POLITICAL SCIENCE 200

POLITICAL INQUIRY

Winter Semester 2014
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Course Overview

1:30 to 2:50 (Tuesdays and Thursdays)
B190 JFSB
Labs are held on Fridays at various hours

Ray Christensen, 775 SWKT, 422-5133, ray_christensen@byu.edu
Office Hours: Mondays 9-9:50, Tuesdays 3-3:50, Wednesdays 10-10:50, and Fridays 2-2:50

Course content: Political Inquiry is the basic writing and research methods course for the Political Science Department. It also serves as a writing and research methods course for the international relations major. This course teaches the skills necessary for successful writing and research: (1) planning a research project, (2) collecting data, (3) analyzing data, and (4) presenting research results. You will not write a complete research paper in this course. Instead, each assignment will introduce you to a different skill necessary for excellent writing, including everything from developing an appropriate topic for an excellent research paper to collecting and analyzing data and evidence for that paper to formatting and revising the draft of your paper. You will also learn the logic of inference and its importance to the writing process. In addition, 200 is also the first course in a two-course sequence that will raise your skills of interpreting and using quantitative data to a high level.

Each of these goals ties directly into the learning outcomes of the political science and international relations majors and the advanced writing requirement of the General Education program. Specifically, in this course we have assignments, lectures, and readings that will help you achieve the following learning outcomes (they are listed at www.learningoutcomes.byu.edu).

1. Students will understand and be able to discuss the differences between secular and spiritual learning
2. Learn the basic principles of statistical analysis, including statistical significance, fit, and substantive significance. Understand how to interpret statistical analyses, including regressions. Understand limitations on research and be able to write research designs that show an awareness of those limitations. Understand differences in qualitative and quantitative methods, and be able to write research designs that show an awareness of differences in qualitative and quantitative methods. Understand the importance of case selection and principles that should guide case selection in both qualitative and quantitative methods (GE goal “processes of disciplinary research”).
3. Write and receive feedback on at least fifty pages of writing. Write and receive feedback on at least five different papers. Learn the principles of effective revision and practice those principles on at least one major writing assignment. Learn how to write a research design and practice writing a design. Learn how to write a report of research and practice writing a report (GE goals “rhetorical knowledge,” “disciplinary writing,” “writing processes,” and “knowledge of conventions”).
4. Learn and understand the consequences of plagiarism and write multiple papers without plagiarizing sources (GE goals “processes of disciplinary research” and “knowledge of conventions”).

5. Write multiple papers correctly using the Turabian style of citation (GE goals “processes of disciplinary research” and “knowledge of conventions”).

In addition to course assignments that directly address specific learning outcomes, I strive in this course to indirectly address other learning outcomes such as “bring honesty and integrity to their daily lives, public affairs, and professional activities,” “want to serve communities and organizations to which they belong,” and “be able to articulate principles of faith in their analysis of politics.”

Relationship to other courses: Because Political Science 200 is an introductory course, we discuss, demonstrate, and practice basic writing and research principles. A semester is insufficient time to elaborate on the principles presented; thus we cover a full range of writing and research principles and practices without going in-depth into any of them. Nevertheless, at the end of Political Science 200, you will have the basic skills necessary to formulate, research, and write substantive research papers. You will also have a good foundation in understanding statistical tests used with quantitative data. It is crucial that you take what you have learned in this class and continue to hone those skills in other classes, internships, employment, and other situations that require writing, research, and presentation.

Honor code: You must do your own work. No one can learn how to write for you; you must learn this process yourself. It is not difficult to find copies of assignments submitted in previous semesters and use them as your own, but to do so is morally wrong and educationally short sighted. In addition, using others’ assignments is a violation of the Honor Code and can result in failing the course and being suspended from school.

Cheating is “getting credit for work that you did not do, or for knowledge that you do not have.” Some violations can be detected; others are less apparent, and we rely on your sense of integrity not to press the limits. Cheating includes both plagiarism (copying others’ work and submitting it as your own) and getting inappropriate help from others.

Each teacher at BYU is responsible to define how much help is allowable. In this course, you are encouraged to exchange your work with other students for proofreading. However, if you make changes without inquiring or 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 not permitted in this course.

Here are some specific examples of plagiarism as it applies to assignments in this course:

(1) Two assignments turned in by different students have an identical works cited page, identical even down to the same misspelled words.
(2) Two different assignments that have nearly identical wording in places. A word or phrase may be changed, but many words and phrases are identical, showing a conscious effort to copy one paper from another while trying to make the papers appear as if they were independently created.

(3) Working together to create one assignment or part of an assignment and then having more than one person turn in that assignment as his or her own assignment.

(4) Quoting a phrase out of a published work without putting the phrase in quotation marks and giving a citation for the quote. If you borrow three consecutive words from another source, cite the source from which you borrowed that phrase and put the phrase in quotation marks. Putting a citation with a phrase, sentence, or paragraph that you have borrowed word for word from another source does not make your quoting of that source (without quotation marks) acceptable. If you borrow phrases or sentences without using quotation marks, you are plagiarizing.

(5) Turning in an assignment that follows the different assignment guidelines of a previous semester or includes dates that suggest the work for the assignment was done in a previous semester. This strongly suggests plagiarism from an assignment that was submitted in a previous semester.

Students who plagiarize assignments (please refer to the specific examples above) will fail the course and their conduct will be reported to the Honor Code Office.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Texts: There are five required textbooks for this course:

(1) A Writer’s Reference (Sixth edition) by Diana Hacker. You should keep this book throughout your university time and beyond. It is an excellent reference for writers, giving explanation and examples of the rules and conventions of good writing.

(2) The Elements of Style by Strunk and White. This is a short and useful handbook on how to be a good writer. It gives concrete suggestions on how to turn competent writing into excellent writing.

(3) A Manual for Writers of Term Papers, Theses, and Dissertations (Eighth edition) by Kate Turabian. This book is a practical, how to guide for formatting and documentation.

(4) The Essentials of Political Analysis (Third edition) by Pollock. This book corresponds to my lectures on the methods, problems, and concepts that we use in social science research.
Recently the publishers of the Hacker, Pollock, and Best books have published new editions of these books. Publishers do this to increase their profits; they eliminate many used editions of those books and force students to buy the new editions that cost much more than the used editions on the market. I would like to hold down textbook costs for you; that is why I am using the older, less expensive editions of these books. Unfortunately the bookstore won’t order the older editions of these books. Thus, you may want to try to get older editions of these books off the Internet. If you would rather just purchase the newer editions (Hacker 7th edition and Pollock 4th edition) I have ordered them at the Bookstore as optional texts. It appears that the 7th edition of Hacker also has two versions, one with exercises and one without. Either edition is fine for this class. I have also ordered the second edition of Best as a required book for this course. You may, however, order the 1st edition of Best from a different source than the bookstore. I also encourage you to purchase the 6th edition of Hacker and 3rd edition of Pollock as they are nearly identical and likely a lot less expensive. Feel free to use whichever edition of these books that you find most convenient for you to purchase.

You will need access to a computer in order to complete some of the course assignments. These assignments require access to a statistical program such as SPSS or Excel. You can complete these assignments on your own computer if you have access to the statistical packages of these programs, or you may use one of the computers in the computer lab on the 1st floor of the Kimball Tower. The lab’s hours are 8 a.m. to 8 p.m. Monday through Friday. You may use the computer lab free of charge. SPSS is loaded on the computers in the computer lab. SPSS should also be on computers in the other computer labs on campus. You access SPSS through the multicolored flag icon at the bottom left of the screen, then choose “all programs” then “class specific” then “statistics” then “PASW (SPSS)” then “PASW (SPSS) Statistics 18.” If you need help with SPSS, there are several places to go. Brother Christensen and the teaching assistants are all happy to help you master SPSS. In addition, the College provides computer program assistance for SPSS for students in our class. These assistants have an office in SWKT 116 (a small office off of the main computer lab). They have hours that are posted on their door and can also be found at fhssrsc.byu.edu.

If you choose to use Excel, you will need to install the “analysis toolpak” if it is not already installed in your Excel program. Our brief check suggests that this toolpak is not available for Excel on Macs. It may be impossible for you to complete the statistical work on a Mac using Excel. To install the toolpak on a non-Mac computer, go into Excel, click on the upper left “office button” (the four color flag). Make sure that you are clicking on the Excel four color flag and not the general Microsoft four color flag. It is in the upper left corner of the Excel program. Select “Excel options,” then “add-ins.” On the page that appears, on “manage” choose “Excel add-ins,” then “go,” and then check “analysis toolpak.”

Attendance: It is important that you attend class. Your success in this class depends on both a conceptual understanding of the skills taught and practical information for assignments that are discussed in each lecture. Others may pass on to you information about the assignments, but only
by being in attendance can you acquire the conceptual insights required for success in the course. Your class notes will be a major source of information for both the assignments and the final exam. You should keep careful class notes and review them regularly.

When I lecture, I assume that you have read the assigned readings prior to the lecture. You will gain much more from the lectures if you read the material before coming to class that day. There will also be periodic writing assignments in class. These assignments will be collected. We will look at these writing assignments to assess your progress in the class. We will also use these writing assignments to measure attendance. Faithful attendance makes a difference. We will drop several of the in-class writing assignments. If you must miss class because of an excused absence and there happens to be an in-class writing assignment on that day, we expect you to use that missed in-class writing assignment as one of your dropped in-class writing assignments. We will only give a make up for a missed in-class writing assignment for a student who has three missed assignments and all three are excused absences such as documented medical or family emergencies. You should not, therefore, miss the first three in-class writing assignments expecting to complete the remaining assignments because if you have no more in-class writing assignments left to drop and your car breaks down or you get sick, you will not be able to make up that in-class writing assignment.

Labs: Attendance is also important in labs. The labs are work sessions where you will get help on completing your assignments. The labs also offer you an opportunity to ask questions and to discuss the concepts presented during the lectures. You can benefit from each lab by preparing before the lab. In most labs you will spend some time discussing upcoming assignments. Begin working on the assignments in advance of the lab session. By doing so you will be prepared to ask specific questions about the assignment and get specific help with the assignment. The alternative is to have these questions come up the night before the assignment is due and not be able to get an answer to your questions. You will do better on your assignments if you prepare before lab time and use the lab time to ask questions and get help on your assignments.

The teaching assistants will give quizzes in labs. The quizzes will cover reading assignments and concepts discussed in class lectures. There will be fourteen quizzes given, but only ten to twelve of the best quiz scores will count toward your course grade. The number of dropped quizzes depends on whether you complete a teaching evaluation and release your name as having completed the evaluation. Students who complete evaluations will have four dropped quizzes. Students who do not complete the course evaluation will only have two dropped quizzes. If you miss a quiz, for whatever reason, we expect you to use that missed quiz as one of your dropped quizzes. We will only give a make-up quiz for a student who has three missed quizzes and all three are excused absences such as documented medical or family emergencies. You should not, therefore, miss the first several quizzes expecting to take the remaining ten because if you have no more quizzes left to drop and your car breaks down or you get sick, you will not be able to make up that quiz.

A practice assignment is also due each week in lab. Unlike the quizzes or the in-class writing assignments, every practice assignment counts towards your grade. If you have to miss lab, you may make arrangements with your teaching assistant to submit in advance the practice assignment that is due. You may also submit practice assignments late with a twenty percent late penalty. Please deliver them to your teaching assistant in the next lecture class following the lab at which the assignments were due. Practice assignments submitted later than the following class
period will not be accepted for credit. Exceptions to this policy will be made only for documented medical or family emergencies. The actual assignments are given later in this syllabus. We will discuss how to do the assignments in the lecture class and in labs. The practice assignments are not graded according to the strict writing standards of the major writing assignments. Many of the practice assignments can be completed in twenty or thirty minutes.

**Grades:** Final grades will be based on total points accumulated throughout the semester on assignments, quizzes, and the final exam. Students earning between a 92.5 and 100 percent will receive an A grade. An A- grade will be 90 to 92.5. A B+ will be from an 87.5 to a 90. I will use a curve if the grades are not near department averages for 100 and 200 level courses. Thus, if the highest grade in the class is an 88, that student and good number of students with similarly high grades will all receive an A grade.

Please be aware that the grades recorded online do not automatically translate into your course grade. This discrepancy occurs, for example, because each practice assignment will be assigned 10 points in our online grade sheet, but in calculating course grades all of the practice assignments together only count 50 points.

Political Science 200 is not an easy class. Learning how to write and think clearly demands a serious commitment from you. The workload and time demand are sizeable. However, if you work hard and stay current, the benefits you gain from this course far outweigh the workload and time demands. Attending every class and lab, submitting every assignment completed and on time (quizzes, writing assignments, practice assignments, and in-class writing assignments), doing reasonable work on the writing assignments and earning an adequate grade on the final exam will produce, in virtually every case, at least a C- grade. (Course work must also show a reasonable effort.) Invariably, students who do not pass the class are those who miss classes and labs, miss quizzes and in-class writing assignments, fail to turn in practice assignments or the major writing assignments, do not proofread their writing, or submit their assignments late. I want everyone to succeed in this class. There is no attempt to “weed out” students. Everyone who tries consistently (as described above) will pass the course.

**Non-native English Speaking Students:** As a writing class, Political Science 200 places a special burden on students who are not native speakers of the English language. Therefore, students whose exposure to the English language is relatively recent will be given some special consideration when final grades are assigned. I encourage students who struggle with their written English because English is not their native language to hire an editor to rework their ideas into standard English. The editor should edit the papers that the students have written, not write the papers for the students. Writing labs on campus and the teaching assistants in this course will help with writing, but they will not proofread or edit papers for students.

**Statement on Writing Assignments and Course Rules:** Political science and international relations are liberal arts majors. Typically, several styles of writing can and do coexist in these fields of study. Political Science 200 teaches you different styles of writing for different audiences. Nevertheless, all good writing shares some similarities. In your writing, please keep in mind the following list of important characteristics of good writing:

1. a clear thesis statement that can be tested through research (historical analysis, case studies, or empirical research);
(2) a vocabulary that relies on the logic of cause and effect and the principles of scientific investigation;
(3) a style that makes few errors in spelling, grammar, and punctuation and follows the generally accepted guidelines of good writing;
(4) a consistent format for citations, bibliographies, and data; and
(5) a keen awareness of the voice that is most appropriate for your audience. For example, when you are writing to the political science community, your writing should use the vocabulary of this community. However, when you are writing to a general audience, you should avoid language that is specific to a particular discipline.

I will emphasize each one of these components during the semester. The process culminates in the creation of two research designs. These designs are a model of what a research prospectus or funding proposal looks like. Though you may never again write another research design exactly like a 200 design, the principles taught in this process are common to all well-written proposals or prospectuses.

Learning how to write and think clearly can be an arduous process. This class will help you to develop several skills necessary for success as a college student and as a social scientist. At the end of this course you will know how to recognize, formulate, and test basic theories common to political science and the social sciences. You will be able to use large data sets and analyze tables and statistics. Finally, you will also know how to present this material in a clear and concise manner.

You should make every effort to improve your writing skills. The clear expression of your thoughts and ideas is at the center of a liberal arts education. You should use the active voice in your writing. You need to select verbs that convey your meaning succinctly and eloquently. Even though you are expected to use the vocabulary of your discipline, you must avoid jargon. Jargon can never substitute for clear and thoughtful analysis. You will learn, through various exercises, how to make your meaning clear and precise. All types of empirical analysis demand clear language so that other researchers can replicate your results.

There will be approximately one major writing assignment per week throughout the semester (in Spring or Summer Term the average is two major writing assignments per week). Each of these major writing assignments must be submitted with a complete title page and according to the following rules:

(1) **Submitting Assignments.** All assignments are due by 5:00 P.M. on the date shown on the tentative course schedule. They are turned in at the assignment drop box located outside of the TA room in 225 Kimball Tower. Do not turn your papers in at the Department Office box located on the 7th floor. All papers should be turned in at 200 assignment box outside of 225 Kimball Tower; neither Brother Christensen, the Political Science Department secretaries, nor the teaching assistants will accept your assignments any other way. Sending an assignment by e-mail to your teaching assistant does not count as turning in your assignment and does not reduce or eliminate the penalty given for assignments turned in late.

(2) **Late Assignments.** Good grading practices require that the teaching assistants grade assignments together. Late assignments inhibit this and prevent timely return of graded assignments to your classmates. In addition, it is unfair to other students if the teaching
assistants grant extensions for any reason other than documented medical or family emergencies. There is always a good reason why a paper is late. Unless an extension is given to every student, it is unfair to reward students who present excuses and punish those who simply accept the consequences for being late. 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 have a five percent penalty subtracted from the total points possible.
*Assignments turned in after 5:15 p.m. on the due date but before 5:00 p.m. of the next day (not counting Saturdays and Sundays) will have a ten percent penalty subtracted from the total points possible.
*Assignments submitted by 5:00 p.m. on the second day after the original due date (not counting Saturdays and Sundays) will have a twenty percent penalty subtracted from the total points possible.
*Assignments will not be accepted if submitted more than two days following the original due date.

Here is some advice about late assignments: a poorly written paper turned in on time often gets the same grade as a better paper that is turned in later and has a late penalty assessed. Every semester a few students fail the course because they turn in many or all of their assignments late. Make a goal to turn every assignment in on time, and you will likely do better in the course.

In the case of a medical or family emergency, talk to your teaching assistant before the time the assignment is due if that is possible and reasonable. For example, do not worry about calling your teaching assistant if you are at the hospital getting an emergency appendectomy. We can take care of things later. In other situations, however, we understand that papers can be late because cars break down, printers break down, the computer network is down, parking places can not be found, or lines are long at the computer lab. Nevertheless, it is your responsibility to plan accordingly so that even if something unexpected happens, you will still have time to complete the assignment on time. If you choose to work on your assignments until 4:55 p.m., expect that occasionally your paper will be late because of circumstances beyond your control. To be safe, plan on completing and turning in your work several hours before it is actually due. This will give you a margin of error, allowing you to always meet the deadline.

(3) 12" X 9" Manila Envelopes. All assignments are to be submitted in 12" X 9" manila envelopes. Please do not use oversized or worn-out envelopes. You will need to buy at least three envelopes to use this semester. Print your code name (not your real name and not your social security number) on the outside of the envelope. Please also print the name of your teaching assistant on the outside of the envelope. Do not use your real name on any assignment or on your envelope; always use your code name. You will select your code name in your lab sections. We use code names to help us grade your assignments anonymously. Code names also allow students to be creative and simplify the process of returning papers to you.
Assignment Evaluation. Some graded assignments will be returned to you four or five days after submission, but some take more time to correct. Certain assignments complete a topic and do not relate to later work in the course; turnaround on these may be longer.

All of the major writing assignments will be graded according to expectations specified in the assignment instructions (given in this syllabus), lectures on writing, readings on writing, and general writing guidelines given in this syllabus. Please keep in mind the following expectations and guidelines that apply to all of the major writing assignments in this class.

It is possible to lose all the points possible on an assignment for content errors, and it is also possible to lose all the points possible on an assignment for mechanical (stylistic and grammatical) errors. As is the case in most jobs that I am aware of, lousy content in your writing can make your boss mad at you, cost you a promotion, or lose a client; lousy mechanics can also make your boss mad at you, cost you a promotion, or lose a client. Thus, we do not average the scores that we mentally assign for the content and mechanics of your papers. However, the leeway in between the two scores is where we exercise discretion for evaluating the overall quality and impact of your paper. Please remember, however, a paper with “A” content and “F” mechanics typically receives an “F” grade. Similarly, a paper with “A” mechanics and “F” content typically receives an “F” grade.

When we evaluate mechanics we look at the quantity of errors, the severity of errors, and the diversity of types of errors. A sentence fragment is a serious error. A phrase in a sentence that could be slightly more concise is a minor error. A paper in which every third sentence is wordy has many errors, but if these are the only mechanical errors in the paper, they are cumulatively less serious than a paper that has proofreading or a different type of grammatical or stylistic error in every third sentence. The first paper would likely receive a 70 for mechanics; the second would receive a 60 or 50 for mechanics. Stylistic errors include voice issues (appropriate level of formality for the assignment or part of the assignment), jargon, clichés, wordiness, few active verbs, lack of specific language, poor word choice, lack of paragraph cohesion (problems with topic sentences), failure to use linking words, and incorrect use of parallel structures.

Please do not be discouraged in looking at these criteria. I have to be as comprehensive as possible in order to give full information. Thus, I have tried to mention every possible error and every possible contingency in grading, and it makes these criteria long and intimidating. Many of you will not have any problems with most of these criteria.

Evaluation Criteria for Paper Mechanics:

(Please remember that we do not assign a separate mechanics grade. We simply assess the mechanics of a paper using these criteria and use our sense of what the mechanics grade should be based in part on these criteria.)

“A” paper (92.5-95) Fewer than three minor stylistic or formatting errors. No grammatical or proofreading errors.
“B” paper (82.5-87.5) One or two grammatical or proofreading errors or three to five minor stylistic or formatting errors.
“C” paper (72.5-77.5) One or two major and two to four minor errors or three to four major errors or many minor errors (e.g. one per paragraph) if all the errors are the same type of error.

“D” paper (62.5-67.5) Five or six major errors or many minor errors of multiple types.

“F” paper (50-60) No evidence of proofreading. Multiple sentences in each paragraph with minor or major errors.

Minus and plus grades are located between each standard.

These standards also depend on the length of the paper. Two major errors in a two-page paper is much more serious than two major errors in a ten-page paper.

Not all errors are marked on every paper. These guidelines are not meant to induce a mindless counting of errors. They are only broad guidelines of what we expect at different quality levels of writing. For example, we might mark only three wordy sentences in one paragraph and also note that you need to work on being concise throughout the entire paper. This is the equivalent of “many stylistic errors, all of the same type” even though we only marked three of the errors.

The grades from 95 to 100 are reserved for papers that are superb. A 92.5 to a 95 is an A paper, which is the highest grade given, but occasionally a paper is so good that it warrants a grade even above the ceiling of 95. If you receive a 94 on your paper, it means that your paper is excellent, essentially flawless. A grade above a 95 means that your paper was exceptional. We may not give any grades higher than a 95 this semester.

Evaluation Criteria for Paper Content:

The content expectations for every paper are different, but generally, most papers must have clear organization. For essays, the paper must have a clear thesis and identify the supporting arguments of that thesis at the beginning of the paper. The rest of the paper is organized around this thesis and the listed supporting arguments.

All papers must show a thorough understanding of the topics discussed and the reference materials for that assignment. The author must also show a thorough understanding of the arguments and data used in the paper. An awareness of the nuances and complexities of the evidence presented in the paper shows a thorough understanding of the topic.

We also evaluate the quality of evidence and logic used for the points that you make in your paper. Do not just make a claim. Please support all of your claims with persuasive evidence or logic. We will ask, “Are your arguments persuasive?”

It is also important to make innovative arguments or observations. Another plus is arguments and observations that show thought and insight. In any paper or argument there are always obvious points that can be made. We give credit for thought that goes beyond what is obvious after only a few moments of thought about the assignment. This criterion can conflict with the requirement that
your evidence be persuasive. Please do not include an outrageous idea just to get credit for insight and thought. If your ideas are not supported by sound evidence and logic, you will lose more points than you will gain by trying to be innovative.

Excellent papers require smooth transitions and flow between ideas, paragraph coherence, and topic sentences for paragraphs. Perhaps this expectation should be listed under mechanics, but often we can not understand the content of your paper if transitions, coherence, and topic sentences are missing.

Excellent papers are also interesting. Would anyone want to read your paper?

In grading assignments we often mentally assign the equivalent of a letter grade for each of the above general items and each of the specific items mentioned in the assignment itself. Thus, if you are writing an essay for the Article Evaluation Assignment and one of the requirements is to have a thesis statement with supporting arguments around which the rest of the essay is organized, merely having an adequate thesis statement earns a C grade for that requirement. A good thesis statement earns a B grade. An excellent thesis statement earns an A grade, and a minimal thesis statement earns a D grade. Full credit for a specific task or part of the assignment is only given for excellent work on that task.

Assigning the Paper Grade:

We assign a grade for your paper based in part on your mechanics and content grades and based in part on our overall impression of the quality of your paper. Do not write a paper around just these guidelines or just what is written on the assignment instruction sheet. You must also consider the overall impact and quality of the whole essay. Just as you can have all the parts of a car in a garage and not have a working car, you can have all the required criteria of a paper in your paper and not have a paper that reads well. Please do not write your paper mechanically using the required criteria (e.g. “Let’s start with a thesis, then I’ll summarize the article to show that I understand it. Then I’ll add some statistics cause they are evidence. I’ll then make an original claim that I’m sure that no one else will say”). This process will result in a horrible paper. Rather, write your paper, and then as you review and revise your paper, check back to make sure you have included all of the elements of that specific assignment that are included in the instructions for that assignment. A strong, coherent, well-argued paper will have all of these items naturally.

(5) Graded Assignments. We return assignments into two assignment return boxes located in 225 Kimball Tower. This room is locked when there are no office hours, so you will need to stop by the office to pick up your assignment when a teaching assistant is holding office hours. The assignments are in alphabetical order listed by your code name.

(6) Copies. You must keep a copy of all your work for at least three reasons: a) Given the great number of students enrolled in the course, your original assignment may be misplaced, b) A clean copy of your work is valuable for future reference (school or work applications), c) There is a resubmission policy for graded papers. You may wish to keep a hard copy of each assignment as well as a computer file copy, in case of computer problems. It is also important that you keep all of your graded, returned assignments. Occasionally an error is
made in recording a grade. In order to correct these errors, we need to see the graded assignment. It is nearly impossible to correct a recording error when all we have is the claim that “I’m pretty sure that I got an eighty-six on that assignment.”

(7) **Resubmission.** If you are not satisfied with the evaluation of your paper, you may resubmit an uncorrected copy of your work within one week after your teaching assistant placed the assignment in the return box for your retrieval. To do this, simply turn in a clean copy of your assignment in an envelope marked "resubmission." In your envelope you must also include the assignment that was originally graded by your teaching assistant. Brother Christensen will either grade the paper himself or select another teaching assistant to regrade your paper. The regrader will not see your original graded paper neither will he or she know what your grade was. If you resubmit your paper, you must keep the new grade that you receive, whether it is higher or lower than your original grade. If after this process you still are dissatisfied with the fairness of the grading procedures, please write a detailed explanation of your complaints and submit them with both graded assignments to Brother Christensen. This request for review by Brother Christensen must be submitted within one week after the graded resubmission is either returned to you or put in the assignment return box.

(8) **Grading Policies.** Brother Christensen works closely with each of the teaching assistants to make sure that our grading policies in this course are consistent and fair. We compare the grading done by each of the teaching assistants to make sure that no teaching assistants are grading harder or easier than their peers. This process takes time, and we appreciate your understanding that we are working as fast as we can while ensuring that the grading process is fair. We are very open to correcting our mistakes. We appreciate input from conscientious students about how we can improve assignments, grading procedures, and the course. We do not, however, simply raise grades because a student has complained.

(9) **Communication by e-mail.** Brother Christensen and the teaching assistants will occasionally communicate with you about class assignments and other issues. We will often use e-mail for this communication. Our e-mail address for you is taken off of a university provided roll of students. If you are not receiving our e-mails, it is your responsibility to correct or update your e-mail address that is listed with the university. It is also your responsibility to regularly check your e-mail.

**Midterm Exam:** To help you prepare for the final exam, you will have the opportunity to take a midterm exam that does not count towards your course grade (except as an in-class writing assignment). I created this exam to give you an idea of what to expect on the final exam.

**Final Exam:** The final examination for this course will consist of one hundred multiple choice questions and is worth 20 percent of your grade. The examination will be given in class and will be comprehensive. The date and time of the exam is given in the tentative course schedule. More will be said about the final exam in lectures and labs near the end of the semester. In order to minimize both disruptions and opportunities for cheating, I ask all students taking the exam to use the bathroom before the exam starts. In addition, calculators are not allowed during the exam. You will need to know how to add, subtract, multiply, and divide. If you do not remember, for example,
how to multiply 287 by 2.4, please refresh your memory before the exam. I am also happy to do required long division for students who are unsure of their abilities, but I do expect you to be able to add, subtract, and multiply without my assistance. Similarly, if you have an emergency during the exam, I will excuse you to use the bathroom, but please come prepared to the exam so that, barring an emergency, you can concentrate on the exam for the entire three-hour period.

Please note the date of the final exam listed in the tentative course schedule. Do not plan to leave school prior to this time, and please encourage your friends or relatives not to schedule weddings, air tickets home, car pool rides, etc., that will conflict with your taking of the final exam. University policy prohibits me from administering the exam before the scheduled exam period. If you can not take the exam at the scheduled time, you may take an incomplete in the course and take the exam after the semester has ended.

Students who miss the exam time but notify me that day will be allowed to take the final exam the following day with a 20 percent penalty. A student who comes late to the exam and needs time to finish the exam beyond the exam period will be allowed to do so with a 10 percent penalty. In a documented medical or family emergency, these penalties will not apply.

*Exceptions:* Exceptions to course policy are possible but rare. Every semester several students have tragedies occur in their lives. We will gladly work with you in such situations. In contrast, exceptions to deadlines will not be granted for events where you have prior notice, unless you have made prior arrangements with your teaching assistant.

*Teaching Assistants:* I have selected the teaching assistants from a pool of students who have excelled in this course in past semesters. They have been trained specifically to help you with your writing and research. Their goal, in turn, is to help you succeed in this course. In addition to evaluating your assignments, each teaching assistant will have several consultation periods per week. Please observe these hours; if you can not meet during these hours, the teaching assistants will work with you to set up different appointment times. Their office is in 225 Kimball Tower. Though you have one teaching assistant assigned to teach your lab, all of the teaching assistants as well as Brother Christensen are available to help you with your assignments and other course matters. If you have questions, you should talk to whoever is available. Do not wait to visit with your lab’s teaching assistant; all of us can help you with your work, and there is no disadvantage to talking to me or any of the other teaching assistants.

You will need to consult with a teaching assistant during the course, whether for basic help or for clarifying details about assignments. Experience has shown that students who attend the labs and seek teaching assistant help do better in the course. The guidelines that the teaching assistants give you during lab are necessary for you to complete assignments correctly. It is impossible for us to write an answer to every possible question about the assignments in this syllabus. **Expect that you will have to consult regularly with the teaching assistants as you work on your assignments.** This class has more than the normal number of teaching assistants because the assignments require much more instruction and consultation than the typical assignments given in other introductory political science classes.

*Teacher:* I am available to you during posted office hours and by appointment. I will be of most help to you with general concepts from the lectures as they apply to your assignments; the teaching assistants will be of most help to you with the specific details of the assignments that they will be grading. Nevertheless, I am happy to visit with you about any questions or concerns that you might
have. If my posted office hours conflict with your schedule, please contact me to make an appointment at a mutually convenient time. I will do all that I can to accommodate your schedule in trying to meet with you. The best methods of contacting me are by phone (422-5133), by e-mail (ray_christensen@byu.edu), or by leaving a note under my office door or with the department secretaries. I go through my mail and e-mail once each day, so please expect the possibility of a day’s delay in receiving my reply. Occasionally I will have to miss office hours. I will try to announce these days in class and post a notice on my door. I apologize if I miss you when you come to see me. In addition, keep in mind in coming to visit with me or with the teaching assistants, that office hours before major assignments are due are often crowded. We will do our best to efficiently answer as many questions as we can during those crowded office hours, but the best way to get lots of help on your assignments is to come and talk to us right when the assignment is started and get answers to your questions continuously as you work on the assignment. Procrastinating until right before the assignment is due makes it difficult to get all the help that you might want to have because there are a lot of other people who are doing the exact same thing.

**Course Manners:** Late arrivals and early departures from class are disruptive. Please try to minimize the number of such interruptions. Also, please do not take the aisle seat first making access more difficult for students who come after you. Please be sensitive to other students and move in to make room for those coming after you. Please do not talk in class during lectures. A whispered comment to a friend is fine, but talking so that others can hear you is both distracting and rude. I will try to make every moment of class interesting and informative. Please do not create a commotion before the end of class by putting away books and papers before the class has ended. If you will try to avoid this behavior, I will try to let you leave early on days when we finish class lecture a few minutes early.

**General Education Advanced Writing Requirement:** Students who complete Political Science 200 and a department capstone seminar (Political Science 400, 410, 430, 450, or 470) will have fulfilled the university advanced writing requirement. In both Political Science 200 and in the capstone seminar, every aspect of writing is stressed, and all writing will be evaluated according to its clarity, brevity, and efficacy. We teach the process of writing. We begin with a basic review of grammar and style. Next we explore the important concepts in political science. We then discuss how these concepts can be measured, how to use the library, and how to find data. Finally, we cover the logic of inference and how to write a research design that can be used to conduct large research projects. We discuss and practice writing for different audiences. In the capstone seminar, we ask you to put all of these skills to work in the planning and writing of a major research paper.

**Use of Your Grades in Research:** In order to better understand the impact of different teaching techniques, I will analyze data about student performance on assignments and exams in this class. The information that I use in this research will never be made public or shared with any other persons (including faculty, students, or administrators) except in aggregate format. “Aggregate format” means that no one will ever be able to identify your individual performance in this class from the results of the research that I make public. An example of sharing the data in aggregate format is “On average women in the class performed 2.6 percent better on the final exam than men in the class.” Another example would be “students who take the class during Spring or Summer terms on average get 3.6 more points on writing assignments than students who take the class during Fall or Winter semester, after controlling for student gender, student GPA, student ACT...
score, and student marital status.” The benefit to you of this research is that I and other teachers improve by analyzing the effects of different teaching methods. You also benefit by learning about the impact of the teaching process in past semesters. There is a possibility that the results of this research could be published. I welcome, however, any student who wishes that his or her individual performance not be included in the data set of students from which this research is conducted. Please notify me in writing that you wish for your information to be deleted from the data set, and I will make sure to honor that request. There will be no adverse impact on students who make such requests. I am happy to accommodate those requests.

*BYU Honor Code:* In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

*Preventing Sexual Discrimination and Harassment:* Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

*Students with Disabilities:* Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.
Quizzes are held during the lab section of class; practice assignments are also due in lab. Other writing assignments are due at the assignment collection box (225 Kimball Tower) by 5:00 p.m. on the day they are due. Reading assignments should be completed for the class on the day they are listed. The lecture topics and lab topics are in []. The major writing assignments are in italics.

LAB (1/10) Practice Assignments 1 (personal statement ideas) and 2 (grammar) due. Quiz 1 on the first twenty pages of the syllabus. [course overview, formatting assignments, personal statement assignment]
Jan 15  Personal Statement Assignment Due
LAB (1/17) Practice Assignment 3 (style) due. Quiz 2 on readings and lectures. [article evaluation assignment]
Jan 21  [Writing Content—How Do We Know Truth?] Read Maxwell reading in course packet (with the syllabus).
Jan 22  Article Evaluation Assignment Due
LAB (1/24) Practice Assignment 4 (revising writing) due. Quiz 3 on readings and lectures. [personal statement revision assignment]
Jan 29  Personal Statement Revision Assignment Due
Jan 30  [The Role of Theory in Writing and Research]
LAB (1/31) Practice Assignment 5 (recognizing theories) due. Quiz 4 on readings and lectures. [theory assignment]
Feb 4  [The Role of Theory in Writing and Research]
Feb 6  [Inferring Causation in Writing and Research] Read Pollock pp. 7-23.
LAB (2/7) No practice assignment is due. Quiz 5 on readings and lectures. [theory assignment, introduce library assignment]
Feb 10  Theory Assignment due.
Feb 11  [Inferring Causation in Writing and Research]
LAB (2/14) Practice Assignments 6 (citations) and 7 (equations) due. Quiz 6 on readings and lectures. [library assignment]
Feb 19  Library Assignment due.
Feb 20  [Writing a Research Design—Qualitative and Quantitative Research] Read Pollock pp. 72-81.
LAB (2/21) Practice Assignment 8 (research question) due. Quiz 7 on readings and lectures. [design assignment]
Feb 25  [Writing a Research Design—Case Selection]
LAB (2/28) Practice Assignment 9 (multiple tests) due. Quiz 8 on readings and lectures. [design assignment]
Mar 4  Midterm Exam in class (does not affect your course grade, except as the equivalent of an in-class writing assignment)
     First Design Assignment due.
Mar 6  [Using Statistical Evidence in Writing and Research] Read Best, all chapters.
LAB (3/7) No Practice Assignment is due. Quiz 9 on readings and lectures. [second design assignment]
LAB (3/14) Practice Assignments 10 (mean, median, and mode) and 11 (normal distribution) due. Quiz 10 on readings and lectures. [statistics assignment]
Mar 18 [Statistical Evidence in Research and Writing—Substantive Significance] Read Pollock pp. 54-58 and 81-90.
     Second Design Assignment due.
Mar 19  
Mar 20 [Statistical Evidence in Research and Writing—Fit] Read Pollock pp. 159-167.
LAB (3/21) Practice Assignment 12 (choosing statistical tests) due. Quiz 11 on readings and lectures. [statistics assignment]
Mar 27 [Statistical Evidence in Research and Writing—Statistical Significance]
LAB (3/28) No Practice Assignment is due. Quiz 12 on readings and lectures. [regression assignment]
     Statistics Assignment due
Apr 2  
Apr 3  [Statistical Evidence in Research and Writing—Basic Regressions]
LAB (4/4) Practice Assignment 13 (running a regression) due. Quiz 13 on readings and lectures. [regression assignment]
Apr 8  [Statistical Evidence in Research and Writing—Regression Problems] Read Pollock pp. 193-194 and 198-221.
Apr 10  [Random Sampling]
LAB (4/11) Practice Assignment 14 (interpreting regressions) due. Quiz 14 on readings and lectures [regression assignment, final exam preparation]
Apr 14  Regression Assignment due
Apr 15  [Sampling Questions and Final Exam Preparation]

Final Exam: Monday, April 21st from 2:30 p.m. to 5:30 p.m. in our classroom.
The reading assignments above for Hacker are from the 6th edition. If you are using either of the 7th edition, here are the pages from that edition:

**Hacker 6th Ed.**  **Hacker 7th Ed.**  **Hacker 7th w/exercises**  **Topic**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hacker 6th Ed.</th>
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<th>Hacker 7th w/exercises</th>
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<td>Punctuation and Mechanics</td>
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<td>Style and Word Choice</td>
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<td>Sources</td>
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The reading assignments above for Pollock are from the 3rd edition. If you are using the 4th edition, here are the pages from that edition:

**Pollock 3rd Edition**  **Pollock 4th Edition**

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**OFFICE HOURS**
225 Kimball Tower for Teaching Assistants
775 Kimball Tower for Brother Christensen
The location of the review session will be announced in class

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<tr>
<th>Time</th>
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NOTE: If you are unable to meet during the regular office hours, please feel free to seek an appointment for another time.
ASSIGNMENTS
Personal Statement Assignment (50 points)

Objectives: (1) To increase awareness of basic grammar rules; (2) To assess writing ability and identify the type of help or instruction needed for improvement; (3) To help students become comfortable using reference books to improve their writing; (4) To write an effective personal statement.

Assignment: Please write a personal statement that you might use to send to a graduate school. Your statement should introduce you, personally, in a positive and memorable manner. You may also discuss your desire and plans for graduate study and your qualifications. Your essay must be a minimum of 1,000 words. Revise and rewrite this essay as well as you can, making sure that you follow the good writing principles outlined in the assigned readings for grammar.

The best personal statements will do the following: (1) Give information about you that goes beyond what is apparent from your academic record and resume. This information should be interesting. Do not make the mistake of writing a boring or mundane personal statement. Make sure that when you tell your stories that you are sharing what you learned or how this experience shows an important part of your character or personality. Statements that do not give positive and new information about their author fail in their primary purpose. (2) Show positive attributes about yourself; do not tell them. It is much more effective to show how you learned the value of work through a story about your first job than it is to tell the reader “I am a hard worker. I learned how to work hard when I had my first job as a teenager.” (3) Have a coherent structure with an identifiable theme or themes. Many good personal statements begin with a story and may contain two or three stories. Do not just tell the stories, link them together so that they cohere, based on a theme that tells something positive about you. This thematic linkage may be brief (only a sentence or two), but your statement needs to be more that just interesting stories. For example, after telling a story that showed how you learned the value of hard work at your first job, say “Many times I have looked back with gratitude for the lessons that Ms. Lee taught me at Burger Heaven. These lessons, especially knowing the importance of finishing a task helped me survive five years later when I lived in the middle of the Brazilian jungle . . .” (4) Avoid raising questions or creating a negative image (arrogant, unfeeling, vindictive, fanatical) of yourself by the stories that you tell or the way that you tell them. We will judge the content of your personal statement based on how well you meet these important criteria.

Voice and Audience: This assignment has a different audience than many of the subsequent assignments in this class. You are writing to an admissions committee of a graduate school. You do not need to explain what public policy is to them; they know. On the other hand, they may not be well versed in the field of political science. Your audience, therefore, is general, is well educated, and has some specific knowledge about your proposed field of study. Your writing should in most cases be formal (no slang, no contractions), but there is room for limited amounts of informal writing in places because this is a personal essay. You may have dialogue or slang in parts of the essay where you are narrating an event. The structure of the essay, the theme, the conclusion should all be formal, but there is greater flexibility in writing style in the parts of the essay in which you are narrating a story.

For those of you that are active members of a religion, a crucial component of the voice of your paper is understanding that the readers will not be familiar with and may be actively hostile to religious faith in general and the tenets of a particular religion. A profound spiritual experience
may have been a turning point for you and may be one of the stories that you should tell in your personal statement, but you must tell that story in a way that is easily understood by someone who is indifferent or actually hostile to the concept of religion and faith. This is a challenge. Choose your words carefully and try to translate your experience into words and concepts that would make sense, even to an atheist. Your story may be true and compelling, but if it is inaccessible, off-putting, potentially offensive, or makes you appear to be a religious zealot to a non-believer, then you have failed in your efforts to communicate your experiences to this wider audience. Despite this advice, do not try to hide the fact that some of the most transformative experiences of your life may have had a religious or spiritual component. For example, don’t pretend that an LDS mission experience was something other than a mission experience, but also don’t introduce a mission experience with religious language that is not relevant to the message of your story: “When I was serving as a zone leader in the Stockholm, Sweden Mission of the Church of Jesus Christ of Latter Day Saints . . .” How do you translate a spiritual experience into language that someone who is hostile to religion would understand and appreciate? Talk about a crisis of faith as learning to understand the importance of believing in idea that can transform lives for the better. Talking about how the light of the Gospel helped you overcome an addiction becomes how a commitment to a higher value helped you overcome an addiction.

Hints: Make sure that you familiarize yourself with some of the common formatting rules that Turabian requires for papers. Appendix 1 summarizes some of the most commonly missed rules. Please look over these rules before you write your paper.

It is imperative that your paper has high quality content and follows proper grammatical principles. A perfectly written paper that makes unpersuasive or incoherent arguments will receive a failing grade. Similarly, an inspiring essay that is riddled with grammatical errors will also receive a failing grade. If we have asked you to read about a rule or have talked about it in class, you are expected to be able to follow that rule in your writing.

What should you do if you don’t plan to go to graduate school? Pretend that you are going, and write a statement as if you were going. What should you do if you can’t think of anything interesting to say about yourself? Think some more. Come and talk to me or the teaching assistants. Think about the character traits that set you apart in a positive way and then think of experiences that helped you acquire those traits or times when you showed those traits. Not every story has to be about saving a bus of schoolchildren from a horrible accident. Profound experiences can occur in the most mundane of situations. You can make a mundane experience powerful by how you tell that experience.

The personal statement must be interesting and convey a positive image about you. If the statement is boring or reads like a list of accomplishments or items to be covered, then your personal statement is average or even inadequate. You need to step outside your own beliefs and experiences and imagine how someone who is not religious, who is not interested in sports, or who grew up poor will react to your story about spirituality, what you learned in sports, or your narrative about the maid and gardener that worked for your family. These stories probably should be part of your statement, but you need to write them in a way that shows your sensitivity to how your experiences might be perceived by a different reader.

Please pay close attention to the suggestions given above. I will restate them:

(1) Make sure that your statement is not boring. The reader should finish the statement and remember specific, positive things about you. Imagine a group of people reading 50 of these statements. When they talk about your statement what will they say? You want
them to be able to quickly remember your statement by saying something like “Oh, the person who spent the weekend in a Mexican jail” or “the person who grew up on the Christmas tree farm.” These details should be from a story that you told that made a positive point about you, and the important fact is that your story and point are memorable, not just a jumble of information about you that leaves the reader with nothing to remember.

(2) Compelling and interesting stories are essential for a good personal statement, but stories alone are insufficient. It may take only a couple of sentences but help the reader understand what this story tells about you. It is even better if the theme of the stories relates to your plans for graduate study. It is easy to spend too much time making thematic points and it is also a mistake to spend no time making thematic points. Try to spend a small portion of your essay making sure that the narrative portions of your statement make sense and flow from one point to another. It is a mistake to just tell stories in your personal statement.

(3) Examine critically the way you say things and the stories that you tell. Do not say things in a way that could be perceived as self promotion, conceit, arrogance, or insensitivity to the plight of others. Without practice it is hard to see this in your own writing, but try to identify it. For example, do not give unnecessary details in a story about traveling on a vacation with your family to Europe. That information sends the unintentional and unfortunate message “I am from a wealthy family; I am spoiled.” It probably is not true, but the detail of a family trip to Europe will inadvertently send that message. Another example would be to say “through this experience I learned that even homeless people have feelings.” Maybe this is exactly what you learned in your experience, but do not say it. Those words sound like you are a snob who is insensitive to the plight of those less fortunate than you. There are countless ways you can offend or make yourself look bad unintentionally. Look over your writing closely to try and identify those ways and revise your statement accordingly.

(4) Beware of saying faith or religion-related statements or stories that will be off putting or incomprehensible to an atheist. Say that you were a missionary or did voluntary service for your church (which even an atheist can understand) rather than saying you spent two years teaching Brazilians about Jesus Christ. Recast your religious experiences in general terms that apply beyond the context of organized religion.

(5) Make sure that your statement is about you and what you learned or characteristics of your personality. Make sure that your stories tell us about you and not about someone else. For example, it is fine to talk about your mission, but it is most important to tell how that experience on your mission changed your way of thinking about a topic. Maybe you have a funny and fascinating story about an encounter you had with the police as a teenager, but if the story doesn’t tell the reader positive things about you or about what you learned from this experience, the story will not contribute positively to your statement.

(6) Remember to show rather than tell the positive attributes about yourself that you want the reader to remember. To help you understand what we mean by showing rather than telling, here are three variations in how to do this. The first example is the best, a clear example of showing:

“I was panting hard as I rounded the final turn on the track. Sarah was more than fifteen feet ahead of me and Jamie was just on my heels. I knew that if I pushed
myself I could catch up with Sarah as I could see that her strength was ebbing, but
then Jamie would finish last and be eliminated from the competition. I called back
to Jamie, ‘remember Courtney, she would be so proud to see what you are doing.’
We both tilted our heads up to catch the slight breeze and added just a little more
length to each of our strides . . .’’ This excerpt paints a picture of events that conveys
a message without saying the message outright. This is the most effective way to
say positive things about yourself. Tell a specific story that shows you doing
something positive without having to formally say your positive characteristic.
A second version is more telling than showing, but it has enough specific detail that it is
not a bad way to get across a message, though showing through a story is still better.
“My experiences on our high school track team taught me the importance of
teamwork. Everyday I worked out with Jamie who struggled with depression. Most
days she wanted to quit early, but I would bribe her with an offer to stop by my
house after practice and watch an episode of our favorite TV program as our reward
for not quitting early. Our practice paid off when we went to the state
championships. Although we both were unlikely to win the championships, it was
still an accomplishment that we both made it to the final race. In that race, Jamie
was falling far behind, but I stuck with her and yelled encouragement and
somehow we both managed to come in a respectable 3rd and 4th in the final race.”
The details given in this narration of events make this version work OK, but it still
would be more memorable and less like the narrator was telling us her virtues if the
same message were given as a story rather than just a list of things that happened.
Finally, here is a version that is pure telling and is consequently not effective:
“I learned how to work hard and how to encourage others when I was on our high
school track team. We had to practice every day and I made sure that not only I
practiced but also my best friend Jamie practiced too. Sometimes I had to
encourage Jamie to keep working hard, but our hard work paid off when we both
came in 3rd and 4th in the state championships. I had to encourage Jamie to not give
up in that important race, and from this experience I saw how important it is to be a
good friend who can encourage others to not give up.”

(7) The structure of your personal statement is less important than whether the content
meets the expectations listed above. Many personal statements begin with a story. That
is a particularly effective way to get the readers attention and make sure that your
statement shows rather than tells your good qualities. However, a perfectly effective
personal statement can also begin with an introduction. It doesn’t matter how you begin
your essay, if it is an effective essay. Remember, though, that starting with a story is
usually more effective than starting with an introduction where you tell us your strong
attributes.
Article Evaluation Assignment (50 points)

Objectives: (1) To help the students become aware of important grammatical and stylistic rules in writing; (2) To review writing ability and to assess the kind of help that a student may need during the semester; (3) To help students become comfortable using reference books to improve their writing, (4) introduce students to political science research by reading and understanding a typical political science article.

Assignment: Please write an essay of a minimum of 1,000 words. Revise and rewrite this essay as well as you can, making sure that you follow the grammatical and stylistic principles outlined in the assigned readings for both grammar and style. For this essay you will review a scholarly reading from political science that your teaching assistant has selected. You will review and critique this reading. Your review should contain each of the following elements: (1) a brief summary of the main points of the reading, (2) a critique of the article, evaluating the evidence presented to support the conclusions of the article, (3) any other items that you note made the article more or less effective as a means of communicating and persuading the reader about a specific conclusion.

Thus, your essay should have a thesis statement at the beginning and a clear structure throughout. Your thesis statement will of necessity be a conclusion about the quality of the article that you have read, and it should list specific points (positive or negative) about the quality of the reading around which the rest of your essay will be organized. You should feel free to do additional reading on the topic if you would like to get ideas and a broader perspective, but additional reading is not required to complete this assignment. Please properly cite the reading itself and any other sources that you might have used with parenthetical references and a works cited page. (See Appendix 1).

Please make sure that you evaluate the article and the author’s claims in the article rather than summarizing the article. As you make evaluative statements about the article, it is appropriate to summarize the author’s points that are relevant to your evaluation, but this summary should only be as a part of an evaluative point that you are making. Try to avoid summarizing the article simply as summary. Rather, put any summary of the article as part of a point that you are making evaluating the articles. Please identify if the author is trying to prove that a causal relationship exists, what the claimed cause or causes are, and what the claimed effect or effects are. If the author does not address any causal arguments in his or her article, then mention this lack as a possible deficiency in the article: the author fails to analyze why things occur but only describes what occurs. If the author does include causal explanations in her article, please evaluate the persuasiveness of those causal claims and the evidence supporting them.

Many of your articles will have statistical tests in them. You are not required 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? Does the data used seem reliable and correct? Even though you may not understand statistics well, you can still comment on some of the elements of the statistics used.

Voice and Audience: Your audience for this paper is a well-read specialist in political science. Do not assume that the reader has read the article. Do not copy jargon or hard to understand expressions from the article into your paper. Explain any concepts from the article in a way that someone completely unfamiliar with the article would understand the points you are making. Your
paper should follow all of the conventions of formal writing: no slang, no contractions, limited use of "I" or "we." Remember that formal writing doesn’t mean using big words, it means avoiding slang, colloquial language, clichés, and vague phrases.

**Hints:** You will be graded both on the quality of arguments and analysis in your essay and how well you write, with special attention paid to both grammar and style rules.

Make sure that your summary of the article does not overwhelm your analysis and critique of the author’s main findings. **You guarantee yourself a low grade on this assignment if you spend most of your essay telling us what the author said rather than critiquing and evaluating what the author said.** The summary of the article should be brief, and ideally it will be interwoven into your analysis rather than as a stand alone group of paragraphs that are not integrated well into the thesis statement.

**Note that you are writing a critique of the author’s argument, not his or her writing style.** As you look to critique the author, don’t be afraid to agree with the author and praise the arguments and evidence used in the article. An evaluation or critique can be positive. It is also fine to have a mixed critique. Such a critique would be reflected in the thesis statement: “Calder (1990) explains well the causes of the Breslan school bombing, but he fails in his attempt to draw conclusions that are relevant beyond the specific situation in the Northern Caucasus region.”

If you can’t think of items to critique, consider some of the following elements of most research writing:

- Does the authors’ evidence prove what the author says it proves?
- Is the author ignoring other evidence or other possible explanations?
- What are the implications of the authors’ findings?
- Is the logic that surrounds the authors’ causal arguments persuasive?
- Does the author merely describe events, or does he or she explain the causes or effects of certain events?
- Is the article well written?
- Is the argument of the article organized well and coherent?

This assignment will be graded on both the content of your essay and your correct use of grammar and style principles. To earn a good grade you must meet expectations about both excellent content and excellent writing, especially mastery of grammar and style rules.
Revision of the Personal Statement Assignment (50 points)

Objectives: (1) Practice a thorough and careful revision of a major writing assignment. (2) Learn the principles of excellent revision practices. (3) Produce a polished and well-written, carefully thought out, personal statement.

Assignment: Please review your Personal Statement Assignment. Read it out loud. Note all potential problems in your writing style or the specific message of your statement. Critically examine each potential problem in your assignment and work to fix that problem. Read carefully (out loud) every sentence of your assignment and examine it for quality content and writing. In addition, review the comments that you have received on your graded Personal Statement Assignment. Do not blindly follow your teaching assistant’s comments but consider if revision is necessary based on your teaching assistant’s comments. If necessary, please make the revisions. Please also review all of the assignment guidelines for the Personal Statement Assignment as you revise and rewrite your personal statement. Is your statement interesting to read? Does it tell a compelling and positive story about you? Please review each of the guidelines and change your statement to better fit those guidelines. Finally, submit your original, graded personal statement assignment and your revised personal statement assignment together in your assignment envelope. As with all assignments, please keep a copy of both in case the assignments are lost after you submit them. If you do not submit your original, graded assignment along with your revision, your grade for your revision will be lowered. You will have at most, two or three days to review your graded assignment before you submit your revision. Please do not wait until you receive back your graded assignment before you start the revision process. The most significant ideas for revision should come from your own review of your work, not the grading done by your teaching assistant.

Audience and Voice: These guidelines are the same as for the Personal Statement Assignment
Theory Assignment (100 points)

**Objective**: To gain experience in recognizing the role of theory in political science and to practice good writing skills by creating a coherent, concise essay.

**Assignment**: Pick a particular subject in political science that interests you. Do some background reading on the topic. Select what you think is one influential theory in the subject area you picked. Do some research and reading about that theory. Ask yourself the following questions about the theory and write a brief essay answering these questions. Do not organize your essay merely by writing answers to each of the numbered questions; write a coherent discussion of the theory with a thesis statement and a natural flow of ideas. Your thesis statement should be something like the following: “Peterson’s explanation of why bureaucracies expand is based on sound assumptions and a persuasive causal logic, but his theory does not explain bureaucratic growth as well as other theories.” Please explain the theory coherently using the following questions as guidelines to topics you should address in your essay, though you may also add additional discussion to your essay.

1. **What theory did you select?** Does it have a specific name? Provide a citation to a publication where the theory is used or explained.
2. **What specific phenomena does the theory explain?** (For example, war between nations or why voters select a particular candidate.) At what level of analysis does the theory operate? Does it explain the behavior of individuals, countries, organizations, or systems? Specifically and explicitly identify the independent and dependent variables of the theory.
3. **Explain the theory.** Make sure that your explanation includes a discussion of the “how” and the “why” of the theory—the direction of the relationship between the concepts and an explanation of why they are said to be related. This explanation of why the concepts linked by the theory are related is crucial to the successful completion of this assignment. All theories are based on a causal story. You need to describe that causal story to your reader. It is insufficient to say “Higher education levels cause people to earn more money.” You need to write a paragraph or two describing exactly how it is that higher education levels lead to higher income levels. After explaining the causal story in detail, then evaluate that causal story. Is it plausible? Are the causal mechanism described in the causal story likely to occur, or are they hard to believe?
4. **What assumptions is this theory based on?** What are possible competing theories to explain the same phenomena? After the causal story, these two questions are the next most important items of your essay. Each of these questions requires a discussion that covers a minimum of several paragraphs. Think about what other explanations exist for what your theory purports to explain. Briefly describe these alternative theories and evaluate their usefulness and persuasive power, especially in comparison to your theory. For example, if your theory claims that trade friction causes war, alternative theories would be those that give other explanations for war (e.g. arms build up, ethnic or religious differences, ideologies, autocratic regimes). Your essay should describe these competing theories and evaluate your theory against the competition. Your evaluation of the alternative theories in comparison to your theory should be at least as long as your description of the alternative theories.
In thinking about assumptions, you must ask yourself what conditions are assumed for this theory to work. If your theory is that trade friction causes war, then your theory assumes that countries engage in trade. Ask yourself if this is a reasonable assumption. This theory also assumes that countries place a high value on material well being in contrast to other priorities. Again, ask yourself if this is a reasonable assumption. This theory also assumes that leaders of countries are rational, that they respond to incentives in predictable manners. Is this assumption reasonable? This discussion of assumptions and the reasonableness of the assumptions should be part of your essay. Your evaluation of the reasonableness of the assumptions should be at least as long as your description of the assumptions.

(5) Develop a unique research question from this theory that you could use in your own research. Specify the connection between the theory and the research question, if that connection is not obvious. The research question should be narrow in contrast to the theory that is general. The research question should also be answerable in a research paper in contrast to theories which are difficult to prove true or false because they are so general.

Voice and Audience: Your audience for this paper is a well-read specialist in political science. However, do not assume that your reader knows about your theory. Your paper should follow all of the conventions of formal writing: no slang, no contractions, limited use of “I” or “we.” Remember that formal writing doesn’t mean using big words, it means avoiding slang, colloquial language, clichés, and vague phrases.

Hints:

(1) Broad theories are difficult to evaluate and discuss in such a short assignment. It is easier to write an excellent evaluation of a theory if you choose a mid-range theory.

(2) Make sure that you understand the theory and can explain it coherently. If you can do this, you will be able to write an excellent paper. Pick a theory about which there is enough written that you can get a good understanding of the theory before you begin writing.

(3) Do proper parenthetical reference citations in the text with a works cited page at the end of the document where the full reference list style citation is given.

(4) Do not confuse a specific test of a theory with an explanation of a general theory. You must state and explain your theory in general terms and not simply describe the specific test that an author used to see if a theory explained well a specific event. It is fine to talk about whether one theory or an alternative theory is likely to better predict behavior accurately, but this discussion should be general. Do not summarize the author’s test of the theory in your paper. This paper is not about testing the theory, it is about evaluating the theory at a general and abstract level.

(5) Make sure that your paper has a thesis, and state this thesis at the beginning of the paper. A common thesis statement for this type of paper is one that evaluates the quality or usefulness of the theory, specifically referencing your evaluation of the three major elements of this assignment: the causal story, the assumptions, and the alternative theories.

(6) A good method to find a theory is to read work by authors that explain why an event or behavior occurs. Chances are that there is a theory underlying their explanation, even if they do not call it a theory or explicitly state it as a theory. You can cite this work as your theory, even if it is never explicitly explained as a theory. Other publications explaining the same phenomenon can also be useful in helping you to see other competing theories and the
assumptions on which the theory is based. You may also call a specific explanation a theory as long as you generalize the specific explanation to make it a theory. For example, if you find an article that explains why hyperinflation occurred in Zimbabwe, you can turn this explanation into a theory by recasting the explanation abstractly, “hyperinflation will occur in a country when . . .”

(7) Make sure that you discuss in your essay each and every one of the points listed in numbers 1-5 above (under “Assignment, not under “Hints.”) Some of those points are easily answered, others may require a page or two of discussion to answer the questions well. For example, your discussion of numbers 3 and 4 should take up the bulk of your essay.
Library Assignment (100 Points)

Objectives: (1) Learn how to find sources using some of the abundant resources of the library, (2) understand that “googling” is not the same as research, (3) practice summarizing and evaluating scholarly sources in preparation for your design assignments, and (4) practice accurate scholarly citation.

Hints: The Political Science and Government Documents Librarian can be very helpful in this assignment. His name is Brian Champion, and his contact information is as follows:
1225 HBLL
801-422-5862
brian_champion@byu.edu
The library website and other external databases change often, so this assignment that follows may not be 100 percent up to date on the latest configurations of these sites. Professor Champion and the student assistants in the Social Sciences section of the library should have the most current information on the sites included in this assignment. We will also update you about changes to websites or databases in our lab instruction and by e-mail. Additional hints on completing the assignment follow at the end of the assignment.

Assignment:
Select 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 that you could actually complete the research in a semester, but not so narrow that there are no sources available. Remember to include an independent variable and a dependent variable, both of which could plausibly be part of a causal relationship with each other. Do not pick a dependent variable that is in the future as you can only speculate about the future—It is difficult to do research about the future. Here are some 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.
A reference list page is not needed for this assignment because the full citations are given in each of the separate tasks of the assignment.

An Introduction to Scholarly Communications
This assignment introduces you to scholarly communication in general and to the literature of political science in particular. Scholarly writing is fundamentally different from literature or journalism, as it must leave an identifiable intellectual trail showing the sources of information,
data, and conclusions. Without such a documented trail, an author can be accused of intellectual dishonesty, data falsification, or plagiarism. Generally, there are two avenues of scholarly communication: monographs (“writings on a single theme”) also known as books, and journal articles. Monographs present an argument or assertion in great detail; they make a point, and thus require many pages to fully develop their ideas. Books, too, are a way for scholars to have a reasoned conversation with each other—for example, Edward Berkowitz’s book, *Something Happened: A Political and Cultural Overview of the Seventies* (New York: Columbia University Press, 2006) is a direct academic and scholarly critique of Peter Carroll’s book, *It Seemed Like Nothing Happened* (New York: Simon and Schuster, 1995). More commonly (because they are published more frequently) journals and the articles they contain help knit the discipline together by illustrating which ideas are most robust and subject to critical evaluation—in many cases, scholars use articles published in reputable journals as a collegial but demanding conversation among themselves. Journal articles require fewer pages to make shorter, more succinct yet equally valuable arguments, and both books and journal articles are the chief means of scholarly communication in political science. The best journals are considered to be tier one, the next best tier two, and then tier three—new, obscure, and foreign journals that often work hard to improve their status. To see which journals are rated the most significant or important (by prestige, citation frequency, and author weighting factors) in economics, history, international relations, law, or political science go to the “Databases A-Z” link, click on “Journal Citation Reports” in the Js.

*The Tasks of the Library Assignment*

1.1 Go to the Social Sciences Citation Index (SSCI); look under S under the “Database Finder” tab. The Social Sciences Citation Index is a unique database because it allows you to see which articles on a topic have been used or cited by other people. Would you rather use as a source for your paper an article that has not been cited by anyone else or an article that 84 people have used in their research? Chances are that the more cited article is the more important and more influential article. The Social Sciences Citation Index helps you to find the most important articles on a topic. Find two articles that are both relevant to your research topic and have been cited the most. For both articles, provide a reference list citation. For one of the articles, write two paragraphs summarizing the article and analyzing the usefulness of the article for your research. Print out a search page showing that 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.

1.2 In SSCI, use the “Times Cited” column at the right of the article page, to find two articles that cited one of the articles in #1. Provide reference list citations for these articles that cite your first article. No summary or evaluation is necessary. Print out the original article’s “Times Cited” page showing that the original article was cited by the new articles.

1.3 Use the SSCI index to see how poorly Brother Christensen’s research is regarded by other
scholars. Do a search that combines “Christensen R*” under author and “Japan” under topic. Look at the results and write a few sentences describing what you find. Select a different professor and search his or her name (probably including a topic to screen out other authors who have the same name but research in different fields.) Write a few more sentences describing the results that you find for this author.

2.1 Go to JSTOR (under J in the databases A-Z list). JSTOR is smaller than SSCI, but it contains virtually all the most important Political Science journals. It is a great place to look for the most important theoretical articles. JSTOR is also useful because it has the full text of articles and the articles appear as they appear in print, meaning that if you need to find page information, you can look at the PDF in JSTOR and see what the hard copy of the article looks like.

For this task, find one article that is relevant to your research topic on JSTOR and cite the article, followed by two paragraphs that summarize the article and analyze the usefulness of the article for your research. 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.

2.2 JSTOR also has listings of book reviews that you can find published in the journals that JSTOR covers. Book reviews are helpful because they summarize an entire book and also analyze the usefulness of the book. In two minutes you can read a book review and find out how useful the book will be to your research and how well regarded the book is. You can then focus your efforts on reading the best books for your research. For this assignment, you don’t have to read an entire book; just show us that you know how to find a book review about a book that is relevant to your research topic. Find a book review using JSTOR. Cite the book review. No summary or evaluation is necessary. Print out the JSTOR search page.

JSTOR Hint: On the “advanced search” page, check the “Review” box to find book reviews. The citation is to the book review itself, not to the book being reviewed. Look at Turabian 19.5.4 for an example of a citation to a book review.

3.1 There are many other databases that cover journal articles relevant to political science. Here are two additional databases that are useful for finding journal articles: Worldwide Political Science Abstracts (CSA), and PAIS International (CSA).

Please find a relevant article from each database and provide a citation for each article. For both articles, please also write a summary of the article and an evaluation of how useful the article would be for your research. Print out search pages for both databases that you used.

Hints: Both databases lead to a similar looking screen that may make you think that you are doing the exact same search again, but the links go to different databases in that same system, and you will likely get different results in each database for the exact same search terms. Many of the articles listed in each of these databases do not have links to a full-text article. To complete the assignment, you will have to look at the beginning of the article to understand better what it is about, and you will need all of the required information to write a complete citation (e.g. starting and ending page of the journal article). Often a database citation to an article will not have this information. You might want to pick an article that has a full-text link, to make it possible to get the information that you have to have to complete this task.

4.1 Many political science research topics are related to laws and court decisions. Most legal
research, however, is not included in the political science databases described in tasks 1, 2, and 3. When legal scholars publish their research, the journals that they publish in are typically called law reviews, and their journal articles are called law review articles. The best database for these articles is under LexisNexis Academic (under L in the alphabetical listing). From there choose “US Legal” (on the left side of the page) and then “law reviews.” There are also options to search cases or laws for the United States, for each of the 50 states and for some international jurisdictions. Please find a law review article that is relevant to your research topic. Write a summary and evaluation of the usefulness of the source that you find along with a full reference list citation for that source. Print off the search page from LexisNexis.

Hint: Most topics have some legal aspect that would be at least tangentially relevant to your research topic, but if your topic has no relationship at all to the law, broaden your topic some to make it include some legal aspect to allow you to find a law review article for your topic. There is not special citation style for law review articles. They are just journal articles. Please cite them the same as you would a journal article.

5.1 Find two relevant books in the Lee Library catalog. Cite both books. No summary or evaluation is required. Print a page from the library catalog for one of the books.

5.2 What should you do if you want to see if there are any books on your topic that BYU doesn’t own? On the library web page, click on the link “Other Libraries.” Here you can search the catalogs of other libraries for books that BYU may not own. Click on the bottom link, “WorldCat (OCLC).” Pick a search term that yielded few or no books on the Lee Library Catalog and then run that same search term in WorldCat. Compare the difference in the number of books found. Select one book from the WorldCat list and find out where the closest library is that has the book. (Look at “Libraries Worldwide” that does not say immediately to the right “Brigham Young Univ Libr.”) Print off a search that shows a book that you found in WorldCat that was not at the BYU library. Report the results of your comparison searches (BYU vs. WorldCat), give the title and author of a book that you found in WorldCat that was not at BYU, and tell the nearest library that has the book (click on the libraries worldwide link to see the libraries that have the book).

6.1 Sometimes you will want to know the latest information on a subject. In fields that change rapidly, such as current events, this is especially important. When looking for innovative research, look for recent dissertations and/or conference presentations. Both of these types of work tend to foreshadow next year’s publications (though they also can be very unpolished and preliminary, particularly the conference papers).

Digital Dissertations is the online version of Dissertation Abstracts International. Return to the “Databases A-Z” and look under “D” for “dissertations and theses (proquest).” Enter the site and type in your topic. Cite a dissertation that seems relevant to your research topic and write a summary and evaluation of the usefulness of the dissertation based on its abstract. (Please remember that it is plagiarism if you use the actual wording of the abstract in your summary.) Please also print off the search page that shows the dissertation that you found.

Hint: Dissertations and theses have a special citation style. Please look at Turabian 19.6.1.

7.1 Conference papers are another source of the latest work on a topic. The American Political Science Association has an annual convention at which scholars present their latest research on many topics. These papers are archived at the Social Science Research Network website. Please go
to SSRN.com. Click on “browse,” then click on the + icon to the left of “political science network.” Then click on the + icon to the left of “PSN conferences and meeting,” and then click on the words (not the + icon) “American Political Science Association Meetings (APSA),” then under search within results, enter your search terms. This search will give you access to papers presented at the 2009 and 2010 APSA conferences. Please find a conference paper that is relevant to your topic. You may need to broaden your topic to find a paper that is relevant. Please write a citation and a summary and an evaluation of the conference paper that you find, making sure not to plagiarize the abstract of the paper as you write your summary. Please also print off a search results page from the SSRN website that shows your paper.

Hint: Look to Turabian 19.6.2 for citation examples of conference papers.

8.1 News articles can also be useful in research. Find two relevant news articles through LexisNexis Academic. Cite both articles. No summary or evaluation is required.

Print the full text of one of the articles (preferably the shorter one).

Hint: Look at Turabian 19.4.2 for citation examples of newspaper articles.

9.1 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 summary and evaluation of the usefulness of the document in 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.

Hint: Turabian 19.9 gives examples of citations formats for different types of government documents.

10.1 Great amounts of data are now available online. Below are listed some of the most useful link for political science research. Look over the list of websites below and choose two websites that seem the most promising in finding information that might be useful in answering your research question. Search within each of those websites to find something related to your research question, and write a reference list citation to the information that you found. Please also summarize each source that you found and evaluate its usefulness in your research. In your evaluation also discuss whether the Internet source you have found seems reliable or biased and explain why.

Students typically find these sites most useful:

*Freedom House—rates every country’s level of democracy/freedom every year: www.freedomhouse.org

*The CIA World Factbook—contains a wealth of information about every country in the world: www.cia.gov/library/publications/the-world-factbook/

*The Federation of American Scientists—information about wars, weaponry, disarmament: www.fas.org

*Amnesty International—human rights data: www.amnesty.org

*Transparency International—political corruption reports: www.transparency.org

*The State Department site analyzes countries and US foreign policy: www.state.gov

*The White House site www.whitehouse.gov

*FedStats—if any US government agency has collected statistics about something, you can find it here: www.fedstats.gov

*World Bank research division--data on anything economic: www.worldbank.org/data/databytopic/databytopic.html

*Bureau of Labor Statistics, (from the US Department of Labor) at www.bls.gov/ which has data on nearly every imaginable, quantifiable topic, but it also has its own and very unique collection of international statistics: www.bls.gov/bls/other.htm

*US Statistical Abstract—US and selected international statistics, wage and income data, birth/death rates, other demographic data, etc, from 1878 to the present can be found in the US Statistical Abstract at http://www.census.gov/compendia/statab/past_years.html Also, check the *Ultimate Political Science Links Page at http://ups.links.net for other sources.

Here is a checklist of what you should have when you have completed all of parts of the Library Assignment

1.1 2 citations, 1 summary/evaluation, 1 search page
1.2 2 citations, 1 search page
1.3 Discussion of the research productivity of Brother Christensen and another professor
2.1 1 citation, 1 summary/evaluation, 1 search page
2.2 1 citation, 1 search page
3.1 2 citations, 2 summary/evaluations, 2 search pages
4.1 1 citation, 1 summary/evaluation, 1 search page
5.1 2 citations, 1 search page
5.2 Discussion of search results, title and author of a book not in the BYU library, closest library that has that book, 1 search page
6.1 1 citation, 1 summary/evaluation, 1 search page
7.1 1 citation, 1 summary/evaluation, 1 search page
8.1 2 citations, 1 full text article printed off
9.1 1 citation, 1 summary/evaluation, print off the first page of the document
10.1 2 citations, 2 summary/evaluations, discussion of the reliability/bias of the websites

Here are some suggestions to help you complete this assignment efficiently:
1. If you have a problem with a specific task, set it aside and work on the other tasks and then get some help from Brother Christensen, Brother Champion, or the teaching assistants on the missing task. Don’t spend a long time trying to do one task. Get help.
2. If you can’t find anything relevant to your topic in a database, expand your idea of relevancy and find a source that is a little relevant. For example, if your topic is “Did money decide the outcome of the 2011 Supreme Court Justice race in Wisconsin?” (a rather narrow topic) and you can’t find any law reviews on this topic, try searching for articles generally on judicial elections, campaign finance, corruption and elections, etc. Similarly, if your topic is “Are sanctions effective in moderating the authoritarian regime in Burma?” broaden your search (look for a source on sanctions generally or anything about the government or politics in Burma).
3. You don’t have to read any of the sources that you find, but you do have to look them over enough to be able to talk about them intelligently. At a minimum, you have to be able to look at an abstract, and preferably read the first couple of pages to see what the article is saying. Choose sources that you can easily read something about the article. Do not choose sources in the databases that only give you a title and nothing more.
4. Similarly, it works better if you familiarize yourself with what is required for a correct citation before you find your sources. Then you can choose sources for which the necessary information is readily available. Look at Turabian section 19.2 for how to cite journal articles. Do not choose articles, for example, for which you can not find the start and ending page, or which do not list a volume number or a season/month. It helps to check JSTOR for a PDF of the actual printed version of the article, because then you can be sure that you have all of the information needed for the citation. If you have a choice between articles in a specific database, it will be easier for you if you choose the one with all of the necessary information for the required citation.

5. We grade the quality of your summaries and evaluations. In a summary, tell us what the main points of the article are. What evidence is used to support those main points? Does the author claim one or more causal relationships? Read a little of the article so that you can answer these questions and then talk about them in your summary. In your evaluation, apply what you have summarized to your research question. Will this evidence, theory, argument, or data be useful to you in answering your research question? How will it be useful? Is it background information about events? Does it give a different perspective on the issue you are addressing? Does the author address the theory of your research question or an application of that same theory in a different setting? It is fine if your source turns out to not be useful. Just tell us what you were hoping to find in the source and what was actually there and how it won’t help you answer your research question.

6. Put all of the search pages after the end of the assignment. Don’t worry about numbering them or making them a part of your assignment. Just put them in the envelope with your library assignment. One printed page that shows that you were at the required source is sufficient.
First Design Assignment (100 points)

Objective: To learn the elements of any research proposal and understand the qualities of an excellent proposal.

Assignment: Write a research design that includes the steps numbered below. You should number, title, and write one or two paragraphs under each step (depending on what is needed). Remember, we are interested in quality not quantity. Be accurate in your writing. Include a works cited page with reference list citations for all the sources you cite, as well as parenthetical references throughout the paper where necessary.

Voice and Audience: Your audience for this paper is a well-read specialist in political science. Your paper should follow all of the conventions of formal writing: no slang, no contractions, limited use of “I” or “we.” Remember that formal writing does not mean using big words, it means avoiding slang, colloquial language, clichés, and vague phrases.

Warning: Please do not use the same theory that you used for your theory assignment for this assignment. One of our goals in this class is to practice what we are learning. It is more work, but your understanding of theory will be better if you explain a different theory in this design than the one you used for your theory assignment. Similarly, find different sources for this assignment than the ones that you used in your library assignment. Please also be aware that it is nearly impossible to answer an analytical research question about an event in the future. Do not pick a research question that is in the future. “Will U.S. missile strikes in Pakistan undermine the Pakistani government” is an interesting question, but it can not be answered yet.

1. General Problem area
   You should introduce the topic, justify its relevance, and begin to narrow it. This should take approximately one or two paragraphs. Use this section not just to introduce your topic, but to tie it into broader issues that are interesting to many people. Show how your narrow topic is related to a broad topic of general interest.

2. Research Question
   State your analytical research question in “what is the relationship between” format. By this point you should have narrowed your research project to a manageable and relevant topic. This is the most important step in this design. Think very carefully about your research question; the rest of the design will flow more easily if your question is in good order. This section should only be one sentence long. If you can’t state your research question in only one sentence, you probably need to rethink your research question. Please narrow your topic appropriately, and that narrowing should be apparent in the wording of your research question, for example “What is the relationship between gender and voting on educational legislation, an analysis of voting in the US Senate, 1995 to 2005.”

3. Research Expectation
Write a thesis statement explaining the relationship you expect to find between your two concepts or variables. You may wish to use a "because . . . therefore . . . " (or similar) format. Explicitly identify your independent and dependent variables. This section should only be two sentences long. Make sure that your research expectation is narrow. Your research expectation should be simply a restatement of your research question, except your research expectation answers your research question. Use a second sentence, if necessary to put in the space and time limitations on your research question that are necessary to make your research expectation narrow and answerable. It is also fine to signal the multiple tests that you will use to test your research expectation in this section. For example, it is fine to say “Women legislators are more likely to support balance budgets, a quantitative study of the Utah legislature 1980-2010 and interviews of committee chairs of the US House of Representatives.” This shows two of the tests that you plan to use to test your research expectation. Finally, include a sentence that specifically states the independent and dependent variables of your research.

4. Theoretical Framework
Explain the theoretical framework you are using. Make sure that you (a) identify the theory you will use and explain the causal logic of the theory, (b) state the theory in general terms (c) explain how the theory applies to your particular research question, and (d) cite, by using a parenthetical reference, the theory. In describing your theory, remember that a theory explains a relationship and the direction of the relationship. It also explains this relationship generally, and it explains why the relationship exists. If your theory lacks any of these elements, it is not a theory. You should have a citation for your theory. Your theory should also be stated broadly, much more broadly, if possible, than your research question. For example, if your research question is about the relationship between monetary rewards and the willingness to become a suicide bomber, the theory should be about motivations to act against self interest for a larger cause generally and not specifically related to a particular ideology or a specific act such as suicide bombing.

5. Definitions
Define all relevant terms that might be used in your paper. All of your definitions should be operational definitions. The independent and dependent variables are especially appropriate for defining with clarity. There is no set number of terms that you must define in this section, but you should consider your research project and identify any terms that might need a clear definition. We will make deductions for definitions that remain ambiguous, and we will also make deductions for failing to define important terms for your study that are possibly ambiguous. For example, dictionary definitions are usually not operational definitions and would not be appropriate for this task. In addition, if you copy even a phrase of your definition from some other work without quotation marks and a citation, that copying would be plagiarism.

If you are running a statistical test of your research question, it is likely that you will need to have control variables in your statistical test. Each of your control variables should also be defined operationally. It is perfectly fine to use someone else’s definition of a variable if that definition seems valid and is operational. Thus, though you could create your own operational definition of democracy for your design (not an easy task), you can also use, for
example, Freedom House’s definition of democracy and simply reference that definition in this section of your paper. It is also appropriate to define the same concept differently in the same design if that same concept is used in different tests. Thus, you might define democracy in a public opinion survey as the response to a specific question but define it for a statistical test in the same design as the Freedom House definition.

6. **Limitations and Case Selection**
   Explain the limitations of your research project, both those that are inherent in your research and those that you explicitly are placing on your research. There is no set number of limitations that you must discuss in this section, but you should try to include all important and relevant limitations. Specifically, you should discuss whether your research project is qualitative or quantitative and discuss the limitations inherent in either type of design. You should also discuss limitations in the data that exists or is available to you, and the limitations that you have placed on your research to make the topic more manageable. The limitations that you place on your research include (1) your decision to study only one independent variable when other independent variables also affect your dependent variable (2) your decision to study only some cases not all possible cases, (3) your decision to use only particular methods of gathering information, and (4) your decision to use either a qualitative or quantitative methodology. For each of these items you should show your awareness of the other methods, cases, variables, etc., and then explain and justify why you have chosen the methods, cases, variables, etc. that you have chosen. It is appropriate to discuss potential problems even with the methods or cases that you have selected. This is your chance to show the reader that though your methods or cases may not be perfect, they are the best of the alternatives that were available.

7. **Data Collection**
   Please brainstorm about multiple ways that you can prove that a relationship exists between your dependent and independent variables. A good idea is to “process trace” the relationship between those two variables thinking about observable implications that you should see if your two variables are indeed in a causal relationship. The causal logic of your theory will help you to process trace. Even if you are doing a quantitative design, you are required to think of some qualitative data that will augment your quantitative data. Most statistical tests do not prove causation; you must support the plausibility of your theory with additional tests of your causal logic that may be qualitative or quantitative. When you have identified several ways to prove the existence of your relationship, use those same methods in this section, the criteria for verification section, and your outline. These three sections should be consistent.

For each of your tests of your research question, tell what data that you will collect and how you will collect it. Specifically name the types of data sources you will need to consult in order to answer your research question. If you are collecting data for a statistical test, include discussion of any control variables that you should also have data for to run your tests. If you will be looking in books or journal articles to find expert opinion about your research question, do not merely say that you will look in "the library," "journals," or "books." Be as specific as you possibly can, telling us categories of books or journals, when used, and what specific information you hope to gather from those sources. Use
phrases such as “books about the military’s role in the development of democracy, specifically looking at Japan and Germany,” or “journals on the development of democracy such as Journal of Democracy and Democracy Review.”

8. Criteria for Verification
Explain how your research question will be answered. What will you accept as sufficient evidence either to justify or to falsify your research expectations(s)? In writing this section, think of your answer to the question “I will be satisfied that my thesis is correct if I find the following evidence: __________.” You should also think of your answer to this question “I will conclude that my thesis was incorrect if I find the following evidence: __________.” For statistical evidence state that you will look for appropriate tests of statistically significant relationships, but also include a discussion of additional evidence that will support the conclusion that you are examining. Do not make the mistake of assuming that a statistical correlation between two variables is proof that one variable caused the other variable. The multiple methods of proving the causal relationship that you identified in the data collection section should also each be discussed in this section.

9. Literature Review
List and describe, in paragraph form, at least ten items, including at least two books, two journal articles, and two government documents that you will use to write your paper. No more than two of your citations may be to Internet web pages. I do not count a citation to a hard copy publication that was accessed through the Internet as part of the two Internet citation limit. Use a proper parenthetical reference for each item. This section is to be written in paragraph form, not as a list. Please do not write one paragraph for each item. Instead group similar items together and explain how they relate to each other and how they will be useful in your research. It is fine if the sources that you list in this section do not correspond to the sources that you said you planned to use in your data collection section. For example, you may say that you plan to interview senators, but you don’t actually have to have senator interviews in your literature review. The sources that you find for this section should be relevant to your research, but you don’t have to have all of the types of sources that you would find if you were actually doing the research. Thus, it is fine to say that you will do a survey of people and then not list an actual survey in your literature review. Similarly, you may say that you are going to review newspaper articles or politician speeches on a topic in your previous sections; you are not required to find those sources to complete this paper. Any sources that seem useful are appropriate for this section.

10. Tentative Outline
This need not be extensive, but it should anticipate the organization of the paper that you would write. Be sure to include everything from an introduction to a conclusion. It is crucial that this outline show the arguments and evidence that you plan to use to support your thesis. In other words, the methods that you outlined in your data collection section of how you plan to show a causal relationship between your variables should provide the bulk of your outline. Your paper is about your research; that priority should be reflected in the items of your outline. If you were to actually do your research you might find out that your arguments were actually wrong, but it is crucial at this stage to try to work through what
arguments and what evidence you expect to find. An outline that does not contain this information is nothing more than a thesis statement with an introduction and conclusion. Similarly, the outline should not follow the order of this research design. Though every element of this research design is important, many elements will be things that you have thought about but do not write up in the paper. For example, rarely do papers have a subheading called “criteria for verification” even though an understanding of the importance of verification standards is implicit in the analysis.
Second Design Assignment (100 points)

This assignment is identical to the First Design Assignment. Please follow the instructions for the First Design Assignment for this assignment.

Please do not use any of the information from previous assignments to complete this assignment. For example, you must use a different theory for this assignment than the theories that you used for either your Theory Assignment or First Design Assignment. The ten sources that you use for your literature review section must differ from the sources you used on previous assignments. Every section of this Second Design Assignment should be different than the corresponding sections for the First Design Assignment. Pick a different topic, different research question, different theory, and different sources for this assignment.
Statistics Assignments (50 points)

Objectives: (1) To gain experience computing and interpreting statistics. (2) To practice operationalizing data and collecting data. (3) To learn how to report statistical results to a general audience.

Assignment: Create two separate data sets. Each data set must consist of two variables. In one data set, the independent variable must be a dichotomous variable. The dependent variable can be nominal, ordinal, or interval level data. In the second data set, both variables should be interval level data. For one data set you must actually collect the data by observation or interview. Do not use Learning Suite to e-mail everyone in the class with survey questions for your data collection. For the other data set you must use data that has been collected by someone else that you put into a statistical spreadsheet (you find the data on line or in a publication).

For each data set, explain the hypothesized relationship between the variables. Discuss briefly what may be a theoretical link between the two variables. For the data set that you collected, explain the procedures that you used for collection. Discuss the validity and reliability of the data that you collected and how you collected it. Identify all potential problems in your operationalization of the variables and your methods of data collection. For the data set that you found in some other source, describe the source of the data. Identify any potential problems with the validity or reliability of this data set.

Test for statistical significance, substantive significance, and fit of the relationship in each data set (if appropriate), and report and discuss the results. For the data set with a dichotomous independent variable, use either a comparison of means test or a Chi square test to analyze the relationship. (You must choose the appropriate test for the type of data that you have.) Discuss which test of statistical significance that you used and why you used that test. Report the values of the test for statistical significance and interpret those values. Discuss substantive significance identifying the effect of the independent variable on the dependent variable. You do not need to assess the fit of the relationship for this data set.

For the data set with two interval level variables, run a test of the correlation coefficient between the two variables. Report the values of statistical significance and fit and interpret those values. You do not need to assess substantive significance for this data set. Discuss the scatterplot of the two variables and discuss how the scatterplot looks. Include the scatterplot in your paper. Please also include print offs of the statistical results you obtain from each test. You need not work these into the body of your paper; just include them at the back of your assignment.

The variables that you use for this assignment need not be relevant to political science, but you must have variables for which a plausible, theoretical relationship exists between the two variables.

Voice and Audience: You will produce a report of your research for this assignment. It should be written in grammatically and stylistically correct form with coherent paragraphs and transitions between paragraphs. However, the paper need not be unified as an essay. There is no requirement for a thesis statement, an introduction, or a conclusion. Write well, but you should report your findings as a research report rather than as an essay. Your audience is a well-read specialist in the field of political science.
**Hints:** Please use the following checklist to make sure that each of these elements is included in your research report:

* A discussion of the relationship that you wish to investigate between the variables in each of the sets of variables
* A brief discussion of the causal link between each of the sets of variables that you are examining (The “why” of the relationship).
* A description of how you collected the data for one data set.
* An analysis of possible problems of validity and reliability in how you operationalized your variables and collected the data.
* A description of the external source that you used for the second data set.
* An explanation of which comparison of means test or Chi square test that you chose to use for the data set with the dichotomous independent variable.
* A report of the values for the comparison of means test or Chi square test used and an interpretation of what those values mean
* A discussion of substantive significance based on a reporting and discussion of either the means of the two subsets of the dependent variable or the column percentages of the cross tabulation. (Use the method most appropriate for your data set.)
* A reporting and interpretation of the values obtained when a test for correlation is done for the data set that has two interval level variables. This reporting should include numbers for both fit and statistical significance
* A scatterplot of the two variables used in the data set that has two interval level variables. Discuss the appearance of the scatterplot.

*Please also include print offs of the results of your statistical tests. These sheets may just be included in the envelope without making them part of your assignment.*

Here are some instructions that you will find helpful in actually running the statistical tests in either SPSS or Excel:

1. For the data set with the dichotomous independent variable,

   A. If the dependent variable is dichotomous or has only a few categories, then you should analyze your data in a cross tabulation. Discuss substantive significance of this data by analyzing column percentages; discuss statistical significance by calculating a Chi square statistic. In SPSS choose “Analyze,” then “Descriptive statistics,” then “crosstabs.” Put your independent variable as the column and your dependent variable as the row. Click on statistics and choose “Chi Square.” You can also choose to have SPSS calculate column percents for you by selecting that option. In Excel, you must first create the expected value table before the calculation (column total multiplied by row percent). Then under “fx” choose “statistical” under categories, then choose “chitest,” click on OK, and then enter the areas for the actual values and the expected values.

   B. If the dependent variable is continuous (typically interval level data that is not categorized, or has too many categories to do a cross tabulation), then you should analyze your data using a comparison of means test. In SPSS choose “Analyze,” then “Compare means,” then “Independent-Samples T test.” Then select your continuous variable as the test variable and your dichotomous variable as the grouping variable. Define the groups for your grouping variable by the values of your dichotomous variable (typically group 1 = 1 and group 2 = 0). Your results will tell you the mean for each of the two groups of your continuous variable. Report and interpret the substantive significance of the difference between those two means. Report and interpret the
statistical significance from the row title “equal variances not assumed.” In Excel, choose “data,” then “data analysis,” then “t-test: two-sample assuming unequal variances.” Select the area in which the values of the two variables are entered. Interpret the results in the same manner as described above in the SPSS instructions. The most important number for assessing statistical significance is the probability (P) of the t-test, and you should use the value for a two-tail test.

For your information, if your comparison of means test has the same people, for example, answering different questions, the paired sample test is more appropriate. If different groups of people are answering the same question, then the independent or two-sample test is most appropriate. Typically, we do not assume that our samples have equal variances, and we look at a two-tailed test rather than a one-tailed test because one of our groups may be either higher or lower than the other group, suggesting that we want to measure the overlap of confidence intervals at both ends (tails) of the distribution.

2. For the data set with two interval level variables,

   In SPSS choose “Analyze,” then “Correlate,” then “Bivariate.” Look at either the upper right or lower left boxes for your results. The top line is a measure of fit. It is called Pearson’s r. The easiest way to interpret this number is to square it and interpret it as an R squared number. The middle line is the measure of statistical significance. In Excel, Pearson’s r is calculated by looking under “data,” then “data analysis,” and then “correlation.” To calculate a test of statistical significance in Excel of two interval level variables, the easiest method is to simply run a regression and look at the t statistic for that regression (Look under “data,” then “data analysis,” and then “correlation.”) Because you can also obtain the correlation coefficient in a regression (look for r), it may be simpler to just run a regression and get the correlation coefficient and the t statistic at the same time.

You may find it helpful to refer to this chart for the relevant statistical tests for different types of independent and dependent variables:

<table>
<thead>
<tr>
<th>Dichotomous Dependent Variable</th>
<th>Dichotomous Independent Variable</th>
<th>Nominal or Ordinal Independent Variable</th>
<th>Interval and Continuous Independent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Tab (Chi Square)</td>
<td>Cross Tab (Chi Square)</td>
<td>Logit or Probit Regression</td>
<td></td>
</tr>
<tr>
<td>Nominal or Ordinal Dependent Variable</td>
<td>Cross Tab (Chi Square)</td>
<td>Cross Tab (Chi Square)</td>
<td>Ordered Probit or Logit</td>
</tr>
<tr>
<td>Interval and Continuous Dependent Variable</td>
<td>Comparison of Means or Regression (if multiple independent variables)</td>
<td>Anova (one Ind. Var.) or Regression if you make the independent variables dummies</td>
<td>Regression (correlation coefficient also possible)</td>
</tr>
</tbody>
</table>

In this assignment, you are required to have a dichotomous independent variable for one of your data sets which means that you will do either a cross tab or a comparison of means test, depending on what type of dependent variable you have. Your second data set will have both the independent variable and dependent variable as interval and continuous variables. We require that you test the relationship using the correlation coefficient, though a regression would also be a possible test. Please choose variables for which a plausible causal relationship could exist. Your assignment is
fine if your statistical tests show that the relationship does not exist. Also avoid choosing variables for which a relationship is obvious or automatic. For example, it is not interesting to show a relationship between the budget of government agencies and the number of employees at the same agencies.
Regression Assignment (50 points)

Objectives: (1) To gain experience computing and interpreting statistics, especially running regressions. (2) To understand better the importance of controlling for all relevant variables in a test of statistical correlation. (3) To practice reporting statistical results to a general audience.

Assignment: Create a data set with at least two variables and at least thirty observations for each variable. Your dependent variable must be a continuous, interval level variable. Regress your dependent variable on your independent variable. Now choose at least two additional control variables and add them to your data set. Run your regression again with the additional control variables.

Report, interpret, and compare the results of your two regressions. Report and discuss the statistical significance and fit of both regressions generally and the substantive and statistical significance of the relationship between each independent variable and the dependent variable specifically. Describe any changes between the results for your first regression and the results for that same relationship when other control variables are added to the regression. Explain why or why not the results from the first regression differed from the second regression.

Please also explain the hypothesized relationship between the independent variable and the dependent variable of the first regression. Discuss briefly what may be a theoretical link between these two variables. Explain you selection of control variables. What other control variables would you have liked to include but were unable to include because the data was unavailable? Describe the source of your data and identify any potential problems with the validity or reliability of this data source.

Create a scatterplot of the two variables of the first regression and discuss how the scatterplot looks. Include the scatterplot and the print offs of the two regressions in your paper. You need not work these into the body of your paper; just include them at the back of your assignment. You may choose relationships that are not relevant to political science for this assignment, but you must choose variables for which a plausible theoretical relationship exists between the two variables.

Voice and Audience: You will produce a report of your research for this assignment. It should be written in grammatically and stylistically correct form with coherent paragraphs and transitions between paragraphs. However, the paper need not be unified as an essay. There is no requirement for a thesis statement, an introduction, or a conclusion. Write well, but you should report your findings as a research report rather than as an essay. Your audience is a well-read specialist in the field of political science.

Hints:
Please use the following checklist to make sure that each of these elements is included in your research report:

* A discussion of the theory that links the two variables of your first regression
* A statement of the hypothesized relationship between those two variables
* A discussion of the scatterplot of those two variables and whether a correlation appears to exist between those two variables
*A discussion of the regression results for these two variables, including tests of statistical significance, substantive significance, and fit for both the entire regression and the independent variable specifically (where appropriate).

*A description of the data source for all of the variables used in your regressions and any potential strengths or weaknesses of using those data sources

*A discussion of which variables should be controlled for in this relationship and which ones you included in your second regression and which ones you would have liked to have included in your second regression but were not able to include

*A discussion of the regression results for the multiple independent variables and the same dependent variable, including tests of statistical significance, substantive significance, and fit for both the entire regression and the independent variable specifically (where appropriate).

*A comparison and discussion of any changes in the relationship between your first independent variable and the dependent variable when no other variables were controlled for and when the other variables were controlled for. What might explain any change or lack of change in this relationship when control variables are included?

*Include your two regressions and scatterplot results with your assignment.

Here are some instructions that you will find helpful in actually running the statistical tests in SPSS or Excel:

If you are using SPSS, go to “analyze” then “regression” then “linear.” Identify your dependent and independent variables and move them to their respective boxes. Run the regression.

If you are using Excel, go to “data” then “data analysis” then “regression.” Identify the range of the dependent variable and put it in the “Input Y range.” Identify the range of the independent variable or independent variables and put them in the “Input X range.” One quirk of Excel is that when you have multiple independent variables they have to be in columns next to each other or you can not enter multiple independent variables into the regression. Also, if you include a top row of your variables (the name of each of your variables), click on the box “labels” and the independent variables will have that same name in the regression results. If you do not include the top row of names, then you must remember the order of your variables and match the first column to the first row of your regression results.

In discussing regression results, please be aware of these common phrases: A regression with more than one independent variable is called a “multiple regression.” In a regression we regress the dependent variable on the independent variables. Thus, it is common to say “I regressed income on education level and age,” which means that income was the dependent variable and education level and age were the independent variables. Please choose variables for which a plausible causal relationship could exist. Your assignment is fine if your statistical tests show that the relationship does not exist. Also avoid choosing variables for which a relationship is obvious or automatic. For example, it is not interesting to show a relationship between the budget of government agencies and the number of employees at the same agencies.

PRACTICE ASSIGNMENTS

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Please write your code name and your teaching assistant’s name at the top of each practice assignment that you turn in. These assignments usually are typed, but you do not need to include a cover page or a works cited page. In some instances it will be easier to submit a handwritten assignment. We will allow handwritten assignments, but they must be legible. These are informal assignments—a chance for you to practice what we have learned in class and get some feedback on your understanding of those concepts. There are no penalties for grammatical, stylistic, or formatting errors on these assignments. The assignments are due at the beginning of each lab session as described in the syllabus, and they are turned in to your teaching assistant in your lab sessions. There is no penalty on these assignments for getting an answer wrong; rather, you will be graded solely on your effort and whether or not you completed the assignment showing reasonable effort.

**Assignment 1: Personal Statement Ideas**

Read over the personal statement assignment. Choose two or three positive characteristics about you that you would like an admissions committee to remember. Write them down on your assignment paper. Next brainstorm about experiences that show through your actions rather than tell with words that you have (or have learned/acquired) these characteristics. Write down a sentence to describe each experience and try to have two or three possible experiences that match with the characteristics that you have already written down. Evaluate the experiences that you have written down. Are they memorable? Interesting? Do they portray you in a positive fashion? Are they readily comprehensible to someone who is different from you? Write down your answer to each of these questions about each of your experiences. Bring the paper to lab to turn in. Make a copy to keep with you for discussion in lab and for your reference after lab.

**Assignment 2: Practice of Grammar Principles**

With the help of your Hacker book, try to identify the grammar problem in each of the following sentences. Please also try to write a corrected sentence. If it is easier for you to do, just copy off this page and write the corrections and problem below each sentence in your own handwriting (please try to write legibly). Please do not stress about this assignment. Do as many as you can do and then come ask the teaching assistants or Brother Christensen about the ones that you did not recognize. If you recognize only a few of the errors, you may want to review more thoroughly some of the grammar rules that we have been discussing. If you recognized most of the errors, pat yourself on the back.

1. While I was reading violins began to play and drums beat out a syncopated rhythm.

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

3. The employees of the Division of Natural Resources, and the leaders of seven prominent environmental organizations met in a two-day conference last month.
4. The new rules limiting each speaker to only ten minutes effected the committee’s productivity. Committee decisions took an average of only forty minutes under the new rules.

5. My health insurance would end in July so I scheduled my angioplasty in late June.

6. Georgia almost broke into song but she remembered her mother’s warning about singing songs in meetings.

7. Everyone in the class wanted to have an extra day to complete the assignment.

8. Kara wondered who’s money was left on the table; such carelessness created danger for the tour group.

9. Each speaker, who argued in favor of the new school boundaries, used the example of school desegregation to support his or her position.

10. We strained to reach the bottom of the canyon before dusk. Where the river guide was waiting for us at a hastily assembled campsite.

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

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

13. The immigration authorities confiscated all three tourist’s passports when the authorities discovered that someone had forged the passports.

14. When Kyle set the glass on the coffee table, it broke.

15. After eating the children all clamored for Kawika to read them the story of Maui the Trickster.

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

17. If an employee uses the alarmed door after regular business hours, they will probably have to spend a night in jail.

18. “12 cities in only 7 days is too much to endure,” complained Ms. Roslyn when she heard the travel itinerary.

Assignment 3: Practice of Style Principles
Try to identify the stylistic problem in each of the following sentences. Please also try to write a corrected sentence. If it is easier for you to do, just copy off this page and write the corrections and problem below each sentence in your own handwriting (please try to write legibly). Please do not stress about this assignment. Do as many as you can do and then come ask the teaching assistants or Brother Christensen about the ones that you did not recognize. If you recognize only a few of the errors, you may want to review more thoroughly some of the style rules that we have been discussing. If you recognized most of the errors, pat yourself on the back.

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

2. It is really unfair that elections are on Tuesdays when it is sort of hard to get away from work to vote.

3. Louise’s mental illness worsened as she began seeing allusions of great historical figures coming to meet with her in her bedroom.

4. George argued that the reason that he took occasion to steal the watch was because of the fact that he had no money.

5. The vote to strike was taken by the pilots after an unprecedented twelve-hour meeting. The pilots also met with reporters after the vote for a 3:00 a.m. news conference.

6. The teaching assistants finalized plans to utilize the new computers in their lab sessions.

7. Tour groups to Hawaii often miss some of the most beautiful and lovely vacation spots and destinations.

8. The youth club’s ascent of Mount Nebo was in the early morning hours.

9. The repair of my car by Ernie’s Body Shop was a frustrating experience because it was so difficult to get a clear answer from Ernie.

10. My sister warned me that some of my classes at university would not be a piece of cake.

11. Chile is a country that is famous for its beautiful rivers and mountains.

12. Every piece of furniture that was on sale was bought by the members of the quilting club. They had traveled all night to be at the store when the doors opened this morning.

13. Adverse personnel hiring outcomes are less likely to occur if the interviewer is properly prepared.
14. When he gave his response during the debate, Mayor Hutchings completely forgot what the
guy running against him was talking about.

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

16. My love for borscht is one of the reasons that I enjoy traveling to Russia each spring.

17. The car’s transmission failed in the middle of the Mohave Desert. It was fifty miles to the
nearest service station.
Assignment 4: Revising Writing

Please submit four copies of the same page of your writing. The writing can be an assignment written for this class or for any other class. On the first copy, circle all of the “to be” verbs on the page (is, am, are, was, were, be, being, been). Assess whether you are using the “to be” verb too much. How many of the sentences are in the passive voice? How many of your to be verb sentences have nominalized verbs in them? Write a conclusion at the bottom of the page about how often you use the passive voice and to be verbs and whether you need to use them less often. On the second copy, please circle all of the prepositional phrases in your writing (consult Hacker page 496 if you need help identifying prepositions). Assess whether you tend to use too many prepositional phrases. On the third copy, count the number of words in each of your sentences and list the number of words for each sentence. Does your sentence length show sufficient variety, or are your sentences consistently short or long? On the fourth copy, read each sentence out loud and circle every word or phrase that seems to have problems. Identify what the problem is and try to rewrite the sentences to avoid or fix the problem.

Assignment 5: Recognizing Theory

Please access JSTOR from the BYU library website. Find three different articles relevant to political science. Print off the abstract and first three pages for each of the three articles. Identify if the authors of each of the articles use any theory in their papers (as reported in the abstract or first few pages of the article). Write a short description of what the theory or theories are that are used in the articles, either pointing to explicit statements of causal explanations or implied causal statements. If one or more of your articles does not seem to have either an explicit or implicit statement of causation that can be stated as a theory, explain what the purpose of the article is. If the article gives a specific causal explanation that is too specific to be stated as a theory, reformulate the author’s specific explanation as a general theory.

Assignment 6: Citation Style

Please write a works cited page for the following works. They are not in proper order, but the information to write a correct citation is given. Please type this assignment and try to produce a works cited page that fits all of Turabian’s requirements.

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. Jung-suk Youn wrote a chapter called “Candidates and Party Images: Recruitment to the Japanese House of Representatives” in the book “Parties, Candidates and Voters in Japan” which was edited by John Campbell and was published in 1980 by the Center for Japanese Studies.
University of Michigan, at Ann Arbor, Michigan, USA. The chapter was on pages 106 to 129 in the book.

4. Gary Allinson wrote a journal article titled “The Moderation of Organized Labor in Post War Japan.” The article ran in the “Journal of Japanese Studies.” It was in Volume 1 which was published in the spring of 1975. It ran on pages 409 to 436 of the journal.


Assignment 7: Equations practice

1) How well can the admissions committee predict a student’s future GPA at Brigham Young University? One group of professors suggested using the following equation: $y = 2.034 + .051x$ ($x$ is the student’s ACT score and $y$ is the student’s predicted GPA at BYU). According to this equation, what GPA would we predict for: Sam, ACT = 21; Lucy, ACT = 31; Jolene, ACT = 26? 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?

2) Another group of professors believe that the key to a high GPA is more closely tied to work habits instead of test taking skills. For example, married students have an average GPA that is 0.2 higher than single students because they generally have better study habits. For every two hours that a student works in addition to going to school, his or her GPA is likely to drop 0.1 points, and student GPA rises 0.25 points for every hour a student studies after class. The average single student who does not work and never studies after class has a GPA of 2.8. Write the correct equation for this relationship.

3) Sam is single and usually works three hours and studies four hours every day. His ACT score is given in part 1 above. As a senior at BYU he has a 3.7 GPA. Which equation or model (the ACT based model or the work based model) performed better in predicting his actual GPA at BYU?

Assignment 8: Research Question

For your design assignment you need a research question that has the following characteristics:

- Interesting
- Relevant to Political Science
- Analytical
- Narrow
- Answerable

Most of us don’t think about hypotheses (research questions) that we want to test against some data. Rather, we think about interesting topics or questions. For this assignment you need to
develop two research questions that fit the five criteria listed above. Here is one method of developing a good research question.

Step 1: Think of a topic that is interesting to you. What is a topic about which you would gladly do research? What is a topic about which you would want to read a journal article or book about? Stop at this point and make sure that the topic is relevant to political science. Anything that has to do with governments or the effect of governments on society is a good political science topic. An example might be Japanese elections.

Step 2: Ask yourself an analytical (not a descriptive) question about your topic. Why did X occur? or What were the effects of X on something? Both of these questions have causality embedded in them. They are not just describing what happened, but telling us why something happened. An example might be, “why did the LDP lose the 2009 election in Japan?” In addition, make sure that the question that you are asking is interesting and not obvious. Don’t ask a question that has a widely recognized answer. Pick something about which there is some debate as to what the answer might be. Another caution is to not pick questions that have answers in the future. Do not ask whether democracy will succeed in Afghanistan. We don’t know that yet and to gather the data to answer this question, you would have to wait at least a few years. Ask questions that can be answered with data that already exists. Current events often have great questions, but we can’t answer them yet, so they are inappropriate for a research proposal.

Step 3: Speculate as to the answer to your question. This speculation becomes your hypothesis. It also is typically your independent variable. You don’t know for sure that your speculation is correct, but you want to see if it is correct. You do this by creating a hypothesis and then testing your hypothesis against data. An example might be: “The LDP lost the 2009 election because it raised and spent less money than the opposition party did.” Most analytical questions start with an effect (dependent variable) and your hypothesis supplies a cause (independent variable), but it is also possible for an analytical question to start with a cause and your hypothesis would then speculate as to an effect. (“what is the effect of increased campaign spending in US presidential elections” becomes “increased spending in US presidential elections reduces turnout in those elections”)

Step 4: Make your research question narrow and answerable by limiting it appropriately by space and time. Add a sentence or clause that says something like “a study of voting patterns in the Utah state legislature, 1990-2010.” This clause limited your research by space (the Utah legislature as opposed to all other legislatures in the world) and by time (1990-2010 rather than all votes ever taken in the Utah State legislature.

For this practice assignment go through this process for two different questions. Write both of them down and do each step for each research question, specifically answering the questions given above for each research question. Bring this paper to your lab. In addition, for one of your research questions, find an article that suggests a broader theory that you could use with that research question. For example, if your research question is “what is the relationship between the gender of a legislator and that legislator’s willingness to vote for tax increases, a study of the Utah state legislature 1990-2010,” you should look for any article that talks about gender differences broadly that can be used to then explain why there might be gender differences in voting on taxes. Your theory should be broader than your research question by either broadening your independent variable, or your dependent variable, or both. You will use this practice assignment in lab discussion about your designs.
Assignment 9: Multiple Tests

A good research design approaches each hypothesis by considering multiple ways to test that hypothesis. Take your research question and devise at least three different ways to test your hypothesis. The methods may include statistical tests run on data collected, public opinion surveys, a review of expert opinion, elite interviews, or archival research. For each of the three tests that you think of, specify exactly how you would collect the data (feel free to imagine that you have a small budget and ample time for your research), what would be results that would persuade you that your hypothesis was correct or incorrect, and what would the results look like. Your answers to these three questions will help you write your Data Collection, Criteria for Verification, and Outline sections of your design. If you are using statistical tests for any of your tests, make sure that you consider appropriate control variables and how they would be defined and collected. For statistical tests it is also appropriate to say that your criteria for verification for that test would be standard statistical tests for a relationship between variables. Please also consider process tracing the causal logic of your theory to identify observable implications of your theory. This will help you develop additional tests of your hypothesis and also help make your tests of your hypothesis not just tests of a correlation between two variables but also a test of the theoretical reasoning that supports your hypothesis, helping your tests show causation as well as correlation.

For this practice assignment please answer the following three questions about three different tests of your research question: (1) How will you conduct the tests (gather the data), (2) what results would persuade you that your hypothesis was correct or incorrect, and (3) what do you expect your results to look like.

Assignment 10: Mean, Median, and Mode

For this assignment please put two variables in a statistical program. For these two variables have the statistical program calculate the mean, median and mode. Submit the print out of these values and explain why there is any difference in these values (if a difference exists), or if there is no difference in the three numbers, please explain why the values are the same. To calculate a mean, median, and mode in SPSS, select “Analyze,” then “Descriptive Statistics,” then “Frequencies,” then select your two variables, and then select “Statistics” at the bottom of the box. In the new box that appears, select “mean,” “median,” and “mode.” Select “continue,” then “OK.” In Excel, choose “tools,” then “data,” then check the “summary statistics” box.

Assignment 11: Normal Distribution

1) Men’s heights are normally distributed with a mean of 69 inches and a standard deviation of 2.5 inches. Draw the distribution curve and label the mean and the measures of each standard deviation. Then answer the following questions:
   a) Between what heights do 68% of men fall?
   b) What percent of men are shorter than 74 inches?
   c) Approximately what percent of men are taller than Brother Christensen (65 inches)?
2) The middle ninety-five percent of adults have an IQ that is between 60 and 160. We will assume that IQ for adults is normally distributed.
   a) What is the average IQ for adults? The standard deviation?
   b) Draw and label this distribution.
   c) How many adults have an IQ between 185 and 135?
   d) If this class of 130 students is a representative sample of the population, how many geniuses (IQ >= 160) are in our midst?

Assignment 12: Choosing Statistical Tests

Using the table below, please identify which tests would be the appropriate statistical tests for testing for relationships between the following sets of variables:

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Exam Score</th>
<th>Paper Score</th>
<th>Major</th>
<th>Year in School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alisha</td>
<td>19</td>
<td>Female</td>
<td>95</td>
<td>90</td>
<td>PS</td>
<td>1st year</td>
</tr>
<tr>
<td>Calvin</td>
<td>18</td>
<td>Male</td>
<td>83</td>
<td>80</td>
<td>PS</td>
<td>Senior</td>
</tr>
<tr>
<td>Marta</td>
<td>19</td>
<td>Female</td>
<td>94</td>
<td>93</td>
<td>PS</td>
<td>Senior</td>
</tr>
<tr>
<td>Zoe</td>
<td>18</td>
<td>Female</td>
<td>71</td>
<td>76</td>
<td>Other</td>
<td>Junior</td>
</tr>
<tr>
<td>George</td>
<td>18</td>
<td>Male</td>
<td>68</td>
<td>85</td>
<td>Other</td>
<td>Junior</td>
</tr>
<tr>
<td>Golda</td>
<td>18</td>
<td>Female</td>
<td>74</td>
<td>73</td>
<td>Other</td>
<td>Junior</td>
</tr>
<tr>
<td>Franz</td>
<td>18</td>
<td>Male</td>
<td>89</td>
<td>94</td>
<td>Other</td>
<td>Junior</td>
</tr>
<tr>
<td>Manon</td>
<td>20</td>
<td>Female</td>
<td>92</td>
<td>80</td>
<td>Other</td>
<td>Senior</td>
</tr>
<tr>
<td>Alice</td>
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<td>Female</td>
<td>88</td>
<td>82</td>
<td>PS</td>
<td>1st year</td>
</tr>
<tr>
<td>Fred</td>
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<td>80</td>
<td>90</td>
<td>Other</td>
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<tr>
<td>Beatrice</td>
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<td>73</td>
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<tr>
<td>Betty</td>
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<td>73</td>
<td>65</td>
<td>PS</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Bob</td>
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<td>77</td>
<td>73</td>
<td>Other</td>
<td>Junior</td>
</tr>
<tr>
<td>Bill</td>
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<td>Male</td>
<td>84</td>
<td>89</td>
<td>Other</td>
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</tr>
<tr>
<td>Claire</td>
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<td>86</td>
<td>86</td>
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</tr>
<tr>
<td>Liz</td>
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<td>90</td>
<td>95</td>
<td>PS</td>
<td>1st year</td>
</tr>
<tr>
<td>Ben</td>
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<td>Male</td>
<td>69</td>
<td>75</td>
<td>PS</td>
<td>1st year</td>
</tr>
<tr>
<td>Samuel</td>
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<td>80</td>
<td>84</td>
<td>PS</td>
<td>1st year</td>
</tr>
<tr>
<td>Roderick</td>
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<td>Male</td>
<td>84</td>
<td>77</td>
<td>PS</td>
<td>Senior</td>
</tr>
<tr>
<td>Tom</td>
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<td>Male</td>
<td>87</td>
<td>88</td>
<td>Other</td>
<td>1st year</td>
</tr>
<tr>
<td>Eileen</td>
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<td>Female</td>
<td>92</td>
<td>93</td>
<td>PS</td>
<td>Junior</td>
</tr>
<tr>
<td>Karen</td>
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<td>Female</td>
<td>77</td>
<td>81</td>
<td>Other</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Melinda</td>
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<td>Female</td>
<td>73</td>
<td>69</td>
<td>Other</td>
<td>Sophomore</td>
</tr>
<tr>
<td>Luis</td>
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<td>Male</td>
<td>87</td>
<td>85</td>
<td>PS</td>
<td>Junior</td>
</tr>
<tr>
<td>Dora</td>
<td>21</td>
<td>Female</td>
<td>93</td>
<td>95</td>
<td>PS</td>
<td>1st year</td>
</tr>
<tr>
<td>Elnora</td>
<td>18</td>
<td>Female</td>
<td>66</td>
<td>78</td>
<td>Other</td>
<td>Senior</td>
</tr>
<tr>
<td>Emily</td>
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<td>Female</td>
<td>85</td>
<td>76</td>
<td>PS</td>
<td>Junior</td>
</tr>
<tr>
<td>Carlos</td>
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<td>Male</td>
<td>81</td>
<td>79</td>
<td>PS</td>
<td>Junior</td>
</tr>
</tbody>
</table>
What would be the appropriate statistical tests for a test of the relationship between each of the following pairs of variables (choose among a comparison of means test, a cross tabulation, or a regression/correlation coefficient):

- Exam Score and Paper Score
- Gender and Exam Score
- Year in School and Age
- Gender and Major
- Major and Paper Score
- Gender and Paper Score
- Year in School and Exam Score
- Age and Paper Score

Describe what you would have to do to the variable Year in School to use it in a regression with an interval level variable?

Assignment 13: Running Regressions

Select three interval level variables that you think might be related. You may use variables that you have used for previous practice assignments, other data that you have already imported into SPSS or Excel, or you may find new data.

Designate one of the variables as a dependent variable and the other two variables as independent variables. Run a regression of these three variables. Submit the results of the regression in your practice assignment, and report the actual numbers of the regression results and try to interpret those numbers.

In your interpretation of your results, make sure that you discuss the statistical significance of the entire regression (look for the F test) and of each of the independent variables (look for the t test). Please also talk about the fit of the entire regression (look for adjusted R Square) and the substantive significance of each independent variable (coefficients of the each variable). Do your results suggest a strong correlation exists between the independent variables and the dependent variable? To run a regression in SPSS choose “Analyze,” then “Regression,” then “Linear.” In Excel, choose “data,” then “data analysis,” then “regression.”

Assignment 14: Interpreting Regressions

Please print off the following pages and try to answer all of the questions below each printed table.
1. What is the dependent variable?

2. What percent of the dependent variable’s variation is explained by all of the variables?

3. What is the average difference in the vote for Democrats after 1966 versus before 1966?

4. The Democratic share of the vote increases how much for Democratic incumbents in contrast to Republican incumbents?

5. Why does the table not report the dummy variable for each year?


<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Estimated Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lagged Democratic vote share</strong></td>
<td>0.81***</td>
</tr>
<tr>
<td></td>
<td>(0.02)</td>
</tr>
<tr>
<td><strong>Seat status</strong></td>
<td>−0.25</td>
</tr>
<tr>
<td></td>
<td>(0.42)</td>
</tr>
<tr>
<td><strong>Incumbency status</strong></td>
<td>2.40***</td>
</tr>
<tr>
<td></td>
<td>(0.40)</td>
</tr>
<tr>
<td><strong>After 1966</strong></td>
<td>10.72***</td>
</tr>
<tr>
<td></td>
<td>(2.59)</td>
</tr>
<tr>
<td><strong>After 1966 × Lagged Democratic vote share</strong></td>
<td>−.12***</td>
</tr>
<tr>
<td></td>
<td>(0.02)</td>
</tr>
<tr>
<td><strong>After 1966 × Seat status</strong></td>
<td>−2.48***</td>
</tr>
<tr>
<td></td>
<td>(0.56)</td>
</tr>
<tr>
<td><strong>After 1966 × Incumbency status</strong></td>
<td>5.90***</td>
</tr>
<tr>
<td></td>
<td>(0.53)</td>
</tr>
<tr>
<td><strong>$R^2$</strong></td>
<td>.85</td>
</tr>
<tr>
<td><strong>N</strong></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. 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 percent of the variation 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 percent of population that is Black by 10%, the percent of Blacks registered to vote increases by what percent?

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

*Dependent Variable: Black Voter Registration Rate*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model 1</td>
<td>Model 2</td>
<td>Model 3</td>
</tr>
<tr>
<td></td>
<td>(3.683)</td>
<td>(5.668)</td>
<td>(1.874)</td>
</tr>
<tr>
<td>Percent Black Population</td>
<td>.3299</td>
<td>.3364</td>
<td>.4037</td>
</tr>
<tr>
<td></td>
<td>(318)</td>
<td>(2099)</td>
<td>(2865)</td>
</tr>
<tr>
<td>Black Poverty Rates</td>
<td>.7914***</td>
<td>.7914***</td>
<td>.7914***</td>
</tr>
<tr>
<td></td>
<td>(2395)</td>
<td>(2037)</td>
<td>(2562)</td>
</tr>
<tr>
<td>Constant</td>
<td>62.629***</td>
<td>37.151****</td>
<td>55.75****</td>
</tr>
<tr>
<td></td>
<td>(2.354)</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></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. Why does this regression report “pseudo $R^2$” values?

2. How many regressions are reported on this table?

3. What is the difference in each of the regressions?

4. What independent variables predict “trust” at a .05 level of statistical significance or better?

5. Why might this author have calculated robust standard errors?

6. How can the coefficients of these regressions be interpreted?
APPENDIX 1: ASSIGNMENT FORMATTING GUIDELINES

All papers submitted in Political Science 200 must conform to a specific format to receive full points. This is not meant to be difficult, but rather to teach professional habits and have a consistent standard for all student papers in this class and in the Political Science Department.

1. All major writing assignments in our class must have a title page. The format for a title page and an example are given in Turabian, pp. 376-377.

2. All papers must be left justified. Do not right justify your papers. (Turabian pp. 290, 404)

3. Margins for all papers will be as follows:
   Left margin: 1.0 or 1.5 inches.
   All other margins: 1.0 inches.
   (Turabian A.1.1 p. 372)

4. Please use the following page numbering rules:
   The title page does not have a page number. The first page of text may begin with a 1 or a 2. In complex documents, front matter (title pages and other preliminary pages such as tables of contents) is numbered with i, ii, iii, iv, v, vi, etc. Under this system, the first page of text begins with a 1, because it is the first page of a different numbering system. Turabian also allows for the title page to be designated as 1 (but it does not show) so the first page of text is a 2. (See Turabian A.1.4.1). Either method is correct.

   The actual text of papers begins again with Arabic numerals (1, 2, 3, 4, 5, etc.) These numbers can go in one of four places: bottom center, top center, bottom right or top right. Turabian A.1.4.2 allows any of these four places as long as one method is used consistently. Turabian also allows pagination placement to vary depending on the type of text, but our papers are not so complex as even to consider this alternative.

5. Unless otherwise specified, all papers should be double spaced (one blank line between lines of text). Block quotations and reference list citations are single spaced. (Turabian A.1.3) Anything other than citations and block quotations must be double spaced.

6. In all of your writing avoid "widows" (first line of a paragraph left at the bottom of a page), and "orphans" (last line of a paragraph bumped onto a new page). Most word processors have commands to prevent these problems.

7. Turabian describes two styles for citations: notes-bibliography and author-date style. In political science we use the second style, author-date style. This style and examples are given in Turabian chapters 18 and 19. Please use chapters 18 and 19. Do not use chapters
16 and 17 that describe the other style used more commonly in the humanities. (Turabian 15.3 describes these two different styles and where they are more commonly used.)

If you have even one parenthetical citation in your paper, you must have a References page at the end of your paper. Turabian 18.2 and A.2.3.5 explain the rules to format a References page and gives an example of a page on page 403. Remember, you are writing a References page and not a Bibliography page, so follow the instructions for References rather than for Bibliographies. References are single spaced with a blank space between references. The title of the page should be “References” with two blank lines between the title and the first reference.

8. Turabian A.1.3 specifies that there is only one space after terminal punctuation. Please make sure that you space only once after a period.

9. Turabian 24.3.1 and 24.4.2 give rules for abbreviations of states and months. State names are abbreviated in citations and they must be the two letter postal abbreviations given in Turabian. Months may be written out in full or abbreviated in citations, but whichever style is selected, it must be used consistently. If month abbreviations are used, use the abbreviations given in Turabian 24.4.2. Note in Turabian 22.1.2 that months are capitalized but seasons are not in text, but in citations both months and seasons are capitalized (17.2.4.1). In addition, please note that when United States is used as a noun, it is written out. When it is used as an adjective, it may be abbreviated as U.S. (24.3.1).

10. With some exceptions, all numbers less than one hundred should be spelled out in text. The exceptions include: writing with many numbers, decimals, and multiple sets of numbers used in the same sentence. Please read over the rules in Turabian 23.1 to 23.1.3.

11. In citations of government documents, second and third are often abbreviated 2d and 3d not 2nd or 3rd. This rule also applies to any other numbers ending in a 2 or 3 (Turabian 17.9.1). Do not allow your word processing program to put the letters that accompany the numbers into superscript. The abbreviation should appear as 1st not 1st.

12. Turabian requires volume number, issue number, and month/season for journal citations, if this information exists (19.2.5). It is fine to leave off one or more of these items if the journal is not published with the information, for example a journal that has a volume number and a month but no issue number. It is not appropriate to leave off an item because your source does not list the information. You may have to look in another database or examine a hard copy of the journal to make sure that the missing information is not actually given at the journal itself (some databases do not list all of the information that actually exists).

13. For Internet citations, insert a space if needed to break up a long URL. Do not leave a big blank space in the middle of your citation. There is room for judgment in deciding which is the best web site address to use in a citation. Many full URLs are long and are the
temporary creation of a search process. As such they can not be replicated by anyone else using that particular URL. On the other hand, a web address to a general home page also is less than desirable because simply knowing the homepage is often not enough information for a subsequent researcher to find the data that you used. Two strategies are possible. One is to give the full URL, even when it is two or three lines long. A second strategy is to give as much detail as possible to the web site address and given any other necessary information (e.g. search terms used) somewhere else in the text of the citation.

14. Placement of parenthetical references usually comes at the end of the sentence. However, if the name of the author is given in the text of the sentence, it is fine to give just the year and page number (if appropriate) in parentheses at the end of the sentence or immediately following the author’s name in the middle of the sentence (Turabian 18.3.1).

15. Though we have highlighted some frequently used rules, this summary is not a substitute for the Turabian manual. All additional questions should be referred to Turabian. The teaching assistants will be happy to work with you in finding examples or answers in Turabian. Also remember that Turabian does not contain all possible examples. Sometimes you will need to extrapolate from the examples given in Turabian. Look for an example that is closest to the document that you want to cite and then use that citation as a model.

16. The library has an automatic citation system called “Refworks.” It is fine for you to use this system, but please be aware that you will still be responsible for the accuracy of your citations. Refworks is like an automatic language translation program. It is usually right, but it can make mistakes, especially if the required information is not entered into the program. For example, if the only information entered in for an unpublished paper is an author, title, year, place of publication, and publisher, Refworks will treat this as a book and not as an unpublished paper. If you use Refworks, understand that you are still required to know whether or not the citations that it produces are accurate.