Political Science Research
Political Science 200
Fall 2012

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If you can’t come during my office hours, contact me to set up another time. Don’t be afraid to come see me. My job is not to avoid you and try to fail you. My job is to explain things and help you understand. I like my job.

Prerequisites:
A willingness to work hard and pay attention to detail.

Required Lab:
All students are required to attend a one-hour “lab” session led by a teaching assistant every Friday. Lab sessions give you a chance to learn key class concepts in a smaller group. Students will turn in practice assignments and take quizzes nearly every week in lab. You should always attend the lab session in which you are enrolled.

Teaching Assistants:
TA Office: 225 Kimball Tower
TA Office Hours: online
One TA will grade all your assignments, but you can meet with any TA for help.

Course Goals:
Scholarly research is more than just finding ten sources and typing up a summary. Research is creative and adventurous—and therefore sometimes scary. Good research involves creating persuasive answers to interesting questions. The purpose of Poli Sci 200 is to teach you every stage of the political science research process: coming up with a good research question, setting up a research design, using the library, finding and analyzing data, writing up the results of your research, and citing sources correctly. For forty years this course has been built around the idea that research and writing skills need to be practiced over and over again to be learned: “learning by doing,” and then doing again. You will learn about research through lectures and labs but will learn how to research through frequent assignments in and out of class. As a result, this will be a very time-intensive class: you should expect to spend 4 hours in class plus about 10-12 hours out of class every week. Some assignments will be more demanding and will require even more time.
By the time the semester is over your political science “tool kit” will include the ability to do all of the following (and then some):

- write more effectively
- cite sources correctly and avoid plagiarism
- formulate interesting research questions
- understand and use theories
- design research projects
- perform statistical tests, including regression analysis, using SPSS
- interpret and report statistical results
- understand scholarly work that uses statistics
- conduct survey research

In short, you will be well prepared not only to learn what others know but also to create new knowledge yourself.

If you are willing to put in the necessary time, you will find that this is a do-able class and that it pays great dividends in later classes. You will also find that, more than most other classes, this course provides invaluable preparation for graduate studies and careers that require research and writing skills. For example, you may never write a research design in the Poli Sci 200 style again, but you will use the same skills in preparing any number of projects, proposals, prospectuses, and grant applications, both in the classroom and in future jobs. When the Political Science department surveys former students years after graduation, Poli Sci 200 is regularly cited as the single most useful class we teach.

Research and Writing (and More Research and More Writing)

Scholarly research is fundamentally connected to writing. Some students have the mistaken idea that writing is what you do after you are done with your research (often the night before the due date). But scholarly research is in fact an iterative process of reading, thinking, discussing, and writing in which many of the most important insights are gained not while in the library or while studying a statistical printout but while writing with pen or word processor. We write to express what we have learned but also because writing helps us to think through what we believe and to figure out what we don’t know. Research requires thinking and good thinking ultimately involves writing.

We have high standards for writing style, clarity, technical accuracy, and citations because sloppy writing is generally a sign of sloppy thinking. See “Will Spelling Count?” in Appendix 2 for an insightful explanation of the connection.

In addition, writing is central to this course so that (along with your capstone) it fulfills the GE advanced writing requirement.
Readings:
The reading load is moderate for an intro-level course (so you have more time to work on the fun assignments). You should expect to read about 100 pages per week, with more the first couple weeks and less after that. There are three required books:

Kate Turabian, *A Manual For Writers of Research Papers, Theses, and Dissertations, 7th* ed., Chicago, 2007 [denoted as Turabian in reading schedule]


Previous editions of Turabian do *not* include some valuable material that we will use in this course; be sure to get the most recent edition. The previous edition of Pollock (3rd) is very similar to the current (4th) but earlier editions cover the material in a different order; the reading assignments will be less confusing if you use the 3rd or 4th editions. I am not familiar with the previous Penguin editions, but I suspect they are as useful as the new edition.

Additional required readings will be on Learning Suite, or you can buy a packet from the Joseph F. Smith Building copy center (B115 JFSB). Reading assignments in the schedule should be completed *before class* on the day listed.

Grading and Attendance:

**Grade Scale (1000 Total):**

50 Midterm
150 Final Exam
100 Quizzes
50 In-class Writing
50 Practice Assignments
600 Assignments:

25 Article Evaluation
25 Citation Style
25 Writing Revision
50 Theory and Hypothesis
75 Library
100 Qualitative Research Design
100 Quantitative Research Design
25 Statistics
100 Regression
75 Survey
All grades will be posted online. Please save all assignments, practice assignments, quizzes, and exams that we return to you and make sure your grades are correctly recorded online. In a class with so many assignments coming and going, we occasionally make mistakes: we have no way to fix those mistakes if you don’t save your papers and check your grades periodically.

**Attendance** in class and labs is crucial. You should take careful notes and review them regularly. We will not take attendance every day, but may do so at any time. Absences will be excused if you are unable to be in class for non-voluntary reasons such as illness, a family emergency (e.g., death in the family), or BYU-approved travel. Other absences (including weddings, family reunions, oversleeping, job emergencies, homework overload, much-needed road trips, etc.) will be treated as unexcused. If you have to miss class and want your absence excused, please leave me (i.e., Prof. Cooper, not your TA) a brief voicemail or email explaining why you will not be in class. Otherwise, we will treat your absence as unexcused. We do not give any makeup for unexcused absences, except on the midterm and final exam (see below).

The **Midterm** and **Final** will be given in class in a multiple-choice format with a strict time limit. Makeup exams for unexcused absences (e.g., travel, oversleeping) may be given at my discretion, but only with a penalty. You may not use cell phones or any electronic device during quizzes or exams. Remember also that according to BYU policy the final exam **cannot** be given early; please make your travel plans accordingly.

**Quizzes** are held during the lab sections. Each quiz will cover the most recent readings and lecture material. Questions will be multiple choice. There will be no makeup quizzes for unexcused absences, but we will drop your three lowest scores. We cannot give quizzes early.

**In-class Assignments** will not be announced in advance. These are simply opportunities to practice topics we are discussing in lecture, usually in small groups. Grading will be based on effort, not on perfect answers. There will be no makeups for unexcused absences, but we will drop your two lowest scores.

**Practice Assignments** are due in lab section and are designed to help you practice skills that will be useful in upcoming assignments. Completing these before lab will also help you get more out of lab discussions. Grading will be based on effort, not perfection. There will be no makeup assignments for unexcused absences, but we will drop your two lowest scores. If you will not be in lab, you may turn your practice assignment in early to the assignment box outside the TA office (225 Kimball Tower); don’t use a manila envelope for practice assignments, but be sure to put your name and TA name on top.

Practice Assignment Opt-out: Practice assignments are invaluable preparation (and an easy A grade) for the vast majority of students. If you think you are one of the small handful of students who can do well on the assignments without doing the practice assignments first, you may choose to skip the practice assignments and substitute your overall assignment average instead. For example, if you score 80% on your assignments (480/600), you would receive 40 out of 50
for your practice assignment score. You may choose this option at any time before the deadline of the last assignment by notifying Prof. Cooper in writing (email is okay).

The Assignments are the heart of the course and will make up the bulk of your grade. Detailed assignment guidelines are given in the next section.

Overall Grades will be based on a curve, with adjustments for each TA section so that you won’t be penalized for having a harder TA. The curve will not be used against you: if you have at least a 93.5% grade, you will get an A regardless of your TA and regardless of how many other students also have 93.5% or higher. If you have a 90.0%, you will get at least an A-, and so on.

Poli Sci 200 is a demanding class, but it is not so difficult that you can’t pass it and do well. Students who come to class every day, do the reading, prepare for quizzes and labs, and turn in all assignments on time will get A’s, B’s, and sometimes C’s in the class—just like every other intro-level political science class. In fact, when calculating the curve I will use exactly the same grade distribution I use in my Poli Sci 170 class. But if you don’t keep up with assignments or if you stop attending lectures, you will probably not pass. More than in any other class I teach, grades in this class are based on work ethic. Commit now to working hard. Every day.

Non-native English Speakers: Because course assignments require accurate English usage, students whose native tongue is not English will be given special consideration when final grades are assigned—i.e., at the end of the semester, not on individual assignments. This will not affect the curve for anyone else. Non-native English speakers should visit with me in my office sometime during the semester (preferably early in the semester) so I know who you are.

Assignments:
All assignments are due at 5:00 p.m. in the clearly marked box outside the TA office: 225 Kimball Tower. Do NOT bring your assignments to class or give them to Prof. Cooper, the TA’s, or the Political Science secretaries. Sending an assignment by e-mail does NOT count as turning in your assignment and does NOT reduce any late penalty.

12" X 9" Manila Envelopes: All assignments should be submitted in 12" X 9" manila envelopes. Do not use other colors. You will need to buy at least three envelopes because new assignments may be due before old ones are returned. Please do not use worn out or oversized envelopes (they don’t fit in the filing cabinets). You should put your name in the corner of your manila envelope and on your assignment. Your TA’s name should be in the center of the manila envelope.

Assignment Formatting guidelines are discussed in Appendix 1.

Copies: Keep a copy of every assignment you turn in. This is necessary in case we lose your original assignment or you want to resubmit an assignment you think has been graded incorrectly.
**Graded Assignments** will usually be returned at the Political Science secretaries’ desk in 745 Kimball Tower. Please be patient with us: grading takes time. Fair and accurate grading takes more time. We will let you know when assignments are available. Hold on to all graded assignments until the end of the semester to be sure your grades are recorded correctly.

**Late Assignments:** Good grading practice requires that TA’s grade all assignments at the same time. Late assignments make this difficult. Besides, learning to meet deadlines is a valuable life skill. Therefore, late work will be penalized according to the following schedule:

- Assignments submitted after 5:00 p.m. but before 5:15 p.m. on the due date will be graded with a 5 percent penalty (subtracted from the total points possible).
- Late assignments submitted before 5:00 p.m. the following day will be graded with a 10 percent penalty. Every additional day late will result in an additional 10 percent penalty. Late penalties do not accrue on weekends or holidays.
- Assignments will not be accepted if submitted past the deadline of the following assignment. The final assignment of the semester (Survey) must be turned in within two days of the due date or it will not be graded.

Turning in an assignment late also means you might not get feedback as soon as other students do. This may hurt your grade on subsequent assignments as well.

Only Prof. Cooper can give extensions for extreme situations—e.g., illness, family emergency (e.g., death in the family), or BYU-approved travel. Please try to contact me before the deadline to arrange a possible extension. (If you need to go to the emergency room, go there first and contact me later. We’ll work it out.) Your TA cannot make exceptions to deadlines.

We do not give extensions for “routine disasters” such as broken printers, crashed computers, relationship crises, roommates with relationship crises, car breakdowns, stupor of thought, excessive busy-ness, bosses that won’t let you leave on time, visiting in-laws, etc. Turn your papers in well in advance of the deadline so that last-minute problems don’t lead to late penalties.

**Assignment Grading:**

Assignments will be graded on both content (concepts, explanations, arguments, etc.) and mechanics (grammar, style, spelling, formatting, citations, etc.). Teaching Assistants will give a separate grade for both. The relative weight of content and mechanics will vary from assignment to assignment. Exact weights will be given on each assignment handout, but, in general, early assignments will weight mechanics higher than later assignments.

Required content will be clearly specified in the assignment handouts and discussed in lab. General characteristics of high-quality papers include the following:

- clear organization
- thorough understanding of course topics (including lectures and readings)
- evidence to support arguments (rather than merely making claims)
- persuasive logic
- thoughtful observations and interesting ideas
Conventions of effective writing mechanics will be taught in lecture and lab, as well as through readings. You are responsible for following the rules of English usage and Turabian-style formatting. When we evaluate mechanics, we look at the quantity of errors, the severity of errors, and the diversity of types of errors. For example, a sentence fragment is a serious error; an overly wordy sentence is a smaller error. We will look for all of the following problems:

- papers not formatted Turabian style (see Appendix 1 for some pointers)
- spelling mistakes (computer spell-checkers are not enough)
- grammatical mistakes: fragments, run-ons, subject-verb agreement, pronoun agreement, punctuation, etc.
- style errors: faulty parallelism, misplaced modifiers, passive verbs, jargon, wordiness, cliches, etc.
- incorrect citations (see Turabian ch. 18-19)

Notice that we cannot mark every mistake on every paper. The TA’s will try to mark enough errors and make enough comments to show you why you received a certain grade and where you can improve. But they cannot thoroughly edit your paper for you.

You should revise and proofread every writing assignment carefully before turning it in. If writing mechanics is not your strong suit, leave yourself enough time to have a friend help you. I strongly suggest reading your paper out loud to find mistakes. Some students chafe at such close attention to writing mechanics. But clear, accurate writing allows readers to get to your ideas without distraction. Mistake-prone writing gets in the way of what you want to say and frequently signals a lack of seriousness. See Appendix 2.

Audience: This course teaches principles of writing in a social science context. Remember that you are writing for social scientists, not your English teacher. On all assignments you should assume you are writing to Poli Sci 200 students who understand core social science terms (e.g., dependent variable, theory, hypothesis, sampling) thoroughly but who may not be experts in your particular research topic. You should avoid topic-specific jargon that will be unfamiliar to people studying different areas of politics.

You should plan to work closely with me and the Teaching Assistants in order to do well in this class. Ask lots of questions in class, in lab, and in office hours. One TA will grade all your assignments, but you should feel free to work with any of the TA’s to understand assignment guidelines or course procedures. Please do not ask the TA’s to tell you where your assignment is wrong: they will not “pre-grade” your essays for you. You should ask them specific questions about improving your assignment. Their job is not to give you the answers but to teach you how to figure it out. (The well-known adage about giving a woman a fish or teaching her how to fish applies here: our goal is to teach you how to fish.)

Regrades: If you think an assignment has been misgraded, it is usually best to speak first with your TA to find out why the paper was graded the way it was. You may find that there are good reasons for the grade you received. Assuming the TA is wrong reduces your likelihood of real
learning. You are also less likely to convince the TA he or she has made a mistake if you begin by loudly accusing him or her of making a mistake. Try discussing it to see if you can reach a mutual understanding. In some cases, you may even convince the TA you deserve a higher grade; if so, the TA will give the paper to Prof. Cooper to confirm that your grade should be raised. Be aware that TA’s cannot raise grades on their own.

If you are still not satisfied with your grade, you may resubmit your entire assignment to Prof. Cooper for a new grade. Simply give me a clean copy of your assignment, including necessary printouts, with “Regrade” written across the top. No manila envelope is necessary. I will regrade the entire assignment based on the same grading criteria the TA’s used. By turning your paper in for a regrade, you agree to accept the new grade, whether it is higher or lower than the original. If you are unsatisfied with your new grade, you may discuss it with me.

Cheating:
All forms of cheating, including plagiarism, are grave violations of the standards of any university, and especially of BYU. I have given failing grades as a result of academic dishonesty at BYU and will do so again if necessary. BYU’s Academic Honesty Policy is in the university catalog and on the web at http://honorcode.byu.edu, and you are expected to understand that standard. Cheating in this class includes, but is not limited to, the following:
> Turning in material you have previously used for a different class (unless I have explicitly told you it is okay).
> Revising another student’s assignment or an assignment from a past semester and turning it in with your name on it.
> Using words or ideas from another student in your own paper.
> Working together with another student and then turning the work in as your own.
> Using an author’s words without quotation marks and a citation.
> Using words very similar in style or structure to an author’s without a citation.
> Relying on another student’s data or data analysis for the statistical assignments.

The essence of cheating is misrepresentation or dishonesty: turning in work under your own name that is not in fact your own work. If you are unsure where to draw the line, the solution is honesty: discuss the issue in advance with your TA or professor, or cite the other author. Would you rather be “overly honest” or “not quite honest enough”?

In this course, you are encouraged to share your work with other students for proofreading. However, if you make changes to your assignment without understanding what you did incorrectly, then you are trying to get a grade using someone else’s knowledge. Giving or receiving answers in this manner—whether from fellow students, the Writing Lab staff, or the reference librarians—is considered cheating.

If you have any questions about what constitutes academic honesty, please ask. Helping you understand these principles is a valuable use of my time.
Other Policies:
I will periodically send important announcements via email. It is your responsibility to check your email and to make sure the university has your correct email address.

During the second half of the semester, you will need access to SPSS statistical software so you will probably need to complete some assignments in BYU's computer labs. Learning to use SPSS is a valuable component of your training in this class; you can put it on your resume at the end of the semester.

Federal law and BYU policy provide protections for students against sexual discrimination and harassment (including student-to-student harassment) and also require reasonable accommodation of students with disabilities. If you feel you have encountered sexual harassment or discrimination, please talk to me, the Equal Employment Office (422-5895), or the Honor Code Office (422-2847). If you have any disability which may affect your ability to complete this course successfully, please contact the University Accessibility Center (422-2767) and discuss it with me.
Course Schedule:

Remember: Assignments are due at the collection box outside 225 Kimball Tower. Assignments even a minute after 5:00 p.m. are late.

Aug 27    Introduction

Aug 29    Writing: Organization
          Turabian ch. 5-6

Aug 31    Writing: Citations, Avoiding Plagiarism
          Turabian ch. 15, pp. 37-39, 41-42, 73-80, ch. 25

LAB (8/31) Assignment overview; Article Evaluation Assignment
          Quiz 1 (syllabus)

Sept 3    Holiday: No Class

Sept 5    Writing: Grammar
          Penguin pp. 217-56
          Turabian ch. 20-24

Sept 6/Thurs Article Evaluation Assignment Due

Sept 7    Writing: Style
          Penguin pp. 155-216

LAB (9/7) Citation Assignment; *bring your copy of Turabian Practice Assignment 1 (Citation Style) due
          Quiz 2 (readings and lectures)
Sept 10  Writing: Argument and Fallacy  

Turabian ch. 18-19, p. 402 (Fig A. 16)  

Sept 11/Tues  **Citation Style Assignment Due**  

Sept 12  Research: Discovering Knowledge and Truth  
Elder Neal Maxwell, “The Disciple-Scholar,” BYU Honors lectures, 1994-95 (Learning Suite/Packet)  

President Brigham Young, *Teachings of the Presidents of the Church*, ch. 27 (“Learning by Study and by Faith”) and ch. 2 (“The Gospel Defined”) (Learning Suite/Packet)  

Sept 14  Research: Finding a Research Question  

LAB (9/14)  Writing Revision Assignment  
**Practice Assignment 2 (Grammar and Style) due**  
**Quiz 3**  

Sept 17  Research: Theory, Explanation, and Hypotheses  
Pollock pp. 48-58  

Sept 18/Tues  **Writing Revision Assignment Due**  

Sept 19  Research: Theory, Explanation, and Hypotheses  

Sept 21  Data: Operationalization  
Pollock pp. 6-22, 28-32  

LAB (9/21)  Theory and Hypothesis Assignment  
**Practice Assignment 3 (Finding Theory) due**  
**Quiz 4**  

Sept 24  Data: Types of Data  
Sept 26  Inferring Causation  
   Pollock ch. 4

Sept 27/Thurs  **Theory and Hypothesis Assignment Due**

Sept 28  Inferring Causation  
   Pollock pp. 58-71

LAB (9/28)  Library Assignment  
   **Practice Assignment 4 (Operational Definitions) due**  
   **Quiz 5**

Dates TBA  **Required Library Lab** with Brian Champion

Oct 1  Inferring Causation: Crosstabs and Graphs  
   Pollock ch. 5

Oct 3  Cases: Sampling and Case Selection  
   pp. 49-67 (Learning Suite/Packet)

Oct 5  Cases: Process Tracing

LAB (10/5)  Library Assignment  
   **Practice Assignment 5 (Equations) due**  
   **Quiz 6**

Oct 8  Research Design: Qualitative and Quantitative Designs  
   Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry*,  
   ch. 1 (Learning Suite/Packet)

Oct 9/Tues  **Library Assignment Due**

Oct 10  Research Design: Steps 1-3

Oct 12  Research Design: Steps 4-6

LAB (10/12)  Qualitative Design Assignment  
   **Practice Assignment 6 (Research Design) due**  
   **Quiz 7**

Oct 15  Research Design: Steps 7-12
Oct 17  Data: Verifying Sources  

Oct 19  Data: Verifying Numbers  
Joel Best, *Damned Lies and Statistics*, chs. 2-3 (Learning Suite/Packet)

LAB (10/19)  Qualitative Design Assignment  
No practice assignment  
**Quiz 8**

Oct 22  **Qualitative Design Assignment Due**  
Exam Review

Oct 24  **Midterm** (in class)

Oct 26  Descriptive Statistics: Measures of Central Tendency  
Pollock pp. 32-44

LAB (10/26)  Quantitative Design Assignment  
**Practice Assignment 7 (Descriptive Statistics) due Monday by 10 a.m.**  
No quiz

Oct 29  Descriptive Statistics: Measures of Dispersion  
(Learning Suite/Packet)

Oct 31  Statistical Inference: Normal Distribution and Central Limit Theorem  
Pollock pp. 122-40

Nov 2  Statistical Inference: Confidence Intervals  
Pollock pp. 140-47, 150-51

    R. Mark Sirkin, *Statistics for the Social Sciences*, 226-56 (Learning Suite/Packet)

LAB (11/2)  Quantitative Design Assignment  
**Practice Assignment 8 (Normal Distribution) due**  
**Quiz 9**

Nov 5  Statistical Inference: Hypothesis Testing  
Neil Salkind, *Statistics for People Who (Think They) Hate Statistics*, ch. 6,  
8 (Learning Suite/Packet)
Nov 7  Statistical Inference: Chi Square and Comparing Sample Means
          Pollock pp. 155-62, 164-69, 176

          R. Mark Sirkin, *Statistics for the Social Sciences*, 383-400 (Learning
          Suite/Packet)

          Neil Salkind, *Statistics for People Who (Think They) Hate Statistics*, ch. 9
          (Learning Suite/Packet)

Nov 8/Thurs  **Quantitative Design Assignment Due**

Nov 9  Statistical Inference: Substantive Significance

LAB (11/9)  Statistics Assignment

          **Practice Assignment 9 (Chi Square) due**
          **Quiz 10**

Nov 12  Regression: Ordinary Least Squares
          Pollock pp. 182-92

Nov 14  **Statistics Assignment Due**

          Regression: Significance and Fit
          Pollock pp. 192-96

Nov 16  Multiple Regression

          14 (Learning Suite/Packet)

LAB (11/16)  Regression Assignment

          **Practice Assignment 10 (Regression) due**
          **Quiz 11**

Nov 19  Interpreting Regression Results
          Pollock pp. 196-206

Nov 20  Regression Extensions

          Pollock pp. 212-15

(Tuesday)  LAB (11/20)  Regression Assignment

          **Practice Assignment 11 (Interpreting Regression) due**
          **Quiz 12**

Nov 21, 23  No Class: Holiday
Nov 26 Regression Extensions

Nov 27/Tues **Regression Assignment Due**

Nov 28 Survey Questions
   Alan Monroe, *Essentials of Political Research*, ch. 5 (Learning Suite/Packet)

Nov 30 Survey Sampling and Statistics
   Janet Buttolph Johnson and H. T. Reynolds, *Political Science Research Methods*, 297-331 (Learning Suite/Packet)

   Pollock pp. 147-50, 162-64

LAB (11/30) Survey Assignment
   **Practice Assignment 12 (Survey)**
   **Quiz 13**

Dec 3 Survey Methods

Dec 5 Exam Review

Dec 6/Thurs **Survey Assignment Due**

Dec 10/Mon **11 am: Final Exam** (in classroom)
APPENDIX 1

ASSIGNMENT FORMATTING GUIDELINES

Poli Sci 200 uses Kate Turabian’s legendary *A Manual for Writers*, 7th edition, as its style guide. You are expected to follow Turabian rules on all ten major Assignments. (Practice assignments and in-class writing assignments are graded on effort, not formatting.) The purpose is to teach professional habits and to create a consistent standard for student papers. Sloppy-looking papers send the signal to readers that you are not serious—whether you are writing in the classroom or in a professional setting. Overall format guidelines for papers include the following (citations are to Turabian’s Appendix on “Paper Format and Submission”):

- All papers must have a title page. (Fig A.1 and p. 386)
- Use 1” margins on every side. (A.1.1)
- Use a readable typeface and font like Times New Roman 12-point. (A.1.2)
- Double space all text except block quotations, references lists, annotations, and other items listed in A.1.3.
- Use page numbers on all pages except the title page. The first page of text is page 1. Put page numbers in the same place on every page. We prefer either the bottom center or top right. (A.1.4)
- Avoid “widows” and “orphans”—single lines of a paragraph left hanging by themselves at the top or bottom of the page. Your word processor has commands that will take care of this automatically, except for section titles. You will have to check to make sure section titles are not left hanging without the accompanying text.
- The first reference list page should have a 1” top margin, with “REFERENCES” centered at the top. Triple space (two blank lines) before the first line of text. (P. 404 and see Fig A.5-A.8 for similar examples).
- All reference list entries should be single spaced, with a hanging indent used for the second and successive lines. Double space between entries. (Fig A.16)
- All papers must be left justified (except for titles and some headings). Do not right justify.

Some other Turabian rules that frequently trip students up:

- Use one space after a period. (21.1)
- Hyphens break up words (“sub-Saharan”) and inclusive numbers (“341-59”). A dash is two hyphens and is used to separate clauses in a sentence. (21.7)
- Book and article titles are capitalized headline style if mentioned in the text (“Dewey Defeats Truman!”) but sentence style in the reference list (“Dewey defeats Truman!”). Names of journals and newspapers are always capitalized headline style. (22.3)
- With some exceptions, numbers less than one hundred should be spelled out in text (“twelve” not “12”). But there are a bunch of exceptions. (23.1)
- For a person’s name that includes more than one initial, put a space after each period (“G. W. Bush” not “G.W. Bush”). Better yet, write out the first name if you can. (24.2.1)
In text, write out names of states in full. In a reference list, use the two-letter postal code abbreviation. (24.3.1)

Long quotations should be set off as block quotations—single spaced and indented. (25.2.2)

Indicate omitted material in a quotation with ellipses: three periods with spaces after each one, or four periods with spaces at the end of a grammatically complete thought. (25.3.2)

This is not a complete list of Turabian rules, and you are responsible for reading Turabian to ensure correct usage. The TA’s (and Prof. Cooper) will be happy to help you look stuff up but will not format your assignment for you. Also be aware that sometimes you will need to extrapolate from the examples given in Turabian: look for an example that is similar to what you want to cite and then use that citation as a model.

Stapling: Ask your TA whether he or she prefers assignments stapled or un-stapled.

Finally, remember that you are responsible for formatting your assignments, regardless of what your word processor thinks. For example, Microsoft Word may default to some formatting options that don’t comply with Turabian (e.g., extra space between paragraphs). It is your responsibility to format your papers correctly. Similarly, beware of relying on your word processor or the library’s online Refworks citation system to automatically cite your sources. These automatic systems are frequently wrong and you will be marked down.
APPENDIX 2

WILL SPELLING COUNT?
BY JACK CONNORS

"Will spelling count?" In my first year of teaching freshman composition I had a little act I performed whenever a student asked that inevitable question. Frowning, taking my pipe out of my mouth, and hesitating, I would try to look like a man coming down from some higher mental plane. Then, with what I hoped sounded like a mixture of confidence and disdain, I would answer, "No. Of course it won't."

In that first year, I was convinced that to have a significant effect on my students' writing I had to demonstrate that I was not the stereotypical English teacher: a fuss-budget who would pick through their essays in search of misspellings and trivial errors. I intended to inspire students in my classes to write the kinds of papers the unconventional teacher I had read about--John Holt, A. S. Neill, Herbert Kohl, and Ken Macrorie--had inspired: papers bristling with life, written by the students with their inner voices.

It was not to be. Week after week students handed in papers that had obviously been dashed off in thirty or forty minutes. By the end of the year I realized my mistake: I had been too subtle; I had not made it clear enough that mine was a revolutionary way to teach writing.

So in my second year I answered the question with a fifty-minute lecture. I quoted education theories, told several semi-fictional stories of my student days, and recited some entirely fictional statistics--all of which argued that people write better when they don't worry about spelling. "What you have to do is write honestly about things you care about," I told them. "Don't interrupt your thoughts to check your spelling."

That lecture--and other strategic changes I made in my teaching style that second year--had no noticeable effect. Once again, almost all the papers were dull, predictable, and carelessly done. My students didn't understand that writing could be an act of self-exploration and discovery. They wrote essays of two kinds: unorganized narratives with such titles as "My First Drunk" or "How to Roll a Joint at 70 m.p.h." and fourth-hand, insipid arguments with such titles as "Capital Punishment = Murder" or "The Space Race--What a Waste."

Since assigning topics or imposing organizational schemes would mark me as just another conventional English teacher, killing any chance I had to inspire my students to discover their inner voices, I tried to proceed indirectly--with class discussions on subjects I thought would make good topics: the latest editorial in the student newspaper, the problems of communicating with parents and friends, political apathy, the sights and sounds of the campus. However, although I could sometimes get a "lively" discussion going, it was obvious that the students saw these exchanges not as relevant to their writing but as a painless way to spend the fifty minutes. They sat up and took note only to ask me about the mechanical details of the next assignment: "How many words does it have to be?" "How much do you take off for late papers?" "Is it okay to write in blue ink?"

It was in that year that I began to be embarrassed by my students' course evaluations. They usually gave me top grades in every category and then wrote something such as, "This was
a great class because the teacher understood that students in this university have a lot of other things to worry about besides this particular course.”

By the start of the third year, I was wondering whether the education theorists had known what they were talking about. When the usual question came, I equivocated and told them they could decide questions about spelling for themselves.

It was a low point. By that time a couple of hundred freshmen had passed through my composition classes, but I could not have named one who had discovered himself as a writer because of my teaching. Of the few A+ papers in my files, half were written by students who could have written an A+ paper the first day of class; the rest were happy accidents, written by students in moments of inspiration they were unable to repeat.

That year, one student wrote in his evaluation, “This was a very good course because the teacher believed college students are mature enough to make their own decisions about things like whether spelling is important. It isn’t important to me. I’m going to let my secretary take care of my spelling.”

I knew it was time for a radical change. I was going to have to give up trying to teach my students that writing could be an act of self-exploration; I would have to concentrate on teaching a truth more essential to their education: Writing is hard work.

In the summer before my fourth year, I wrote a ten-page syllabus, two pages of which were given over to the old questions and my new answers:

Q: Is blue ink acceptable?
A: No. In fact, handwriting is unacceptable. All papers in this course must be typed.
Q: What about students who can’t type?
A: This course will provide them with an opportunity to learn.
Q: Why do papers have to be typed?
A: Because in the real world adults type when they want to put serious communications in writing.
Q: What if we can’t hand a paper in on time?
A: Hand it in as soon as possible. It will be marked “late.”
Q: What if we have a legitimate excuse?
A: Keep it to yourself. My job is to evaluate your writing, not your excuses.

Knowing the eternal question would come up the first day, I had my best answer in reserve. When one of the students asked it after my introductory talk, I crossed my arms and let them have it. “The best answer to that question is an analogy: Imagine a team of college basketball players meeting their coach for the first time. The coach distributes a book outlining the plays he will be teaching them, and then talks to them about how the practices will be organized, what he thinks his role should be, and what he considers their responsibilities to be. When he has finished, the first question is, ‘Will dribbling count?’”

The student who asked the question dropped the course, as did a couple of others who didn’t like their first impressions of me and my nasty syllabus. But my new tone, and the classroom style it forced me to adopt, had several excellent consequences:
• I stopped trying to make the class interesting. No more lively discussion on the sights and sounds of the campus—or anything else that wasn’t directly related to helping my students write better this week than they had last week.

• I learned to keep oral analysis and commentary to a minimum, because it disappeared into the air over my classroom. I put all directions and suggestions in writing, and tried to note on each of the papers submitted where the writer had followed my advice and where he had not.

• The students spent more and more time pushing their pens across paper in class: writing thesis statements, writing drafts of introductory paragraphs, listing ten concrete words (five from last week’s essay, five they thought they could use in next week’s), working to arrange a sentence or two from their last essay into a parallel structure.

• I stopped hoping to find in the weekly pile of papers evidence of some student writing with his inner voice. Inspired papers continued to appear at the old rate (about one in a hundred), but I no longer looked to them for proof of my effectiveness as a teacher.

• A new kind of paper appeared in the weekly pile: well organized, mechanically polished, and clearly a second or third draft. Although some of them were titled “My First Drunk” and “The Space Race—What a Waste,” I could read them attentively and praise their strengths sincerely.

Finally, I received some negative comments in the course evaluations: “I did not enjoy this class. The teacher was too finicky and graded too hard.”

After four years of teaching I had learned that, given my particular skills, I had to leave consciousness-raising to other teachers. My first three years had been unsuccessful because I had been too intent on playing the guru, and I couldn’t pull it off. The role I adopted that fourth year was not one I was comfortable with—Ken Macrorie is a hero of mine, not Vince Lombardi—but I could pull it off. And, more important, the tyrannical coach was a character my students recognized, and they understood what would be expected of them.

Last year, on my way to a different university, I decided to modify the role a little. The new syllabus has the old rules, but—while still playing the traditional authoritarian—I have changed my tone to that of a man sure of what he wants his students to do, certain they can do it, but too cool to be nasty about it. This year, I have a little act I perform whenever a student asks, “Will spelling count?” Frowning, taking my pipe out of my mouth, and hesitating a moment, I try to look like a man coming down from some higher plane. Then, with what I hope sounds like a mixture of confidence and disdain, I reply, “Yes. Of course it will.”

Reading Questions

One of the skills you should gain from a college education is the ability to not read every word of every reading assignment. Use these questions to help streamline your reading by focusing on the most important parts. I will assume you have read each day’s readings before class. Even if we don’t discuss a particular reading closely in class, it may be covered on quizzes or exams.

Take notes on each reading to help remember it. You may think you will remember everything without notes, but you won’t. Students who don’t take good notes always do poorly in my classes—no matter what they expect. Highlighting is less effective than five minutes of real note taking.

**Hacker pp. 14-37**: What should a good introduction accomplish? What are the characteristics of a strong thesis? What is the difference between “global” revision, “sentence-level” revision, and proofreading? Which is most important? What makes a good paragraph? When should you start a new paragraph? What are some ways of providing transitions between paragraphs?

**Turabian ch. 5-6**: Ch. 5: What differentiates a strong argument from a weak one? Ch. 6: What are the wrong ways to organize a paper? What goes into a good introduction? How can you structure your paper around the thesis in the introduction?

**Turabian ch. 15**: Why do we cite sources? When is it necessary? Note that in this class we will use “reference list style” citations.

**Turabian pp. 37-39**: What are some strategies for evaluating a reading? The names of the strategies aren’t important, but try applying them to your Article Evaluation assignment.

**Turabian pp. 41-42, 73-80**: When should you use direct quotations in a paper? When should you paraphrase instead? What should you do when taking notes to prevent accidental plagiarism?

**Turabian ch. 25**: What are the correct ways to incorporate quotations and block quotations into an essay? Notice where the parenthetical references go, especially for block quotations (after the period). What is the correct way to denote omitted text in a quotation?

**Liptak**: Why is it important to be rigorous about attributing material taken from other sources? What does (BYU grad) O’Neill say caused his mistake? Does your note taking involve a similarly “poor work method”?
Hacker pp. 57-66: What are the most important strategies for analyzing or "actively reading" a text? How can you break down a reading into its component parts?

Penguin pp. 217-56: Mistakes with commas, semicolons, and apostrophes are among the most common errors in student writing: Learn to use these marks correctly. Read carefully enough to identify and fix problems in your own writings before the teaching assistants do.

Turabian ch. 20-24: Don’t be fooled: this is not just a repeat of the Hacker readings (although there is some overlap). These chapters contain lots of specific Turabian formatting rules—e.g., hyphenated words, numbers in text, titles, dates, and abbreviations—that students frequently miss.

Penguin pp. 155-216: These chapters explain mechanical and stylistic errors that affect everyone’s writing. Make a list of things you can improve in your own writing; use that list on future assignments as you revise your initial drafts into more effective prose. Teaching assistants will be evaluating your grammar and style in every assignment this semester.

Hacker pp. 67-85: What are the steps to constructing "reasonable" arguments? Which of these could you do better in your own work? We will spend much of the rest of the semester studying how to find evidence for and against our arguments. For now the key issue is how to write persuasively. What types of arguments should always be avoided?
   Keywords: hasty generalization, stereotypes, false analogies, post hoc fallacy, either/or fallacy, conclusion does not follow (non sequitur), emotional appeal, straw man fallacy

Turabian ch. 18-19, p. 402: Memorize these two chapters (just kidding). Read them very, very closely and pay attention to the details. For example, in a reference list it matters (a) how many spaces you put after a period, (b) whether you use a comma or a period, (c) which words are capitalized, and (d) which parts are italicized. Even if you don’t remember all the details, be sure you can go back and find the right examples. Mark the most useful examples and dog-ear the most important pages. Page 402 gives a sample references page. The first reference page (no example shown, unfortunately) should be titled "REFERENCES" (all caps and centered), followed by triple spacing (two blank lines) before the first reference list entry. (See Figures A.7 and A.8 for similar pages.)

Maxwell: What is the relationship between faith/worship and learning/scholarship? What are the different gradations of truth? Why is meekness crucial for discipleship and scholarship?
   Keywords: eternal truths, proximate and lesser truths, facts

Young: What is the relationship between art and science and the restored gospel? Do scientific truths contradict gospel truths? Why is learning so important for Latter-day Saints? How do we best gain understanding of all kinds of truth?
Monroe ch. 1: What is science? In what two ways does scientific research deal with normative questions? What are the five characteristics of a good research question?
  Keywords: empirical, normative, generalization, testability

Notice that the Pollock text is a condensed “Essentials of” textbook so lots of information is packed into each page. I suggest stopping every couple pages to jot down notes and give yourself time to process everything. If you read it quickly straight through, you won’t get everything you need to get. I can recommend a 600-page alternate text if you prefer less condensed reading.

Pollock pp. 48-58: What is a hypothesis? Why are hypotheses so important to research? What is the difference between independent and dependent variables? What are the qualities of a good hypothesis? What is the purpose of an intervening variable?
  Keywords: hypothesis, independent variable, dependent variable, intervening variable

Van Evera pp. 7-27: What is a social science theory? What is the difference between a theory and a specific explanation? What are the characteristics of a good theory? What are some good methods for creating theories?
  Keywords: independent variable, dependent variable, explanation, intervening variable, antecedent condition, hypothesis, parsimony/parsimonious, falsifiable, deduction, induction, counterfactual

Pollock pp. 6-22, 28-32: What is the difference between a conceptual definition and an operational definition? What makes a measurement valid? What makes a measurement reliable? What are the differences between nominal-, ordinal-, and interval-level data?
  Keywords: conceptual definition, unit of analysis, ecological fallacy, operational definition, measurement error, Hawthorne effect, reliability, validity, variable, Likert scale

Shively ch. 4: Why is constructing reliable measures so difficult—what can go wrong? Why are valid measures even more difficult? Why did the Literary Digest go out of business?
  Keywords: reliability, validity, pilot study

Pollock ch. 4: What is an experimental design and why is it so useful for understanding causal relationships? In what ways does controlled comparison fall short of true experimental design? What does it mean to “control for” another explanation? Note: “controlled comparison” design is the workhorse of research in political science and international relations. The rest of the book spends a lot more time on it; for now, just try to understand the general logic. What are the differences between spurious, additive, and interaction relationships?
  Keywords: test group, control group, treatment, rival explanation, experimental design, random assignment, selection bias, internal validity, external validity, field experiment, controlled comparison, control variable, spurious relationship, additive relationship, interaction relationship
Pollock pp. 58-71: What is a cross-tabulation? Where are the independent and dependent variables typically placed? (Not all scholars are as strict as Pollock in following this rule.) What is the difference between a positive and a negative relationship? What is the difference between a linear and a curvilinear relationship?

Keywords: cross-tabulation, mean comparison table, positive and negative relationships, line graph, linear relationship, curvilinear relationship, diminishing rate of return, U-shaped relationship

Pollock ch. 5: How can we distinguish spurious, additive, and interactive relationships using controlled comparison tables? How can we distinguish them using graphs?

Keywords: control table (aka cross-tabulation table or just crosstab), mean comparison analysis (aka comparison of means)

Van Evera pp. 49-67: What are the strengths of case studies for research? What are the method of difference and method of agreement? A warning about terms: What John Stuart Mill called the "method of difference" is today typically called a "most similar" design; what he called the "method of agreement" is typically called a "most different" design. What are the two congruence procedures Van Evera discusses? What is process tracing? Summary: Van Evera discusses five types of case studies (2 controlled comparisons + 2 congruence + 1 process tracing).

King, Keohane, and Verba ch. 1: What are the defining features of qualitative and quantitative research? What is the unifying logic for both? What are the criteria for social science? According to the authors, what are the two main criteria for a good research question? What is a theory? What are the main characteristics of a good theory? Why is it so important to increase the number of observable implications of theory?

Keywords: qualitative vs. quantitative research, inference, research question, theory, falsifiability, observable implications, parsimony, validity, reliability, replicability

Hacker pp. 333-41: How can you tell if a source is scholarly or not? How can you determine if a source is biased? What are some keys to look for in evaluating websites?

Best ch. 2-3: How and why do reasonably honest people end up creating numbers that are so misleading? Why are good operational definitions and sampling techniques so important?

Keywords: dark figure, operational definition, advocacy research, sampling, randomness, convenience sampling, mutant statistic, innumeracy

Pollock pp. 32-44: What are the mean, median, and mode of a variable? How is the mean calculated? Which measure(s) of central tendency do we use with nominal data? Ordinal data? Interval data? With interval-level data, what does it suggest if the mean is different from the median?

Keywords: central tendency, mode, median, mean, dispersion, frequency distribution, bar chart, bimodal distribution, percentile, skew
Gonick & Smith pp. 19-26: If we already know the mean of a distribution, why do we need to know something about the distribution’s spread (or dispersion)? What is the interquartile range and how is it calculated? What is the standard deviation and how is it calculated?

Additional questions for future reference: For a symmetrical, mound-shaped distribution (also known as “a normal curve”), what percentage of the data is within 1 standard deviation of the mean? Within 2 standard deviations? What is a z-score and how is it computed? We will discuss these topics in detail later, but it wouldn’t hurt to start figuring them out now.

Keywords: interquartile range, standard deviation, z-score

This next reading is uncomfortably long, but you are already familiar with several of the key concepts: random sampling, standard deviation, z-scores, etc. Take this reading slowly to review the old concepts and familiarize yourself with the new ones. Then come to class to ask questions. We will discuss all of this carefully in class but the lecture will make more sense if you have already worked your way through the reading.

Pollock pp. 122-40: What is the difference between a census and a sample statistic? What was wrong with Literary Digest’s presidential election survey? Could we get a random sample of BYU students by sampling every 100th student? What is random sampling error? Why is random sampling error preferable compared to other potential sampling problems (selection bias, response bias, etc.)? Why do samples of only 1,500 to 2,000 people suffice for most national surveys? What does standard deviation measure? How is it calculated? How are the standard deviation and variance related? How is standard error (aka “random sampling error”) calculated? What is the difference between standard error and standard deviation? What is the central limit theorem? What is a normal distribution? What percentage of the observations fall below a z-score of 0? 1? 2? (Hint: the answers to the last two questions are not 68% and 95%.)

Keywords: inferential statistics, population, census, sample, sample statistic, random sampling, selection bias, response bias, random sampling error/standard error, standard deviation, variance, central limit theorem, normal distribution, z-score

Pollock pp. 140-47, 150-51: How do we use the standard error to construct 95% confidence intervals? How can we compute probabilities using a z-score? Why would we use the student’s t instead of the normal z distribution? Notice that z and student’s t are very similar in practice: in Table 6-4, the column under .025 gets pretty close to 2 for all but the smallest sample sizes. The top 3/4 of Table 6-5 should be a very helpful summary of this chapter (but don’t worry about sample proportions for now).

Keywords: confidence interval, t-distribution, degrees of freedom

Sirkin pp. 226-56: This chapter covers the same material as Pollock chapter 6 (sampling and statistical inference) but more slowly. It also has some good examples. If you don’t understand the Pollock pages, read this closely. If you do understand the Pollock pages, skim Sirkin to make sure. Skip pp. 253-54.

Keywords: normal distribution, z score, sampling distribution, central limit theorem, law of large numbers, t test, degrees of freedom, confidence intervals
Salkind ch. 6: What is sampling error and why is it important? What is the null hypothesis? How do we formulate the null hypothesis? What is the difference between directional and non-directional hypotheses? What are the characteristics of a good hypothesis? Note that what Salkind calls the “research hypothesis” is just the same old hypothesis we’ve been working with all semester; he calls it a research hypothesis solely to differentiate it from the null hypothesis.

Keywords: hypothesis, sample, population, sampling error, null hypothesis, one-tailed vs. two-tailed tests

Salkind ch. 8: What is statistical significance? What is the difference between “significance” and “meaningfulness”? What is the sequence of steps we take in testing a hypothesis? Note: the table he calls the “world’s most important table” isn’t, but the “picture that’s worth a thousand words” is. The sequence of steps in hypothesis-testing is also very important: we will use this repeatedly.

Keywords: significant, significance level, type I vs. type II errors, test statistic, critical value

Pollock pp. 155-62, 164-69, 176: What is the null hypothesis and how is it used in hypothesis testing? What is a type I error? A type II error? What is the difference between one-tailed and two-tailed tests? What is a test statistic? How do you calculate the test statistic for a comparison of means? What is a p-value and how is it related to a test statistic? What is a Chi-square test and when is it used? How is it calculated? How do you calculate the degrees of freedom? What is a critical value and how does it relate to the P-value?

Keywords: test of statistical significance, measure of association, null hypothesis, 0.05 level of significance, comparing sample means, confidence interval, p-value, test statistic, Chi-square test of significance, critical value

Sirkin pp. 383-400: This chapter covers the same material as Pollock pp. 164-69 (Chi-square test) but more slowly. It also has some good examples. If you don’t understand the Pollock pages, read this closely. If you do understand the Pollock pages, skim Sirkin to make sure.

Salkind ch. 9: This chapter covers the same material as Pollock pp. 157-62 (comparison of means test) but more slowly. It also shows how to do this in SPSS and how to interpret the SPSS results. If you don’t understand the Pollock pages, read this closely. If you do understand the Pollock pages, skim an example or two to make sure you understand. In either case, read Salkind’s SPSS section because you will be doing comparison of means in SPSS.
**Pollock pp. 182-92**: Why is regression analysis so useful? What can we learn from a scatterplot? What does Pearson's correlation coefficient (r) measure? What are the highest and lowest possible values of r? How is r interpreted? What can't it measure? What is a regression coefficient and what does it tell us? What does a regression line minimize—i.e., how is it estimated? What does the standard error for each coefficient tell us about the coefficient?

Keywords: correlation analysis, regression, scatterplot, Pearson's correlation coefficient, bivariate regression, regression coefficient, regression line, prediction error, standard error

**Pollock pp. 192-96**: What does R-square measure? How is R-square calculated and interpreted? Note that we skipped Pollock's earlier discussion of "PRE" and "lambda"; don't worry about these terms. What is the difference between R-square and adjusted R-square?

Keywords: R-square, adjusted R-square

**Salkind ch. 14**: This chapter covers the same material as Pollock pp. 182-96 (regression) but more slowly. It also shows how to do this in SPSS and how to interpret the SPSS results. Read this closely even if you understand the Pollock pages, because regression is so important this semester and in Poli Sci 328. Make sure you understand how to do regression in SPSS.

Keywords: regression line or line of best fit, prediction error, standard error (of estimate)

**Pollock pp. 196-206**: How do we incorporate nominal variables into a regression? If our nominal independent variable has K categories, why do we only include K-1 dummy variables in the regression? If we think there is an interaction relationship between independent variables (instead of an additive relationship), how do we model this using regression? How do we interpret the coefficient on the interaction term? What is multicollinearity and why is it a problem? What is the rule of thumb for when the correlation between two independent variables is too high?

Keywords: dummy variable, multiple regression, interaction effect, multicollinearity

**Pollock pp. 212-15**: Why can't we use ordinary least squares regression if the dependent variable is dichotomous? What do we do instead? We are not going to use the techniques in this chapter in Poli Sci 200, but you will cover them thoroughly in 328 so save this book.

Keywords: logistic regression, binary variable

**Monroe ch. 5**: How large a sample do we need to ensure a reasonable level of accuracy? How do systematic samples and cluster samples differ from pure random samples? What are the advantages and disadvantages of telephone, mail, and personal surveys? What are the differences between open-ended and closed-ended questions? What are the two key criteria for a meaningful closed-ended question? What are some common mistakes in writing survey questions? How can questions be revised to avoid these problems?

Keywords: random sample, cluster sample, exit poll, open-ended vs. closed-ended, filter question, leading question, threats, double-barreled question, pretest
Buttolph/Reynolds pp. 297-331: What are some of the factors that make it hard for an interviewer to accurately gauge respondents' attitudes? What are the advantages and disadvantages of different types of surveys? How can we ensure that the sample is congruent with the population? How can survey researchers improve the quality of responses? Why is question wording so important? What are some of the common flaws in question wording? What are the advantages and disadvantages of open-ended and closed-ended questions? How can question order affect responses?

Keywords: validity, reliability, response rate, sample-population congruence, interviewer bias, question wording, double-barreled question, leading question, push poll, closed-ended question, open-ended question, question order effect, response set, filter question

Pollock pp. 147-50, 162-64: How do we compute the standard error and confidence intervals for sample proportions (e.g., public opinion polls)? How can we determine whether two sample proportions are different by a statistically significant margin?

Keywords: sample proportion
ASSIGNMENTS

Article Evaluation Assignment (25 points)

Objectives:
► Practice good writing principles, including correct grammar, effective style, and a well-organized argument.
► Learn Turabian formatting rules.
► Become familiar with scholarly research in political science.

Grading Weights:
► 40% Content
► 60% Writing Mechanics (Organization 20%, Formatting 20%, Style and Grammar 20%)

Content:
► Write an essay of about 3-4 pages in which you review and critique one of the two scholarly articles posted on Learning Suite. Your essay should contain both of the following:
  (1) a brief summary of the author’s main points
  (2) a critique of the article, evaluating the evidence presented to support the conclusions of the article: look for strengths and weaknesses
► Your essay should have a thesis statement at the beginning and clear organization throughout. Your thesis statement should be a conclusion about the quality of the article that you have read, and it should make specific arguments (positive and negative) about the author’s arguments. The rest of your essay should be organized around the thesis.
► Note that you are writing a critique of the author’s argument, not his or her writing style.

► Summary: Identify the main argument(s) of the author. If the author is trying to prove that a causal relationship exists, identify the claimed cause(s) and effect(s). (If the author does not make a cause-effect argument, you could discuss this as a possible weakness of the article.)

► Critique: Consider some of the following elements of most research writing:
  ► Is the logic that surrounds the author’s causal arguments persuasive?
  ► Does the author merely describe events, or does he or she explain the causes or effects of certain events?
  ► Does the author’s evidence prove what the author says it proves?
  ► Is the author ignoring other evidence or other possible explanations?
  ► Are the implications of the author’s findings reasonable?
Some articles may have statistical tests in them. You are not expected to understand the statistical tests, but do your best to evaluate the explanation of the statistics and the results obtained. Do the statistical tests seem appropriate for what the author is claiming to prove? Do the data used seem reliable and correct?

You may do additional reading on the topic if you would like to get ideas and a broader perspective, but additional reading is not required for this assignment.

Mechanics:

Familiarize yourself with the common formatting rules discussed in Lab and in Appendix 1 of the syllabus. (Future assignments will require even closer familiarity with Turabian.)

Create a correctly formatted References page including the reading itself as well as any other sources that you have used. In your essay, give a correct parenthetical reference to the article the first time it is discussed. Also provide parenthetical references for all direct quotations.

Audience: Assume you are writing to an audience of Poli Sci 200 students who understand the terminology of this course thoroughly but who may not be experts in this particular research topic.

Follow all the conventions of formal writing: avoid slang, contractions, colloquial language, clichés, and vague phrases. It is okay to use the first person (e.g., “I argue that,” “I show that”) but avoid talking about yourself (e.g., “this reminds me of something my mother used to say when she tucked me in . . .”).

You may share your work with other students for proofreading, but it is cheating to make changes to your assignment unless you understand why you are making the change.

Tips for a Successful Assignment:

Revise, revise, revise.

Then proofread, proofread, proofread.

Don’t let your summary of the article overwhelm your critique. You guarantee yourself a low grade on this assignment if you spend most of your essay telling us what the author said, instead of evaluating the arguments. The summary should be brief. Ideally it will be interwoven into your analysis rather than as a stand-alone group of paragraphs.

If the article was completely worthless, it probably would not have been published in a peer-reviewed journal. On the other hand, every argument has flaws or limitations. As a result, the best evaluations generally point out both strengths and weaknesses of the article. For example, “The author does a good job explaining this and that, but his argument is less convincing in this other way.”

Remember: Assignments are due at the assignment collection box outside 225 Kimball Tower. Assignments turned in after 5:00 p.m., even a few minutes after, will be penalized.
Citation Style Assignment (25 points)

Objective:
› Become comfortable with Turabian’s scholarly citation style.
› Practice using common databases for political science research.

Grading Weights:
› 100% Formatting

Content:
› Pick a topic you’re interested in.
› Using that topic, find each of the following:
  (a) Two books from the BYU library catalog.
  (b) One additional book with an editor instead of an author.
  (c) One newspaper article using LexisNexis Academic.
  (d) One newspaper article using ProQuest’s newspaper index.
  (e) Two journal articles using the Social Sciences Citation Index (SSCI or Web of Science).
  (f) One website.
› On the title page, give the name of the assignment (Citation Style) and the topic you researched (e.g., North Korean Nuclear Proliferation).
› Create a correctly formatted References page for all eight sources. You do not need to write an essay based on the sources.
› After the References page, include the following:
  (a) The BYU library catalog printout for one of the books.
  (b) The LexisNexis or ProQuest full text of one of the newspaper articles.
  (c) The SSCI output record for one of the journal articles.

Hints for a Successful Assignment
› Pick a topic interesting enough that you can use it for later assignments too.
› You can find LexisNexis, ProQuest, and the SSCI on the BYU library’s Political Science subject page.
› Turabian gives specific rules for articles and newspapers in a database (19.2.8 and 19.5.9), and you may use those formats on assignment if you like. But for well-known newspaper databases like LexisNexis and ProQuest, it is acceptable to omit the URL and access date and simply cite the article with a notation afterwards such as “In LexisNexis.” For well-known journal databases like SSCI (or JSTOR), it is customary to cite the article as if you actually found the hard copy in the library—i.e., omit the database reference entirely.
Writing Revision Assignment (25 points)

Objectives:
› Practice good writing principles, including correct grammar, effective style, and a well-organized argument.
› Learn how to thoroughly revise your writing.

Grading Weights:
› 40% Content
› 60% Writing Mechanics (Organization 20%, Formatting 20%, Grammar and Style 20%)

Content:
› Revise the essay you wrote for the Article Evaluation Assignment. Please turn in the old assignment (the complete, graded version) at the same time, placed behind the revised assignment.
› Carefully revise your old assignment to improve both content and mechanics. At a minimum, you should fix all the things your TA identified (unless you think the TA is wrong). However, that is not enough: you should also take a hard look at every sentence and every paragraph of your paper to see if it could be improved.
› Remember: Your essay should have a thesis statement at the beginning and clear organization throughout. Your thesis statement should be a conclusion about the quality of the article that you have read, and it should make specific arguments (positive and negative) about the author’s arguments.
› Remember: Don’t let your summary of the article overwhelm your critique. You guarantee yourself a low grade on this assignment if you spend most of your essay telling us what the author said, instead of evaluating the arguments. The summary should be brief; ideally it will be interwoven into your analysis rather than as a stand-alone group of paragraphs.
› Remember: The best evaluations point out both strengths and weaknesses of the article. For example, “The author does a good job explaining this and that, but his argument is less convincing in this other way.”
› One new requirement: Include (a) a direction quotation and (b) a block quotation from the article you are evaluating. Use a proper parenthetical reference for both. If you already had a quotation and/or block quotation in your original essay, you do not need to add a new one, but make sure you have correct parenthetical references for every direct quote.

Hints for a Successful Revision:
› We will grade more strictly on the revision than we did on the first essay—especially on grammar, style, and citations—so fixing previously marked mistakes is not enough. Besides, the teaching assistants did not always mark everything they could have marked.
› Revising is more than a nip here and a tuck there. Most papers will need a thorough overhaul. Some pieces of the previous paper may survive, but the overall paper will probably look very different.
You will have to work hard on this assignment if you want a better grade. Minimal effort will probably lead to the same grade or lower.

Questions to Ask Yourself:

- Content: What are the strengths and weaknesses of the author’s argument? Does the reader know what I think those strengths and weaknesses are? How can I bring out the strengths and weaknesses more? Can my thesis emphasize my argument more clearly? Do I need to re-organize the paper to make these points? Do I need to add new information?
- Organization: Is there an interesting hook to the paper up front? Do I have a strong, clear thesis (also up front)? Is the entire paper organized clearly around that thesis? Does every paragraph support the thesis? Can the reader see how? Do I have good transitions between sections?
- Grammar and Style: Read the paper out loud and backwards, starting with the last sentence. Is the sentence grammatically correct? Can it be improved stylistically? Can you make the same point more directly? Does every sentence sound the same? Are my sentences choppy? Are they long and convoluted?
Theory and Hypothesis Assignment (50 points)

Objectives:
› Practice finding and evaluating theory in scholarly political science articles.
› Understand the link between theory and hypotheses. Learn to formulate and test your own hypotheses (or observable implications).
› Practice good writing principles: correct grammar, effective style, proper citation, etc.

Grading Weights:
› 40% Writing Mechanics (Formatting 20%, Style and Grammar 20%)
› 60% Content
  Identifying Theory and Variables (steps 1-3) 30%
  Hypothesis Creation and Testing (steps 4-7) 30%

Content:
› Using Worldwide Political Science Abstracts or JSTOR, find and cite an article relevant to political science or international relations with an identifiable theory in it. If the article uses multiple theories, pick one that works best. You may re-use an article you found for a previous assignment or practice assignment but not one we posted online for the Article Evaluation assignment.
› Do not share articles with anyone else in the class.
› Remember that theory may be named or unnamed, explicit or implicit. If your theory is not named, you may give it a name for convenience—e.g., "Smith’s theory of voting."
› Complete all the following steps, numbering each step. You do not need to write an organized essay with a thesis statement, etc. Just answer the questions in sentences or paragraphs.

(1) In a couple sentences, identify the dependent variable the theory is being used to explain. Give a brief summary of the author’s definition of the variable. Remember a parenthetical reference the first time you discuss the author’s work, as well as a reference for all quotations.

(2) In a short paragraph, identify the main independent variable or variables in the article. If the theory has more than one main independent variable, pick no more than two to focus on for this assignment. Give brief definitions.

(3) Write two or three paragraphs summarizing the theory. Remember that a good theory is not just an explanation of a single event, but a generalizable argument linking cause and effect (or identifying patterns in data). Be sure to explain the general argument and also how it explains the independent and dependent variables. Identify the causal story or causal mechanisms.

(4) List all hypotheses or observable implications of the theory that are tested in the article. Write these out as “if-then” statements or in a similar form. You do not need to explain the hypotheses or their fit with the theory, nor do you need to explain how the author tested them.
(5) Use the theory to create an additional hypothesis (observable implication) not discussed or tested by the author. For example, what would the theory predict about a different issue area? About a different set of data you are familiar with? About a different set of countries? About a different historical era? State the hypothesis as an “if-then” statement or in a similar form. In a few sentences, explain how your new hypothesis fits the theory you previously described.

(6) Write a paragraph discussing whether you think evidence is likely to be consistent with your hypothesis. Why or why not? This is a thought experiment, not a research paper: you do not need to find books, articles, or datasets to provide evidence for or against your hypothesis. Simply measure the hypothesis against what you already know or can find out from encyclopedia-type sources.

(7) Write a paragraph exploring what your brief test suggests about the theory itself. For example, does it lend support to or weaken the theory? What does it suggest about the generalizability of the theory? Does your test suggest modifying the theory? Why or why not?

(8) Print the article abstract (if any) and first three pages of text and include them at the back of your assignment to help the teaching assistants evaluate and give feedback.

(9) Don’t forget a title page and References page.

Hints for a Successful Assignment

‣ Leave yourself plenty of time to complete the assignment. This will probably require much more work than any previous assignment. On the other hand, don’t search forever for the perfect theory: find one that you can explain and move on with the assignment.

‣ Pick a topic that interests you. Ideally you should be thinking about a theory you can use in your Research Design assignments down the road.

‣ Remember that you are discussing a theory, not the author’s entire paper. At different points in the paper the author may use five or even fifteen theories. Pick one. For example, in an article with multiple causal claims and links between lots of variables, you could isolate a single cause-effect relationship and the theory that links that independent and dependent variable pair.

‣ Not every article will have a cause and effect relationship. This assignment will work better if you can find an article that studies a cause and effect (X → Y) relationship.

‣ Broad theories (e.g., things that end in “-ism”) are difficult to summarize and discuss in limited space. It is easier to write an excellent summary of a more modest theory.

‣ Make sure that you understand the theory well and can explain it coherently. A single theory discussed by more than one author makes an especially good topic because the theory is probably better worked out and because the different authors probably already test different hypotheses (making it easier to figure out your own new hypothesis).

‣ Some theories may be defined so narrowly that they basically fit only one hypothesis. If that is the case, you will probably need to explain the theory in more general terms than the author in order to make it easier to develop your own hypothesis. For example, if the
author argues that Hillary Clinton won a Senate seat because her high level of name recognition made it easier for her to sell herself to potential voters, you can broaden the theory to encompass all candidates with high name recognition (not just Clinton).

Remember that hypotheses are derived from (or flow out of) theories. Be sure to explain clearly the link between theory and the hypothesis you create.
Library Assignment (75 points)

Objectives:
- Learn how find sources using some of the amazingly abundant resources of the library.
- Discover that “googling” is not the same as research. Not even close.
- Practice summarizing and evaluating scholarly sources in preparation for your research design assignments.
- Practice accurate scholarly citation.

Grading Weights:
- Mechanics/Completion: 55 points
- Content: 20 points
  (Research Question 5, Summary & Evaluation Paragraphs 15 points)

Content:
Formulate an analytical research question on a topic that interests you (related to political science or international relations). Write the question on your title page. For the remainder of the assignment, find sources relevant to your question.
- The question should be narrow enough to actually research. Remember to include an independent variable and a dependent variable.
- Examples of good research questions: “Does a background in the KGB affect the foreign policy aggressiveness of political leaders?” “Are women members of the U.S. House more effective legislators?” “Do the amendments to the Endangered Species Act make it possible for significant environmental degradation to occur?”
- You may re-use a topic from earlier assignments, but please do not re-use any sources from previous assignments.

(1) Find two relevant articles in the Social Sciences Citation Index (SSCI).
- Try to find articles that are both relevant to your topic and influential (frequently cited).
- For both articles, provide a reference list citation (Turabian format, of course).
- For one of the articles, write a (double-space) paragraph summarizing the article and explaining why it is relevant to your research question.
- Print out a search page showing you found the articles in the SSCI.
- SSCI hints: (a) On the search page, make sure you de-select the Science and Arts & Humanities databases; select only the Social Science database. (b) After a successful search, use the Refine Results menu on the left of the page to limit your search to articles published in your research area. (c) SSCI results are sorted by date, but you can click “Times Cited” in the pull-down menu at the upper right to find the most frequently cited articles; this is one of the most useful features of the SSCI—use it.

(2) In SSCI, use the “Cited By” column at the right of the article page, to find two articles that cited one of the articles in #2.
- Provide reference list citations. No summary or evaluation necessary.
Print out the original article’s “Citing Articles” page showing that the original article was cited by the new articles.

(3) Find one relevant article using JSTOR. (JSTOR is smaller than SSCI, but it contains many of the most important Political Science journals. It’s a great place to look for the most important theoretical articles.)
- Cite the article, followed by a paragraph summarizing the article and explaining why it is relevant to your research question.
- Print out the JSTOR search page.
- JSTOR Hint: Use the “advanced search” option and use the check boxes at the bottom of the page to select “Political Science” and any other disciplines you think might be useful.

(4) Find one relevant book review using JSTOR.
- Cite the book review. No summary or evaluation necessary.
- Print out the JSTOR search page.
- JSTOR Hint: On the “advanced search” page, check the “Review” box to find book reviews.

(5) Find two relevant journal articles using any two of the following three databases:
(a) Worldwide Political Science Abstracts, (b) Public Affairs Information Service (PAIS), (c) EconLit.
- Provide citations for both articles.
- For one article, write a one-paragraph summary, including an evaluation of how useful it would be for your research.
- Print out search pages for both databases you used.

(6) Find two relevant books in the Lee Library catalog.
- Cite both books. No summary or evaluation necessary.
- Print a page from the library catalog for one of the books.

(7) Find one recent working paper from either of the following sources: (a) American Political Science Association (APSA) conference papers (www.apsanet.org) or (b) National Bureau of Economic Research Working Papers (www.nber.org).
- Cite the paper. No summary or evaluation necessary.
- Print a page from the APSA or NBER website referring to the paper.

(8) Find two relevant news articles through LexisNexis Academic.
- Cite both articles. No summary or evaluation necessary.
- When citing a newspaper article from LexisNexis, you can use the formal rule for articles published online in Turabian 19.4.2 or you can simply replace the URL and access data
with “In LexisNexis.” If you omit the LexisNexis reference entirely, you will be marked down.
> Print the full text of one of the articles (preferably the shorter one).

(9) Use the Government Printing Office website (www.gpoaccess.gov) to find one U.S. government document relevant to your topic. It could be a presidential speech or report, a congressional hearing, a bill, or any other document found on the site.
> Cite the document and write a paragraph explaining why it is relevant to your research.
> Print the first page of the document.
> If you are having trouble finding a relevant document, you may have to broaden your search.

(10) Go to Brian Champion’s “Political Science Web Resources” page on the library website and find two different websites related to your topic. (Do not use two different pages from the same organization’s website.)
> Cite both websites.
> For one website, write a one-paragraph description of the material available that would be useful for your paper. Also include a discussion of any possible bias in the website’s approach to your topic.
> Print one page from each website.

**Format:**
> No References page is necessary. Cite each source in the relevant step (i.e., two reference list citations in step one, two in step two, etc.), followed by the summary/evaluation paragraphs (if any) for that step.
> Attach all printouts at the back of the assignment in the same order as the steps above. Clearly mark each printout with the corresponding step number. If there are multiple citations on the printout, circle or highlight the one you used to make it easier for the TA to find.

**Avoiding Plagiarism and Cheating:**
> Do not work with other students to find shared articles. It is okay to get help from other students in learning how to search a database. It is cheating to use material someone else actually found.
> Be careful not to plagiarize article abstracts or database summaries as you write your own summaries. If you directly quote from someone else’s summary, you must give a correct parenthetical reference and reference list citation to that summary. It is usually easier to write your own summary.

**Hints for a Successful Assignment:**
> Make sure you attend one of the Required Library Labs with Brian Champion; attendance counts as an in-class writing assignment.
You may use anything you find on this assignment for future assignments, so think carefully about a good research question. The better your research now, the more time you will save later on. On the other hand, your research question does not have to be perfect at this stage: you will definitely be able to revise your question for future assignments.

Be creative in finding possible sources. Good research often goes well beyond the specific question being answered and draws in sources on similar topics. For example, a congressional resolution on biodiversity might be relevant to your study of the Endangered Species Act, and a study of female legislators in Germany may provide insights for your study of American legislators. If you cannot find a relevant source in a given database, either broaden your search or use a different database. In other words, *even though your research question must be narrow, the set of sources useful for answering the question can be very broad.*

If you are having trouble finding sources, try more general search terms.

Be aware that databases do not always give full Turabian citation information, such as authors’ first names or an article’s full page numbers: you may have to look up the article some other way to find the full citation information.

When citing a journal article from a well-known database like JSTOR or SSCI, you can either cite the article as found in the database (Turabian 19.2.8) or you can treat it as if you found the hard copy of the article and omit the URL and access date (as in Turabian 19.2.3).

Many databases do not include full text of the article or source. You may need to find the hard copy in the stacks. As a shortcut, use “Find Journals” on the Lee Library website’s main page to see if an electronic copy is available.

Some of the tasks require you to write a paragraph summarizing and evaluating the source (tasks 1, 3, 5, 9, 10). Remember to include *both* a summary (“the article argues that. . .”) and an evaluation (“the article will be useful because. . .”). Don’t just explain what the source is about. Explain why it would or would not be useful for your research. You might have chosen the source based on the title, for example, but then found that the contents were not as useful as you guessed. Or perhaps only a part of it would be useful for your research. In any event, show that you are familiar with the contents of the source and that you have thought carefully about how it fits with your research question. We will grade these carefully so be sure to do a careful job.

This assignment is not structured as an organized essay, but the usual rules of grammar, style, and Turabian formatting still apply. Proofread!

Plan on taking a fair amount of time to become familiar with these important research resources. However, each individual task should not be overly time-consuming. If you are stuck on a task, contact Prof. Cooper, the TA’s, or Brian Champion (1225 Lee Library, 422-5862, brian_champion@byu.edu) for help.
Checklist:

- Title page with research question

(1) SSCI
  - 2 citations
  - 1 paragraph summary & evaluation
  - 1 search page

(2) SSCI cited by
  - 2 citations
  - 1 citing article page (or equivalent)

(3) JSTOR
  - 1 citation
  - 1 paragraph summary & evaluation
  - 1 search page

(4) JSTOR book review
  - 1 citation
  - 1 search page

(5) WPSA/PAIS/EconLit
  - 2 citations
  - 1 paragraph summary & evaluation
  - 2 search pages

(6) Books
  - 2 citations
  - 1 search page

(7) APSA or NBER
  - 1 citation
  - 1 printout page

(8) LexisNexis
  - 2 citations
  - 1 full-text printout

(9) U.S. government (GPO)
  - 1 citation
  - 1 paragraph summary & evaluation
  - 1 printout page

(10) Champion websites
     - 2 citations
     - 1 paragraph summary & evaluation
     - 2 printout pages
Qualitative Design Assignment (100 points)

Objectives:
› Practice the basic skills of research design and learn how to write an excellent research proposal.

Grading Weights:
› 25% Mechanics (Formatting 10%, Style and Grammar 15%)
› 75% Content (points shown below)

Content:
Write a qualitative research design related to political science or international relations that compares two or more cases, completing all twelve steps below. For example, you could compare political units (cities, states, countries, organizations), individuals (Adams vs. Jefferson), multiple issue areas (tax policy vs. trade policy), or the same unit across time periods (the 98th Congress vs. the 99th Congress, China in the 1980s vs. China in the 1990s).

1. General Problem Area (4 points)
In a paragraph or two, introduce the topic, justify its relevance, and begin to narrow. Use this section not just to introduce your topic, but also to show how it is related to broader issues that are interesting to many people: provide a "hook" to keep the reader interested.

2. Research Question (8 points)
State your analytical research question in a "What is the relationship between X and Y?" format. Show explicitly how you have narrowed your topic to a manageable size. For example, What is the relationship between legislators’ gender and their votes on educational legislation in the U.S. Senate between 1995 and 2006? What is the relationship between the level of foreign aid and infant mortality rates in sub-Saharan African countries between 1970 and 2000? This section should only be 1-2 sentences long depending on whether you need a second sentence to show how you have narrowed your question.

A well-formed research question is crucial to a strong overall design, so refine your question carefully. A couple hints:
› Your next assignment, the Quantitative Design, may be on the same research topic as this assignment, so you may want to choose a research question that lends itself to both types of research. Think ahead to whether you can find numerical data on your dependent and independent variables.
› A good research question defines a specific population for study—e.g., U.S. Senate votes on educational bills between 1995 and 2006, or sub-Saharan African countries between 1970 and 2000. This section of the design should make that population explicit. Step 8 will define the smaller sample or cases you will select for your actual research.
› Be sure you choose a research question for which you can make a comparison. If your sample size is going to be at least 2 (as the assignment requires), the population defined by your research question must also be at least 2 (two countries, two states, two time
periods, two issues, two individuals, two something) and usually much larger. If your population only includes one case—what caused the French Revolution?—you will not be able to do a comparative case study design. If you are most interested in a single event in one place, you need to frame your research question more broadly so you can compare that place to others (e.g., causes of revolution more generally), or you need to frame your research question so you have two or more time periods (e.g., 1789-91 vs. 1792-95 vs. 1795-99) or two or more issues or units of analysis (e.g., effects in cities vs. rural areas).

3. **Literature Review** (5 points)

   According to other scholars, what causes Y? Review the existing scholarly literature on your research topic, discussing at least five articles or books that help answer your research question. These should be sources of explanation (why did Y occur?) not facts (Y was 27% in 1972). Remember that theoretical arguments on similar topics may provide useful insights into your topic: an article explaining why Z occurs may help you explain why Y occurs. Provide appropriate parenthetical references to each source as you discuss it. Focus on the causal logic in these sources, showing how other authors' explanations help answer your research question.

   A good literature review generally does not cover every item serially (“he said, she said, he said”). It categorizes and groups arguments (“they both argue that . . . although he puts more emphasis on this and she puts more emphasis on that”). After writing the first draft of this section, if you find that every article has its own paragraph, you probably need to think some more about similarities and differences between the authors’ arguments.

4. **Theory** (8 points)

   In two or three paragraphs, explain the theory you will use to guide your research. This could closely follow someone else’s explanation, combine explanations, or depart sharply from existing arguments based on your own ideas. Use appropriate citations. Regardless of how you come up with your theory, thoroughly explain its causal logic. Explain how it connects your independent and dependent variables by means of a causal story or causal mechanisms. If the style of the Lit Review was predominantly “he argued” and “she argued,” the style of this section should be “I argue” or “my argument is that. . . .” Remember that good theories are more general than one single event or phenomenon: be sure to discuss your theory as a general explanation of similar events while still showing how it specifically explains your (narrow) dependent variable.

5. **Hypotheses** (10 points)

   State the testable observations that follow from your theory. One of these should specify the relationship you expect to find between your independent and dependent variables. For example, “I expect to find that when X increases, Y decreases.” Identify several other observable implications of your theory. For example, are there testable causal mechanisms connecting X to Y? (X → X₁ → Y) What other observations would strengthen our confidence in the theory and therefore in the causal argument that links X to Y? For example, “if X causes Y, I also expect to observe the absence of Z.”
6. Operational Definitions (10 points)
   Explicitly identify your independent and dependent variables. Provide a concrete
   operational definition for both.
   
   Provide operational definitions for several other important concepts identified in your
   Hypotheses. For example, if there are causal mechanisms or other observable implications of the
   theory that can be tested, create an operational definition for each concept.
   
   If your operational definitions involve using someone else’s definition, provide
   appropriate citation to that source.

7. Control Variables (4 points)
   Discuss the other independent variables you will need to control for in your study. These
   should probably include any variables identified by competing studies (from your Literature
   Review) but could include other likely explanations you have thought of. The number of
   necessary control variables depends on your topic, but you will probably need at least three or
   four. You do not need operational definitions for control variables.

8. Case Selection (8 points)
   Specifically identify the cases you plan to use and discuss why they make an appropriate
   comparison (i.e., most similar? most different?). Identify the population of cases you are
   selecting from, a population defined by your research question. After discussing your population
   and sample, explain why your comparative cases will provide useful insights into the larger
   population. In particular, explain how your case selection method does or does not control for
   variables identified in the previous step.
   
   Hint: You do not have to find someone else’s case studies for this step. Your job is to
   plan your own case studies, based on your research question, your theory and hypotheses,
   your operational definitions, etc. Good news: You don’t have to actually carry out the
   case studies, just plan them.

9. Data and Criteria for Verification (4 points)
   Explain the evidence you will need to find in order to answer your research question. Be
   specific about the types of data sources you will need to find. For example, do not merely say that
   you will need to find “books or journal articles on my topic.” Tell us specifically that you will
   need books and articles “about the military’s role in the development of democracy, especially in
   Japan and Germany in the 1950s.” Or, “I will need to find memoirs of statesmen involved in the
   crisis as well as contemporaneous news accounts that include reports of speeches by and
   interviews with leading decision makers.” Be as specific as you can, telling us categories of
   books or journals, as well as what specific information you hope to gather from those sources.
   This section of your design should be closely linked to your Hypotheses.
   
   As you discuss data sources, explain what evidence would be necessary to support your
   hypotheses and what evidence would undermine your hypotheses. For example, “I will be
   satisfied that my hypothesis is correct if I find the following evidence: ... I will conclude that my
   hypothesis was incorrect if I find the following evidence: ...” In most cases, you will need to do
   this separately for each hypothesis.
> Hint: Look carefully at your hypotheses (step 5, above) as you complete this step. Think about the evidence that you would need to support or undermine each of those hypotheses.

10. Data Sources (4 points)

Identify five data sources that will help you in your research. These should be in addition to the five sources in your literature review—i.e., you should have at least ten total sources. Briefly describe each source, tell how it will be useful, and provide a parenthetical reference. Put the reference list entry on the References page. These sources could include news accounts of an event, articles discussing your cases, general histories that cover relevant events, etc. Data sources used in your Operational Definitions section (if any) can be included here: simply give a brief description, a citation, and explain that it will be used in defining terms. You probably need only 1-2 sentences per source.

Remember that you do not need to identify sources for every type of data identified above (step 9); just find five that will be useful.

11. Limitations (6 points)

Every research project has boundaries: this section of your design shows that you are aware of those boundaries—what your paper can and cannot do. Explain the limitations on your research, including those that are inherent in your research topic and those that you have chosen to place on your research to make it more manageable. Think about all of the following issues:

> By narrowing your dependent variable, what related issues are you choosing not to study?
> By focusing on a particular independent variable, what other explanations are omitted or downplayed?
> What limitations result from the operational definitions of your variables?
> What limitations result from your case selection decisions?
> What limitations result from your planned method of data collection? What limitations are inherent in the data on this topic? What data would you like to get that you cannot?
> What could a large-N study tell us that your small-N research cannot?
> What other limits or boundaries are implicit in your design?

If you are uncomfortable with some of these limitations, now is a good time to revise earlier sections of your design.

12. Tentative Outline (4 points)

Provide an outline of the paper as you would anticipate writing it. This is the only section of your paper that is not in paragraph form; see Turabian page 330 for a formatting sample. Notice that your outline will not follow exactly the steps of your research design. For example, scholarly papers almost never have a section called “criteria for verification” even though each stage of your research design will inform the paper in some important way. In other words, a scholarly paper is about making a persuasive argument, not about outlining your research process (“first I did this, then I did that”).

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Remember the parts of a well-organized paper we discussed in class: your paper would start with an introduction, present your argument, build support for your argument in separate sections of the paper, and provide a conclusion. Social science research papers frequently have a separate section on the Theory underlying the argument and another section discussing the Methods to be used, but it is also possible to discuss these topics as sub-points in a broader section. In a qualitative research paper there are frequently separate sections for each case, with sub-sections showing what you will look for in each case, but creative alternatives are possible. The bottom line is that there is no one right way to outline the paper: just be sure it gets the reader from X to Y with everything in between.

Format:
› Each step should be numbered and titled—e.g., 1. General Problem Area. Every step except the outline should be written in paragraph form.
› The entire paper should be double spaced (except the References page).
› Include a title page and a References page with reference list citations for all the sources you cite. Use parenthetical references where necessary throughout the paper.

Hints for a Successful Assignment:
› You may re-use materials you found for earlier assignments, but you may not use articles we selected for the Article Evaluation assignment.
› Your audience is a Poli Sci 200-trained student who understands all the terminology of social science research (independent variables, control variables, hypotheses, etc.) but is not familiar with your specific topic or even why it’s important.
› The quality of your ideas is more important than the quantity of your words. Explain your ideas thoroughly enough that the reader understands completely the research design choices you are making, as well as the concepts and theories you are using. But don’t go on and on hoping you will eventually cover the right material: if you aren’t sure what to include, ask for help.
› A good research design comes after a lot of initial research. Even though you will not actually carry this research project to completion and write it up, you will spend a lot of time learning about your topic and carefully considering the best research strategy. This assignment will probably take as long to complete as if you were actually writing a 10-12 page research paper. Plan ahead.

Cheating/Plagiarism:
Cheating in this class includes (but is not limited to) the following:
› Turning in material you have previously used for a different class (unless Prof. Cooper has explicitly told you it is okay to do so on this specific assignment).
› Revising another student’s assignment or an assignment from a past semester and turning it in with your name on it.
› Using words or ideas from another student in your own paper.
› Working together with another student and then turning the work in as your own.
› Using an author’s words without quotation marks and a citation.
Using words very similar in style or structure to an author’s without a citation.

Using someone else’s research question.

You are encouraged to share your work with other students for proofreading. However, if you make changes to your assignment without understanding what you did incorrectly, then you are trying to get a grade using someone else’s knowledge. Giving or receiving answers in this manner—whether from fellow students, or the Writing Lab staff, or the reference librarians—is considered cheating. If you have any questions about what constitutes academic honesty, please ask.
Quantitative Design Assignment (100 points)

Objectives:
› Practice the basic skills of research design and learn how to write an excellent research proposal.
› Understand the differences between Qualitative and Quantitative research.
› Practice thoroughly revising your writing.

Grading Weights:
› 25% Mechanics (Formatting 10%, Style and Grammar 15%)
› 75% Content (points shown below)

Content:
Write a Quantitative (non-experimental) research design related to political science or international relations completing all twelve steps below. You may re-use materials from any earlier assignment, including your Qualitative Design. We will try to return Qualitative Designs shortly before the due date of your Quantitative Design, but you are responsible for finding and fixing your own mistakes in the earlier design.

1. General Problem Area (4 points)
   In a paragraph or two, introduce the topic, justify its relevance, and begin to narrow. Use this section not just to introduce your topic, but also to show how it is related to broader issues that are interesting to many people: a “hook” to keep the reader interested.

2. Research Question (8 points)
   State your analytical research question in a “What is the relationship between X and Y?” format. Show explicitly how you have narrowed your topic to a manageable size. For example, What is the relationship between legislators’ gender and their votes on educational legislation in the U.S. Senate between 1995 and 2006? What is the relationship between the level of foreign aid and infant mortality rates in sub-Saharan African countries between 1970 and 2000? This section should only be 1-2 sentences long depending on whether you need a second sentence to explain how you have narrowed your question. Both your independent and dependent variables should be interval-level data. Your independent variable can be dichotomous (a dummy variable) but your dependent variable should be continuous.
   Remember that quantitative research should cover at least 20 units or observations (such as countries or states or individuals or time periods). For each observation, you should plan to gather data for both the independent and dependent variable. For example, if your unit of analysis is states and you are going to gather data for all 50 U.S. states in 1999, you should be able to gather data for the independent in each state in 1999 and for the dependent variable in each state in 1999.
   A well-formed research question is crucial to a strong overall design, so refine your question carefully.
3. Literature Review (5 points)
   According to other scholars, what causes Y? Review the existing scholarly literature on
   your research topic, discussing at least five articles or books that help answer your research
   question. These should be sources of explanation (why Y?) not facts (Y was 27% in 1972).
   Remember that theoretical arguments on similar topics may provide useful insights into your
   topic: an article explaining why Z occurs may help you explain why Y occurs. Provide
   appropriate parenthetical references to each source as you discuss it. Focus on the causal logic in
   these sources, showing how other authors’ explanations help answer your research question.
   A good literature review generally does not cover every item serially (“he said, she said,
   he said”). It categorizes and groups arguments (“they both argue that . . . although he puts more
   emphasis on this and she puts more emphasis on that”). After writing the first draft of this
   section, if you find that every article has its own paragraph, you probably need to think some
   more about similarities and differences between the authors’ arguments.

4. Theory (8 points)
   In two or three paragraphs, explain the theory you will use to guide your research. This
   could closely follow someone else’s explanation, combine explanations, or depart sharply from
   existing arguments based on your own ideas. Use appropriate citations. Regardless of how you
   come up with your theory, thoroughly explain its causal logic. Explain how it connects your
   independent and dependent variables by means of a causal story or causal mechanisms. If the
   style of the Lit Review was predominantly “he argued” and “she argued,” the style of this section
   should be “I argue” or “my argument is that. . .” Remember that good theories are more general
   than one single event or phenomenon: be sure to discuss your theory as a general explanation of
   similar events while still showing how it specifically explains your (narrow) dependent variable.

5. Hypotheses (10 points)
   State the testable observations that follow from your theory. One of these should specify
   the relationship you expect to find between your independent and dependent variables. For
   example, “I expect to find that when X goes up, Y goes down.” Identify several other observable
   implications of your theory. For example, are there testable causal mechanisms connecting X to
   Y? (X -> X, -> Y) What other observations would strengthen our confidence in the theory and
   therefore in the causal argument that links X to Y? For example, “if X causes Y, I also expect to
   observe the absence of Z.” Notice that even in a Quantitative design, it is useful to think
   about additional, non-quantitative tests of the theory. Strong causal inference usually
   requires multiple tests and methods.

6. Operational Definitions (10 points)
   Explicitly identify your independent and dependent variables. Provide a concrete
   operational definition for both. Hint: You do not actually have to carry out the research for
   this assignment, but you will for your Regression Assignment. If possible, pick variables for
   which you can find usable data.
Provide operational definitions for several other important concepts identified in your Hypotheses. For example, if there are causal mechanisms or other observable implications of the theory that can be tested, create an operational definition for each concept.

If your operational definitions involve using someone else's definition, provide appropriate citation to that source.

7. Control Variables (8 points)

Discuss the other independent variables you will need to control for in your study. These should probably include any variables identified by competing studies (from your Literature Review) but could include other likely explanations you have thought of. The number of necessary control variables depends on your topic, but you will probably need at least three or four. You do not need operational definitions for control variables.

8. Sample (4 points)

For this assignment, you will select a large number of cases out of a relevant population (or, in some cases, you will sample the entire population). Identify the population of cases you will sample from, a population defined by your research question. Explain the criteria you will use for selecting your sample. Note that if you are using someone else’s dataset for your operational definitions, your sample may be the set of cases for which that data is available. If your population is large, your sample may be very large too. After discussing the population and the sample, explain why your sample provides useful insights into the larger population. For example, you may be studying a certain set of countries (or U.S. states) for which you have data: is that set of cases representative of all countries (or states) in the population?

9. Data and Criteria for Verification (4 points)

Explain the evidence you will need to find in order to answer your research question. Be specific about the types of data sources you will need to find. For example, do not merely say that you will need to find “books or journal articles on my topic”; tell us specifically that you will need books and articles “about the military’s role in the development of democracy, especially in Japan and Germany in the 1950s.” Or, “I will need to find memoirs of statesmen involved in the crisis as well as contemporaneous news accounts that include reports of speeches by and interviews with leading decision makers.” Be as specific as you can, telling us categories of books or journals, as well as what specific information you hope to gather from those sources. This section of your design should be closely linked to your Hypotheses.

As you discuss data sources, explain what evidence would be necessary to support your hypotheses and what evidence would undermine your hypotheses. For example, “I will be satisfied that my thesis is correct if I find the following evidence: . . . I will conclude that my thesis was incorrect if I find the following evidence: . . . ” In most cases, you will need to do this separately for each hypothesis.

For your main hypothesis linking your independent and dependent variables, you merely need to state that you will “use regression analysis” (because both your variables are interval level) and that you will consider your hypothesis confirmed if the regression
results are “statistically and substantively significant with the correct sign.” (Just use our words for now. We will discuss the meaning in more detail soon.)

Some of your other hypotheses will probably require the kinds of data discussed in your Qualitative Design.

10. Data Sources (4 points)

Identify five data sources that will help you in your research. These should be in addition to the five sources in your literature review—i.e., you should have at least ten total sources. Briefly describe each source, tell how it will be useful, and provide a parenthetical reference. These sources could include news accounts of an event, articles discussing your cases, general histories that cover relevant events, etc. Data sources used in your Operational Definitions section (if any) can be included here: simply give a brief description, a citation, and explain that it will be used in defining terms. You probably need only 1-2 sentences per source.

Remember that you do not need to identify sources for every type of data identified in step 9; just find five that will be useful.

11. Limitations (6 points)

Every research project has boundaries: this section of your design shows that you are aware of those boundaries—what your paper can and cannot do. Explain the limitations on your research, including both those that are inherent in your research topic and those that you have chosen to place on your research to make it more manageable. Think about all of the following issues:

• By narrowing your dependent variable, what related issues are you choosing not to study?
• By focusing on a particular independent variable, what other explanations are omitted or downplayed?
• What limitations result from the operational definitions of your variables?
• What limitations result from your case selection decisions?
• What limitations result from your planned method of data collection? What limitations are inherent in the data on this topic? What data would you like to get that you cannot?
• What could a small-N study tell us that your large-N research cannot?
• What other limits or boundaries are implicit in your design?

If you are uncomfortable with some of these limitations, now is a good time to revise earlier sections of your design.

12. Tentative Outline (4 points)

Provide an outline of the paper as you would anticipate writing it. This is the only section of your paper that is not in paragraph form; see Turabian page 330 for a formatting sample. Notice that your outline will not follow exactly the steps of your research design. For example, scholarly papers almost never have a section called “criteria for verification” even though each stage of your research design will inform the paper in some important way. In other words, a scholarly paper is about making a persuasive argument, not about outlining your research process (“first I did this, then I did that”).
Remember the parts of a well-organized paper we discussed in class: start with an introduction, present your thesis, build support for your thesis in separate sections of the paper, and provide a conclusion. Social science research papers frequently have a separate section on the Theory underlying the argument and another section discussing the Methods to be used, but it is also possibly to discuss these topics as sub-points in a broader section. The bottom line is that there is no one right way to outline the paper: just be sure it gets the reader from X to Y with everything in between. Notice that data analysis in a Quantitative Design is different from a Qualitative Design. You should definitely have a section devoted to statistical analysis. If your Hypotheses section includes hypotheses that can best be studied by case studies, it is okay for your outline to still include the case study sections from your previous design.

Format:
- Each step should be numbered and titled—e.g., 1. General Problem Area. Every step except the outline should be written in paragraph form.
- The entire paper should be double spaced (except the References page).
- Include a title page and a References page with reference list citations for all the sources you cite. Use parenthetical references where necessary throughout the paper.

Hints for a Successful Assignment:
- If you choose to revise your Qualitative Design for this assignment, remember to look carefully at each section of the design to see what needs to be improved. Fixing previously marked mistakes will frequently not be enough.
- Your audience is a Poli Sci 200-trained student who understands all the terminology of social science research (independent variables, control variables, hypotheses, etc.) but is not familiar with your specific topic or even why it’s important.
- The quality of your ideas is more important than the quantity of your words. Explain your ideas thoroughly enough that the reader understands completely the research design choices you are making, as well as the concepts and theories you are using. But don’t go on and on hoping you will eventually cover the right material: if you aren’t sure what to include, ask.
- A good research design comes after a lot of initial research. Even though you will not actually carry this research project to completion and write it up, you will spend a lot of time learning about your topic and carefully considering the best research strategy. This assignment will probably take as long to complete as if you were actually writing a 10-12 page research paper. Plan ahead.

Cheating/Plagiarism:
Cheating in this class includes (but is not limited to) the following:
- Turning in material you have previously used for a different class (unless Prof. Cooper has explicitly told you it is okay to do so on this specific assignment).
- Revising another student’s assignment or an assignment from a past semester and turning it in with your name on it.
- Using words or ideas from another student in your own paper.
• Working together with another student and then turning the work in as your own.
• Using an author's words without quotation marks and a citation.
• Using words very similar in style or structure to an author's without a citation.
• Using someone else's research question or statistical results.

You are encouraged to share your work with other students for proofreading. However, if you make changes to your assignment without understanding what you did incorrectly, then you are trying to get a grade using someone else's knowledge. Giving or receiving answers in this manner—whether from fellow students, or the Writing Lab staff, or the reference librarians—is considered cheating. If you have any questions about what constitutes academic honesty, please ask.
Statistics Assignment (25 points)

Objectives:
- Learn to use common data analysis procedures in SPSS.
- Practice deciding which statistical test to use.
- Practice interpreting statistical results and reporting your findings.

Grading Weights:
- 20% Mechanics
- 80% Content

Content:
Use SPSS to analyze the data in the Excel spreadsheet “Assign 8” (on Learning Suite). Your statistical report should be typed, double-spaced, and well written, but it does not need to be organized as an essay—i.e., it does not need a thesis statement, introduction, or conclusion.

(1) Use either a comparison of means test or a Chi-square test to analyze whether Democracy influences Total trade. (a) Discuss which test of statistical significance you used and why. (b) Report and interpret the values for statistical significance. (c) Discuss whether the independent variable has a substantively significant effect on the dependent variable. (d) Attach a printout of the statistical results.

(2) Use either a comparison of means test or a Chi-square test to analyze whether Democracy influences Civil Liberties. (a) Discuss which test of statistical significance you used and why. (b) Report and interpret the values for statistical significance. (c) Discuss whether the independent variable has a substantively significant effect on the dependent variable. (d) Attach a printout of the statistical results.

(3) Compute the Pearson correlation coefficient between US Exports and US Imports. No interpretation is necessary, but include (a) the printout of the statistical results at the back of your assignment. (b) Provide a scatterplot for the two variables and (c) discuss what it suggests about the relationship between them.

Hints for a Successful Assignment
- For Chi-square in SPSS: select Analyze, then Descriptive Statistics, then Crosstabs. Use your independent variable as the column and your dependent variable as the row. From the Crosstabs dialog box, select Statistics and then Chi Square. Also from the Crosstabs dialog box, select Cells and choose Observed and Expected.
- For comparison of means in SPSS: Select Analyze, then Compare Means, then Independent-Samples T-test. Select your continuous variable as the test variable and your dichotomous variable as the grouping variable, and then select Define. Define the groups by the values of your dichotomous variable (e.g., group 1 = 1; group 2 = 0).
The first output table shows you the mean for each group. In the second table, "Independent Samples Test," look for the row labeled "Equal Variances Assumed" and look at the significance level for the Levene’s Test (the second number in the row): if the significance level is less than .05, use the bottom row of results; otherwise use the top row.

For correlation in SPSS: Select Analyze, then Correlate, then Bivariate. Select the two variables for the test. Make sure the Pearson correlation coefficient box is checked before you click OK.

For this assignment, you do not need to interpret the correlation results. But you should be able to find the correlation coefficient and statistical significance level in the output.

Double check to make sure you have completed all the steps before turning in your report. Don’t forget a title page.
Regression Assignment (100 points)

Objectives:
- Learn to use regression analysis in SPSS.
- Practice interpreting and reporting statistical results.
- Understand the value of control variables in a test of statistical correlation.

Grading Weights:
- 25% Mechanics (Organization 5%, Formatting 10%, Style and Grammar 10%)
- 75% Content (points shown below)

Content:
Design and execute a quantitative non-experimental research project analyzing the causes of a single dependent variable (one that is relevant to political science or international relations). Write a research report explaining your findings.

Your dependent variable (Y) should be interval-level and may NOT be dichotomous. You should find interval-level data for the independent variable (X₁) plus at least two interval-level control variables (X₂, X₃). Of your three independent/control variables, no more than one should be dichotomous—i.e., you can have three continuous variables, or two continuous and one dichotomous. You should have at least twenty observations, but there is no upper limit. You may not use the data we provided for the Statistics assignment.

Use SPSS to carry out regression analysis of the relationships. You will need to perform two regression tests (with and without the control variables), determine a correlation coefficient, and create a scatterplot. Be careful which variable is entered as the dependent variable in SPSS.

Format:
Your research report should be written as a coherent essay with an introduction, argument, good transitions, organized paragraphs, and a conclusion. It should be clear, well-written, grammatically correct, and stylistically effective. Do NOT number the steps, but you may use headings for clarity. In addition to the title page, be sure to include all of the following:

Introduction (8 points)
- Introduce the topic, including a hook to keep the reader reading.
- Specify a narrow research question investigating the relationship between a main independent variable and a dependent variable. Be sure it is clear which variable is which.
- Provide an answer to the research question—your argument—near the beginning of the paper.
Theory (6 points)
- Explain why you would expect a causal relationship between the independent and dependent variables. A literature review is not required but may be included if it helps clarify your theory. If you discuss other sources or if you build on other people's ideas, those should be appropriately cited.
- Be sure to discuss why the control variables are relevant to the dependent variable.

Data (6 points)
- Operationally define your variables and cite the sources for all data. If you are using data someone else coded, your operational definition will probably involve paraphrasing their definition and providing a citation.

Results (Correlation 5 points; Bivariate Regression 12 points; Multiple Regression 18 points)
- Compute Pearson’s r for the two main variables and create a scatterplot. Discuss what the correlation coefficient and scatterplot suggest about the relationship between the variables.
- Carry out a bivariate regression for your main independent variable and dependent variable. Discuss the results, including statistical and substantive significance of the independent variable as well as the statistical significance and fit of the overall regression.
- Carry out a multiple regression using the two control variables. Interpret the regression results, focusing on changes since the bivariate model. As before, be sure to examine the statistical and substantive significance of the independent variables as well as the statistical significance and fit of the overall regression.
- Explain why the results of the second regression differed from the first. How important were the control variables? (If nothing changed, explain how you reached that conclusion.)

Limitations (5 points, combined with Conclusion)
- Discuss limitations in the data you collected or in the operational definitions you used.
- Discuss limitations in the set of observations you have data for.
- Explain any other variables that would have been useful to include that you do not have data for.

Conclusion
- Discuss the implications of your research results.
- Suggest ideas for improving the research in the future.

References (graded under Formatting)
- Cite all data sources and all other scholarship (if any) discussed in your theory section.
Printouts (15 points)
› Remember printouts for all three statistical tests (correlation, bivariate regression, multiple regression) and the scatterplot. These can be included within the report or at the back of your assignment.

Hints for a Successful Assignment:
› This is NOT a research design. It is a full research project from start to finish. Remember that the argument goes up front, with the rest of the paper supporting the argument.
› Your report is NOT a chronological summary of your research—“first I did this, then I did that.” Write an essay making an argument about research you have already completed.
› To save time, you are encouraged to re-use variables, definitions, theory and so on from your Quantitative Design, but remember that the TA will not have access to your design while grading this report. If the material you collected for your design doesn’t work well for this assignment, find new material.
› If you use ideas taken from sources in your previous assignments, make sure you cite those sources with parenthetical references and a References page.
› Your audience consists of well-trained Poli Sci 200 students who understand the jargon of statistical inference and regression but are not familiar with your particular topic.
› Even though your statistical printouts will be included at the back of the assignment, do not assume readers can interpret those results themselves. It is your job to discuss all relevant results in detail. For example, you could say in the text that your p-value of 0.026 is less than the 0.05 level for statistical significance.
› It is okay if your results are not statistically significant, as long as the research is well designed and you can make a good theoretical case that there should have been a relationship. In that case, your argument is that “there is no relationship between X and Y”; your theory section will explain why you expected the relationship to exist.
› You may use more than two control variables if they make sense for your theory.
› There is no set page length for this assignment, but including all the information discussed above will almost certainly require at least 4-5 pages of text (plus title page, printouts, etc.) and may require significantly more.
› For correlation in SPSS: Select Analyze, then Correlate, then Bivariate. Select the two variables for the test. Make sure the Pearson correlation coefficient box is checked before you click OK.
› For regression in SPSS (either bivariate or multiple): Select Analyze, then Regression, then Linear. Make sure you use the correct dependent variable. Then select your independent and control variables as independent variables.
Survey Assignment (75 points)

Objectives:
› Practice writing effective survey questions.
› Gain experience using survey research techniques.
› Carry out a research project from design to data collection and analysis to write-up.

Grading Weights:
› 20% Mechanics (includes Organization, Formatting, Style and Grammar)
› 80% Content
  (Likert Scale 9 points, Question Wording 10, Intro 4, Theory 4, Sampling 4,
  Justification of Test 5, Definitions 5, Tables/Graphs 5, Data Analysis 10,
  Conclusion 4)

Content:
Create a survey questionnaire that will allow you to study attitudes towards some political science or international relations topic. Your questionnaire should consist of at least 8 questions, including all of the following:
› At least 1 open-ended question.
› At least 3 Likert items measuring attitudes towards a single political topic—for example, three items related to the level of support for Pres. Obama. In your analysis, you will need to combine these items into a single Likert scale.
› At least 2 closed-ended demographic questions.
All your questions should be worded as carefully as possible to avoid problems discussed in lecture and readings.

Your survey should be designed to test one or more hypotheses. For example, you might be interested in whether a particular demographic characteristic affects political attitudes. Or you might be interested in whether attitudes on one issue affect attitudes on another issue. One hypothesis must involve the Likert scale you create.

Administer the questionnaire to at least 15-20 people. Do not worry about drawing a random or representative sample. Use SPSS to run statistical tests for each of your hypotheses.
› Online surveys such as surveymonkey.com are acceptable.
› It is okay to email students in your lab section to help with your survey, but please do not email the entire class. Also, please do not ask teaching assistants to participate.

Format:
Your research report should be written as a coherent essay with an introduction, argument, good transitions, organized paragraphs, and a conclusion. It should be clear, well-written, grammatically correct, and stylistically effective. Do not number the steps, but use headings for clarity. No references page is necessary unless you cite other scholarship. In addition to the title page, be sure to include all of the following:
Introduction and Argument

- In a couple paragraphs, introduce the topic, explain why it is important, provide a hook for the reader, and narrow to a clear, manageable research question.
- Provide a statement of your findings—your argument—up front. For example, “I find that . . . .” or “These results show that . . . .” Remember that this is a report of your research results, not a research design.
- You do not need a literature review, but there should be a theory behind your research question. Why did you expect to find a relationship between the independent and dependent variables?

Methods and Limitations

- Explain your survey method (telephone, interview, etc.) and sampling technique. Based on your methods, how widely can you generalize your results? As noted above, you do not have to have a random or representative sample, but you should definitely discuss any limitations created by your sampling method.
- Define your variables and explain how your survey will be scored for statistical analysis. Explain how your separate Likert items will be cumulated to form a Likert scale. What limitations arise from your definitions? Are there questions you wish you could go back and fix?
- Identify the statistical procedures you will use to test your hypotheses. Explain why those procedures are appropriate for the type of data you have.

Data Presentation

- Aggregate and present the results of your survey in tables and/or graphs. Discuss the most relevant or interesting descriptive findings. (For example, “Surprisingly, six out of fifteen respondents strongly disagreed with the statement in question #5 that . . . .” Or, “In the first open-ended question, most people discussed Z and only two people even mentioned X.”) Not every question on your survey has to be tabulated or discussed. Tables and graphs may be included in text or in an appendix.
- Do not include a spreadsheet of all your survey responses. Instead, use tables or graphs to summarize responses and show interesting patterns.

Analysis

- Report and interpret the results of the appropriate statistical test(s). Remember substantive significance and fit, if applicable.
- Evaluate your hypotheses. Did you answer your research question? For purposes of analysis, you can pretend your sample was random and representative. (In your Methods and Limitations section, you should have discussed limitations that arise from a non-random sample.)
Conclusion

- What did you learn?
- What problems did you encounter? How would you improve your work if you were to repeat this project?

Appendix

- Include a clean copy of your survey questionnaire in an appendix. See Turabian A.2.3. on correct formatting for an appendix.

Statistical Printouts

- Attach printouts from all statistical tests at the back of the assignment. These do not need to be formatted in any particular way. If necessary, put a handwritten title at the top of each page so the reader knows what is being tested.
- In SPSS, rename your variables with meaningful names—i.e., “Pres_support” rather than “VAR001”—to make your statistical printouts easier to understand.

Hints for a Successful Assignment:

- Good assignments start with good surveys. Review your questionnaire carefully before you conduct your survey to make sure the questions are well written and the overall survey will answer an interesting research question.
- Remember that a research question compares one or more independent variables to a dependent variable. In this assignment, you may have more than one research question; for example, What effect does age have on Likert item 1? and, What effect does age have on the overall Likert score? If so, you will need to run and interpret separate statistical tests for each question.
- If your hypothesis compares the results of a nominal independent variable to the results of a Likert item, or if it compares two Likert items to each other, you should consider a Chi-square test. (However, a 7x7 cross-tabulation table with only 20 observations will not give very meaningful results. You may have to collapse categories—e.g., combining VSA, SA, and A into a single Agree category—to get meaningful results.)
- If your hypothesis compares the results of a dichotomous independent variable to the results of a Likert scale, you should consider a comparison of means test.
- If your hypothesis compares the results of two Likert scales, you should consider treating your data as interval-level and using regression analysis. Be sure to think about demographic variables you can use as controls. For this assignment, it’s okay to run a regression with 15-20 observations.
- You do not have to use the same set of headings shown above (“Intro,” “Analysis,” etc.). Use whatever headings make sense for your paper.

Late Assignments:

- This assignment is due Thursday, December 6, by 5:00 p.m.
- So that we can grade these assignments before final grades are due, this assignment must be turned in by Monday, December 10, at 5:00 p.m. to receive any credit.
PRACTICE ASSIGNMENTS

General Guidelines for Practice Assignments

- Due at the beginning of Lab, practice assignments are informal exercises to help you practice class topics and get feedback as you prepare for the main assignments.
- Typed, but don’t worry about page formatting.
- No title page necessary. Be sure to include your name (not codename) and TA name at the top.
- Graded on effort, not perfect answers. A completed assignment that shows good faith effort will earn full credit. DO NOT stay up all night trying to fix everything: come to Lab and ask questions instead.

Practice Assignment 1: Citation Style

- Write the proper Parenthetical Reference for all 11 works shown below.
- Create a separate References page with proper Turabian Reference List entries for each work.
- All necessary information (and some extra information) is included, but you will need to format it correctly.
- Remember to put the citations in alphabetical order on your References page.

1. Ethan Scheiner wrote Democracy Without Competition in Japan, which was published by Cambridge University Press in 2006 in New York, New York, USA.


3. Jonathan Kirshner wrote a chapter called “Currency and Coercion in the Twenty-First Century” in the book International Monetary Power, which was edited by David Andrews. The book was published in 2006 by Cornell University Press at Ithaca, New York, USA. The chapter was on pages 139-161 in the book.

4. Cite the entire book from #3.


(continued next page)

7. Gillian Tett wrote an article called “Asia Banks Brainchild Starts to Walk” that was published on page 3 of the Financial Times newspaper on July 29, 1997.

8. Gillian Tett also wrote an article titled “Mr. Yen’s Delicate Dilemma” that was published on page 8 of the Financial Times on August 27, 1997. Assume you found this article in the Lexis/Nexis news article database online.


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Practice Assignment 2: Grammar and Style

- Identify the grammar or style problem in each of the following sentences. Each sentence typically has one main error, but feel free to correct additional errors as you spot them.
- Type out the corrected version.
- The teaching assistants will discuss the answers in Lab.
- If you can’t find the error, look it up in the Penguin text. If you still can’t find the answer, skip the question and come to Lab to discuss it.
- No title page necessary. Be sure to include your name and TA name at the top.
- A good faith effort will earn full credit even if you had to skip a couple questions or got a few answers wrong. DO NOT stay up all night trying to fix everything; come to Lab and ask questions instead.

**Grammar**

1. Governor Ramirez criticized the bill as “raising our taxes higher than they have ever been”.

2. Kara wondered who’s money was left on the table; such carelessness created danger for the tour group.
3. Each speaker, who argued in favor of the new school boundaries, used the example of school desegregation to support his or her position.

4. District attorney Hoke surprised the audience when she spoke in favor of eliminating the Death Penalty.

5. Salty took his car down to the repair shop, and pleaded with the mechanic to find some way to fix the malfunctioning engine.

6. After eating the children all clamored for Kawika to read them the story.

7. The hotel had every conceivable amenity. Two restaurants, a sauna, a dance hall, and two gymnasiums.

8. Its price-earnings ratio is 1:10. Which is hard to beat.

9. Purchases made by thirteen-year-old would-be lovers, it has been learned, buy more popular records than all other groups combined.

10. If your goldfish won’t eat its food, feed it to the canary.

11. This book is not illustrated, however, its text is very clear.

12. They won’t lower the taxes, merely because people complain.

13. A penny saved is a penny earned: but rich people, I’ve noticed, tend to put their pennies into shrewd investments.

14. The planning commissioner said that in his judgment the new skyscraper had: “all the earmarks of an eyesore.”

15. The robber asked for only two things; her money and her life.

16. “Since I want to try a mountain gig anyway,” wrote Melody on her application form—“I might as well pick up some bread being a councilor (sic).”

17. Every morning—because the camp director insisted on it, she inspected each bed, but she hardly ever found anything she could use.

**Style**

1. The State Medical Commission requires that each doctor be aware of recent developments in his area of specialization.

2. George argued that the reason that he took occasion to steal the watch was because of the fact that he had no money.
3. Tour groups to Hawaii often miss some of the most beautiful and lovely vacation spots and destinations.

4. Every piece of furniture that was on sale was bought by the members of the quilting club.

5. Adverse personnel hiring outcomes are less likely to occur if the interviewer is properly prepared for the hiring process.

6. The new building was spacious in terms of the size of the offices.

7. George couldn’t remember whether Susan had asked him to buy low-fat milk, condensed milk, defatted, reconstituted, or evaporated milk.

8. He is not an outstanding swimmer, and neither is his running.

9. My topic isn’t very broad so it shouldn’t take too long to finish.

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**Practice Assignment 3: Finding Theory**

Using JSTOR and/or Worldwide Political Science Abstracts, find 2 different articles relevant to political science or international relations in which you can identify a causal argument: an effect, a cause, and a theory linking the two. If the article makes multiple arguments, pick the one that works best.

- Correctly cite both articles.
- After studying the abstract and first few pages of each article, identify the dependent variable and independent variable(s) for the authors' argument. Remember that variables vary.
- Write a short paragraph (i.e., a few sentences) summarizing the theory that links the independent and dependent variables.
- Print off the abstract and first two pages for both articles. Attach them to the back of your assignment; this will help the teaching assistants evaluate and give feedback.
- Do not share articles with anyone else in the class.

**Contents:** No title page is necessary, but remember your name and TA name. For each article, be sure to include (a) a correct reference list citation, (b) the independent and dependent variables, and (c) several sentences summarizing the theory—these can all be on a single page. Finally, remember to include (d) printouts of the introductory pages of both articles.

**Hints:**
- You may re-use articles from your Citation Assignment.
- You will soon be writing a large research design for which you will be asked to come up with a research question, a theory, a literature review, etc. Think of a topic now that you
might be interested in doing more work on later. You may re-use articles you find for this practice assignment in your research design.

- Remember that theory may be named (e.g., “optimum currency area theory”) or unnamed (e.g., any explanation of how the independent variable leads to the dependent variable). Many authors will identify theory explicitly (“my theory is . . .”), but other theories may only be implicit.

**Practice Assignment 4: Operational Definitions**

- Pick 3 variables from any of the articles you have read for earlier course assignments or practice assignments (or new articles, if you prefer).
- For each variable, (a) briefly describe the conceptual definition used by the author, (b) explain how the variable was operationally defined, and (c) state whether the variable is nominal, ordinal, or interval. Cite the source of each variable with a parenthetical reference.
- Pick one of the operational definitions you think could be improved. Explain why the variable should be improved. Is it unreliable? Does it exclude things that should be included? Does it include things that should be excluded? Explain how you would improve the definition of the variable if you were doing research on this topic; be sure to show clearly what is different about your definition.
- No title page is necessary, but create a References page for the cited articles.

**Practice Assignment 5: Equations**

Use a calculator for these exercises. As usual, no title page is necessary. Neat handwriting is acceptable; if you cannot write neatly, type.

1. Suppose BYU’s admissions committee believes it can predict a potential student’s future GPA using the following equation:

   \[ Y = 2.034 + 0.051 \times X \]

   - \( X \) = the student’s ACT score
   - \( Y \) = the student’s predicted GPA at BYU

   What GPA scores would we predict for these three students?

<table>
<thead>
<tr>
<th>ACT Score</th>
<th>GPA Predicted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xena</td>
<td>21</td>
</tr>
<tr>
<td>Roxanne</td>
<td>31</td>
</tr>
<tr>
<td>Cosmo</td>
<td>26</td>
</tr>
</tbody>
</table>

   How high would a student need to score for us to predict a 4.0 GPA? According to your last answer, what is wrong with this equation?

   (continued next page)
2. Suppose the faculty committee believes GPA depends more on work habits than high school test scores. The committee’s statistical analysis suggests the following:

A BYU student’s GPA rises 0.25 points for every hour per day (on average) he or she studies after class. Married students have an average GPA that is 0.2 higher than single students (on the 0-4 scale) because they generally have better study habits. For every two hours a week that a student works in paid employment, his or her GPA drops 0.1 points. The average single student who does not work and never studies after class has a GPA of 2.8.

Write an equation summarizing the faculty committee’s predictions.

3. Assume Cosmo is single, usually works five hours a week, and studies four hours every day. His ACT score was 26. As a senior at BYU he has a 3.7 GPA. Which model—the ACT-based model or the work-based model—performs better in predicting his actual GPA at BYU?

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Practice Assignment 6: Research Design

(1) Formulate a research question that you can use in your research design assignments. Good research questions should meet all the following requirements:

- Clarity: specific, concrete language
- Manageability: narrow your topic to a specific independent and dependent variable
- Testability: can be tested against evidence; events have already happened
- Originality: not already answered
- Theoretical significance: connection to prior debates
- Practical relevance: matters to the real world

For the practice assignment, you do not need to do any research to connect your topic to prior theoretical debates or to find out if others have answered your question, but try to write a research question that meets all the other requirements. This can be based on material from your Library assignment.

(2) Specify the independent and dependent variables. Be sure that they are fully operationalized. That means thinking about whether you can find the necessary data.

(3) In a few sentences, lay out the theory you think ties together your independent and dependent variables. Specify the causal mechanisms or causal story. State the hypothesis that links your independent and dependent variables.

(4) Specify cases you might use for your most similar or most different design. Identify the variables your design will control for. If you can’t think of appropriate cases yet, explain what they should look like—i.e., two Latin American countries with similar education levels and political systems that had differing percentages of German population.
(5) List several specific types of evidence you will need to collect in order to test your hypotheses.

(6) List several limitations of your project—either those that result from your design choices or those that are inherent in your topic.

Notice that this practice assignment is set up to help you accomplish some of the key steps of your Qualitative Design Assignment. Use this practice assignment as the rough draft for your design. The more effort you put into this, the farther along you will be on your first major design.

Practice Assignment 7: Descriptive Statistics – due by 10 a.m. Monday, October 29th
(in class or the assignment box)

For this assignment, you will need to start using SPSS statistical software. SPSS is installed on computers in the Kimball Tower and in many other campus labs.

(1) Create or copy two variables and store them in SPSS. The variables can be simple, nonsense variables (i.e., a series of random numbers), real variables (e.g., the ages and heights in inches of twenty people you know), or serious political indicators (e.g., NRA and ACLU rankings for all the congressmen/women from California). Be sure to pick variables that are interval-level. (If you are comfortable with Excel, you can enter and save your data in Excel and then open the spreadsheet file in SPSS to analyze the data.)

  SPSS is not difficult once you know a little about how it works. Notice that there are tabs in the bottom left corner for the Data View and the Variable View.

  **Data View** is where you go to look at your data, enter new data, or modify existing data. To enter new data, simply click on the upper left cell of the spreadsheet and type in the value.

  **Variable View** shows you the characteristics of your variables. Be sure the variable type is set to “numeric”; if the variable type is set to “string,” change it to “numeric” so you get numbers you can work with. To change the name of a variable, simply click on the cell containing the generic name (e.g., Var00001) and type in the new name (e.g., Height).

(2) Use SPSS to calculate the mean, median, mode, and standard deviation for both variables.

  ➤ Select Analyze, then Descriptive Statistics, then Frequencies, then your two variables, and then Statistics. In the new box that appears, check the boxes for Mean, Median, Mode, and Standard Deviation. Select Continue, then OK.

  ➤ It’s okay if the mode is unavailable for your data (i.e., there is no repeated value).

(3) Submit a printout of the data values and the values for the mean, median, and mode. Remember to put your name and TA name at the top.
Practice Assignment 8: Normal Distribution

You do not need to type, but please write neatly. You will need the table of z-scores from the Pollock text: Table 6-3.

1. Men's heights are normally distributed with a mean of 69" and a standard deviation of 2.5". Draw the distribution curve; label the mean and 3 standard deviations above and below the mean. Answer the following question:
   a. Between what heights do 68% of men fall?
   b. What percentage of men are shorter than 74"?
   c. What percentage of men are taller than 65"?

2. The middle 95% of adults have an IQ between 60 and 140. Assume that IQ for adults is normally distributed.
   a. What is the average IQ for adults? The standard deviation? Draw and label this distribution.
   b. How many adults have an IQ between 110 and 130?
   c. If your ward of 200 students is a representative sample of the population, how many have an IQ greater than 150?

3. Enter two interval-level variables into SPSS. They can be variables you used for a past assignment or practice assignment. Calculate the standard deviation for both variables and create a scatterplot comparing the two variables.
   ▶ Select Analyze, then Descriptive Statistics, then Frequencies, then your two variables, and then Statistics. In the new box that appears, check the box for Standard Deviation. Select Continue, then OK.
   ▶ The graph commands vary for different SPSS versions, but there should be a Scatter (or Simple Scatter) command on the Graphs menu (sometimes under the menu for Legacy Dialogs). From the Scatter dialog box, click Define, select one variable for the x-axis and one for the y-axis, and click OK.
   ▶ Submit a printout of the data, the standard deviations, and scatterplot. Remember to put your name at the top.
Practice Assignment 9: Chi Square

(1) Read through the requirements for the upcoming Statistics assignment. Using SPSS, find the menu options for (a) a Chi-square test, (b) a comparison of means test (independent samples t-test), (c) bivariate correlation, and (d) scatterplot. If you can’t find everything you need, ask for help in Lab.

Use a calculator to complete the following exercises. You don’t have to type your answers, but please show your work. Remember to write your name at the top.

(2) Saha classified Australian faculty members according to political ideology (left or right) and according to their degree of academic tolerance (low, medium, high). The results of his study of 116 staff members are in the following table. Perform a Chi-square test and state whether the relationship is statistically significant.

<table>
<thead>
<tr>
<th>Political Ideology</th>
<th>Left</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>Tolerance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>High</td>
<td>44</td>
<td>11</td>
</tr>
</tbody>
</table>

Hint: These exercises should be completed with a calculator instead of SPSS. However, if you want to check your work, you can create an SPSS dataset for the 2x3 table and let SPSS calculate the Chi-square value. Notice that your dataset should have 116 entries/rows (not 6): one for every individual faculty member.

(3) Holm tested different ethnic groups and perceptions of air pollution and obtained the following data. Perform a Chi-square test and state whether the relationship is statistically significant.

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Mexican-American</th>
<th>Anglo-American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>25</td>
<td>61</td>
</tr>
<tr>
<td>Medium</td>
<td>27</td>
<td>57</td>
</tr>
<tr>
<td>High</td>
<td>66</td>
<td>545</td>
</tr>
</tbody>
</table>
Practice Assignment 10: Regression

Select three interval-level variables that you think might be related. You may use variables that you have used for previous assignments, other data that you have already imported into SPSS, or new data. You should have at least 20 observations for each variable. Hint: this is a good time to make sure you have the data for your upcoming Regression assignment.

(1) What are the three variables you included? Identify one of the variables as the dependent variable and the other two variables as independent variables.

Run a regression using these three variables and submit a printout of the results. In SPSS, choose Analyze, then Regression, then Linear. Briefly interpret your results by answering the following questions:

(2a) In the bottom table, look at the t-tests for the individual variables: Are they statistically significant?

(2b) Think about the magnitudes of the variable coefficients: Are they substantively significant? Be sure to think about the units for both variables: How big a change in the dependent variable results from how big a change in the independent variables?

(3) The F-test, in the third table, is a measure of statistical significance for the entire regression: Is the regression overall statistically significant?

(4) Adjusted R-squared, in the second table, is a measure of the fit of the overall regression (adjusted for the number of variables in the regression) and ranges from 0 to 1: How good is the fit of the regression equation?

(5) Do your results suggest you have a good model of the dependent variable or do you still have more work to do? Why? (Note: don’t do any more work; just decide whether you would have to or not.)

(6) Remember to attach your regression output.
Practice Assignment 11: Interpreting Regression

You do not need to type, but please write answers neatly.

Table 3
Social Capital with Black Voter Registration Rates, across States

<table>
<thead>
<tr>
<th>Dependent Variable: Black Voter Registration Rate</th>
<th>1992</th>
<th>1994</th>
<th>1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Variables</td>
<td>Model 1</td>
<td>Model 2</td>
<td>Model 3</td>
</tr>
<tr>
<td>(3.883)</td>
<td></td>
<td>(5.666)</td>
<td>(1.874)</td>
</tr>
<tr>
<td>Percent Black Population</td>
<td>.3299</td>
<td>.3364</td>
<td>.4037</td>
</tr>
<tr>
<td>Population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Poverty Rates</td>
<td>.7914***</td>
<td>.3001</td>
<td>.1764</td>
</tr>
<tr>
<td>Rates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>62.629****</td>
<td>37.151****</td>
<td>55.75****</td>
</tr>
<tr>
<td>(2.354)</td>
<td></td>
<td>(7.55)</td>
<td>(1.41)</td>
</tr>
<tr>
<td>Adj. R²</td>
<td>.036</td>
<td>.311</td>
<td>.047</td>
</tr>
<tr>
<td>N</td>
<td>28</td>
<td>28</td>
<td>44</td>
</tr>
</tbody>
</table>

*Significant at .1 level, **significant at .05, ***significant at .01, ****significant at .001, two-tailed tests. (Standard errors in parentheses.)

1. How many regressions are reported on this table?

2. In which year is the ability to predict the dependent variable the best?

3. Which independent variable is never statistically significant in any regression?

4. In 1992, social capital explains what percentage of the variance in black voter registration rates (if no other variables are controlled for)?

5. How many states are included in the 1992 regressions?

6. In model 2, if a state increases its black population by 10%, what is the predicted increase in the percentage of blacks registered to vote?

(continued next page)

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Estimated Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lagged Democratic vote share</td>
<td>0.81***</td>
</tr>
<tr>
<td></td>
<td>(0.02)</td>
</tr>
<tr>
<td>Seat status</td>
<td>-0.25</td>
</tr>
<tr>
<td></td>
<td>(0.42)</td>
</tr>
<tr>
<td>Incumbency status</td>
<td>2.40***</td>
</tr>
<tr>
<td></td>
<td>(0.40)</td>
</tr>
<tr>
<td>After 1966</td>
<td>10.72***</td>
</tr>
<tr>
<td></td>
<td>(2.59)</td>
</tr>
<tr>
<td>After 1966 x Lagged Democratic vote share</td>
<td>-0.12***</td>
</tr>
<tr>
<td></td>
<td>(0.02)</td>
</tr>
<tr>
<td>After 1966 x Seat status</td>
<td>-2.48***</td>
</tr>
<tr>
<td></td>
<td>(0.56)</td>
</tr>
<tr>
<td>After 1966 x Incumbency status</td>
<td>5.90***</td>
</tr>
<tr>
<td></td>
<td>(0.53)</td>
</tr>
<tr>
<td>R²</td>
<td>.85</td>
</tr>
<tr>
<td>N</td>
<td>6194</td>
</tr>
</tbody>
</table>

Notes: The dependent variable is the Democratic share of the two-party vote in district j, year t. Only nonsouthern districts that had not been redistricted between years t - 2 and t were included in the analysis. The independent variables are defined as follows. The Lagged Democratic vote share is simply the Democratic share of the two-party vote in district j, year t - 2. Seat status is coded -1 for Republican-held seats, +1 for Democrat-held seats. Incumbency status is coded -1 for districts with a Republican incumbent seeking reelection, 0 for districts with no incumbent seeking reelection, and +1 for districts with a Democratic incumbent seeking reelection. The dummy variable, After 1966, equals 1 for all observations in 1966 and after, 0 for all other observations. Finally, the model allows a separate constant term for each year (not reported). Standard errors are noted in parentheses below the coefficient estimates. Three asterisks (*** ) indicate significance at the .01 level or better.

1. What is the dependent variable?

2. What percentage of the dependent variable’s variance is explained by all of the variables?

3. (a) How much does the Democratic share of the vote increase for Democratic incumbents compared to no incumbent? (b) How much for Democratic incumbents compared to Republican incumbents?

4. The confidence interval for a regression coefficient is: coefficient ± 2 * standard error. (a) What is the confidence interval for Seat status? (b) Could that coefficient be zero? (c) Is the coefficient statistically significant?
Practice Assignment 12: Survey

A Likert item is a closed-ended survey question that measures both the direction and intensity of respondents’ preferences—e.g., strongly agree, agree, don’t know, disagree, strongly disagree. When we add up the results of several Likert items into an overall score, we call that cumulative score a Likert scale. For example, a Likert scale for attitudes towards Pres. Bush’s effectiveness might be based on the following three related questions:

Pres. Bush has been an effective leader in the fight against terrorism.
SA A DK D SD

Pres. Bush has been an effective leader in combatting the global HIV/AIDS epidemic.
SA A DK D SD

Pres. Bush has been an effective leader in enhancing U.S. influence overseas.
SA A DK D SD

If we score each individual item from -2 to +2, with 0 for “don’t know,” then the overall Likert scale for Pres. Bush’s effectiveness ranges from -6 to +6. (Alternately, we could score the individual items 0-4, creating an overall scale of 0-12. This does not affect our statistical tests in any way.)

For your Survey assignment, you will need to survey 15-20 people about a Poli Sci or IR topic. (1) For this practice assignment, choose a topic you might use for your assignment and create at least 3 Likert items that can be combined into a Likert scale.

(2) Using the Monroe and Buttolph/Reynolds readings as a guide, revise your questions to avoid common mistakes in question wording (e.g., questions that are leading, double-barrelled, ambiguous, biased, etc.).

(3) Pre-test your Likert scale by asking two friends each of the questions. Ask them to give you feedback on the questions. Revise as necessary.

(4) Assign point values to each Likert item. What is the numerical range of your overall Likert scale?

All you need to turn in for the practice assignment are your 3 revised questions, the point values for each item, and the total range of your Likert scale. Please type. Remember to put your name at the top.