties and factions are not recognized in the Federation Council. Russia’s judiciary is subject to manipulation by central and local political authorities and seriously impaired by a lack of resources and by high levels of corruption. On the other hand, it has shown signs of limited independence.

Putin has also interfered with the electoral process. Most significantly, the government effectively restricted media freedom. Independent media coverage of the political arena in Russia has been curtailed in recent years by politically-motivated tax audits and libel suits levied against opposition voices as well as the withholding of financial support from government media operations that exercised independent editorial judgment. Putin endorsed a new information security doctrine that implies the need to restrict access by the Russian public to foreign news media. In related developments, NTV, the only independent television station with nationwide broadcast coverage, was taken over in April 2001 by a subsidiary of the state-owned gas company (Gazprom-Media). Many of NTV’s journalists moved to TV-6, which was then forced off the air in January 2002 in liquidation proceedings. Both media outlets had been critical of the Putin government and many critics accused the president of moving to maintain control over the media.

Russia has seen the formation of numerous political parties since political pluralism was instituted in the early 1990s. However, few of these parties have been substantial or lasting. In general, Russia’s political parties are weak and fluid in nature. In each election cycle, new organizations and blocs are formed, often on a personalist basis, to fight for a leading role and then often just as quickly disappear.

People’s Republic of China

The citizens of China cannot change their chief executive through democratic mechanisms. Executive recruitment within China remains occurs within the Chinese Communist Party (CCP), which has had loose factions and interpersonal networks but nothing approaching a democratic primary system. The President is elected by the National People’s Congress (NPC), China’s highest state body, which at this time contains nearly 3000 delegates – the world’s largest national legislature. According to the Organic Law of the NPC, the President is nominated by the NPC Presidium, the Congress’s executive organ, and the only requirements are that he or she be. In practice, however, the ruling Communist Party of China reserves the post of President for its current General Secretary. Like all officers of state elected by the NPC, the President is elected from a one name ballot. The current President and General Secretary is Xi Jinping, who ascended to power in 2013.

Since Xi Jinping’s ascendance to power, two new bodies of the Communist Party, the National Security Commission and Central Leading Group for Comprehensively Deepening Reforms, have been established, concentrating political power in the “paramount leader” to a greater degree than anyone since Deng Xiaoping, who ruled without challenge until his official retirement in 1990. These bodies were tasked with establishing the general policy direction for national security as well as the agenda for economic reform. Both groups are headed by the General Secretary.

While Mao Zedong and, at times, Deng Xiaoping, were able to stand above the party apparatus, more often than not the CCP as a collective body has retained its ability to limit the powers of its designated chief executive. While the powers of the general secretary of the CCP are vast, nonetheless, the autonomy of the chief executive is often constrained by the institutionalized power of the party apparatus. Xi Jinping has been quite successful at finding or appointing allies in the party hierarchy and a recent constitutional amendment, which repealed the term limits that would have forced him out of power and added “Xi Jinping Thought” to the document. Finally, “supervisory committees” -- appointed by the President and having the ability to remove members of the legislature or bureaucracy -- were instituted. No Chinese President has held such authority since Mao Zedong.

The Standing Committee of the NPC has the power to interpret the laws of the PRC, including its constitution. In contrast to other countries in which stare decisis gives the power of both final interpretation and adjudication to a supreme court, within the People's Republic of China constitutional and legal interpretation is considered to
be a legislative activity rather than a judicial one. The Standing Committee (roughly 160 members) also handles all legislative functions in the 50-51 weeks each year that the NPC is out of session.

The 58 million-member CCP continues to restrict all challenges to its nearly 70-year rule. Political threats to CCP hegemony and Chinese (Han-dominated) territorial sovereignty are countered with repression. While eight minor parties are permitted to operate in China, they have no autonomy from the ruling CCP. All independent voices of political and social reform are muzzled by the CCP.

Extracts from the Polity IV codebook:

 XRCOMP -- Competitiveness of Executive Recruitment: Competitiveness refers to the extent that prevailing modes of advancement give subordinates equal opportunities to become superordinates. For example, selection of chief executives through popular elections matching two or more viable parties or candidates is regarded as competitive. Three categories are used to measure this concept:

(1) Selection: Chief executives are determined by hereditary succession, designation, or by a combination of both, as in monarchies whose chief minister is chosen by king or court. Examples of pure designative selection are rigged, unopposed elections; repeated replacement of presidents before their terms end; recurrent military selection of civilian executives; selection within an institutionalized single party; recurrent incumbent selection of successors; repeated election boycotts by the major opposition parties, etc.

(2) Dual/Transitional: Dual executives in which one is chosen by hereditary succession, the other by competitive election. Also used for transitional arrangements between selection (ascription and/or designation) and competitive election.

(3) Election: Chief executives are typically chosen in or through competitive elections matching two or more major parties or candidates. (Elections may be popular or by an elected assembly.)

 XROPEN -- Openness of Executive Recruitment: Recruitment of the chief executive is "open" to the extent that all the politically active population has an opportunity, in principle, to attain the position through a regularized process. Four categories are used:

(1) Closed: Chief executives are determined by hereditary succession, e.g. kings, emirs, etc. who assume executive powers by right of descent. An executive selected by other means may proclaim himself a monarch but the polity he governs is not coded "closed" unless a relative actually succeeds him as ruler.

(2) Dual Executive—Designation: Hereditary succession plus executive or court selection of an effective chief minister.

(3) Dual Executive—Election: Hereditary succession plus electoral selection of an effective chief minister.

(4) Open: Chief executives are chosen by elite designation, competitive election, or transitional arrangements between designation and election.

Some examples may clarify the coding scheme outlined above. The Soviet Union's (XRCOMP/XROPEN) profile on these variables, since the accession of Khrushchev, was Selection/Open. Victorian Britain's profile was Transitional/Dual Executive—Election, whereas contemporary Britain, along with other modern democracies, is coded Election/Open.

 XCONST -- Executive Constraints (Decision Rules): Operationally, this variable refers to the extent of institutionalized constraints on the decision-making powers of chief executives, whether individuals or collectivities. Such limitations may be imposed by any "accountability groups." In Western democracies these are usually legislatures. Other kinds of accountability groups are the ruling party in a one-party state; councils of nobles or powerful advisors in monarchies; the military in coup-prone polities; and in many states a strong, independent judiciary. The concern is therefore with the checks and balances between the various parts of the decision-making
process. A seven-category scale is used.

(1) Unlimited Authority: There are no regular limitations on the executive's actions (as distinct from irregular limitations such as the threat or actuality of coups and assassinations). Examples of evidence:
   i. Constitutional restrictions on executive action are ignored.
   ii. Constitution is frequently revised or suspended at the executive's initiative.
   iii. There is no legislative assembly, or there is one but it is called and dismissed at the executive's pleasure.
   iv. The executive appoints a majority of members of any accountability group and can remove them at will.
   v. The legislature cannot initiate legislation or veto or suspend acts of the executive.
   vi. Rule by decree is repeatedly used.

(2) Intermediate Category

(3) Slight to Moderate Limitation on Executive Authority: There are some real but limited restraints on the executive. Evidence:
   i. The legislature initiates some categories of legislation.
   ii. The legislature blocks implementation of executive acts and decrees.
   iii. Attempts by the executive to change some constitutional restrictions, such as prohibitions on succeeding himself, or extending his term, fail and are not adopted.
   iv. The ruling party initiates some legislation or takes some administrative action independently of the executive.
   v. The legislature or party approves some categories of appointments nominated by the executive.
   vi. There is an independent judiciary.
   vii. Situations in which there exists a civilian executive, but in which policy decisions, for all practical purposes, reflect the demands of the military.

(4) Intermediate Category

(5) Substantial Limitations on Executive Authority: The executive has more effective authority than any accountability group but is subject to substantial constraints by them. Examples:
   i. A legislature or party council often modifies or defeats executive proposals for action.
   ii. A council or legislature sometimes refuses funds to the executive.
   iii. The accountability group makes important appointments to administrative posts.
   iv. The legislature refuses the executive permission to leave the country.

(6) Intermediate Category

(7) Executive Parity or Subordination: Accountability groups have effective authority equal to or greater than the executive in most areas of activity. Examples of evidence:
   i. A legislature, ruling party, or council of nobles initiates much or most important legislation.
   ii. The executive (president, premier, king, cabinet, council) is chosen by the accountability group and is dependent on its continued support to remain in office (as in most parliamentary systems).
   iii. In multi-party democracies, there is chronic "cabinet instability."

PARREG -- Regulation of Participation: Participation is regulated to the extent that there are binding rules on when, whether, and how political preferences are expressed. One-party states and Western democracies both regulate participation but they do so in different ways, the former by channeling participation through a single party structure, with sharp limits on diversity of opinion; the latter by allowing relatively stable and enduring groups to compete nonviolently for political influence. The polar opposite is unregulated participation, in which there are no enduring national political organizations and no effective regime controls on political activity. In such situations political competition is fluid and often characterized by recurring coercion among shifting coalitions of partisan groups.

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A five-category scale is used to code this dimension:

(1) Unregulated: Political participation is fluid; there are no enduring national political organizations and no systematic regime controls on political activity. Political groupings tend to form around particular leaders, regional interests, religious or ethnic or clan groups, etc.; but the number and relative importance of such groups in national political life varies substantially over time.

(2) Multiple Identity: There are relatively stable and enduring political groups which compete for political influence at the national level—parties, regional groups, or ethnic groups, not necessarily elected—but there are few, recognized overlapping (common) interests.

(3) Sectarian: Political demands are characterized by incompatible interests and intransigent posturing among multiple identity groups and oscillate more or less regularly between intense factionalism and government favoritism, that is, when one identity group secures central power it favors group members in central allocations and restricts competing groups' political activities, until it is displaced in turn (i.e., active factionalism). Also coded here are polities in which political groups are based on restricted membership and significant portions of the population historically have been excluded from access to positions of power (latent factionalism, e.g., indigenous peoples in some South American countries).

(4) Restricted: Some organized political participation is permitted without intense factionalism but significant groups, issues, and/or types of conventional participation are regularly excluded from the political process.

(5) Regulated: Relatively stable and enduring political groups regularly compete for political influence and positions with little use of coercion. No significant groups, issues, or types of conventional political action are regularly excluded from the political process.

PARCOMP -- Competitiveness of Participation: The competitiveness of participation refers to the extent to which alternative preferences for policy and leadership can be pursued in the political arena. Political competition implies a significant degree of civil interaction, so polities which are coded Unregulated (1) on Regulation of Participation (PARREG) are coded as Not Applicable (1) for PARCOMP. Polities in transition between Unregulated and any of the regulated forms PARREG also are coded Not Applicable (1) on PARCOMP. A newly enacted right to engage in political activities is most likely a change from category 1 to 2. Competitiveness is coded on a five-category scale:

(1) Repressed: No significant oppositional activity is permitted outside the ranks of the regime and ruling party. Totalitarian party systems, authoritarian military dictatorships, and despotic monarchies are typically coded here. However, the mere existence of these structures is not sufficient for a Repressed coding. The regime's institutional structure must also be matched by its demonstrated ability to repress oppositional competition.

(2) Suppressed: Some organized, political competition occurs outside government, without serious factionalism; but the regime systematically and sharply limits its form, extent, or both in ways that exclude substantial groups (20% or more of the adult population) from participation. Suppressed competition is distinguished from Fractional competition (below) by the systematic, persisting nature of the restrictions: large classes of people, groups, or types of peaceful political competition are continuously excluded from the political process. As an operational rule, the banning of a political party which received more than 10% of the vote in a recent national election is sufficient evidence that competition is "suppressed." However, other information is required to determine whether the appropriate coding is (2) Suppressed or (3) Fractional competition. This category is also used to characterize transitions between Fractional and Repressed competition.

Examples of "suppression" are:

i. Prohibiting some kinds of political organizations, either by type or group of people involved (e.g.,
no national political parties or no ethnic political organizations).

ii. Prohibiting some kinds of political action (e.g., Communist parties may organize but are prohibited from competing in elections).

iii. Systematic harassment of political opposition (leaders killed, jailed, or sent into exile; candidates regularly ruled off ballots; opposition media banned, etc.). This is evidence for either Factional, Suppressed, or Repressed, depending on the nature of the regime, the opposition, and the persistence of political groups.

(3) Factional: Polities with parochial or ethnic-based political factions that regularly compete for political influence in order to promote particularist agendas and favor group members to the detriment of common, secular, or cross-cutting agendas.

(4) Transitional: Any transitional arrangement from Restricted, Suppressed, or Factional patterns to fully Competitive patterns, or vice versa. Transitional arrangements are accommodative of competing, parochial interests but have not fully linked parochial with broader, general interests. Sectarian and secular interest groups coexist.

(5) Competitive: There are relatively stable and enduring, secular political groups which regularly compete for political influence at the national level; ruling groups and coalitions regularly, voluntarily transfer central power to competing groups. Competition among groups seldom involves coercion or disruption. Small parties or political groups may be restricted in the Competitive pattern.

DEMOC is a 0-10 index, starting at zero and modified as follows (zeroes not shown) by the variables listed above:

<table>
<thead>
<tr>
<th>Authority Coding</th>
<th>Scale Weight</th>
</tr>
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<tbody>
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<td>Competitiveness of Executive Recruitment (XRCOMP):</td>
<td></td>
</tr>
<tr>
<td>(3) Election</td>
<td>+2</td>
</tr>
<tr>
<td>(2) Transitional</td>
<td>+1</td>
</tr>
<tr>
<td>Openness of Executive Recruitment (XROOPEN):</td>
<td></td>
</tr>
<tr>
<td>only if XRCOMP is Election (3) or Transitional (2)</td>
<td></td>
</tr>
<tr>
<td>(3) Dual/election</td>
<td>+1</td>
</tr>
<tr>
<td>(4) Election</td>
<td>+1</td>
</tr>
<tr>
<td>Constraint on Chief Executive (XCONST):</td>
<td></td>
</tr>
<tr>
<td>(7) Executive parity or subordination</td>
<td>+4</td>
</tr>
<tr>
<td>(6) Intermediate category</td>
<td>+3</td>
</tr>
<tr>
<td>(5) Substantial limitations</td>
<td>+2</td>
</tr>
<tr>
<td>(4) Intermediate category</td>
<td>+1</td>
</tr>
<tr>
<td>Competitiveness of Political Participation (PARCOMP):</td>
<td></td>
</tr>
<tr>
<td>(5) Competitive</td>
<td>+3</td>
</tr>
<tr>
<td>(4) Transitional</td>
<td>+2</td>
</tr>
<tr>
<td>(3) Factional</td>
<td>+1</td>
</tr>
</tbody>
</table>
**AUTOC** is also a 0-10 scale that begins at zero and modifies the score as follows (zeroes not shown):

<table>
<thead>
<tr>
<th>Authority Coding</th>
<th>Scale Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competitiveness of Executive Recruitment (XRCOMP):</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Selection</td>
<td>+2</td>
</tr>
<tr>
<td><strong>Openness of Executive Recruitment (XROPEN):</strong></td>
<td></td>
</tr>
<tr>
<td>only if XRCOMP is coded Selection (1)</td>
<td></td>
</tr>
<tr>
<td>(1) Closed</td>
<td>+1</td>
</tr>
<tr>
<td>(2) Dual/designation</td>
<td>+1</td>
</tr>
<tr>
<td><strong>Constraints on Chief Executive (XCONST):</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Unlimited authority</td>
<td>+3</td>
</tr>
<tr>
<td>(2) Intermediate category</td>
<td>+2</td>
</tr>
<tr>
<td>(3) Slight to moderate limitations</td>
<td>+1</td>
</tr>
<tr>
<td><strong>Regulation of participation (PARREG):</strong></td>
<td></td>
</tr>
<tr>
<td>(4) Restricted</td>
<td>+2</td>
</tr>
<tr>
<td>(3) Sectarian</td>
<td>+1</td>
</tr>
<tr>
<td><strong>Competitiveness of Participation (PARCOMP):</strong></td>
<td></td>
</tr>
<tr>
<td>(1) Repressed</td>
<td>+2</td>
</tr>
<tr>
<td>(2) Suppressed</td>
<td>+1</td>
</tr>
</tbody>
</table>

**POLITY** is simply equal to DEMOC - AUTOC. It may range from -10 (most autocratic) to 10 (most democratic).
Instructions: Type your answers in the form of full sentences. For each of the following three cases,

1. List all threats to internal and external validity present in the research design, along with a brief description of how each can be found in the design.
2. For each such threat, suggest a way that the design could be improved to overcome the or at least minimize the problem identified.

Cases:

A. A researcher wants to assess the effectiveness of Head Start. So she compares those going into Head Start with those not going into Head Start by comparing their scores at the beginning of the next school year (kindergarten). She finds that Head Start children score about the same as non-Head Start children and concludes that the program made no difference.

B. Crime dropped in the 1990s and early 2000s, even when the proportion of young people in the population increased (usually a safe predictor that a crime wave is coming). Moreover, crime continued to decrease even during recessions (again, usually indicators of increased crime). To explain this observed drop, two economists argued that legalization of abortion in the early 1970s produced a subsequent increase in abortions, especially by the very young, the poor, and those that didn’t want children. They concluded that the absence of this would-be group of young adults in the 1990s and early 2000s meant that fewer high-risk individuals (young, poor, unwanted and neglected) were in the population, thus leading to a reduction in crime even as other risk factors increased.

C. An investigator wants to know if repeated and prolonged exposure to “pro-gun” films (ones in which guns are used to effect change for the better) changes opinions about gun control. He draws a random sample of 100 people from the community of Sometown and assigns them to one of four groups:
   1. The first 25 men to appear are assigned to this group. Over a period of three days, these 25 male participants view one “pro-gun” film per day.
   2. The rest of the males are assigned to this group. Each day, they watch a film in which no guns are seen or mentioned.
   3. The first 25 females to appear are assigned to this group. Each day, they view one “pro-gun” film.
   4. The rest of the females are assigned to this group. Each day, they watch a film in which no guns are seen or mentioned.

The subjects’ support for various gun control measures is surveyed at the time they are assigned to a group and one week after the last treatment has been administered. The two experimental groups (1 and 3) show a decrease in support for gun control, while the two control groups (2 and 4) show no such decrease. The researchers draw two conclusions. First, exposure to popular entertainment can change political opinions; in this case, pro-gun films reduced support for gun control. Second, the effect on men and women was exactly the same.
Use the provided tables and figures to answer each of the questions. As always, be sure to type your answers and to answer in full sentences. The first study examines the effects of a major human rights treaty’s ratification on actual human rights.

“According to a list prepared by Donnelly (1993: 9), the International Covenant on Civil and Political Rights (ICCPR) protects a total of 27 rights categories. These rights range from the right to life to the right of protection against debtor’s prison, from the right to protection against slavery to the right of special protection for children, and from the right of protection against torture to the right to marry and raise a family” (Keith 1999, 101).


<table>
<thead>
<tr>
<th>International Instrument</th>
<th>Parties b</th>
<th>Mean for Non-Parties b</th>
<th>Mean Difference</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom House Civil Rights a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covenant on Civil and Political Rights (ICCPR)</td>
<td>4.28 (1315)</td>
<td>3.45 (1523)</td>
<td>0.83</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Optional Protocol for ICCPR</td>
<td>5.19 (683)</td>
<td>3.45 (2155)</td>
<td>1.74</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>ICCPR minus derogators</td>
<td>4.28 (1184)</td>
<td>3.51 (1653)</td>
<td>0.77</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Freedom House Political Rights a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covenant on Civil and Political Rights (ICCPR)</td>
<td>4.34 (1315)</td>
<td>3.35 (1523)</td>
<td>0.99</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Optional Protocol for ICCPR</td>
<td>5.19 (683)</td>
<td>3.37 (2155)</td>
<td>1.82</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>ICCPR minus derogators</td>
<td>4.31 (1184)</td>
<td>3.45 (1654)</td>
<td>0.86</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Personal Integrity Rights based on State Department Country Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covenant on Civil and Political Rights (ICCPR)</td>
<td>2.24 (1281)</td>
<td>2.28 (1471)</td>
<td>−0.04</td>
<td>&lt; 0.21</td>
</tr>
<tr>
<td>Optional Protocol for ICCPR</td>
<td>1.98 (676)</td>
<td>2.35 (2076)</td>
<td>−0.37</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>ICCPR minus derogators</td>
<td>2.14 (1150)</td>
<td>2.35 (1602)</td>
<td>−0.21</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>Personal Integrity Rights based on Amnesty International Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covenant on Civil and Political Rights (ICCPR)</td>
<td>2.41 (1281)</td>
<td>2.47 (1471)</td>
<td>−0.06</td>
<td>&lt; 0.07</td>
</tr>
<tr>
<td>Optional Protocol for ICCPR</td>
<td>2.13 (676)</td>
<td>2.55 (2076)</td>
<td>−0.42</td>
<td>&lt; 0.001</td>
</tr>
<tr>
<td>ICCPR minus derogators</td>
<td>2.29 (1150)</td>
<td>2.55 (1602)</td>
<td>−0.26</td>
<td>&lt; 0.001</td>
</tr>
</tbody>
</table>

a The Freedom House indices have been inverted so that higher scores indicate greater levels of freedom rather than lower levels of freedom.
b N(number of nation-years) is in parentheses.

Note: Higher scores on Freedom House represent more freedom on a seven-point scale, but higher scores on the Personal Integrity Rights measures indicate worse human rights performance on its five-point scale.
1. To what extent do members of the International Covenant on Civil and Political Rights have better human rights records than non-members? Your answer should address both statistical and substantive significance for each of the four measures of human rights.

2. To what extent do members of the Optional Protocol, which provides for an international committee to investigate complaints, have better human rights records than non-members? Your answer should address both statistical and substantive significance for each of the four measures of human rights.

ABSTRACT: Although political views have been thought to arise largely from individuals’ experiences, recent research suggests that they may have a biological basis. We present evidence that variations in political attitudes correlate with physiological traits. In a group of 46 adult participants with strong political beliefs, individuals with measurably lower physical sensitivities to sudden noises and threatening visual images were more likely to support foreign aid, liberal immigration policies, pacifism, and gun control, whereas individuals displaying measurably higher physiological reactions to those same stimuli were more likely to favor defense spending, capital punishment, patriotism, and the Iraq War. Thus, the degree to which individuals are physiologically responsive to threat appears to indicate the degree to which they advocate policies that protect the existing social structure from both external (outgroup) and internal (norm-violator) threats.

3. Given a threatening stimulus, is the difference in mean change in skin conductance (an indicator of physiological stress) between high and low supporters of “socially protective policies” (defense spending, capital punishment, patriotism, and the Iraq War) statistically significant?

4. Given a nonthreatening stimulus, is the difference in mean change in skin conductance (an indicator of physiological stress) between high and low supporters of “socially protective policies” (defense spending, capital punishment, patriotism, and the Iraq War) statistically significant?

5. Is either difference substantively significant?
Instructions: Answer the following questions. As always, be sure to type your answers and to answer in full sentences.

A. Crosstabs

<table>
<thead>
<tr>
<th>Feb-March 2013 Reason-Rupe Poll</th>
<th>All</th>
<th>Rep</th>
<th>Dem</th>
<th>Ind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q38: WHICH OF THE FOLLOWING WOULD MOST UPSET YOU?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The cancellation of this year's Major League Baseball season</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>The cancellation of American Idol</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>The cancellation of the current session of Congress</td>
<td>33%</td>
<td>35%</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>None of these would upset you?</td>
<td>54%</td>
<td>51%</td>
<td>50%</td>
<td>57%</td>
</tr>
<tr>
<td>DK/Refused</td>
<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

1. Which was more popular – baseball or American Idol?
2. What group seemed to dislike Congress the most?
3. Does Independent seem to fall “between” Democrat and Republican, making Democrat > Independent > Republican an ordinal scale of “liberalism?”

4. Make a proper, percentaged cross-tab out of this data. (Hint: the one shown is improperly arranged). The dependent variable is peace.
5. According to your cross-tab, is wealth-sharing in peace agreements associated with more stable peace?
B. Measures of Association

<table>
<thead>
<tr>
<th>GROUP DIFFERENCES IN APPROVAL OF TAX REFORM, 1988</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Approving</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>18-24</td>
</tr>
<tr>
<td>25-34</td>
</tr>
<tr>
<td>35-44</td>
</tr>
<tr>
<td>45-54</td>
</tr>
<tr>
<td>55-64</td>
</tr>
<tr>
<td>65+</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Past Family Finances</td>
</tr>
<tr>
<td>Better</td>
</tr>
<tr>
<td>Same</td>
</tr>
<tr>
<td>Worse</td>
</tr>
<tr>
<td>Union Membership</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>8th Grade</td>
</tr>
<tr>
<td>Some HS</td>
</tr>
<tr>
<td>HS Graduate</td>
</tr>
<tr>
<td>Some College</td>
</tr>
<tr>
<td>College Graduate</td>
</tr>
<tr>
<td>Post-Graduate</td>
</tr>
<tr>
<td>Party Identification</td>
</tr>
<tr>
<td>Republican</td>
</tr>
<tr>
<td>Independent</td>
</tr>
<tr>
<td>Democrat</td>
</tr>
</tbody>
</table>

* p < .05
** p < .01
*** p < .001

Source: The June 1988 Rhode Island Survey

6. What is the dependent variable?
7. How many independent variables are there? Hint: Each variable has several possible values it might take.
8. Which independent variables are significantly and positively associated with the dependent variable?
9. Which independent variables are significantly and inversely associated with the dependent variable?
10. For each independent variable, which is the “better” measure of association with the dependent variable – Kendall’s tau or Cramer’s V?
11. What is the dependent variable?
12. What is the independent variable?
13. Each dot is an observation (a measurement of a person’s self-reported ideology and a liberalism index created from their responses to questions about policy). How many observations are there? Hint: You don’t need to count the dots.
14. Which is the more appropriate measure of association – Pearson’s r, or Spearman’s rho?
Read each chart and answer the questions that follow with typed full sentences.

### Table 1. Explaining support for Trump.

<table>
<thead>
<tr>
<th>Racial attitudes:</th>
<th>Support for Trump (unstandardized coefficients)</th>
<th>Standardized coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial resentment</td>
<td>2.42*** (.35)</td>
<td>.32</td>
</tr>
<tr>
<td>Old fashion racism</td>
<td>1.04* (.64)</td>
<td>.07</td>
</tr>
<tr>
<td>Black affect</td>
<td>.11* (.06)</td>
<td>.08</td>
</tr>
<tr>
<td>Muslim affect</td>
<td>−.15*** (.06)</td>
<td>−.12</td>
</tr>
<tr>
<td>Economic status:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income</td>
<td>−.38 (.41)</td>
<td>−.03</td>
</tr>
<tr>
<td>Education</td>
<td>1.56 (2.8)</td>
<td>.02</td>
</tr>
<tr>
<td>Nation’s economy</td>
<td>−.51 (1.38)</td>
<td>−.02</td>
</tr>
<tr>
<td>Partisanship:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Party identification</td>
<td>3.35**** (.82)</td>
<td>.20</td>
</tr>
<tr>
<td>Ideology</td>
<td>1.01 (.98)</td>
<td>.05</td>
</tr>
<tr>
<td>Feminism attitudes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hillary feeling therm</td>
<td>−.03*** (.05)</td>
<td>−.13</td>
</tr>
<tr>
<td>Feminists feeling therm</td>
<td>.01 (.05)</td>
<td>.01</td>
</tr>
<tr>
<td>Other controls:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church attendance</td>
<td>−.25 (.75)</td>
<td>−.01</td>
</tr>
<tr>
<td>Age</td>
<td>.15** (.08)</td>
<td>.07</td>
</tr>
<tr>
<td>Adj. $R^2$</td>
<td>.40</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>544</td>
<td></td>
</tr>
</tbody>
</table>

*p < .10; **p < .05; ***p < .01; ****p < .0001.

The above table estimates white women’s support for Trump in 2016 on a “feeling thermometer” (0 to 100, with higher values indicating warmer feelings) using OLS. The constant term is omitted from this table.

1. What is the number of observations?
2. What are the statistically significant independent variables?
3. For three such variables, write out the sentence from the notes: “**Holding every other variable constant, an increase of (1 unit) in (X) predicts an increase of (βi units) in (the DV)**”
4. Which statistically significant measure of racial attitudes has the largest standardized effect on the DV?
5. About how much variance is explained by the regression model?
6. What is the DV?
7. Which three variables are “dummy variables?”
8. Which of the independent variables significantly increased homeland security spending on a state or district in 2004?
9. If a state had at least one nuclear power plant in 2002, then it received ________ less/more (choose) in logged per capita homeland security funds in 2004.

### Table 1 Homeland security grant allocation regression estimates

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>13.851</td>
<td>6.08</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Income</td>
<td>0.512</td>
<td>2.96</td>
<td>0.0051</td>
</tr>
<tr>
<td>Electoral votes</td>
<td>1.288</td>
<td>16.69</td>
<td>&lt;.0001</td>
</tr>
<tr>
<td>Closeness</td>
<td>-0.002</td>
<td>-0.09</td>
<td>0.3116</td>
</tr>
<tr>
<td>Emplaned</td>
<td>0.025</td>
<td>1.82</td>
<td>0.0763</td>
</tr>
<tr>
<td>Density</td>
<td>0.040</td>
<td>2.28</td>
<td>0.0276</td>
</tr>
<tr>
<td>Nuke</td>
<td>-0.115</td>
<td>-2.25</td>
<td>0.0300</td>
</tr>
<tr>
<td>Coast</td>
<td>-0.061</td>
<td>-1.49</td>
<td>0.1439</td>
</tr>
<tr>
<td>Border</td>
<td>0.044</td>
<td>1.01</td>
<td>0.3175</td>
</tr>
<tr>
<td>N</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted-$R^2$</td>
<td>0.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$F$</td>
<td>85.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Homeland Security Spending* is the natural log of per capita homeland security grants allocated to the states and their cities in 2004;

*Income* is the natural log of per capita state income in 2003;

*Electoral Votes* is the natural log of electoral votes per capita in that state after the 2000 decennial reapportionment of Congress;

*Closeness* is the natural log of the absolute difference between the Republican candidate’s vote percentage in 2000 and 50 percent by state;

*Emplaned* is the natural log of persons emplaned per capita by state in 2000;

*Density* is the natural log of the population density in 2002 by state;

*Nuke* is a binary variable for states that have nuclear generation capacity in 2002;

*Coast* is a binary variable for states with ocean frontage; and

*Border* is a binary variable for states that share a border with Mexico or Canada.
10. How well does the model fit the data?

### OLS Estimates of Casualties, Positions and Domestic Politics on Incumbent Percent of Vote, U.S. Senate Elections, 1966-1972

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficients (Std. Errors)</th>
<th>Betas</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Marginal Casualties</td>
<td>-.068* (.035)</td>
<td>-.251</td>
</tr>
<tr>
<td>State Cumulative Casualties</td>
<td>-.020* (.009)</td>
<td>-.296</td>
</tr>
<tr>
<td>South</td>
<td>2.649 (2.277)</td>
<td>.118</td>
</tr>
<tr>
<td>Incumbent Party</td>
<td>-.313 (.2883)</td>
<td>-.016</td>
</tr>
<tr>
<td>Defense Personnel Per Capita</td>
<td>-.064 (.102)</td>
<td>-.051</td>
</tr>
<tr>
<td>Population</td>
<td>-.454* (.200)</td>
<td>-.189</td>
</tr>
<tr>
<td>Electoral Cycle</td>
<td>2.806* (1.991)</td>
<td>.143</td>
</tr>
<tr>
<td>Presidential Approval Advantage</td>
<td>-.221 (.168)</td>
<td>-.160</td>
</tr>
<tr>
<td>Dove(_r), Not Dove(_C)</td>
<td>3.795* (2.137)</td>
<td>.187</td>
</tr>
<tr>
<td>Not Dove(_r), Dove(_C)</td>
<td>2.561 (2.488)</td>
<td>.111</td>
</tr>
<tr>
<td>Open Seat</td>
<td>-7.941*** (1.868)</td>
<td>-.353</td>
</tr>
<tr>
<td>South X Not Dove(_r), Dove(_C)</td>
<td>11.093* (5.904)</td>
<td>.172</td>
</tr>
<tr>
<td>Dove(_r), Dove(_C)</td>
<td>3.708 (3.089)</td>
<td>.115</td>
</tr>
<tr>
<td>Incumbent Party Advantage</td>
<td>-1.071 (.943)</td>
<td>-.102</td>
</tr>
<tr>
<td>Constant</td>
<td>70.992*** (10.256)</td>
<td>—</td>
</tr>
</tbody>
</table>

N 127  
R\(^2\) 0.3180  
Adj. R\(^2\) 0.2327  
F 3.73  
Significance .0000

One Tailed Significance: * p < .05, ** p < .01, *** p < .001

11. In Senate elections during the Vietnam War, what was the single biggest factor explaining the share of vote received by the incumbent party?

12. Did a state’s casualties in Vietnam undermine its incumbents’ re-election chances?

13. Did taking a dovish stance help one’s re-election prospects?

14. How much variance is explained by the model?
Exercise 7: Interpreting Results of Bivariate Logit and Probit Models

Examine each table to answer the questions that follow.

### Table 1: Results of Global Analysis of Onsets of Instability

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Full Problem Set</th>
<th>Civil War Onsets</th>
<th>Adverse Regime Change Onsets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coefficient</td>
<td>Odds Ratio</td>
<td>Coefficient</td>
</tr>
<tr>
<td></td>
<td>(S.E.)</td>
<td>(95% CI)</td>
<td>(S.E.)</td>
</tr>
<tr>
<td>Regime Type (Full Autocracy as Reference)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial Autocracy</td>
<td>1.85***</td>
<td>6.37</td>
<td>1.94***</td>
</tr>
<tr>
<td>(0.47)</td>
<td>(2.53, 16.02)</td>
<td>(0.62)</td>
<td>(2.05, 23.8)</td>
</tr>
<tr>
<td>Partial Democracy with</td>
<td>3.61***</td>
<td>36.91</td>
<td>3.35***</td>
</tr>
<tr>
<td>Factionalism</td>
<td>(0.51)</td>
<td>(13.5, 101)</td>
<td>(0.73)</td>
</tr>
<tr>
<td>Partial Democracy without</td>
<td>1.83***</td>
<td>6.22</td>
<td>.981</td>
</tr>
<tr>
<td>Factionalism</td>
<td>(0.54)</td>
<td>(2.17, 17.8)</td>
<td>(0.79)</td>
</tr>
<tr>
<td>Full Democracy</td>
<td>0.981</td>
<td>2.67</td>
<td>.545</td>
</tr>
<tr>
<td>(0.68)</td>
<td>(0.70, 10.2)</td>
<td>(0.92)</td>
<td>(0.29, 10.4)</td>
</tr>
<tr>
<td>Infant Mortality†</td>
<td>1.59***</td>
<td>6.59</td>
<td>1.64***</td>
</tr>
<tr>
<td>(0.35)</td>
<td>(2.91, 14.9)</td>
<td>(0.48)</td>
<td>(1.82, 9.60)</td>
</tr>
<tr>
<td>Armed Conflict in 4+</td>
<td>3.09***</td>
<td>2.50</td>
<td>2.81***</td>
</tr>
<tr>
<td>Bordering States</td>
<td>(0.95)</td>
<td>(3.42, 142)</td>
<td>(0.82)</td>
</tr>
<tr>
<td>State-Led Discrimination</td>
<td>0.657*</td>
<td>1.93</td>
<td>1.17***</td>
</tr>
<tr>
<td>(0.30)</td>
<td>(1.08, 3.45)</td>
<td>(0.36)</td>
<td>(1.59, 6.55)</td>
</tr>
</tbody>
</table>

| N = Total (Problems, Controls)                  | 468 (117, 351)   | 260 (65, 195)   | 196 (49, 147)|
| Onsets Correctly Classified                     | 80.3%            | 80.0%           | 87.8%        |
| Controls Correctly Classified                   | 81.8%            | 81.0%           | 87.8%        |

*** p < 0.001, ** p < 0.01, * p < 0.05. †Odds ratios for continuous variables compare cases at the 75th and 25th percentiles.

1. What are the dependent variables presented in this chart?
2. What variables are significantly and positively correlated with both civil war onsets and adverse regime changes?

From another table in the same article:

**B. Tabulation of All Country-years, 1995–2004.** Model estimates based on censored data, using only sample data from prior to year of forecast (countries w/population over 500,000, no ongoing conflict, at least two years old)

<table>
<thead>
<tr>
<th>Countries with Instability in t + 2</th>
<th>Countries Remaining Stable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicted for Instability (Top Quintile)</td>
<td>18</td>
</tr>
<tr>
<td>Predicted for Stability (Not Top Quintile)</td>
<td>3</td>
</tr>
<tr>
<td>N = 1,246 Percent Classified Correctly</td>
<td>85.7%</td>
</tr>
</tbody>
</table>

Number of instability onsets, 1995–2004: 21. Number of instability onsets in top quintile of model scores: 18 (86%).

3. How accurate is simply guessing the mode of the dependent variable?
4. Is the model more accurate than just guessing the mode for every case?
5. Were people who identified themselves as “working class” more likely to vote for Trump than people identifying as other (mostly middle, but a few lower and upper as well) classes?

6. Which independent variable(s) which made one sex significantly more/less likely to vote for Trump, but did not do so for the other sex?

7. After taking into account the other independent variables, to what extent did being male affect one’s decision on whether to vote for Trump?

8. About how much is error reduced in the logit models that include the independent variables versus a logit model including only a constant (e.g. knowing only the mean of the dependent variable)?
The following chart is derived from the coefficients in Table 1 on the previous page.

**Figure 1**

*Change in Predicted Probability of Men and Women Voting for Trump as Predictors Shift from Minimum to Maximum Values*

- Republican
- White
- No college degree
- Aged 30 to 44
- 45 or older
- Married
- Evangelical Prot.
- Working class
- Southern
- Authoritarianism
- Racial resentment
- Sexism

Notes: For authoritarianism, racial resentment, and sexism, the bars plot the differences in the probability of voting for Trump for people with the highest versus the lowest level of these attributes. For other variables, the bars represent differences in the predicted probability of voting for Trump when compared to individuals not in the reference group. The lines indicate 95% confidence intervals, which are weighted and adjusted for sample effects.

9. Which variables best predicted voting for Trump – party, race, or attitudes towards race and sex?
Exercise 8: Interpreting Ordered and Multinomial (aka Polytomous) Logit and Probit Results

**Instructions:** Examine each table and type up answers to the questions that follow.

**Table IV. Ordered Probit Models for the Human Rights Effects of Economic Sanctions**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model 1</td>
<td>Model 2</td>
</tr>
<tr>
<td>Economic sanctions (all)</td>
<td>0.13***</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>(0.05)</td>
<td></td>
</tr>
<tr>
<td>Human rights sanctions</td>
<td>–</td>
<td>0.15**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.08)</td>
</tr>
<tr>
<td>Non-human-rights sanctions</td>
<td>–</td>
<td>0.15**</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(0.08)</td>
</tr>
<tr>
<td>Multilateral sanctions</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unilateral sanctions</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanction years</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GDP per capita</td>
<td>−0.16***</td>
<td>−0.16***</td>
</tr>
<tr>
<td></td>
<td>(0.02)</td>
<td>(0.03)</td>
</tr>
<tr>
<td>Democracy</td>
<td>−0.013***</td>
<td>−0.012***</td>
</tr>
<tr>
<td></td>
<td>(0.005)</td>
<td>(0.005)</td>
</tr>
<tr>
<td>Civil war</td>
<td>0.53***</td>
<td>0.54***</td>
</tr>
<tr>
<td></td>
<td>(0.10)</td>
<td>(0.10)</td>
</tr>
<tr>
<td>Interstate war</td>
<td>0.03</td>
<td>0.03</td>
</tr>
<tr>
<td></td>
<td>(0.10)</td>
<td>(0.10)</td>
</tr>
<tr>
<td>Past practice</td>
<td>0.54***</td>
<td>0.54***</td>
</tr>
<tr>
<td></td>
<td>(0.02)</td>
<td>(0.03)</td>
</tr>
<tr>
<td>Log-pseudo likelihood</td>
<td>−2,457.208</td>
<td>−2,456.654</td>
</tr>
<tr>
<td>Chi square</td>
<td>906.98</td>
<td>983.38</td>
</tr>
<tr>
<td>Pseudo $r^2$</td>
<td>0.29</td>
<td>0.29</td>
</tr>
<tr>
<td>N</td>
<td>1,595</td>
<td>1,595</td>
</tr>
</tbody>
</table>

White robust standard errors adjusted for clustering over country appear in parentheses. *** Significant at 1%, ** at 5%, * at 10%. All independent variables are lagged at $t-1$.

1. What is the dependent variable?
2. On both measures of human rights, higher is worse (i.e. less physical integrity or more political terror). Do human right sanctions improve human rights?
3. What two independent variables are consistently good for human rights?
### Table 1. Ordered Logit Results for Models of Support for Same-sex Marriage

<table>
<thead>
<tr>
<th></th>
<th>Model 1</th>
<th>Model 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b</td>
<td>z</td>
</tr>
<tr>
<td><strong>Moral and religious attitudes and traditions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral traditionalism [-]</td>
<td>-0.906</td>
<td>-5.33**</td>
</tr>
<tr>
<td>Bible is literal word of God [-]</td>
<td>-0.653</td>
<td>-3.17**</td>
</tr>
<tr>
<td>Judeo-Christian religious affect [-]</td>
<td>-0.462</td>
<td>-3.03**</td>
</tr>
<tr>
<td>Evangelical Protestant [-]</td>
<td>-1.501</td>
<td>-2.28**</td>
</tr>
<tr>
<td>Mainline Protestant [-]</td>
<td>-0.717</td>
<td>-1.10</td>
</tr>
<tr>
<td>Black Protestant [-]</td>
<td>0.946</td>
<td>1.03</td>
</tr>
<tr>
<td>Catholic [-]</td>
<td>-0.500</td>
<td>-0.75</td>
</tr>
<tr>
<td>Jewish [-]</td>
<td>-0.992</td>
<td>-1.26</td>
</tr>
<tr>
<td>Secular [-]</td>
<td>-0.991</td>
<td>-1.58</td>
</tr>
<tr>
<td><strong>Attitudes toward gays and lesbians</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay–lesbian feeling thermometer [+]</td>
<td>0.033</td>
<td>4.45**</td>
</tr>
<tr>
<td>Support for gay rights scale [+]</td>
<td>0.799</td>
<td>4.55**</td>
</tr>
<tr>
<td><strong>Gender roles and women’s rights</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for women’s rights scale [+]</td>
<td>0.155</td>
<td>1.05</td>
</tr>
<tr>
<td>Role of women scale [-]</td>
<td>0.362</td>
<td>3.90**</td>
</tr>
<tr>
<td><strong>Minority and civil rights concerns</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for black rights scale [+]</td>
<td>-0.270</td>
<td>-1.81</td>
</tr>
<tr>
<td><strong>Symbolic politics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partisan identification [-]</td>
<td>-0.059</td>
<td>-0.79</td>
</tr>
<tr>
<td>Political ideology [-]</td>
<td>-0.195</td>
<td>-1.68*</td>
</tr>
<tr>
<td><strong>General demographic attributes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian [+]]</td>
<td>-0.236</td>
<td>-0.41</td>
</tr>
<tr>
<td>Black [+]]</td>
<td>-0.362</td>
<td>-0.57</td>
</tr>
<tr>
<td>Hispanic [+]]</td>
<td>-0.135</td>
<td>-0.27</td>
</tr>
<tr>
<td>Gender [+]]</td>
<td>-0.344</td>
<td>-1.51</td>
</tr>
<tr>
<td>Marital status [-]</td>
<td>0.036</td>
<td>-0.14</td>
</tr>
<tr>
<td>Age [-]</td>
<td>-0.011</td>
<td>-1.19</td>
</tr>
<tr>
<td>Education [+]]</td>
<td>0.122</td>
<td>1.47</td>
</tr>
<tr>
<td>Household income [+/-]</td>
<td>-0.064</td>
<td>-2.49*</td>
</tr>
<tr>
<td><strong>County context</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same–sex partnered household context [+]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Context × Gay–Lesbian feeling thermometer [-]</td>
<td>0.023</td>
<td>0.76</td>
</tr>
<tr>
<td>Number of cases</td>
<td>620</td>
<td>620</td>
</tr>
<tr>
<td>Pseudo $R^2$</td>
<td>.440</td>
<td>.440</td>
</tr>
</tbody>
</table>

Note: Symbols in brackets represent the expected direction of the coefficient. T-statistics are based on standard errors estimated with clustering by county. The constant terms are omitted from the table for the sake of brevity.

**p < .01 (one-tailed test). *p < .05 (one-tailed test).**

Note that the + and - signs after each variable name indicate the theoretical expectations of the researcher.

4. What factors lead people to support same-sex marriage?
5. How does income affect support for same-sex marriage?
6. On the whole, how well does the theory perform?
**Table 1**

Multinomial Logit Analysis of the Role of Literalism and Time in Shaping Party Identification, by Racial Group

<table>
<thead>
<tr>
<th></th>
<th>Anglo</th>
<th></th>
<th>Latino</th>
<th></th>
<th>Black</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Independent</td>
<td>Democrat</td>
<td>Independent</td>
<td>Democrat</td>
<td>Independent</td>
<td>Democrat</td>
</tr>
<tr>
<td>Literal \times Year</td>
<td>-0.434</td>
<td>-1.218***</td>
<td>-1.528***</td>
<td>-1.092**</td>
<td>0.013</td>
<td>-0.209</td>
</tr>
<tr>
<td></td>
<td>(.266)</td>
<td>(.301)</td>
<td>(.579)</td>
<td>(.545)</td>
<td>(.872)</td>
<td>(.797)</td>
</tr>
<tr>
<td>Biblical literalism</td>
<td>-0.034</td>
<td>0.587***</td>
<td>0.602</td>
<td>0.475</td>
<td>-0.422</td>
<td>-0.118</td>
</tr>
<tr>
<td></td>
<td>(.147)</td>
<td>(.164)</td>
<td>(.396)</td>
<td>(.363)</td>
<td>(.478)</td>
<td>(.435)</td>
</tr>
<tr>
<td>Year</td>
<td>-0.398***</td>
<td>-0.011</td>
<td>1.096***</td>
<td>0.075</td>
<td>0.125</td>
<td>0.125</td>
</tr>
<tr>
<td></td>
<td>(.150)</td>
<td>(.171)</td>
<td>(.393)</td>
<td>(.372)</td>
<td>(.702)</td>
<td>(.652)</td>
</tr>
<tr>
<td>Age</td>
<td>0.390**</td>
<td>1.357***</td>
<td>-0.347</td>
<td>1.965***</td>
<td>-1.359*</td>
<td>1.214**</td>
</tr>
<tr>
<td></td>
<td>(.175)</td>
<td>(.198)</td>
<td>(.592)</td>
<td>(.559)</td>
<td>(.702)</td>
<td>(.617)</td>
</tr>
<tr>
<td>Education</td>
<td>-0.974***</td>
<td>-1.367***</td>
<td>-1.257***</td>
<td>-0.273</td>
<td>2.652***</td>
<td>2.633***</td>
</tr>
<tr>
<td></td>
<td>(.173)</td>
<td>(.198)</td>
<td>(.417)</td>
<td>(.384)</td>
<td>(.804)</td>
<td>(.734)</td>
</tr>
<tr>
<td>Female</td>
<td>-0.223***</td>
<td>0.279***</td>
<td>0.157</td>
<td>0.711***</td>
<td>0.442*</td>
<td>0.613***</td>
</tr>
<tr>
<td></td>
<td>(.070)***</td>
<td>(.080)</td>
<td>(.166)</td>
<td>(.158)</td>
<td>(.804)</td>
<td>(.734)</td>
</tr>
<tr>
<td>Income</td>
<td>-0.538***</td>
<td>-0.987***</td>
<td>-0.765***</td>
<td>-0.274</td>
<td>0.085</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>(.110)</td>
<td>(.122)</td>
<td>(.293)</td>
<td>(.272)</td>
<td>(.259)</td>
<td>(.233)</td>
</tr>
<tr>
<td>Ideology</td>
<td>-1.709***</td>
<td>-2.336***</td>
<td>-0.760***</td>
<td>-0.562***</td>
<td>-0.569*</td>
<td>-0.604*</td>
</tr>
<tr>
<td></td>
<td>(.108)</td>
<td>(.119)</td>
<td>(.226)</td>
<td>(.215)</td>
<td>(.344)</td>
<td>(.318)</td>
</tr>
<tr>
<td>Catholic</td>
<td>0.200**</td>
<td>0.369***</td>
<td>0.072</td>
<td>0.446**</td>
<td>-0.620*</td>
<td>-0.485</td>
</tr>
<tr>
<td></td>
<td>(.081)</td>
<td>(.091)</td>
<td>(.212)</td>
<td>(.207)</td>
<td>(.344)</td>
<td>(.305)</td>
</tr>
<tr>
<td>Constant</td>
<td>1.597***</td>
<td>1.182***</td>
<td>0.912**</td>
<td>0.066</td>
<td>0.881</td>
<td>1.433***</td>
</tr>
<tr>
<td></td>
<td>(.157)</td>
<td>(.173)</td>
<td>(.398)</td>
<td>(.390)</td>
<td>(.553)</td>
<td>(.506)</td>
</tr>
</tbody>
</table>

Log-likelihood: -4821.051  -183.024  -932.572
Percentage correct: .543  .492  .751
N: 5,121  1,173  1,395


Note: Robust standard errors are in parentheses. Identifying as a Republican is the comparison group.

*p < .05. **p < .01. ***p < .1, two-tailed.

7. How many multinomial logits were performed to make this chart?
8. What is the reference or comparison group?
9. How does education affect one’s likelihood of identifying as Republican, by race/ethnicity?
10. Have people become more likely to identify as independent over identifying as Republican over time?
11. As African-Americans get older, how does their partisan identification tend to change?
12. Explain how being female affects Anglo party identification.
### TABLE 2. Multinomial logit regression results

<table>
<thead>
<tr>
<th>Base Category (Disregard)</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
<th>Model 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Crowd Dispersal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concession Costs Index</td>
<td>.616** (.055)</td>
<td>.624** (.058)</td>
<td>.622** (.052)</td>
<td>.631** (.054)</td>
</tr>
<tr>
<td>Disruption Costs Index</td>
<td>−.184** (.035)</td>
<td>−.165** (.035)</td>
<td>−.177** (.033)</td>
<td>−.159** (.032)</td>
</tr>
<tr>
<td>Previous Violence</td>
<td>.478** (.101)</td>
<td>.441** (.085)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Demands</td>
<td>−2.23 (.124)</td>
<td>−1.89 (.140)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLITY</td>
<td>−.141* (.052)</td>
<td>−.147* (.052)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLITY Squared</td>
<td>.005 (.002)</td>
<td>.005 (.002)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GDP Per Capita (LN)</td>
<td>−.109 (.068)</td>
<td>−.185 (.064)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Bulge (15–24)</td>
<td>.016 (.026)</td>
<td>.013 (.026)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Constant</strong></td>
<td>−1.59** (.250)</td>
<td>−2.39 (.847)</td>
<td>−1.57** (.295)</td>
<td>−3.33 (.825)</td>
</tr>
<tr>
<td><strong>Accommodation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concession Costs Index</td>
<td>−.136* (.058)</td>
<td>−.148* (.054)</td>
<td>−.176* (.058)</td>
<td>−.189** (.054)</td>
</tr>
<tr>
<td>Disruption Costs Index</td>
<td>.184** (.047)</td>
<td>.195** (.048)</td>
<td>.184** (.046)</td>
<td>.194** (.047)</td>
</tr>
<tr>
<td>Previous Violence</td>
<td>.477** (.094)</td>
<td>.336** (.084)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Demands</td>
<td>.183 (.116)</td>
<td>.242 (.106)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLITY</td>
<td>−1.34 (.072)</td>
<td>−1.31 (.071)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLITY Squared</td>
<td>.006 (.003)</td>
<td>.006 (.003)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GDP Per Capita (LN)</td>
<td>−.255** (.080)</td>
<td>−.233* (.077)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Bulge (15–24)</td>
<td>.023 (.035)</td>
<td>.028 (.035)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Constant</strong></td>
<td>−2.22** (.285)</td>
<td>−2.10 (.123)</td>
<td>−2.52** (.287)</td>
<td>−.778 (.123)</td>
</tr>
<tr>
<td><strong>Coercion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concession Costs Index</td>
<td>.880* (.075)</td>
<td>.869** (.073)</td>
<td>.902** (.078)</td>
<td>.887** (.079)</td>
</tr>
<tr>
<td>Disruption Costs Index</td>
<td>−.078 (.047)</td>
<td>−.036 (.047)</td>
<td>−.059 (.046)</td>
<td>−.023 (.046)</td>
</tr>
<tr>
<td>Previous Violence</td>
<td>.819** (.109)</td>
<td>.682** (.097)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Demands</td>
<td>−.452** (.139)</td>
<td>−.342 (.151)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLITY</td>
<td>−.082 (.080)</td>
<td>−.088 (.074)</td>
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<td></td>
</tr>
<tr>
<td>POLITY Squared</td>
<td>.001 (.004)</td>
<td>.001 (.004)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GDP Per Capita (LN)</td>
<td>−.214 (.140)</td>
<td>−.170 (.130)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Bulge (15–24)</td>
<td>.143** (.034)</td>
<td>.140** (.032)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Constant</strong></td>
<td>−3.52** (.384)</td>
<td>−3.67 (.83)</td>
<td>−3.48** (.378)</td>
<td>−3.91* (.65)</td>
</tr>
<tr>
<td>N</td>
<td>9965</td>
<td>9522</td>
<td>9965</td>
<td>9522</td>
</tr>
<tr>
<td>Wald χ² (Prob. &gt; χ²)</td>
<td>247.75</td>
<td>461.05</td>
<td>294.92</td>
<td>556.83</td>
</tr>
<tr>
<td>Country Clusters</td>
<td>160</td>
<td>152</td>
<td>160</td>
<td>152</td>
</tr>
</tbody>
</table>

**Notes:** Robust standard errors in parentheses clustered by country. Two-tailed significance tests. *p ≤ .05; **p ≤ .01; ***p ≤ .001.
13. The cases represent protest events. What is the dependent variable?
14. How many categories are there in the DV?
15. What is the base/reference/comparison category of the DV?
16. What is the effect of increasing a country’s Polity score on the outcomes of protest events?
17. What effect(s) does increasing the concessions cost index have on government responses to protest events?
18. What effect(s) does increasing the amount of previous violence have on government responses to protest events?
Appendix I: 108 Ideas for Quantitative Literature Reviews

A. American Politics

1. When do Presidents go public with policy proposals?
2. When do Presidential appeals enhance the popularity of a policy?
3. When do Presidents use executive agreements in foreign policy rather than treaties?
4. What predicts the outcome of Presidential elections?
5. What influence does partisanship have over Presidential veto decisions?
6. Why do some Presidents issue more executive orders than others?
7. What effect does Presidential partisanship have on economic growth rates?
8. What affects Presidential budgetary proposals (for some specific program, perhaps)?
9. When do Presidents use force unilaterally rather than seeking Congressional authorization?
10. Are Presidents more likely to use force when their popularity ratings/economic growth fall?
11. What effect does economic growth have on Presidential popularity?
12. What effect does defense spending have on economic growth?
13. What effect does the use of military force have on Presidential popularity?
14. Why do some executive agencies have larger budgets than others?
15. What predicts the roll-call votes of members of Congress?
16. What causes the distribution of committee assignments in Congress?
17. What leads to the creation of new committees or subcommittees in Congress (or their elimination)?
18. Why do some Congresses produce more legislation than others?
19. What causes Congressional gridlock?
20. Do campaign donations change policy in Congress/the Presidency/executive bureaucratic agencies?
21. Why has Congressional polarization increased?
22. What predicts the votes of Supreme Court Justices?
23. What predicts whether the Supreme Court will agree to hear a case?
24. What effect do term limits have on policy congruence (public opinion matching policy) in state legislatures?
25. What effect does multiparty competitiveness have on policy in the states?
26. To what extent does public opinion affect policy in the states?
27. What effect does lobbying have on public policy?
28. What affects how people vote?
29. What affects whether people vote?
30. What determines the outcome of House/Senate/gubernatorial/state legislative elections?
31. What issues are people most likely to vote on?
32. What determines which issues the public finds salient?
33. To what extent is political polarization growing in the United States?
34. What causes political polarization in the United States?
35. What effect do political factors have on judicial decisions to impose the death penalty?
36. When does the Supreme Court uphold executive agency decisions?
37. Why do Southerners vote differently than people elsewhere in the country?
38. What predicts partisan affiliation?
39. Are political orientations genetically transmitted?
40. How does descriptive racial/ethnic representation affect trust in government by that racial/ethnic group?
B. Comparative Politics
   1. What factors predict economic development?
   2. Does foreign aid promote economic development?
   3. When does economic development promote human development?
   4. What factors lead to the creation of strong states?
   5. Does state strength cause or prevent political violence?
   6. What are the most successful forms of democracy?
   7. What causes – or reverses – democratization?
   8. What causes genocide?
   9. What causes civil wars?
  10. Why do some civil wars recur?
  11. Why do some civil wars end in negotiated settlements while others end only in military victory or stalemate?
  12. What leads to differences in crime rates across nations?
  13. What predicts how much foreign aid a country will give?
  14. What predicts how many effective political parties will exist in a democracy?
  15. When do power-sharing agreements work?
  16. Why are some countries characterized by more income inequality than others?
  17. What causes domestic terrorism?
  18. What causes coups d’état?
  19. Do campaign finance limitations inhibit or reinforce democracy?
  20. Are multiparty systems more likely to survive than two-party systems?
  21. What effect does central bank independence have on the economy?
  22. What is the relationship between colonialism and modern economic performance?
  23. What is the relationship between colonialism and modern democratic performance?
  24. What causes ethnonationalist conflicts?
  25. Does religious diversity promote conflict/autocracy?
  26. Under which forms of government do leaders retain office the longest?
  27. How does political culture affect democracy/development?
  28. How can we measure changes in political culture over time?
  29. Does federalism promote peace/development民主 consolidation?
  30. Does resource scarcity promote conflict/autocratization?
  31. How does trade alter the relative influence of interest groups in societies?
  32. Why do some countries adopt fixed exchange rates while others opt to allow their currencies to float on the global market?
  33. Does capitalism promote democracy?
  34. What leads to more/less respect for human rights?
  35. Does foreign direct investment promote development?

C. International Relations
   1. What causes interstate war?
   2. Why don’t democracies fight each other?
   3. Does capitalism promote international peace?
   4. Does trade promote international peace?
   5. How does the polarity of the international system affect the probability of conflict?
   6. What causes general wars?
   7. Are countries with different religions more likely to fight than those with the same religion?
   8. What types of issues are most likely to lead to war?
9. Why do some crises escalate to war while others are resolved short of war?
10. Is war on the decline in the international system?
11. What effects do arms races have on the probability of war?
12. What effect do outside alliances have on the probability of war?
13. What determines whether two countries share the same allies?
14. Does international trade promote growth?
15. Do free trade agreements promote growth among their members?
16. When do countries follow the laws of war?
17. When do countries resolve disputes through arbitration?
18. Why are some regions of the world more war-prone than others?
19. Is civil war contagious?
20. Are revolutionary governments more aggressive?
21. What promotes trade between two countries?
22. Do capitalist countries fight each other?
23. When do states honor international agreements?
24. Why are some cease-fires more successful than others?
25. What determines where peacekeepers are sent?
26. Does peacekeeping work?
27. What are the political causes of trade?
28. Do international organizations promote peace?
29. What are the causes of international rivalry?
30. Is the United States declining relative to China?
31. What causes nuclear proliferation?
32. Do nuclear weapons produce peace?
33. What counterinsurgency strategies are most effective?
## Appendix II: Glossary of Symbols Commonly Used in Statistics

### I. Common letters: Letters of the Greek alphabet are just like a, b, c, d, etc but they look more “scientific.” Moreover, in statistics certain symbols mean certain things.

<table>
<thead>
<tr>
<th>Letter (case matters)</th>
<th>Name (if needed)</th>
<th>Uses in Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>α</td>
<td>alpha</td>
<td>Cronbach’s α (a measure of split-halves reliability), the maximum acceptable value of p (usually .05), or the constant in a regression equation (depends on context)</td>
</tr>
<tr>
<td>Β, β</td>
<td>beta</td>
<td>Coefficients or standardized coefficients of independent variables. Note that if β₀ exists, it’s probably the constant in a regression equation, while β₁, β₂, β₃, etc are the coefficients of X₁, X₂, X₃, etc.</td>
</tr>
<tr>
<td>Γ, γ</td>
<td>gamma</td>
<td>A measure of association (which tends to be inflated and thus less appropriate than other measures of association)</td>
</tr>
<tr>
<td>d</td>
<td></td>
<td>A measure of association – Somer’s d, or a Durbin-Watson test of autocorrelation (depends on context)</td>
</tr>
<tr>
<td>Δ</td>
<td>delta</td>
<td>Change, e.g. ΔX means “change in X”</td>
</tr>
<tr>
<td>e</td>
<td></td>
<td>Error term, or the number 2.718… (depends on context)</td>
</tr>
<tr>
<td>ε</td>
<td>epsilon</td>
<td>Error term</td>
</tr>
<tr>
<td>η</td>
<td>eta</td>
<td>Sometimes used to indicate the population median</td>
</tr>
<tr>
<td>η²</td>
<td>eta-squared</td>
<td>A measure of association</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>A statistical distribution used to compare variance and assess model significance</td>
</tr>
<tr>
<td>λ</td>
<td>lambda</td>
<td>A parameter of some statistical distributions, like the Poisson distribution</td>
</tr>
<tr>
<td>μ</td>
<td>mu</td>
<td>The mean (of a population)</td>
</tr>
<tr>
<td>N, n</td>
<td></td>
<td>The number of observations/elements in a population or sample</td>
</tr>
<tr>
<td>X̅</td>
<td>x-bar</td>
<td>The mean (of a sample)</td>
</tr>
<tr>
<td>π</td>
<td>pi</td>
<td>The number 3.14…, or probability (depends on context)</td>
</tr>
<tr>
<td>p</td>
<td></td>
<td>The probability that a coefficient, difference, or association is not zero (in a two-tailed test) or is not zero or less/zero or greater (in one-tailed tests). For statistical significance to hold, p ≤ α. Also used as the shape parameter in Weibull duration models.</td>
</tr>
<tr>
<td>ρ</td>
<td>rho</td>
<td>A measure of association – Spearman’s rank-order correlation</td>
</tr>
<tr>
<td>r</td>
<td></td>
<td>A measure of association – Pearson’s r</td>
</tr>
<tr>
<td>R²</td>
<td></td>
<td>A measure of proportional reduction in error (PRE)</td>
</tr>
<tr>
<td>s</td>
<td></td>
<td>Standard deviation (of a sample)</td>
</tr>
<tr>
<td>σ</td>
<td>sigma</td>
<td>Standard deviation (of a population)</td>
</tr>
<tr>
<td>s²</td>
<td>sigma-squared</td>
<td>Variance (of a sample)</td>
</tr>
<tr>
<td>τ</td>
<td>tau</td>
<td>One of three measures of association: τₐ, τᵣ, or τₛ</td>
</tr>
<tr>
<td>Φ, φ</td>
<td>phi</td>
<td>A measure of association</td>
</tr>
<tr>
<td>ν</td>
<td></td>
<td>A measure of association (Cramer’s v)</td>
</tr>
<tr>
<td>χ²</td>
<td>chi-squared</td>
<td>A statistical distribution used to assess model significance</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>The independent variable(s)</td>
</tr>
<tr>
<td>Y</td>
<td></td>
<td>The dependent variable(s)</td>
</tr>
<tr>
<td>z</td>
<td></td>
<td>How many standard errors a coefficient is from zero. 1.96 or greater → p &lt; .05 in a two-tailed test.</td>
</tr>
<tr>
<td>Z²</td>
<td></td>
<td>The Wald statistic</td>
</tr>
</tbody>
</table>
II. Common Mathematical Symbols

A. Superscripts indicate exponents while subscripts can be used for several purposes. In virtually all of the reading we will do, the subscripts are just descriptive. No mathematical operations are performed on the subscripts themselves. For example, we might refer to the fifth observation of the independent variable as $x_5$, which just means “the fifth value of $x$” in that context. We also use them to indicate multiple independent variables ($X_1, X_2, X_3$, etc).

B. Summation and Multiplication. The capital sigma and pi are used as shortcuts for long strings of pluses or multiplication signs. The italicized $i$ is often used as an index, or subscript. Sometimes $t$ is used instead, especially when representing time. In these notations, the subscripts are purely descriptive — they refer to the first $x$, the second $x$, the third $x$, etc. On the bottom, the first value of $i$ is given (here it is 1). On the top, the final value of $i$ is given (here it is $N$).

\[ x_1 + x_2 + x_3 + \ldots + x_N = \sum_{i=1}^{N} x_i, \]
\[ x_1 \times x_2 \times \ldots \times x_N = \prod_{i=1}^{N} x_i. \]

Sometimes if the range of the subscript is already known, the author will dispense with the index. For example, $\sum a x_i$ means summing up $a$ times $x$ for all $x$’s in the range $i$.

C. Modifiers. Sometimes an author needs to distinguish between similar variables. For example, there might be the actual value of $Z$ and the observed value of $Z$. The most common modifier is called the prime symbol: $Z'$ is referred to as “$Z$ prime.” You may also see symbols like $Z''$ (Z double prime), $\hat{Z}$ (Z-hat), or $Z^*$ (Z-star). These are not different from ordinary variables; you could call any variable $A$, $B$, $Z^*$, $\bar{A}$ (A-bar) if you wanted and addition, multiplication, etc would all remain exactly the same.
### Appendix IV: Rubrics for QLR Elements

**POLI 3330**

**Rubric for QLR Stage I**

<table>
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<th>Criterion</th>
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<tbody>
<tr>
<td>At least one page, typed</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Why is the question important?</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>What is the DV of interest?</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>List of possible independent (explanatory or control) variables</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Empirical question in one of the three subfields listed</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Grammar/spelling/failure to use APSA citations</td>
<td>Up to -10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
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</tr>
</tbody>
</table>
POLI 3330
Rubric for QLR Stage II

Each source is worth 5 points. If more than seven are provided, the scores from the top seven (those with the most points) are used.
1 point for a proper APSA citation.
1 point for it being a peer-reviewed academic article or a book from an academic press.
1 point if the author or authors actually conduct a quantitative (statistical) analysis in the article. 1 point identifying the dependent variable of the study.
1 point for identifying the statistical model used.

A total of five points are reserved for style and grammar. Each clear error (e.g. a sentence without a verb, a misspelling, or a strange formatting issue) reduces this credit by one point.
## Rubric for QLR First Full Draft

<table>
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<th>Element</th>
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<th>Points Received and Comments</th>
</tr>
</thead>
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<tr>
<td>Cover page</td>
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</tr>
<tr>
<td>Abstract</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Establish question and its importance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Thesis about the research on that question is provided. Remember, the thesis isn’t so much your answer to the question as your summary of how the literature has answered it so far.</td>
<td>10</td>
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</tr>
<tr>
<td>For 1st academic quantitative study:</td>
<td>12</td>
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<tr>
<td>DV is established</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Theory is described – esp. how it answers the research question</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Statistical methods are described</td>
<td>(2)</td>
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</tr>
<tr>
<td>Statistical tables are interpreted</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>At least one weakness of the author’s approach (measurement, research design, choice of statistics, etc) is identified</td>
<td>(2)</td>
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<td>Knowledge gained is identified</td>
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<td>For 2nd academic quantitative study:</td>
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<tr>
<td>Theory is described – esp. how it answers the research question</td>
<td>(2)</td>
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<td>Statistical methods are described</td>
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<tr>
<td>Element</td>
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<td>Points Received and Comments</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>Statistical tables are interpreted</td>
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<td>At least one weakness of the author’s approach (measurement, research design, choice of statistics, etc) is identified</td>
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<td>Knowledge gained is identified</td>
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</tr>
<tr>
<td>Theory is described – esp. how it answers the research question</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Statistical methods are described</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Statistical tables are interpreted</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>At least one weakness of the author’s approach (measurement, research design, choice of statistics, etc) is identified</td>
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<tr>
<td>Knowledge gained is identified</td>
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<td><strong>For 4th academic quantitative study:</strong></td>
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<td>(1)</td>
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</tr>
<tr>
<td>Theory is described – esp. how it answers the research question</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Points Possible</td>
<td>Points Received and Comments</td>
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</tr>
<tr>
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<tr>
<td>Statistical tables are interpreted</td>
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<td></td>
</tr>
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<tr>
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</tr>
<tr>
<td>Knowledge gained is identified</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>For 5th academic quantitative study:</td>
<td>12</td>
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</tr>
<tr>
<td>DV is established</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Theory is described – esp. how it answers the research question</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Statistical methods are described</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>Statistical tables are interpreted</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>At least one weakness of the author’s approach (measurement,</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>research design, choice of statistics, etc) is identified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge gained is identified</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Compare the literature, suggesting paths for future researchers to</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>follow.</td>
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</tr>
<tr>
<td>APSA-formatted Works Cited page</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong> (−1 point per spelling/grammar/style mistake up to 14</td>
<td><strong>80</strong></td>
<td>See paper. Any additional</td>
</tr>
<tr>
<td>maximum points lost):</td>
<td></td>
<td>revisions needed are listed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>at the end of your paper.</td>
</tr>
<tr>
<td>Element</td>
<td>Points Possible</td>
<td>Points Received and Comments</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Cover page and abstract</td>
<td>10</td>
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</tr>
<tr>
<td>Establish question and its importance</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Thesis about the research on that question is provided. Remember, the thesis isn’t so much your answer to the question as how the literature has answered it so far.</td>
<td>20</td>
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<td>For 1st academic quantitative study:</td>
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<tr>
<td>Theory is described – esp. how it answers the research question</td>
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<td>Statistical methods are described</td>
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<tr>
<td>Statistical tables are interpreted</td>
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<tr>
<td>At least one weakness of the author’s approach (measurement, research design, choice of statistics, etc) is identified</td>
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<td>Compare the literature, suggesting paths for future researchers to</td>
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<td>Spelling/grammar/style (-1 point per mistake up to 14 maximum points</td>
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<tr>
<td>Preparation and Time: Student has a presentation prepared with a duration of 6-10 minutes. Presentation follows some logical order following from student’s thesis.</td>
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<tr>
<td>Visual Aid: Student uses PowerPoint or a handout to communicate the statistical information from at least one article to the audience.</td>
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<tr>
<td>Coverage: Student accurately explains the quantitative sections of the article(s) presented in a manner appropriate for a student audience unfamiliar with the topic.</td>
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<tr>
<td>Effective communication: Student avoids reading directly from the paper, avoids nonfluencies, etc.</td>
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Other comments: