I. Course Description

Statistical literacy becomes more and more important for understanding social phenomena today. Statistics are everywhere in the news we see every day, the articles we read, and speeches politicians or government officers make. This course is designed to provide basic knowledge to understand and decipher statistical information. I do not assume any level of knowledge of statistics for students. By completing this course, however, students will be knowledgeable about Statistics and have some necessary skills to conduct a statistical analysis. I will provide a step by step learning module to achieve that goal.

II. Objectives of the Course

First, this class aims to provide the basic statistical knowledge for students to read the modern political science writings. Recent books and articles in political science require the readers to have some knowledge on statistical analysis. After completing this course, students will have the ability to read quantitative analyses in political science. Second, this course also aims to provide students the skills to apply a statistical analysis in their empirical inquiries. Throughout the course, students will learn how to scratch the data from the web, manage the information, clean the data, and run some preliminary statistical analysis. In doing so, students will also learn about how to conduct a quantitative analysis in SPSS (Statistical Package for the Social Sciences). Along the way, the instructor will help students understand the statistical theories/knowledge behind all estimation techniques.

III. How to succeed in this course?

First, attend the class. This is the most critical factor that determines the success of students in this class. The instructor does use the book. However, lecture goes way beyond the textbook. Second, try to understand the course materials in class. If you have any question, do not hesitate to ask questions during the lecture. If you still have questions remained, please come to my office. Third, do your part. Please read the syllabus very carefully for detailed instructions and grade rubrics.

IV. Required Texts: The following book is required for this course.

✓ ISBN: 978-1107621664
### IV. Grading

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<tr>
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<th>POLS 2470</th>
<th>POLS 2470 (A)</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
<td>20</td>
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<tr>
<td>Quiz</td>
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<td>80</td>
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<tr>
<td>Memo</td>
<td>10</td>
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<td>SPSS Homework</td>
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<tr>
<td>Exam I &amp; II</td>
<td>30</td>
<td>80</td>
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<tr>
<td>Presentation &amp; Poster</td>
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<td>Assignment</td>
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#### A. Attendance (10 points): Be on time & be yourself!
- **Absence = 0.5 points off** (20 absences = 0 attendance points) & **Lateness = 0.3 points off**
- There is absolutely no way to make up these points. However, if students notify their personal situation that is not under students’ control, such as family emergency, doctor’s appointment, etc., the instructor will not opt out those points. So, send me an email before the class.

#### B. Reading Quizzes (10 points): Each week, students will have a quiz about the course reading.

#### C. Five Method Memos (10 points): Students will write five short essays throughout the semester.
- **Formality:** a doc file, 1 page, 12 font size, single space, & Times New Romans
- **Instruction:**
  a. **1st paragraph:** state the research question and the main argument. Then, briefly summarize the theory.
  b. **2nd paragraph:** identify the method applied. What kind of analytical strategy was used to support the central argument? Then, briefly evaluate the effectiveness of the strategy. How much do you think the working method is appropriate in answering the research question? Are other or better methods possible to employ? Try to share your idea with me. I value the original idea.
- **What to read?** – All readings are available in class Blackboard.
  - **Memo 1** Putnam 2000. *Bowling Alone*
  - **Memo 2** Solt, Frederick. 2010. “Does economic inequality depresses electoral participation?”
  - **Memo 3** Inkeles, Alex. 1974. “Becoming Modern.”
  - **Memo 4** Donovan et al. 2016. “Campaign civility under preferential and plurality voting.”
  - **Memo 5** Kim, Dongkyu. 2016, “The effects of inter-state conflicts on foreign investment flows.”
- **Deadlines:** See the Calendar of Activities below for the date. Typically, students should submit the memo to blackboard **by the start of the due date.** For example, the first memo’s deadline is on September 6th. That means the student should submit the first memo on September 5th midnight (24:00). I put 30 minutes of the grace period.
  c. **Late penalty:** If students submit the memo late without excuse discussed in advance, there is no way to make it up. If late, **20%** points will be deducted.

#### D. SPSS Homework (10 points): Students will have homework five times. In the beginning, homework is designed to help students replicate what they learned in SPSS session. In the later part, doing homework is actually to do some works for the final project. Each one takes 2 points of your total grade.
E. **Assignment (10 points)**

- Students will have three assignments to increase the understanding of (1) the relative frequency distribution, (2) central tendency, and (3) confidence interval. When the assignment was due, students should submit a hard-copy in class.

F. **Two exams (30 points):** There will be a midterm exam and a final exam, with each exam constituting 15% of your final grade. You will have some short answer/essay questions.

G. **Presentation & Poster (20 points):** At the end of this course, students should submit a research paper.

- Presentation (15 points): Students have 10 minutes to present their work to the class at the end. Students should deliver their analysis via slides. The presentation should address the following points effectively.
  - **Research question:** A question should be clearly stated in a way to speculate on a causal relationship (e.g., "Does economic development lead to political development?")
  - **Literature review:** Students should present the existing knowledge we can acquire from the literature.
    1. 4 news articles must be cited.
    2. 4 academic journal articles must be cited properly
    3. Reference on the last slide
  - **Theory:** Students should deliver their own argument to answer their research question. The speculation should be delivered with a rational thought on the possible relationship between the cause and the effect. If students take a different perspective on the existing knowledge, then students should carefully explain why the existing knowledge does not make sense.
    - **A testable hypothesis:** From the speculative thought, students should clearly state a testable hypothesis: that is an observable causal relationship between the cause and effect.
  - **Data:** Students should carefully identify & explain how datasets are collected and managed.
    - **Measurements:** Each variable should be carefully and understandably explained! How are they measured? What does the value refer to?
    - **Control variables:** Additional potential factors should also be included. Students are required to control for at least four control variables.
  - **Summary Statistics Table:** In a table, each variable's number of observation, mean values, standard deviation, minimum and maximum values should be presented.
  - **A simple scatter plot:** Put the cause on the X-axis and the effect on the Y-axis.
  - **Regression Tables:** Regression table should contain a model without the key independent variable and a model with the key independent variable. Every model should contain all control variables.
  - **Interpretation:** A precise interpretation of the regression result should be provided. Be reader friendly.
  - **Implications:** In a paragraph, students should explain what the result implies.
- **Poster (5 points):** Instead of writing a final paper, students will make one slide poster to summarize the presentation! Samples of a poster are displayed on the door of ELABN 211. The best four posters will get extra credits (2 points)

**H. POLS 2470 A:** From this session, students will be invited to the Center for Survey Research and Policy Analysis. In order to pass this section, students are required to participate in the public copinion survey of Rio Grande Valley. Students will have three different types of activities.

1. **IRB Training** (by **September 15th**): * Do not pay for anything there!!!
   - Register yourself and complete two online courses!
     - “Social and Behavioral Responsible Conduct of Research Course 1”
     - "Social Behavioral Research Investigators and Key Personnel"
   - [http://www.citiprogram.org](http://www.citiprogram.org)

2. **Survey Training session** [during our class hour, TBA]

3. **Survey Participation:** 5 hours
   - For the opinion poll period, students will have a time slots to choose from!
   - For the chose time slot, go to the CSRPA (ELABN first floor), sign in, participate, & sign out!

**V. Grading Scheme:** I will assign grades on a scale of A through F.

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<th>Percentage Range</th>
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<td>100 – 90</td>
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<td>89 – 80</td>
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<td>79 – 70</td>
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<td>69 – 60</td>
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<td>59 -</td>
<td>F</td>
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**VI. Calendar of Activities**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>August 28</th>
<th>Intro to POLS 2470</th>
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<tr>
<td>August 30</td>
<td>Intro to Political Science Research 1</td>
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<td>Required reading: Cutright (1963)</td>
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<tr>
<th>Week 2</th>
<th>September 4</th>
<th>Intro to Political Science Research 2</th>
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<tr>
<td>September 6</td>
<td>Intro to Political Science Research 3</td>
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<tr>
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<td>Reading Quiz 1: PSR Chapter 1 The Scientific Study of Politics</td>
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<td>Reading Quiz 2: PSR Chapter 2 The Art of Theory Building</td>
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<td>Memo 1 Due by 00:30 AM</td>
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<tr>
<th>Section (A)</th>
<th>SPSS Demo &amp; Homework</th>
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<tr>
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<td>Homework 1 by Saturday midnight (September 8th, 11:59PM)</td>
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<tr>
<th>Week 3</th>
<th>September 11</th>
<th>Primer of Statistics 1 – Sampling</th>
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<tr>
<td>September 13</td>
<td>Primer of Statistics 2 – Inferential statistics</td>
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<td>Memo 2 Due by 00:30 AM</td>
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<td>IRB certificates (by September 15th, 11:59 PM)</td>
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<tr>
<th>Week 4</th>
<th>September 18</th>
<th>Primer of Statistics 3 – Just Do It</th>
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<tr>
<td>September 20</td>
<td>Stretching Our Mind I - Descriptive Statistics</td>
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<tr>
<th>Week 5</th>
<th>September 22</th>
<th>Fundamental Concepts of Statistics</th>
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<tr>
<td>September 24</td>
<td>Primer of Statistics 4 – Inferential statistics</td>
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<td>Memo 3 Due by 00:30 AM</td>
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<td>IRB certificates (by September 28th, 11:59 PM)</td>
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<tr>
<th>Week 6</th>
<th>September 28</th>
<th>Advanced Statistical Techniques</th>
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<tr>
<td>September 30</td>
<td>Assignment 2 Due by 00:30 AM</td>
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<td>IRB certificates (by September 30th, 11:59 PM)</td>
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<tr>
<th>Week 7</th>
<th>October 1</th>
<th>Review and Final Exam</th>
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<tr>
<td>October 4</td>
<td>Final Exam</td>
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Memo 3 Due (by 00:30 AM)
Homework 2 Due (Hard Copy Submission in class)

**Week 5**  
September 25  
Stretching Our Mind II - Probability distribution and CLT
Assignment 2 Due (Hard Copy Submission in class): central tendency

September 27  
Stretching Our Mind III – Normal distribution and Z-score
Reading Quiz 5: PSR Chapter 5 Getting to Know Your Data

Section (A)  
SPSS Data management
Homework 3 is Due (Submit to Blackboard by Saturday midnight)

**Week 6**  
October 2  
Statistical Estimation & Significance Test 1
Reading Quiz 6: PSR Chapter 6 Probability and Statistical Inference

October 4  
Statistical Estimation & Significance Test 2
Memo 4 Due by 00:30 AM

**Week 7**  
October 9  
Let’s put everything together I
* Please start Homework 4 NOW! It is critical to complete your final project.

October 11  
Let’s put everything together II
* Review Session

**Week 8**  
October 16  
Mid-term Exam

October 18  
Associations: T-test
Reading Quiz 7: PSR Chapter 7 Bivariate Hypothesis Testing

Section (A)  
Association: T-test in SPSS

**Week 9**  
October 23  
Associations: Correlation
Homework 4 is Due (Before the class begins)

October 25  
Associations: Correlation
Reading Quiz 8: PSR Chapter 7 - 8
Memo 5 Due by 00:30 AM

**Week 10**  
October 30  
Regression Analysis I – Simple OLS
Reading Quiz 9: PSR Chapter 8

November 1  
Regression Analysis I – Simple OLS
* Please start the Homework 5!!
Assignment 3 Due

**Week 11**  
November 6  
Regression Analysis I – Making Regression Table & Interpretation
Reading Quiz 10: PSR Chapter 8 - 9

November 8  
Multivariate Regression Analysis I
Homework 5 is Due (Before the class begins)

**Week 12**  
November 13  
Multivariate Regression Analysis II
VII. Other Course Information

A. Office Hours: I will hold regular office hours as noted at the top of the syllabus or will schedule extra office hours by appointment upon request. During these office hours, you are encouraged to bring any problems, concerns, or questions from the class to me, and I will do my best to solve or answer them. This is the best way to get any help you need early in the class, and I want to help you enjoy this class, and get the most out of it that you can.

B. Make-Up Exams: Make-up exams are only given in this class in extenuating circumstances and with proof of that circumstance. Proof, for instance, consists of the speeding ticket you received, your hospital admittance paper, or a relevant obituary. Requests for make-up exams should be made to Dr. Kim directly and MUST BE MADE BEFORE THE EXAM TAKES PLACE. This means if you do not show up for the exam without notifying me ahead of time, you will NOT receive a make-up exam.

C. Reading Assignments: Reading assignments are given in the calendar of activities section in this syllabus. I expect you to have done the reading for each class ahead of time, and I reserve the right to quiz you if I feel you are not doing the reading ahead of time. Reading assignments are subject to change, and any change will be announced in class.

D. Cheating/Plagiarism: I do not tolerate cheating or plagiarism in any manner. Please see the CLAS policies sheet attached to this syllabus for more information.

E. Other Stuff: I recommend turn your cell phone off before you enter the classroom. If I see it twice, you will be asked to leave the classroom. Laptops are welcome for note taking in the classroom. However, I expect that if your laptop is out during class, you will be taking notes rather than checking your email or playing solitaire. If I notice that things other than note-taking are going on, you will be asked to put the laptop away and take notes in longhand. Please do not pack up before I say that class is over. If this becomes a problem, pop quizzes or similar will be your new end of class activity. When using email, please conduct yourself in a professional manner, and if you use an email address other than your @utrgv.edu account, please identify yourself in the subject line.
UTRGV Policy Statements

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:
Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: Required on all syllabi. Do not modify.
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>October 4 – 10</th>
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<tr>
<td>Module 2</td>
<td>November 29 – December 5</td>
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<tr>
<td>Full Fall Semester</td>
<td>November 15 – December 5</td>
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ATTENDANCE: Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy.
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY: Recommended on all syllabi.
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another
person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:** Required on all syllabi. Do not modify. In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

**COURSE DROPS:** Recommended on all syllabi; may be modified by the instructor as long as it is not inconsistent with UTRGV policy. According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:** Recommended on all syllabi. Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)