POLITICAL SCIENCE 30 Winter 2013
POLITICAL INQUIRY
Lectures   Tuesday, 5-6:50   York 2722

Note: minor changes may be made to this syllabus throughout the quarter. You are responsible for any changes mentioned in class, even if you are absent. Changes will also be posted on TED.

Peter Galderisi
Office Hours: Monday (12-3:00 for classes, 3:00-4:30 open—Tuesday when Monday falls on a holiday)
Email: For *class related* questions—use the message (not email) facility in TED for this course
            For *other, non course related questions*: pgalderisi@ucsd.edu
--please feel free to email me with questions/concerns at any time. I will check them at least every *early* evening (and usually throughout the day), except Wednesdays (my one day with my wife until her schedule changes).

TA Assignments: Exact sections and office hours TBA
            Konstantin Ash
            Justin Levitt
            David Lindsey
            Adeline Lo

INTRODUCTION

This class will lead us through an intellectual odyssey. We will learn how to pose an interesting question, how to narrow it for purposes of research, how to devise creative ways of getting the information pertaining to the question, and how to analyze the information gathered. With the objective of developing these skills, we will review (in order to learn by example) the methodology, the methods, and the tools employed by political scientists to study political events and relationships.

This course is akin to what, at other institutions, is often called "Scope and Methods." "Scope and Methods" often has a sinister reputation (note the initials). We won't try to change that reputation here--the survivors of the course deserve something to tell their grandchildren about.

Our odyssey will proceed through several stages. In the first two-three weeks we will deal with the aspects of scientific research--how one can ask questions that can be logically answered--and the use of the 'scientific method' in the study of political events. We will review several common methods of acquiring the necessary data for our answers, discuss the benefits of and the problems with each, and review the basics of standard research design. You will then be introduced to the use of elementary statistics as tools sometimes necessary for the analysis of political data.   As we cover statistics, you will all be able to apply what you have learned by carrying out analyses, using SPSS software, of data sets that I will provide (more on this later in class).

REQUIREMENTS:

I. READ THE SYLLABUS!!!!! I probably spend twenty hours the first several weeks answering
questions that are clearly specified in the syllabus. I would rather spend that time answering questions about the class or, heaven forbid, enjoying life.

II. READINGS:

   A. Two 'books," in ebook format, are available for purchase from University Readers (order online at http://www.universityreaders.com/store--

      Galderisi *Of Observations and Expectations*
      Galderisi *SPSS Manual to Accompany OOAE*

These two online texts should cost less than $40 (perhaps tax is added)

Note: *Do not* buy old copies of Pollock's *Essentials of Political Analysis* nor his *SPSS Companion* package.

To purchase the textbook and SPSS Guide, please follow these instructions. Please keep in mind that our institution adheres to copyright law, so any copyrighted material should not be copied or duplicated in any manner.

To purchase the books, please follow the instructions below:

Step 1: Log on to https://students.universityreaders.com/store/.
Step 2: Create an account or log in if you have an existing account to purchase.
Step 3: Easy-to-follow instructions will guide you through the rest of the ordering process. Payment can be made by all major credit cards or with an electronic check.

Orders are typically processed within 24 hours and the shipping time will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). If you experience any difficulties, please email orders@universityreaders.com or call 800.200.3908 ext. 503.

You will be able to download the SPSS data files later this quarter from the course TED page. Full instructions will be given.

   B. Several readings, especially in the first two weeks, will also be required and are listed later in this syllabus with their respective urls. Some can be accessed directly through any internet link. For others, you must access them on campus through the secure internet server (not guest) or, from home, by way of a proxy server or VPN connection. The TAs will explain this in the first week of section.

We **STRONGLY** suggest reading the material both **before and after** the appropriate class or section.

III. SOFTWARE

SPSS (Statistical Package for the Social Sciences) is a general program which allows people with limited or nonexistent programming skills to produce some fairly sophisticated output from computer based data sources. There are several ways to use the SPSS statistical package. They are ordered in reverse price order.

1. Purchase a full license for SPSS 20 or 21-- over $2000 (thought not)

2. Purchase and download a PC or MAC based 6 month license for the SPSS **BASE** GradPack for $39.99 from:

http://e5.onthehub.com/WebStore/OfferingsOfMajorVersionList.aspx?ws=49c547ba-f56d-dd11-bb6c-0030485a6b08&vsro=8&pmv=123c1b20-14db-e011-b09a-f04da23e67f6&cmi_mnuMain=ed6ad73c-7bc7-e011-ae14-f04da23e67f6

The link will automatically open up the purchase site for the PC version. If you are using a MAC, click on the MAC tab to obtain the similar MAC version (same price). Given the minimal cost of the texts, this is fairly cost effective, especially for those of you who can't spend much time on campus but have a PC or MAC at home.

3. Use SPSS for free on campus (USU)

IV. ATTENDANCE AND EFFORT:

A. **Show up in class and the MANDATORY discussion sessions on a daily basis.** Class lectures will proceed in a logical, progressive fashion (much more so than in any other class). One missed class (there are only 9 more) can lead to a total lack of comprehension over the next series of classes. Discussion sections are *mandatory* and attendance and participation in them will be worth 10% of your grade. During these sections you will take some of your quizzes, get back your assignments, review class materials, work on your computer analyses and, perhaps, cover additional information to that provided in class. If you don't expect your class and discussion attendance to be consistent, **don't** sign up. Remember, we only have one lecture per week—each covering 10% of the course material.

B. Hard work and perseverance. Remember, research methodology and especially statistics are like a foreign language. Without constant exposure, practice, and repetition, languages are hard to master, especially in ten (or fewer) weeks. The same is true here. Statistics additionally utilize an abstract and foreign alphabet. And they may require you to use the dormant half of your brain. Conclusion? Expect to work hard at the beginning of this class, harder in the middle, and harder still at the end. Payoff? You may actually understand this stuff, and we may all maintain what little sanity we have left (well, that ship has sailed for me, but as the immortal albeit still living Jimmy Buffett wrote: "If we all weren't crazy, we'd all go insane").

C. Informal 'preparation assignments' will be posted and mentioned in class on a regular basis. They are not to be submitted, nor will they be graded. They will, however, serve as examples for discussion at the beginning of the next class or in discussion sections. If you complete them you will get more out of this class--and you will be better prepared for the sections, quizzes and assignments

D. You will learn the most from this class if you actively participate in lecture and discussions sections (again, think about learning a foreign language). Each of you **must** bring a calculator to class for the statistics lectures, and you must **use** it. A simple, cheap, garden variety will do. As long as it can add, subtract, multiply, divide, compute squares and square roots, it will suffice.

V. EXAMS AND WRITTEN ASSIGNMENTS:

1. You will take six (6) in section (first two) or online quizzes, each worth 5 points of your total grade (100 points). Your lowest quiz score will be dropped. They will be a combination of multiple choice, T/F, short answer, and small essay-like paragraphs. For the online quizzes, the MC and T/F items will be immediately graded--with an explanation of why any wrong answer is wrong (of course, you will always get every question right, won't you?). You will also be given a study guide for each quiz at least one week before the relevant start date. You will have twenty minutes to one hour to complete each quiz. For quizzes 3-6, you may take the exam online any time over a three day period to accommodate your schedules, but you **must complete** each exam in one sitting.

2. Three (3) take-home statistics assignments, each worth 10 points:
You will be asked to calculate and interpret statistical procedures. Computers will not be necessary for these calculations, but calculators might help. Along with the exams, these will act as prologue to the computer-based research assignment. I intend to have full answer guides out to you by each Sunday after the assignments are due. This will give you immediate reinforcement and get you prepared for your next assignment.

3. Two (2) take-home computer based projects, each worth 15-20 points:
You will start with a basic hypothesis, then be guided through different ways to confirm/disconfirm your chosen hypothesis using different variables, different statistics and different data sets. Short of a literature review, you will have all of the makings of a full research project.

4. You will complete a trial computer run by February 6-8 (depending upon your section day) and turn it in by February 12. This will give us time to help you with any problems/glitches you may have before a real computer assignment is due. This will not be graded, but you will lose 1 course point for each day this "trial run" is late.

PLEASE NOTE: All exams and assignments are to be treated as in-class exams. You can help each other through correspondence or face-to-face with general concepts, **but you are not allowed to copy from others, check answers with others, etc.** The latter will be considered plagiarism and will be treated as such (I'm from New York, so don't try me).

PLEASE NOTE: Due dates, unlike stop signs for many in California, are ***not to be treated as suggestions***. They are firm. Any late assignments will be docked 10% of the total number of allocated points if turned in any time after the specified due date and time, even if by one minute. An extra 10% will be docked for every extra day. Extensions can only be given for university sanctioned reasons (severe illness, family emergency, military call up, OSD documentations, etc.—not "I'm taking a two week vacation with my family").

PLEASE NOTE: All assignments must be typed (keyboarded), with an exception made for mathematical calculations (but these must be legible). After teaching this class for 30+ years, I have found that typed responses tend to be better as students take them more seriously and don't wait until a few minutes before class to finish them.

VERY STRONG SUGGESTION: DO NOT wait until the last minute to read the materials needed for the quizzes or assignments (students who do poorly in this class are those who generally fall into this category).   Read them well in advance, go through the examples (if applicable) at the end of each chapter, and then message (through TED) one of use with questions *before* a quiz or assignment is due. Also—do NOT wait until the last minute to start your computer assignments. Just like the man (woman, your view of a divine order) upstairs, we can only help those who help themselves.   To reinforce this point, we will not answer any questions after 5 PM the day before an assignment or quiz is due.

VI. FINAL -- NONE.

VII. MANDATORY SECTIONS

(10%) Section attendance and participation.

TOTAL GRADE BREAKDOWN:

5 of 6 quizzes at 5 points	= 25 points
3 stat assignments @ 10 each	= 30 points
Computer Assignment 1	= 15 points
Computer Assignment 2	= 20 points
Section attendance/participation	= 10 points

A NOTE ON GRADING:

Any request for a grade review must be made to your TA in writing (typed) with a full explanation of why you are requesting the review. Note that any review may result in a higher or lower grade (or no change). You must wait until at least one day *after* your assignment is returned to request the review (no impulsive actions) but you must request it no later than one week from its return in section.

FINAL GRADE DISTRIBUTION:

Understanding the difficulty of this class for many, the grade "curve," especially at the low, passing end, is rather generous. Also remember that these are the *number of total points* received out of *100*. A few A+ grades will be also be given to the top students in class and sections.

A	≥94	C+	72-74
A-	90-93	C	68-71
B+	85-89	**C-**	**65-67**
B	80-84	D	60-64
B-	75-79	F	below 60

INCOMPLETES

The university grants me precious little discretion here. In order to qualify for an incomplete I must demonstrate that you have been doing passable work (so you have to have taken the midterm and passed it) and you must demonstrate a reason for requesting an incomplete that conforms to university guidelines (documented illness, death or emergency in the family, unexpected military deployment, etc.). Again, the university makes this decision—not me nor the TAs.

POLICY ON CHEATING:

Failure--no exceptions. Cheating *includes* working together on the take-home assignments. You can help each other with general questions about basic concepts, facts, readings, lectures, etc. In fact, I strongly suggest you do so on a regular basis. On the other hand, collaborating on the assignments themselves, either in preparation or final production, is *strictly* forbidden. If you are not sure about the distinction, please ask me to clarify or look through the following university web site:

http://students.ucsd.edu/academics/academic-integrity/consequences.html

WEB PAGE:

You must all learn how to access this class's web page on the University's TED server site. The fact that you are reading this indicates that you have already mastered this task. It won't be fancy, but it will be complete. All assignments, class notes, date changes, completion dates, quizzes, etc. will be listed on them. Consult it on a regular (i.e., daily) basis. We will make it a point not to answer any emails or messages that are covered in the syllabus or on TED.

A NOTE ON THE USE OF STATISTICS:

I will not attempt in this class to indoctrinate you into believing that only statistically-based research is valid research. Obviously, such an undertaking would be methodologically ludicrous. One begins ones research by asking theoretically important questions. Sometimes, and only sometimes, statistics can help us to answer those questions. Statistics are merely a summary tool. They help us with our research, but they are not the driving force behind it. Learning statistics yields some valuable results. First, you will have a greater choice of research questions to ask. You will no longer need to shy away from at least some questions that require statistically-based answers. Second, you will be better able to evaluate others' scholarly research. We sometimes have a tendency to accept others' statistical findings as gospel, or reject them as trivial when, in fact, we make no attempt to try to understand what the researcher tried to accomplish. Ignorance may be bliss, but it is not academically virtuous. Third, you will acquire the foundation needed to do advanced work in statistical methods if you so choose. I will be more concerned with teaching you the basic how and why of statistical generalization, than in making sure that we cover every statistic available.

This course will be neither as mathematically rigorous as some, nor as 'cookbook' and applications only oriented as others. Rather, a middle route will be taken, requiring just enough mathematical (basic algebra) understanding to prevent the misuse and abuse of statistical methods. The basic premise of this training follows sound methodological guidelines: statistics can sometimes help us to answer certain questions; therefore we need to understand exactly which question each statistic answers. And remember, statistics can never substitute for the English (or any other) language--they only complement it by serving as summary tools. Before these tools can be employed, theoretically useful questions about the relationships between and among well-defined and measurable concepts must first be asked.

TENTATIVE SCHEDULE OF READINGS AND ASSIGNMENTS—everything is from the University Readers materials (*Observations* or *SPSS*) unless listed with "available for free online" or a url. Each day I'll mention which readings should be finished for the next lecture or discussion session (and post it on the class web page)
The sections are listed with the weeks in which the related materials *should* be covered. I'll mention any changes in class:

Stage IA: Introduction to the Science of Politics (Week 1)

  A. Introduction: What is science? What is political science?
       Ernest Nagel (1979). "Science as Common Sense," *The Structure of Science* (pp. 1-14).
       Available for free online at:
  http://books.google.com/books?id=u6EycHgRfkQC&pg=PA1&lpg=PA1&dq=nagel+science+and+common
       +sense&source=bl&ots=FZSKhTTrDu&sig=xn__sVMNA1DlAiLlhi48H3-
       CkWQ&hl=en&sa=X&ei=H77oUIejI6jLigL6xYHoDA&ved=0CDgQ6AEwAQ

  B. The language of scientific research: concepts, hypotheses, and theories:

  C. *Observations* --pp. 1-8

     Quiz 1 --20 minutes—in section January 16-18

Stage IB: Research Design and Designing Research (Week 2)

  A. *Observations* --pp. 8-26

  B. Research designs and dilemmas-data:
        McDonald and Popkin (2001), "The myth of the vanishing voter" (*APSR*, v95: 963-974)
                http://www.jstor.org/stable/3117725
        Squire (1988), "Why the 1936 Literary Digest poll failed." (*POQ,* v52: 125-133)
                http://www.jstor.org/stable/2749114

  C. Research designs and dilemmas-design:
        Gerber and Green (2001), "Do phone calls increase voter turnout? A field experiment."
         (*POQ*, Vol. 65: 75-85)
                http://www.jstor.org/stable/3078786
        Addonizio et al. (2007), "Putting the party back into politics" (*PS*, v40: 721-727)
                http://www.jstor.org/stable/20452057
                Summary available for free online at:
                http://gotv.research.yale.edu/?q=node/40
        Kelly (2004), "Predicting the presidential election with baseball."
            Available for free online at:
                http://americanhistory.about.com/od/elections/a/baseballpres.htm
        Dubner and Levitt (2005), "The search for 100 million missing women."
            Available for free online at: http://www.slate.com/id/2119402/

     Quiz 2--20 minutes—in section January 23-25

Stage III: **Data analysis**

    A. Introduction to statistics: frequency distributions, basic descriptive statistics, and the concept of standardization (Week 3-4)

        Observations--Chapters 2-5
        SPSS– start to familiarize yourselves with SPSS (pp. 1-16/36-45/80-85). A preliminary 'test run' will be assigned, along with a complete instruction set. You will not be graded on this, but you will lose **1 point** of your grade if you do not complete it by February 6-8. After this is completed, you will be given your computer-based research assignments and all of the instructions/examples you should need to complete them.

        Quiz 3 - 60 minutes--available online February 6-8
        SPSS TRIAL RUN – conducted in section February 6-8, turned in February 12 at the
                beginning of class
        Stat 1 - due February 12 at the beginning of class

    B. Standardization and the concept of inference (Weeks 5-6)

        Observations —Chapters 6-7
        SPSS--pp. 56-69

        Quiz 4 – 60 minutes-available online February 20-22
        Stat 2 -- due February 26

    C. The concept of association-2 variables (Week 7-8)

        Observations --Chapters 8, 10 (just glance through Chapter 9)
        SPSS-- pp. 42-46/30-35

        Computer 1 -- due March 5 at the beginning of class

    D. The concept of association-controls (Week 9)

        Observations --Chapter to be posted on CANVAS
        SPSS--pp. 35-36
        Kract, "Simpson's paradox in basketball statistics." Available for free online at:
                http:www.math.kent.edu/~darci/simpson/bballexamples.html

        Quiz 5 – 60 minutes--available online March 6-8
        Stat 3 -- due March 12 at the beginning of class

    E. Correlation and regression analysis (Week 10)

        Observations --Chapter to be posted on CANVAS
        SPSS--pp. 70-79
        Tufte, "Two variable linear regression." Available online at:
                http://www.edwardtufte.com/tufte/dapp/chapter3.html (pp. 65-107)

        Quiz 6 – 60 minutes--available March 13-15
        Computer 2 -- due March 21 by 7:30 PM

QUIZ 1 STUDY GUIDE: -20 minutes—in section January 16-18

Observations --pp. 1-8
Ernest Nagel (1979). "Science as Common Sense," *The Structure of Science* (pp. 1-14).

Make sure you understand, can respond to the following:

1. What differentiates science from 'common sense' or intuition?
2. Does 'common sense' play any role in the development of scientific thinking?
3. What are the major limitations in studying Political Science in a purely scientific way?
     Let me add one additional clarification: we often lack the ability to 'control' our subjects because much of what we studied has already happened. We can't randomly assign one's gender or race, we can't go back and relocate citizens to live in different states, etc. What does this mean? We often can't have truly controlled, randomized experiments (more on this when we read about design), but that is also true of other disciplines (see note on astronomy).

4. What is the difference between a unit of analysis/fact and a property? Between a property and a category of that property?

E.G. If our analysis required us to measure the age of citizens legally eligible to vote in Utah:

    Units of analysis: eligible voters in California
    Total units: all eligible voters in California
    Property: Age
    Category: dependent on how we aggregate information:
        a. any individual year (46 or 60 or 72)
        b. if combined into groups--e.g., "65 and older" or, if defined elsewhere, "older"

Note: "citizens over 65" is *neither* a property nor a category. It represents several units of analysis (a complete universe if we are only concerned about these individuals or a subset of all citizens within a certain jurisdiction).

5. The nature/format of a hypothesis:
    a. falsifiability (potential):
            properties are clearly defined
            explicit comparison
            explicit direction of relationship
            not a value judgment that is "true" based on faith
b. Not immediately verifiable:
       --general statement--not true/false on limited investigation
c. safety "test"--do you have two properties (also called variables once we get to the point of measurement)=one implied "independent" (potential cause) and one implied "dependent" (outcome)? If not, then you probably have a (immediately verifiable) statement -- t/f on limited investigation.

6. What role does a "theory" or "theory sketch" play in hypothesis testing? Theories explain WHY two properties SHOULD BE related the way our hypothesis suggests. Without a useful theory or theory sketch, we may just have an accidental or coincidental correlation. Read ahead to the short piece on baseball. Is there any theoretical reason to believe that presidential victories should be influenced (as specified in the essay) by which league wins the World Series?

January - 2013						
Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
POLI 30 GALDERISI **SCHEDULE WINTER 2013**						
1	6	7	8	9	10	11	12
2	13	14 **OH 12-3**	15	January 16-18 Quiz 1 in section			19
3	20	21 Martin Luther King, Jr. Day	22 **OH 12-3**	January 23-25 Quiz 2 in section			26
4	27	28 **OH 12-3**	29	30	31		

February - 2013						
Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4						Feb. 1	2
5	3	4 **OH 12-3**	5	February 6-8 Quiz 3 Online/ SPSS TRIAL RUN IN SECTIONS			9
6	10	11 **OH 12-3**	12 TURN IN TRIAL STAT 1 DUE	13	**14** **Valentine's Day**	15	16
7	17	18 Presidents' Day	19 **OH 12-3**	February 20-22 Quiz 4 Online			23
8	24	25 **OH 12-3**	26 STAT 2 DUE	27	28		

March - 2013						
Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8						March 1	2
9	3	4 **OH 12-3**	5 COMP 1 DUE	March 6-8 Quiz 5 Online			9
10	10	11 **OH 12-3**	12 STAT 3 DUE	March 13-15 Quiz 6 Online			16
FINALS	17	18 **OH 12-3**	19	20	21 COMP 2 DUE	22	23