

## **POL222H1F: Introduction to Quantitative Reasoning I**

University of Toronto

Fall 2022

Meeting Room:           LEC 0101: KP 108  
                                  LEC 0201: ES 1050  
                                  LEC 5101: KP 108

Meeting Time:           LEC 0101: Monday, 2:00pm-4:00pm  
                                  LEC 0201: Tuesday, 2:00pm-4:00pm  
                                  LEC 5101: Tuesday, 6:00pm-8:00pm

Instructor:               Kenichi Ariga  
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Office Hours:            TBA (Online office hours will be scheduled.  
                                  Details will be announced on the class  
                                  Quercus site)

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### **Course Description and Objectives**

Quantitative data analysis has become increasingly an important part of political science research — and social sciences in general — and public policy debates. The results of statistical analysis on quantitative data, such as opinion polls, election results, frequency of armed conflicts, and incidence of violence, can be seen in many research articles and books on political science and various reports on divergent policy issues published by governments, think tanks, non-profit organizations, and news media. Ability to properly understand and critically assess the results of quantitative data analysis has become an invaluable asset for any individuals who are interested in a wide range of political, economic, social, and policy issues.

For political science students, two consecutive introductory courses on quantitative empirical methodology are offered (POL222 & 232). This course, “POL222 Introduction to Quantitative Reasoning I,” is the first of the sequence and required for all political science specialists and majors. By the end of this course, students are expected to have developed a basic understanding of:

1. The characteristics of the political science studies employing quantitative empirical analysis, and the inherent difficulties of establishing a causal relationship empirically between the political, economic, social and policy phenomena of interest;

2. Representative empirical research designs, both in experimental and non-experimental (observational) varieties, to investigate the causal relationship of political, economic, social and policy phenomena of interest, and various threats to the validity of different research designs; and
3. Introductory knowledge of the data analysis methods employed in political science research — namely, statistical inference and linear regression — which will be studied more in depth in POL232.

“POL232 Introduction to Quantitative Reasoning II” in the Winter semester will be the follow-up course and continue to introduce important foundations of quantitative empirical methodology. POL232 is required for political science specialists and elective for majors. Students who will take POL232 will be exposed to:

4. Theoretical foundations of *statistical inference*, in which we learn about the characteristics and relationships in a large population from sample observations;
5. *Linear regression* analysis, which is one of the most basic methods to empirically examine the relationship between political, economic, social and policy phenomena; and
6. Very basics of statistical computing to conduct simple quantitative analyses of social science data.

The common objective of these classes is to better prepare the students to become educated readers and active participants in social science research and public policy debates.

### **Quercus**

Quercus (<https://q.utoronto.ca/>) is the primary means through which class announcements and assignments will be distributed. Readings, lecture slides, and assignments will all be made available on the class Quercus site. Discussion Board on the class Quercus site will be the primary method by which you will ask questions about the course materials and get them addressed (more on this below).

Please note that all important announcements and updates will be posted on the class Quercus site. It will be your responsibility to obtain access to Quercus and regularly check it. There will be an important update to the class Quercus site at least once a week.

### **Lecture Slides**

Lecture slides will be made available on the class Quercus site. Some slides, such as graphics and in-class problems/exercises, may be taken out from the set made available on Quercus; however, all information essential for review will be kept in these slides.

### **Teaching Assistants**

There are six teaching assistants for this course, whose main duties are leading tutorial sessions, grading assignments and other student contacts. There will also be office hours held by teaching assistants during a couple of weeks before essay assignments are due.

Normally, a teaching assistant for your tutorial section will be a grader of your essay. All requests for extension or waiver regarding required assignments must be made to the teaching assistant who leads your tutorial section.

## Tutorials

There will be tutorial sessions led by teaching assistants starting in the week of Sep. 26th, 2022. Most of you have already registered for a tutorial section (e.g., TUT0101) on ACORN. If you have not, you need to do so no later than Friday, September 23rd.

If you cannot attend any one of the available tutorial sections for a legitimate reason, you may make an alternative arrangement for the tutorial participation marks, as long as the reason is legitimate. To make this arrangement, register for a tutorial section, which you cannot attend but still available on ACORN, and then contact a teaching assistant who leads this tutorial section. Information about tutorial instructors for each tutorial section will be announced on Quercus. An official documentation, which verifies the specific reason given, may be asked to make an alternative arrangement.

## Grading and Evaluation

Your grade of the course will be based on the following materials with the weights given:

### 1. Three Essay Assignments

Essay 1	30%	Due:	Oct. 12th (Wed.), 5:00PM, EST
Essay 2	30%	Due:	Nov. 3rd (Thr.), 5:00PM, EST
Essay 3	25%	Due:	Dec. 7th (Wed.), 5:00PM, EST

In these essay assignments, you will be given an opportunity to practice applying the concepts and methods of quantitative empirical methodology for political science research that you will have learned in class. As detailed later in this syllabus, the class is divided into three parts. Each essay assignment corresponds to each part of the course. In Essay 1, you will apply the basic logic you will have learned about causal theory to the research question of your choice. In Essay 2 and 3, you will examine experimental research and observational research designs, respectively, to test a causal theory.

For the last two essay assignments, you will have the option to submit only one of these essay assignments. If you choose this option, the essay assignment of your choice counts toward 55% of your final mark. More specifically, you may choose either 1) to submit both Essay 2 and 3 with weights 30% and 25%, respectively; 2) to submit Essay 2 only with weight 55%; or 3) to submit Essay 3 only with weight 55%. You need to make this choice *before* you submit essay assignments. That is, you cannot choose one of the essays after you submit both Essay 2 and 3.

You don't need to let us know your choice. Instead, if you submit both Essay 2 and 3, the 30% weight for Essay 2 and the 25% weight for Essay 3 will be automatically applied. If you submit Essay 2 only or Essay 3 only, the 55% weight for this essay will also be automatically applied.

2. Participation Mark: 15%

Your class participation mark will be based on the following three items:

(1) Response to Questions during Lectures: 8%

We will use a classroom response system, by which you will respond to the questions posed during the lectures (more details on the classroom response system will be posted on the class Quercus site). Your participation by the classroom response system will count toward 8% of your final mark. I plan to include these questions in ten lectures from the second week of the semester (Sep. 29th [L0101] or 20th [L0201, L5101]). Your final mark on the response to the questions during the lectures will be based on your participation in eight out of ten lectures, with each lecture weighted equally.

If the total number of lectures which use the classroom response system changes (e.g., from ten to nine lectures), the number of lectures that will be the basis of your participation mark for the questions during lectures will be the new total number of lectures using the classroom response system minus two (e.g., seven lectures if the new total is nine lectures), and each lecture weighted equally.

It is your responsibility to bring a device for the classroom response system to each lecture. As this is the participation mark in responding to the questions, simply attending the lecture will not count. If you forget the device, you will not earn this participation mark in that lecture. As you are expected to attend all lectures and participate in all in-class questions opportunities and you may forget the device only rarely (presumably in two lectures or fewer), failure to bring the device with you will not be considered to waive or make up your participation mark.

Your participation mark for the classroom response system in each lecture will be posted on the Grades section of the class Quercus site regularly. It is your responsibility to check the mark regularly and confirm if your response was recorded properly. If you find your participation mark for a particular lecture is not recorded properly, you need to contact the instructor within two weeks from when the mark for this lecture is posted on Quercus. Any claims after two weeks will not be addressed.

(2) Tutorial Participation: 5%

There will be six tutorial sessions scheduled during the semester. Your tutorial participation mark (5% of your final mark) will be determined by your participation in five out of six tutorial sessions, with each tutorial session weighted equally.

The total number of tutorial sessions may change due to the actual progress of the class. If this happens, the number of tutorial sessions that will be the basis of your tutorial participation mark will be the new total number of tutorial sessions minus one (e.g., four tutorials if the new total number of tutorial sessions is five), and each tutorial session weighted equally.

(3) Two Online Feedback Surveys: 2% (1% each)

There will be two online feedback surveys on the class through the class Quercus site at

the beginning and the end of the semester. Your participation in each of the surveys before its due date counts toward 1% of your final mark.

### **Plagiarism Detection Tool**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students who wish to not use the University's plagiarism detection tool may make an alternative arrangement. If you want to make an alternative arrangement, you need to send an email to the teaching assistant who will grade your essay (normally, your tutorial instructor) at least one week before the deadline of the assignment and ask for an alternative way to submit the essay. If you choose an alternative arrangement, you may be asked, for example, to submit all of your rough work for an assignment and to have a short meeting with the teaching assistant or the instructor in which you will be asked about your essay.

### **Late Penalties and Extension**

All work is late if submitted after the date and time specified as due. To ensure fairness, the late-penalty policy specified below will be strictly enforced. Conflict with other class's assignment/exam schedule, leaving for a non-academic trip, or vacation is not an acceptable reason to miss the assignments or request an extension.

#### ➤ Essay Assignments

Extension for the essay assignments may be made only when there is a legitimate reason, such as an unforeseeable medical emergency, an accessibility issue, religious observances, and a family emergency. If you need an extension for accessibility reasons, the extension may be granted based on your Accessibility Services Letter. Given the current COVID-19 situation, the Verification of Illness or Injury form (or "doctor's note") is not required in 2022-23. Instead, if you need an extension for a legitimate reason except for accessibility (e.g., COVID, cold, flu and other illness or injury, family situation, religious observances), you should record your absence through the ACORN online absence declaration and then make a request for an extension to the teaching assistant who will grade your essay (normally, your tutorial instructor).

Students who know in advance they will need an extension for a legitimate reason should make a request to the teaching assistant who will grade your essay (normally, your tutorial instructor) via email as early as possible before the deadline. Those who missed the deadline for a legitimate, unforeseeable reason should contact their teaching assistant as soon as possible and no later than one week after returning to class. In the request email, don't forget to include your full name, student number, and tutorial section (e.g., TUT0101).

Essay assignments handed in late will result in a penalty of 2-percentage-point reduction

per day (e.g., from 72% to 70%). Submitting an essay within 24 hours from the due date and time will be considered one day late; submitting after 24 hours but before 48 hours will be two days late, and so forth.

Since you will submit your assignments to Quercus, your submission must be accepted and recorded on Quercus before the due date and time. Note that the date and time recorded on Quercus will be your submission date and time. If this is after the deadline even only by one minute, then your submission will be considered late. In other words, completing your paper and start uploading it to Quercus before the due date and time is not enough. Your upload must be complete before the due date and time.

Computer-related problems, such as the crash of your computer, a slow Internet connection, and an occasional slow response of the server, will not be considered as an acceptable reason to request for extension or waiver of a late penalty. Also sending your assignment to the instructor and/or the teaching assistants via email will not be considered as a submission. For these reasons, I strongly suggest you avoid a last-minute completion or submission of assignments. I also suggest you frequently take a backup of the electronic files of your draft essay in an electronic storage other than your computer. If you have a UTmail+ account, you have access to 1TB of storage in your OneDrive at the UofT. You may take a backup in your OneDrive.

#### ➤ Tutorial Participation

Since your tutorial participation mark is based on your participation in five out of six tutorial sessions, missing one tutorial session will not affect your final mark.

If you will have to miss two or more tutorial sessions for a legitimate reason, the participation in these tutorial sessions may be waived. If this is for accessibility reasons, the waiver may be granted based on your Accessibility Services Letter. If this is for a legitimate reason except for accessibility (e.g., COVID, cold, flu and other illness or injury, family situation, religious observances), you should record your absence through the ACORN online absence declaration and then make a request to your teaching assistant. The tutorial participation mark will then be determined by your participation in the rest of the tutorial sessions with each session weighted equally.

The request for a waiver for tutorial participation should be made to the teaching assistant who leads your tutorial section via email.

#### ➤ Response to Questions during Lectures

Since your participation mark by the classroom response system is based on your participation in eight out of ten lectures with the questions using the system, missing up to two lectures using the classroom response system will not affect your final mark.

If you will have to miss three or more lectures with the classroom response system for a legitimate reason, your participation in these lectures may be waived. If this is for accessibility reasons, the waiver may be granted based on your Accessibility Services Letter. If this is for a legitimate reason except for accessibility (e.g., COVID, cold, flu and

other illness or injury, family situation, religious observances), you should record your absence through the ACORN online absence declaration and then make a request for a waiver to your teaching assistant. Your participation mark for the response to the questions during lectures will then be determined by your participation in the rest of the lectures using the classroom response system with each session weighted equally.

The request for a waiver for the response to the questions during lectures must also be made to the teaching assistant who leads your tutorial section via email.

## **Grade Appeals**

There are two stages in the process of grade appeals on the essay assignments in this class. First, you may appeal to your grader, who is normally a teaching assistant for your tutorial section. You are required to raise specific and substantive questions regarding the grades and feedback you received, so that your grader may double check their assessment based on them and address your questions. The grader may adjust the grade if they found it appropriate. Second, if you still believe the grade you received is not appropriate after appealing to the grader, you may request a regrading to the instructor. You are required to submit a brief documentation substantiating why you believe your grade is not appropriate. The justification you gave for regrading will be used by the instructor to consider if there are reasonable grounds for regrading. If your regrading request is considered reasonable, another teaching assistant who did not give your original mark will be assigned to regrade your essay with fresh eyes. This second grader will regrade your paper without knowing your original mark, the feedback given by the first grader, and the justification you gave for regrading. This is because your essay should be marked only on its quality based on the essay requirements and evaluation criteria. The regraded mark may go up or down from the original mark. The new mark will be your final mark whether it goes up or down from the original. Both the grade appeal to the first grader and the regrading request to the instructor must be made within two weeks from when the original grade is assigned.

## **Outside Class Communication Policy**

A large size of this class makes it necessary to maintain the following policy with respect to outside-class communication with the instructor and teaching assistants. Please follow the policy specified below when you contact the instructor or teaching assistants outside class.

### **1. Office Hours**

- You are welcome to visit the instructor's office hours, if you have any questions on the class subjects and materials. Details of the instructor's office hours will be posted on Quercus.
- There will also be office hours held by teaching assistants before the essay assignments' due dates. Details of the teaching assistants' office hours will also be posted on Quercus.

### **2. Discussion Board on Quercus**

- We will also use the Discussion Board on the class Quercus site as the main medium through which you can ask questions and get them addressed. Given the nature of the

- course subjects and a large size of the class, others may have the same question as yours and they would benefit from your posting your questions and getting them addressed through the Discussion Board.
- You are also encouraged to post an answer to the questions posted by your classmates on the Discussion Board so that we can maintain a mutually-supporting learning community from which all of you will benefit.
  - Questions posted on the Discussion Board will be normally addressed within 24 hours except on weekends by one of the teaching assistants in charge of addressing questions posted on the Discussion Board on that day.

### **3. Email Communications**

- If you have any questions of personal nature (e.g., grade appeal, deadline extension for a legitimate reason), you may email teaching assistants or the instructor and expect a response within two working days. Please start the subject heading of your email with “POL222:...”
- All requests for extension or waiver regarding the required assignments must be made to the teaching assistant who leads your tutorial section. Please include your full name, student number, and tutorial section (e.g., TUT0101) in your email on these requests.
- If your questions are of substantive nature, please post these questions on the Discussions Board of the class Quercus site or visit office hours or tutorial sessions to get them addressed.
- If you want to ask questions of substantive nature anonymously, you may send your questions via email to the teaching assistants or the instructor, but note that your questions will be posted by them on the Discussion Board without your name, and that these questions will be addressed by the teaching assistant in charge of addressing questions posted on the Discussion Board on that day. If you don't mind asking questions non-anonymously, you are best advised to post your questions directly on the Discussion Board rather than sending them to the teaching assistants or the instructor by email, as your questions may be addressed more quickly if you post them directly on the Discussion Board.

### **4. Essay Assignments**

- You may post relatively simple questions on the essay assignments on the Discussion Board of the class Quercus site. If you have detailed questions on your essay idea, you are best advised to visit office hours of the teaching assistants or the instructor.
- Please note that neither the instructor nor teaching assistants will be able to review your draft essay when you seek advice.

### **5. Non-response**

- Please note that the instructor and teaching assistants may not be able to answer email or questions posted on the Discussion Board of the class Quercus site during weekends and statutory holidays.
- Please also note that the instructor and teaching assistants may not be able to answer last minute questions on the assignments on their due date.
- In the case of your questions of substantive nature on the Discussion Board of the class Quercus site or those of personal nature over email not addressed within two working days (excluding weekends), send the instructor or teaching assistants an email



to let them know your questions have not been addressed. Please include “POL222: Unanswered Question” in the subject heading of your email.

### **Accessibility**

Students with diverse learning styles and needs are welcome in this course. If you need accommodation, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work.

### **Academic Integrity**

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

You are expected to be familiar with the Code of Behaviour on Academic Matters, available at <https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>, which is the rule book for academic behaviour at the U of T. Another website (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity/academic-misconduct>) lists nine categories of academic offences defined in the Code. Potential offences include, but are not limited to, plagiarism, cheating on tests and exams, misuse of the classroom response system (e.g., using someone else’s classroom response system during lectures to earn a participation credit for that student), fraudulent medical documentation and improper collaboration on marked work.

For specific examples of the potential academic offences, please read *The Scope of Academic Integrity* (<https://www.academicintegrity.utoronto.ca/perils-and-pitfalls/>). Please note that, in general, not knowing the University’s expectations cannot be an excuse. **Under the Code, “the offense shall likewise be deemed to have been committed if the person ought reasonably to have known”** (*Code of Behaviour on Academic Matters*, web version, p.2).

For further information on plagiarism, visit the pages available from the links listed at <http://advice.writing.utoronto.ca/using-sources/>. This list is part of *the Advice on Academic Writing* at the University of Toronto (<http://advice.writing.utoronto.ca/>). You may also find other resources available on this website helpful.

To learn more about how to cite and use source material appropriately and for other writing support, also see the U of T writing support website at <http://www.writing.utoronto.ca>.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be examined following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, do not hesitate to contact the instructor or teaching assistants.

## **Class Schedule and Readings**

Class schedule and the assigned readings for each lecture are specified below. During the semester, the lecture schedule may be adjusted according to the actual progress of the class. If this is the case, the due dates of assignments may also be modified. In addition, some assigned readings may be replaced by others, and there may be additional readings. If these are to happen, you will be given an advance notice at the class Quercus site.

There are a few chapters assigned from the following book. The 2nd edition is available online in *Scholars Portal Books* through the University of Toronto Libraries. The following list specifies the chapters for the newer (3rd) edition in addition to the 2nd edition. You may read the chapters from either edition.

Paul M. Kellstedt and Guy D. Whitten, *The Fundamentals of Political Science Research, 2nd Edition* (Cambridge University Press, 2013) or *3rd Edition* (2018).

Readings listed for each class are required unless explicitly stated that they are recommended. In addition to the chapters of Kellstedt and Whitten, the readings include actual empirical research articles published in academic journals, which will be used as examples in the lectures to illustrate the variety of quantitative empirical research designs and data analysis methods. When you read these articles, skip the technical details but focus on the big picture of how the authors designed their empirical research to answer the causal question of their interest.

## **PART I. QUANTITATIVE STUDY OF POLITICS AND CAUSAL THEORY**

**Sep. 12 (L0101) & 13 (L0201 & L5101)**

**What Will We Learn and Why?**

**Basics of Quantitative Empirical Political Science Research**

**Sep. 19 (L0101) & 20 (L0201 & L5101)**

**How Do We Study Politics Quantitatively?**

- Kellstedt and Whitten, Chapter 1

**Sep. 26 (L0101) & 27 (L0201 & L5101)**

**How Do We Evaluate Causal Relationship?**

- Kellstedt and Whitten, Chapter 3.
- *Recommended:* Cindy D. Kam and Carl L. Palmer. 2008. "Reconsidering the Effects of Education on Political Participation." *Journal of Politics* 70(3).

❖ **Tutorial Session 1: Causal Relationship (Sep. 26 - 28)**

## **PART II. EXPERIMENTAL RESEARCH**

**Oct. 3 (L0101) & 4 (L0201 & L5101)**

**Basic Logic of Experimental Research & Laboratory Experiments**

- Kellstedt and Whitten, Chapter 4.1-4.2.

- Gina M. Garramone, Charles K. Atkin, Bruce E. Pinkleton, and Richard T. Cole. 1990. "Effects of Negative Political Advertising on the Political Process." *Journal of Broadcasting & Electronic Media* 34(3).
- Stephen Ansolabehere, Shanto Iyengar, Adam Simon, and Nicholas Valentino. 1994. "Does Attack Advertising Demobilize the Electorate?" *American Political Science Review* 88(4).

❖ Tutorial Session 2: Peer Discussion on Essay 1 (Oct. 3 - 5)

### **Oct. 10 (L0101) Thanksgiving Holiday**

#### **Oct. 11 (L0201 & L5101)**

**Essay 1 consultation will be scheduled**

❖ Essay 1 Due (Oct. 12, Wed., 5:00PM, EST)

#### **Oct. 17 (L0101) & 18 (L0201 & L5101)**

##### **Experimental Research in Real World Setting: Field Experiments**

- Kellstedt and Whitten, Chapter 4.1-4.2. (Reread)
- Alan S. Gerber and Donald P. Green. 2000. "The Effects of Canvassing, Direct Mail, and Telephone Contact on Voter Turnout: A Field Experiment." *American Political Science Review* 94.
- Leonard Wantchekon. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55.
- Andrew Beath, Fotini Christia, and Ruben Enikolopov. 2013. "Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan." *American Political Science Review* 107(3).

❖ Tutorial Session 3: Experimental Research (Oct. 17 - 19)

#### **Oct. 24 (L0101) & 25 (L0201 & L5101)**

##### **Enhancing External Validity of Experimental Research: Survey Experiments**

- Kellstedt and Whitten, Chapter 4.1-4.2. (Reread)
- Michael C. Horowitz and Matthew S. Levendusky. 2011. "Drafting Support for War: Conscription and Mass Support for Warfare." *Journal of Politics* 73(2).
- Michael R. Tomz and Jessica L. P. Weeks. 2013. "Public Opinion and the Democratic Peace." *American Political Science Review* 107(4).

❖ Tutorial Session 4: Peer Discussion on Essay 2 (Oct. 24 – 26)

### **PART III. OBSERVATIONAL RESEARCH**

#### **Oct. 31 (L0101) & Nov. 1 (L0201 & L5101)**

##### **Basic Logic of Observational Research**

- Kellstedt and Whitten,

- 3<sup>rd</sup> Edition: Chapter 4.3 and 4.5, or
- 2<sup>nd</sup> Edition: Chapter 4.3-4.4.
- *Recommended:* Menaldo, Victor. “The Middle East and North Africa’s Resilient Monarchs.” *Journal of Politics* 74(3).
- *Recommended:* Andrew Gelman and Gary King. 1990. “Estimating Incumbency Advantage without Bias.” *American Journal of Political Science* 34 (4) — Introduction and Sections 1, 5 (pp.1150-1152 only), 6 and 8 only.
- *Recommended:* Anderson, Cameron D. 2008. “Economic Voting, Multilevel Governance and Information in Canada.” *Canadian Journal of Political Science* 41(2).

❖ **Essay 2 Due (Nov. 3, Thr., 5:00PM, EST)**

### **Fall Reading Week: Nov. 7 - 11**

**Nov. 14 (L0101) & 15 (L0201 & L5101)**

#### **How Can We Examine the Relationship Between Variables? Linear Regression**

- *Recommended:* Kellstedt and Whitten,
  - 3<sup>rd</sup> Edition: Chapter 9.1-9.2, 10.1-10.2, 10.4, 10.8, 10.10, or
  - 2<sup>nd</sup> Edition: Chapter 8.1-8.2, 9.1-9.2, 9.4, 9.8-9.9.

**Nov. 21 (L0101) & 22 (L0201 & L5101)**

#### **Alternative Methods & Validity of Observational Research**

- James H. Fowler. 2008. “The Colbert Bump in Campaign Donations: More Truthful than Truthy.” *PS: Political Science and Politics*.
- Cindy D. Kam and Carl L. Palmer. 2008. “Reconsidering the Effects of Education on Political Participation.” *Journal of Politics* 70(3).
- Arindrajit Dube, Oeindrila Dube, Omar Gracia-Ponce. 2013. “Cross-Border Spillover: U.S. Gun Laws and Violence in Mexico.” *American Political Science Review* 107(3).
- Menaldo, Victor. “The Middle East and North Africa’s Resilient Monarchs.” *Journal of Politics* 74 (3). (Reread)
- Ansolabehere, Stephen and James M. Snyder, Jr. 2004. “Using Term Limits to Estimate Incumbency Advantages When Officeholders Retire Strategically.” *Legislative Studies Quarterly* 29 (4).

❖ **Tutorial Session 5: Observational Research (Nov. 21 – 23)**

**Nov. 28 (L0101) & 29 (L0201 & L5101)**

#### **How Can We Measure Variable of Our Interest? Measurement & Statistical Inference**

- Kellstedt and Whitten,
  - 3<sup>rd</sup> Edition: Chapter 5 and 7.1 or
  - 2<sup>nd</sup> Edition: Chapter 5.1-5.3 and 6.1.
- Jeffrey A. Segal and Albert D. Cover. 1989. “Ideological Values and the Votes of U.S. Supreme Court Justices.” *American Political Science Review* 83(2).
- Ezequiel Gonzales Ocantos, Chad Kiewiet de Jonge, and David W. Nickerson. 2011.

- “Vote Buying and Social Desirability Bias: Experimental Evidence from Nicaragua.”  
*American Journal of Political Science* 56(1).
- “Trudeau and Liberals Dip Slightly in Latest Poll,” September 14, 2016, thestar.com  
(<https://www.thestar.com/news/canada/2016/09/14/trudeau-and-liberals-dip-slightly-in-latest-poll.html>).

❖ Tutorial Session 6: Observational Research 2 (Nov. 28 – 30)

**Dec. 5 (L0101) & 6 (L0201 & L5101)**  
**Wrap-Up**

❖ Essay 3 Due (Dec. 7, Wed., 5:00PM, EST)

**Syllabus Change Policy**

The policies and contents of this syllabus may be changed by the instructor with advanced notice. If any, such a change will be announced during lectures and on the class Quercus site.

**Notice of Video Recording**

This course, including your participation, will be recorded on video and will be available to students in the course who cannot attend in-person lectures through the class Quercus site.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear please contact your instructor.

Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures.

Students creating unauthorized audio or video recording of lectures violate an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.