Jeffrey L. Bernstein Winter 2023 Eastern Michigan University

**Political Science 210 – Introduction to Political Analysis**

*Class meets Tuesday and Thursday, 12:30 p.m. to 1:45 p.m., 325 Pray-Harrold*

Welcome to Political Science 210. I am pleased you will be joining me this semester. Let’s make it a great one!

**How to Contact Me:**

Office: 109B Halle Library; 734-487-2530 (office) or 734-417-5540 (cell phone)

Student Hours: Tuesdays, 10:30 a.m. – 12:00 p.m.; Wednesdays, 11:00 a.m. – 12:00 p.m.;

**and by appointment**

E-mail: jeffrey.bernstein@emich.edu

I’m usually not hard to find. I’m on e-mail just about all the time, except that I am a Sabbath-observant Jewish person, and do not do email or texting from Friday night to Saturday night. I welcome visitors during my student hours – this is your time, and I enjoy the company and the chance to get to know you. I direct the Faculty Development Center in addition to teaching political science; as such, my office is not in Pray-Harrold but rather is in the library. If you’d like to talk in person but my student hours don’t work for you, let me know and we can find a different time that works for both of us. Please do not hesitate to be in touch if you have any concerns about the class, or if you want to talk about other stuff. I’m here for you.

**Overview of the Class**

In November 2020, and for months thereafter, we all watched a critical presidential election unfold. As with many of you, the political junkie in me took a very deep interest in the result and cared deeply who won. The political *scientist* in me learned a lot from watching it, and also emerged with a whole series of questions. I’m curious about the role that racial, ethnic, and gender identity played in voting decisions, especially with an African-American and South Asian woman on one of the tickets. How much did the economy matter in the election – and how do voters make assessments of something as complex and multi-faceted as the economy? Were voters swayed by concerns about voter fraud – did these arguments mobilize or demobilize segments of the electorate? Did the debates mean anything? Why did so many of the state-level polls in swing states, particularly in the Midwest, miss the mark? And on and on, you get the idea.

These are important questions. Many people have formed their own answers to them, sometimes from a scholarly perspective, other times from an advocacy perspective (finding the answer that suits their purposes). As a citizen with my own preferences and biases, I’ll admit that I often prefer (and seek out) those interpretations that back my own beliefs; the psychologists tell us this is a perfectly normal and common reaction among humans. But as a scholar, I must take a step backwards, form hypotheses, look at the data, and reach conclusions based on the data, even if I don’t care for those conclusions. In doing so, I contribute to the work of my field in helping to build our knowledge of how the political world works. This would be the case whether my interests lie in American national elections, Latin American social movements, judicial decision-making, the European Union, or how people use political information to form opinions.

This semester, we will all gain experience stepping back and taking an analytical look at the political system, with a particular substantive focus on experimental approaches using what we will call A/B studies. These types of studies are interesting beyond their academic applications – even in the real world, actual campaigns make extensive use of these methodologies. During this semester, you will have the opportunity to apply these techniques to a variety of political science questions; I hope you will find this process fun!

For instance, here’s a thought exercise. If you had been doing Facebook ads for Elizabeth Warren’s 2020 presidential campaign, hoping to raise some money, which of the following pictures would you have used? Which would be most effective in generating enthusiasm, and money? Think for a minute; I’ll wait.

|  |  |
| --- | --- |
| C:\Users\jbernstei\Dropbox\Teaching Winter 2018\Political Science 210 - Political Analysis\Elizabeth Warren #2 - for syllabus.jpg | C:\Users\jbernstei\Dropbox\Teaching Winter 2018\Political Science 210 - Political Analysis\Elizabeth Warren #1 - for syllabus.jpg |

I have no doubt that you have compelling ideas about which photo would work best in your ad. Perhaps you think the flag imagery would be helpful in the first one. But Senator Warren looks really angry in the first picture – maybe something prettier, and less severe, such as the second image, might be helpful in reaching voters. On the other hand, she is positioning herself as a fighter for the American people, not as the Prom Queen. So perhaps we should use image #1. There is no right answer, of course. I suspect, however, that most of you, using your gut instinct, probably have some idea about what picture you would use.

Now, let’s go one step further. Would different ads appeal to different types of voters? Might men respond to one ad more than the other? Would younger voters seeing one ad be more or less likely to give money than if they had seen the other? Again, I don’t know the answers to these questions, but like you, I have my hypotheses about who would prefer image #1, and who would prefer image #2.

OK, so now you’re saying, “Dr. B, this is stupid. Politics shouldn’t be just about looks or appearance, it should be about the message.” Now, I know it *shouldn’t* be about looks and appearances; whether it actually is or not we’ll leave aside for now. But just to continue our conversation, let’s consider someone who also ran for president, with remarkably poor results: Governor Jay Inslee of Washington. Imagine you are working for Governor Inslee (don’t quit your day job!) and are trying out two potential ads, shown below:

Which ad would you use? Both have the same picture, which means your decision must be about the message. Inslee looks like a nice guy – I’d bet that if he came to your house for dinner, he’d probably offer to help with the dishes. The caption on the left plays off this amiability. However, most Democrats were pissed at Trump – as such, they may have been in more of a fighting mood. Would image #2 appeal to progressive Democrats more? Would image #1 get the moderate vote? Are we overthinking this?

I do not know the answer to these questions. I do know, however, that we can design careful and rigorous research studies to help us get these answers. Market research firms do that. Campaigns do that. And so will

we! And, dare I say it, I think you’ll enjoy doing so. We will engage in a process of collecting data, and analyzing data, on questions like the ones I outline above (and other, more interesting, ones as well). You will get the chance to explore this topic rigorously. The work is not easy. There will be multiple assignments, and lots of stuff we’ll need to think about. But the payoff will be great; trust me!

**In These Crazy Times…..**

While we may not be dealing with COVID like we were a year ago (hopefully!), there are some lessons we need to bring forward from that time. One thing we must consider is the value of flexibility. I ask you, *please*, to forgive yourselves if things are difficult for you, and you cannot achieve what you want when you want it. I have tried to streamline the work in this course, and to build in flexibility for us all. We are not going through business as usual, and I should not treat this course as such. I will work hard to engage you in class, to use our time together effectively and efficiently, and to show continued understanding for the challenges we all face these days.

With that said, I also have an obligation to teach this as a real course, with my customary high standards. I am not giving away grades here – getting an A must mean you did A work. I will work as hard as possible to make sure you have the support you need to get through this class, and to thrive in it, but you will need to get the work done, and to do it well. Under these circumstances, we’ll aim for a little bit more mellow and relaxed an approach to the class, and I will aim to scaffold your work even more.

**As a teacher, I care more about you than I do about the material I am teaching.** Please take care of yourself. Breathe. Step away from the computer and take a walk, or hang out with friends, or just shut your eyes and listen to good music. Understand how your mind and body respond to stress, and act accordingly. I will be here for you as much as possible as the term rolls on, and am happy to talk with you and help you through this work. I care very much about you. But I cannot take care of you; you need to spend time this term taking care of yourself.

Thanks for listening.

**What I Hope You Will Learn**

As a teacher, I believe in laying out my goals for the course very explicitly so that you can know where we are going, and what you should be learning. So, here are the most central goals I have for this semester:

1. I want to help you become better consumers of political studies. This involves developing skills for analyzing whether an argument makes sense, whether it uses evidence appropriately to make its point, and determining whether the evidence presented actually says what the author claims it does. Many people will shove political information at you in an attempt to sway you; I hope you will gain the tools to be able to push back as needed.
2. I want to help you become producers of political knowledge. During this semester, you will partake in research in which you collect and analyze your own data. I hope the experience of doing so will leave you more attuned to the work political scientists do, and to the impact our methodology decisions can have on the results we get.
3. I want to help you become a reflective student of political analysis. This is not a cookbook class in which you will learn secret formulas for how we do our work – an integral part of expert political analysis is to be transparent about what we are doing, and to reflect on our processes. I hope to model that for you so you can you gain skills to do this as you engage in your written assignments.

**A Little Bit about Me**

This is my twenty-sixth year on the faculty in political science at EMU (and my second year directing the Faculty Development Center). I’ve been teaching undergraduate research methods classes from the very beginning of my time here. I believe very strongly that a key part of learning political science consists of learning how we create and evaluate knowledge in the field; this idea is the essence of this course. My research these days, among other things, concerns issues of teaching and learning in political science, and studies of how people make sense of political information. (I also have a new edited book that came out in 2021 entitled *Teaching Research Methods in Political Science*.*).* I’ll be using some examples from my own work this semester to illustrate points that arise in our class discussions.

I am a husband, father of two wonderful boys (Zachary is twenty-three and Solly is eighteen) and a cautiously optimistic fan of the New York Mets. I enjoy classic TV, and am a big fan of space exploration, and of books and movies about space exploration. In addition, I am a juggler – thirteen years ago, I learned how to juggle flaming torches; it is an incredible high to do that! (My ultimate goal is to be able to do that while riding a unicycle.) My job is important to me, because I relish the opportunity to be the kind of teacher to all of you that people like Charles Franklin, Jim Davis (of blessed memory), John Jackson, John Kingdon, and Rick Hall were to me in college and graduate school. I can never pay them back adequately for what they did for me; instead, I try to use them as exemplars for what I want to be as a teacher, scholar and mentor.

[](http://images.google.com/imgres?imgurl=http://www.thecrockedpot.com/blogger/uploaded_images/MrMet-768288.gif&imgrefurl=http://www.thecrockedpot.com/blogger/labels/NY%20Mets.html&usg=__ueJ-nwM_q1jqKLKlhw9KzEKhnGs=&h=585&w=403&sz=66&hl=en&start=7&tbnid=4ZcGhby07D62mM:&tbnh=135&tbnw=93&prev=/images?q=Mr.+Met&gbv=2&hl=en)

**Four Things You Should Know About My Teaching:**

1. I believe in an **uncoverage** model of teaching more than I believe in “coverage.” I think too often teachers try to “cover” too much material, often by just mentioning stuff once or twice, without actually really trying to “uncover” the interesting and important aspects of the material. Consequently, we will perhaps cover less stuff this semester than might otherwise be the case. I will aim, instead, for uncoverage of the important material.
2. I believe in exposing you to the **messiness** of disciplinary learning. Studying research methods is not easy – there is so much ambiguity in our data, imperfection in our methods, and tentativeness to our findings. Creating knowledge in political science is a messy endeavor; I hope to help you see this messiness as part of the fun of this field!
3. I believe very strongly in the concept of **scaffolding**. When you build a house, you don’t put the roof on first. Lots of stuff has to happen before that. You are not ready now to dive into a dataset to do quantitative analyses of hypotheses. We’ll spend some time this semester scaffolding your work, so that later this semester, you’ll be able to do higher level work in the field. This puts some pressure on each of you – I will trust you to ask questions (in class and outside of class) when things are unclear to you. The material we explore this semester builds on itself – if the foundation is rotten, the walls won’t stand up, and the roof will collapse. Please work with me to make sure you remain comfortable with what we are doing here.
4. Finally, as noted above, I believe in **flexibility**. The syllabus includes a list of topics, readings, and assignments. Barring the unforeseen, I will keep assignments and exam dates as they are listed – I owe you that courtesy in planning your workload. But let’s be flexible with what we read and when, to allow mid-course corrections to pursue topics you find interesting and exciting as we move along. And, let’s be flexible when we are hit with unexpected surprises and other disruptions to our plans.

Most importantly, **please remember that I am here to help you and to try to maximize your success in this class and at EMU in general**. Keep me posted on how things are going. If you are struggling, or run into personal problems, don’t let things snowball until they are out of control. Please give me every opportunity to help you succeed; I would like nothing better than to have everyone do well.

**What You Can Expect in Here**

Now that I’ve told you who I am and what you can expect from me as a teacher, let me share with you some of the things I will expect from you. I’ll start by saying that I view PLSC 210 as a serious class for serious students. You owe it to yourselves, and to your classmates, to give it your all! Let me also suggest that you aim to work steadily throughout the term. This stuff sneaks up on you – you will do much better if you don’t wait until the last minute to try to pull stuff together. Slow and steady wins the race.

**In Class**

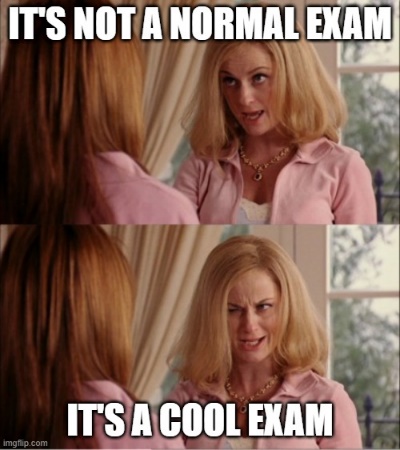
Class meets twice a week. I expect you will be present for all class sessions, barring things like illness or other unexpected situations. I trust you to judge when situations require you to miss class, and to communicate with me as needed about your absences. We can always work together to deal with situations as they arise. But, generally speaking, you should be in class, so you can learn the course material collaboratively with your classmates (much of what we do in class will involve collaborative learning). Since a good deal of what you will need to learn will be addressed in class, you are cheating yourself if you don’t show up. I hope you will do everything possible to be mentally present as well as physically present in class; this is the best way to ensure you learn, and helps with making our class into a community of learners.

**Readings**

We will not have any assigned books for the class – the more I teach this course, the less I like the books that are available for it. Instead, we will use multiple articles/book chapters, etc. I have tried to choose articles for you to read that are informative and (occasionally) entertaining. These articles are critical, as we will spend many class periods using them to illuminate course concepts. You will be reading the professional literature, which should challenge you. I hope you will work through the difficult parts in these articles and use them to help build your understanding. All readings will be made available to you on Canvas. I also reserve the right to assign additional podcasts to you that I record to help elucidate key points. Please do the readings and listen to the podcasts *before* the class in which we discuss them. I also recommend, especially for the more complex readings, that you review them *after* the class in which they are discussed as well.

**Exams**

You will have one exam this semester, a take-home exam. In order to maximize your scheduling flexibility, I will hand it out right before our break begins (on Thursday, February 23) and will require you to submit it one full week after break (on Tuesday, March 14). This way, if you want to do it during the break, you can. If you prefer to take a genuine break and ignore it while we’re off from classes, you can do the exam when you return. Maximum flexibility for you! The exam will be composed of essay questions, and will be much fun for you to do. I believe it will provide a good test of what you should be learning in here.



**Papers**

Written work lies at the heart of this class; this is how scholars typically communicate their ideas. I will spend a lot of time working with you on these assignments this semester. I will describe the research assignment briefly now and talk much more about it in due time. You will have ample opportunity to receive feedback on your work, in order to help you turn in an exceptional paper at the end of class. I aim to give you the opportunity to write the best paper you can, and to allow you to demonstrate how much you have learned.

You will start the term with a brief “Mini-Essay” in which you design an experiment; this will be due on Tuesday, January 24. Following this, your research paper will use A/B experimental methodology to answer questions about how different candidate characteristics lead to changes in evaluations by the voters. You will devise your own experimental manipulation, similar to what I presented to you earlier on this syllabus. You will collect data about how voters respond to the manipulation, analyze the data statistically, and present your findings in a paper of approximately 3000-4000 words. The final paper assignment is due on Thursday, April 27, at 1:00 p.m.

The research paper will be scaffolded by three earlier assignments, each of which are building blocks that help you write the full paper. Building Block Paper #1 is due on Thursday, February 2, and will focus on analyzing two articles on candidate appearance and voter evaluations. Building Block Paper #2 will be your opportunity to develop your plan for the final paper – this will be where you propose your research idea, and explain why it is a useful project to do. This will be due on Tuesday, February 16. Finally, the third Building Block paper will be a preliminary report on your data analysis; that will be due on Tuesday, March 28.

We will obviously talk more about these assignments as the term progresses. For now, I just want you to know two things: (1) this is a significant assignment; and (2) I will do *everything* I possibly can to help you write a damned good paper!

**Grading**

Below, I have listed the weights each of this semester’s assignments will have on your grades:

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| --- | --- | --- |
| **Date** | **Assignment** | **% of Grade** |
|  |  |  |
| January 24 | Mini-Essay Due | 5 |
|  |  |  |
| March 14 | Midterm Examination Due | 30 |
|  |  |  |
| February 2 | Building Block Paper #1 | 10 |
| February 14 | Building Block Paper #2 | 15 |
| March 28 | Building Block Paper #3 | 10 |
| April 27 | Research Paper | 30 |

Your grade as determined by the percentages above is tentative. I reserve the right to raise grades on the border on the basis of dramatic improvement during the term, exemplary class participation, or other such things. When events warrant, I am more than happy to do this. I do reserve the right to deduct points for late work, if I must (although I *really* hate to do that). I beg of you, during challenging times such as these, to try to start early and work as consistently throughout the assignment period as you can. If serious problems arise, talk to me *as early as you possibly can* to maximize the chance that I will react sympathetically.

**Important!**

I know that college (and life) can be stressful, and I am happy to be available to you as someone you can talk to and from whom you can seek support. The proverbial door is always open, and my office is always stocked with snacks. I do need you to know, however, that I am what is considered a mandatory reporter around issues of sexual assault and sexual harassment; moreover, there is no legally-protected guarantee of confidentiality in our conversations, such as would be the case with counselors, attorneys, or clergy. We can talk – I am happy to listen, and offer advice when warranted. I care deeply about my students, and their well-being. But when conversation veers into topics where I have any reason to believe that your safety, or the safety of others, is at stake, I am obligated to share things that you tell me, for your protection and the protection of others.

**Readings and Schedule of Classes**

Below, I have listed the topics to be covered in each class and the readings that you will do for each class. I anticipate sticking closely to this outline, but, let’s be honest, the world probably has other plans. So, expect us to deviate from this plan slightly (or more than slightly) as events warrant. I’ll keep you posted on any changes that we may need to make. Recall that I may add short podcasts to listen to before selected classes; I’ll go with the flow on that, and thank you in advance for doing the same!

**Tuesday, January 10**

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| **Topic** | Course Introduction – A Little Bit on Election Analytics |
| **Reading** | None for today. |
| **Assignments** | Please get your surveys done before class – the deadline is Monday, January 9, at noon. Use [this link](https://www.surveymonkey.com/r/X3YTMLW) to do the survey or share it with others. |

**Thursday, January 12**

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| **Topic** | Pre-Experimental and Experimental Research Design |
| **Reading** | Nisbett, Richard E. 2015. *Mindware: Tools for Smart Thinking*. New York: Penguin Books. Chapters 9 and 10.  Powell, Jack L. and Aaron D. Drucker. 1997. “The Role of Peer Conformity in the Decision to Ride with an Intoxicated Driver.” *Journal of Alcohol and Drug Education* 43: 1-7. |
| **Assignments** | Your Mini-Essay assignment will be handed out today. It will be due on Tuesday, January 24. |

**Tuesday, January 17**

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| **Topic** | Experimental Research Design |
| **Reading** | Bernstein, Jeffrey L., Alexa Cooley, and Marisa Salice. 2020. “Trump (Defense) Syndrome: Framing Effects and Perceptions About Discrimination.” Unpublished paper. Please read thoroughly through Table 4 and skim after that. |

**Thursday, January 19**

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| **Topic** | Quasi-Experimental Research Design – Panel Study and Time Series Designs |
| **Reading** | [Jennings, M. Kent. 1987. "Residues of a Movement: The Aging of the American Protest Generation."  *American Political Science Review* 81: 367-382.](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Cover%20and%20Brumberg,%20Baby%20Books%20and%20Ballots,%20APSR,%201982.pdf)  Lewis-Beck, Michael S. and John R Alford. 1980. “Can Government Regulate Safety? The Coal Mine Example.” *American Political Science Review* 74: 745-756. Just skim this one, particularly as it gets into the data analysis. |

**Tuesday, January 24**

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| **Topic** | Quasi-Experimental Research Design – Cross Sectional Design |
| **Reading** | Stolle, Dietlind and Elisabeth Gidengill. 2010. “What do Women Really Know? A Gendered Analysis of Varieties of Political Knowledge.” *Perspectives on Politics* 8:93-109. |
| **Assignment** | Your Mini-Essay assignment is due today. |

**Thursday, January 26**

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| **Topic** | Does Candidate Appearance Matter? |
| **Reading** | Hayes, Danny, Jennifer L. Lawless, and Gail Baitinger. 2014. “Who Cares What They Wear? Media, Gender, and the Influence of Candidate Appearance.” *Social Science Quarterly* 95: 1194-1212.  Jones, Todd R. and Joseph Price. 2017. “Information and the Beauty Premium in Political Elections.” *Contemporary Economic Policy* 35 (4): 1-7. |
| **Assignments** | Today I will hand out the assignment sheet for Building Block Paper #1. It will be due on Thursday, February 2. |

**Tuesday, January 31**

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| **Topic** | More Perspectives on Gender and Candidate Evaluation |
| **Reading** | Bauer, Nichole M. 2020. “Shifting Standards: How Voters Evaluate the Qualifications of Male and Female Candidates.” *Journal of Politics* 82 (1). |

**Thursday, February 2**

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| **Topic** | Concepts, Hypotheses, Measurement, and Variables |
| **Reading** | Gibson, James L. 2013. “Measuring Political Tolerance and General Support for Pro-Civil Liberties Policies: Notes, Evidence & Cautions.” *Public Opinion Quarterly* 77:45-68. |
| **Assignments** | Building Block Paper #1 is due today.  Today I will hand out the assignment for Building Block Paper #2. It will be due on Tuesday, February 14. |

**Tuesday, February 7**

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| **Topic** | Concepts, Hypotheses, Measurement, and Variables (continued) |
| **Reading** | Chong, Dennis and Morris Levy. 2018. “Competing Norms of Free Expression and Political Tolerance.” *Social Research: An International Quarterly* 85 (1): 197-227. |
| **Assignments** | We will spend time in class today assigning topics and groups for the research project. |

**Thursday, February 9**

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| **Topic** | Concepts, Hypotheses, Measurement, and Variables (continued); Survey Methodology |
| **Reading** | [Seife, Charles. 2010. *Proofiness: The Dark Arts of Mathematical Deception*. New York: Viking. Chapter 4.](http://vizedhtmlcontent.next.ecollege.com/CurrentCourse/Seife,%20Proofiness,%20Chapter%204.pdf) |

**Tuesday, February 14**

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| **Topic** | Literature Review; Working on Surveys – Manipulations Section |
| **Reading** | No reading for today. |
| **Assignments** | Building Block Paper #2 is due today. |

**Thursday, February 16**

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| **Topic** | Working on Surveys – Manipulations Section |
| **Reading** | No reading for today. |
| **Assignments** | Your piece of the manipulation section will be shared with you after class; please make sure to look it over and share any feedback you have. |

**Tuesday, February 21**

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| **Topic** | Working on Surveys – Shared Section |
| **Reading** | No reading for today. |
| **Assignments** | The draft survey will be shared with you after class; please make sure to look it over. |

**Thursday, February 23**

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| **Topic** | Working on Surveys – Pulling It All Together |
| **Reading** | No reading for today. |
| **Assignments** | Your Take-Home Midterm Exam will be handed out today. It will be due on Tuesday, March 14. |

**Tuesday, February 28 and Thursday, March 2: No Class (Spring Break)**

**Tuesday, March 7 through Thursday, March 16**

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| **Topic** | Preliminary data work. |
| **Reading** | No reading for these days. |
| **Assignments** | We will spend these days in the computer lab, working on your data.   * Your Take-Home Midterm exam is due on Tuesday, March 14. * The assignment for Building Block Paper #3 will be distributed on Thursday, March 16; it will be due on Tuesday, March 28. |

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**Tuesday, March 21**

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| **Topic** | Thinking about Advanced Data Analysis in Theory; The Joys of P-Hacking |
| **Reading** | Nisbett, Richard E. 2015. *Mindware: Tools for Smart Thinking*. New York: Penguin Books. Chapter 11. |

**Thursday, March 23**

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| **Topic** | Qualitative Work – Interviews |
| **Reading** | Berry, Jeffrey M. 2002. “Validity and Reliability Issues in Elite Interviews.” *PS: Political Science and Politics* 35 (4): 679-682.  Luker, Kristin. 1984. *Abortion and the Politics of Motherhood*. Berkeley: University of California Press. Chapter 7. |

**Tuesday, March 28**

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| **Topic** | Qualitative Work – Observation |
| **Reading** | Walsh, Katherine Cramer. 2004. *Talking About Politics: Informal Groups and Social Identity in American Life*. Chicago: University of Chicago Press. Chapter 3.  Page, Stewart. 1997. “An Unobtrusive Measure of Racial Behavior in a University Cafeteria.” *Journal of Applied Social Psychology* 27:2172-2176. |
| **Assignments** | Building Block Paper #3 is due today. |

**Thursday, March 30 through Tuesday, April 18**

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| **Topic** | Advanced Data Analysis and Writing the Paper |
| **Reading** | No reading for these days. |
| **Assignments** | During this time, you will be in the computer lab once again, working on advanced data analysis for your paper. Please note the following:   * Thursday, March 30 is Opening Day of the baseball season. The New York Mets open their season at 4:10 PM, in Miami against the Miami Marlins. All students are encouraged to dress in blue and orange for class on that day. * Due to Passover, we will not meet as a class on Thursday, April 6 or Thursday, April 13. I trust you will get over your genuine disappointment. 😊 |

**Thursday, April 20**

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| --- | --- |
| **Topic** | Pulling It All Together – Wrapping Things Up |
| **Reading** | No reading for these days. |

**Thursday, April 27: Final Research Paper Due (1:00 p.m.)**

**Appendix: A Few Other Notes**

Let me make a couple of other comments here. First of all, **academic integrity.** Here at the university, there are few issues that are more important. Academic dishonesty, including all forms of **cheating and/or plagiarism**, will not be tolerated in this class. Anyone caught engaging in academic dishonesty will receive a grade of zero for the assignment in question and may, at my discretion, receive a failing grade for the entire course. In addition, you may be referred to the *Office of Student Conduct and Community Standards* for discipline that could result in suspension or permanent dismissal from the university. If you are not sure whether something constitutes academic dishonesty, talk to me.

For **students with disabilities**, if you wish to be accommodated for your disability, EMU policy requires that you first register with the *Disability Resource Center* in room 240K of the Student Center. You may contact theDRCby phone at (734) 487-2470; their website is <http://www.emich.edu/drc/>. Students with disabilities are encouraged to register with the DRCsoon as you will only be accommodated from the date you register with them forward. **No retroactive accommodations are possible.** I am more than willing to offer you all accommodations to which you are entitled, but emphasize this is not something I can do on my own. If you have any questions, talk to me or the Disability Resource Center.

I am willing to make all reasonable accommodations for **absences caused by religious observation**. Please keep me posted when situations like this occur. Like most people, I am familiar with religious observances in my own faith, but know less about other religions. Perhaps your informing me of your absences, should they be necessary, will help me to learn something new!

In terms of my contacting you for purposes of this course, when I need to reach all of the students, I will use e-mail, specifically e-mail sent to your emich.edu address. Please make sure that all messages sent to this account are accessible by you and, if you use a different account, that you are able to forward EMU e-mails to your other account. I will consider you to have been informed about something connected with the course if I e-mail it to you at your emich.edu address

In addition to the articulated course specific policies and expectation, students are responsible for understanding all applicable university guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all university policies, support resources, and student's rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or the date specified in the amendment. Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, 734.487.0074, [emu\_ombuds@emich.edu](mailto:emu_ombuds@emich.edu), or visit the website at [www.emich.edu/ombuds](http://www.emich.edu/ombuds).

[CLICK HERE to access the University Course Policies](https://www.emich.edu/studenthandbook/policies/academic.php#univ)

Finally, this course fulfills the requirements for a Quantitative Reasoning course in the General Education Program. As such, I am required to print the “Rationale” for the course on my syllabus:

*Political Science 210 meets the Quantitative Reasoning (QR) requirement of the general education curriculum for students who have a quantitative score of 23 or above on the ACT. The course introduces students to social science statistics and teaches them how to use statistics to analyze and address the real-world problems that they will confront as participants in the global community. Through use of case studies, students are exposed to both experimental and quasi-experimental techniques for making sense of the political world. The course then concentrates largely on quantitative techniques, reading examples of how researchers use statistical analysis to test causal hypotheses in political science models. Students are given an opportunity to practice this learning at the end of the course through a final paper assignment, which gives them a political dataset, access to a statistical program (such as SPSS) and requires them to do their own independent testing of hypotheses and write-up of the results.*

There is a very important disclaimer that goes with this. **This course does not automatically count as a QR course for every student who takes it.** In general, students need to meet the one of the following prerequisites in order for this course to satisfy the QR requirement:

* ACT math score: 23 to 27; or
* SAT math score: 580 to 660; or
* EMU Math Placement Exam (QR Choice): College Level Math Score (CLM) 260 to 290; or
* Credit in MATH 104 with a grade of “C” or better

**If you do not meet one of these requirements, you either cannot take this course for QR credit, or you do not need to take a course for QR credit.**