

Political Science 202

Introduction to Political Analysis

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042 Eggers Hall

Office Hours: 2pm-3pm, Mons and Weds, or by appointment

1 Course Objectives

1. The primary purpose of this course is to prepare students, especially political science majors and minors, to read and understand original research in political science, especially quantitative research.
2. The course will also increase students' understanding of the following topics: concepts, variables, and hypotheses; literature reviews and research design strategies; quantitative analysis of data; and making effective arguments.
3. This course should prove useful in other ways as well. In nearly every area of life you are presented with claims and evidence in support of these claims. This course will help you develop skills that will enable you to evaluate these claims more rigorously – and to make better-grounded claims of your own.

2 Assignment and Grading

2.1 Readings

Since this is a summer class with intense schedule, I will not assign readings per lecture that usually appear in a semester-long class. There are three types of readings in this class. The first(#1) is the textbook. It is closely connected to the exams. You are required to read the parts that we cover in the classes to strengthen your understanding of the materials. The schedule has listed the chapters related to our class materials.

Second(#2), Four academic papers are assigned to you in these six weeks, which are all closely related to our exams and class goals. With the class schedule, I will give you further instruction of what to read and how to read. You are required to closely read the articles, map out the argument in each reading, along with the evidence for that argument, in a thorough manner. We will discuss these papers in the class as a practice to the class materials. I recommend that you take notes on the readings: the author's argument, the evidence for that argument, and how this argument relates to the other readings. This will help prepare you for the problem sets and the examinations.

Third(#3), readings on the discussion of methodology will be recommended to get you familiar with the class materials.

All readings are listed in the schedule section.

2.2 Grading System

I grade to a high standard. It is difficult to pass the course, and very difficult to earn a B or an A. That said, I do not grade on a curve, in which students compete against each other for a pre-determined number of A's and B's. Rather, I set a standard and grade based on that standard. It is thus possible for everyone in the course to receive an A or for everyone in the course to receive an F. My goal, of

course, is for all students to pass. But it is worth noting that *even though this is a required course for some students, it is possible for students to fail the course.*

- In-class Participation: 20%
- Problem Sets: 30%
- Exam #1: 25%
- Exam #2: 25%

I reserve the right to increase grades if a student participates well in class or in section, or if a student shows marked improvement over the course of the semester. I also reserve the right to decrease grades in rare cases if participation is substandard (e.g., not showing up for an exam, frequently failing to attend lectures).

2.3 Grading Standards

For both problem sets and exams, you need to follow the instruction to answer the questions to get full credits. For example, if the question asks you to explain, you need to write at least one paragraph to explain your answer.

If the question involves mathematics, you need to show the process of calculation. Writing down one number as the answer will not get you full credits, and your risk of getting zero point also highly increases.

For problem sets and exams, a bonus question will be included. You can work hard to answer the bonus question to improve your grade, but your total grade in that specific problem set or exam will not exceed the full points of the grading system.

2.4 Grading Appeals

Grade appeals are extremely unlikely to be successful; I suggest that students spend their time elsewhere unless there are clear errors in the grading. That said, errors do happen, and in such cases I want to know about them. Grade appeals should be addressed to me. They should also be in writing (rather than in person) and submitted no sooner than 48 hours after the grade is received.

3 Course Materials

A single book is required – MAKE SURE you have the correct edition (5th). It is available for purchase at the Syracuse University Bookstore: Pollock, Philip H. 2016. *The Essentials of Political Analysis*. Washington, DC: CQ Press.

In the beginning of each lecture, I will post a slide of the requirements that you need to know for the problem sets and the exams. That will be the outline for you to study.

I will also send web links to you via email if the content is helpful to prepare the exams.

4 Problem Sets

1. There are two problem sets. The first one is due on **June 4, Monday**. The second one is due on **June 25, Tuesday**.
2. Assignments that are late will be penalized by 5 percentage points for every 24 hours past the due date.
3. All assignments should be typed and printed (rather than handwritten) in their entirety, including the maths calculation. You may need to use the formula system in Word/Page, L^AT_EX, other maths softwares, or online math editor (e.g. <http://math.typeit.org/>). I am here for help if you have a hard time doing it. If you hand-write your problem set, you will lose 10% of the total grade in that specific problem set.

5 Exams

1. There are two exams. The first one will be on June 7, Thursday which covers the content of the first three weeks. The second will be on June 28. The content of the exams highly overlap with the problem sets.
2. The second exam is semi-cumulative, in the sense that some concepts and tools you learn from the first three weeks will be carried to the second exam. It will become clearer when we get there.
3. In the exams all you need are a pen (pencil). No calculator is allowed. In the second exam, there will be questions about maths, but the calculation will be made as simple as possible so that you do not need a calculator.

6 Mathematics

1. This class is not a maths class. 70% of the content has little connection with maths. The first exam will not involve any maths. For the content that has maths, the most important aspect of the requirement is not the calculation, but how to understand and interpret the statistical findings. That means **your writing may be more important to ensure a good grade**.
2. I will review maths if necessary. You are always welcome to ask if you get lost about the maths.

7 Attendance and Class Discussion

Since the assignments cover the material discussed in class, it is in students' interest to attend class sessions. However, those who would like to inform me that they will not be able to attend class due to a religious observance should do so via the required on-line notification form via MySlice during the first two weeks of the semester (see the following section on religious observances).

8 Electronic Devices

1. Phones: must be turned off. You cannot use them in the classroom in any circumstances. If you have an emergency, please leave the classroom quietly before you use the phones.
2. Laptops and tablets: you are allowed to use them only when you are required to read the materials on the laptops, although I strongly recommend you to bring a paper-copy.
3. You can only take notes by *writing*. That means you are not allowed to take notes by typing. And you will find that it is not convenient to type. You can bring your notebooks to take notes. If you want to use digital stylus and take notes on your tablet/touch-screen laptop, you need my permission.
4. You cannot use your devices to view contents irrelevant to the class. Violation will lead to deduction of participation grade with no further notice.

9 Email Policy

My email account is the best way to reach me; of course, students are welcome to drop by during office hours as well. I will usually respond to email within 24 hours on weekdays. You may expect delay of response on weekends. Students are expected to check their email accounts regularly, as I will be using email to provide announcements and updates about the course. See Syracuse's email policy at <http://supolicies.syr.edu/it/email.htm>.

10 Religious Observances

SU's religious observances policy, at http://supolicies.syr.edu/emp_ben/religious_observance.htm, is intended to recognize the diversity of faiths represented among the campus community and protect the rights of students (as well as faculty and staff) to observe religious holy days according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance – again, provided they notify their instructors no later than the end of the second week of classes. Student deadlines are posted in My Slice under Student Services/Enrollment/My Religious Observances/Add a Notification.

11 Accommodations for Students with Disabilities

I am committed to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act of 1990. This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you may need accommodations for a disability, please contact the Office of Disability Services (ODS), located in Room 309 of 804 University Avenue, or call (315) 443-4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. For more information, see: <http://disabilityservices.syr.edu/faculty-staff/contact-us/>. You are also welcome to contact me privately to discuss your academic needs, although I cannot arrange for disability-related accommodations; only ODS can do that.

12 Academic Integrity

Syracuse University's Academic Integrity Policy is intended to hold students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The standard sanction for a first offense by a graduate student is suspension or expulsion. For more information and the complete policy, see <http://academicintegrity.syr.edu>.

13 Privacy and Student Records

The Family Educational Rights and Privacy Act (FERPA) sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records, known as education records, and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records. For additional information about FERPA and SU's FERPA policy, see: <http://www.syr.edu/registrar/staff/ferpa>

14 Course Schedule

5/21 Introduction to the syllabus; what is Political Science? What do the subfields study?

5/22 Research Question and Literature Review

Knopf, Jeffrey W. 2006. "Doing a Literature Review." PS: Political Science and Politics 31(1): 127-132. (#3)

5/23 Concepts and Theories
 Pollock, Chapter 1 (#1)

5/24 Measurements and Variables
 Gadarian, Shana Kushner. 2014. "Scary Pictures: How Terrorism Imagery Affects Voter Evaluations." *Political Communication* 31(2): 282-302. (#2)

Pollock, Chapter 2 (#1)

5/28 No Class

5/29 Hypotheses
 Pollock, Chapter 3 (#1)

5/30 Qualitative Methods I: Ethnography, Case Studies and Process Tracing
 Fenno, Richard F. 1986. "Observation, Context, and Sequence in the Study of Politics." *The American Political Science Review* 80(1): 3. (#2)

Wedeen, Lisa. 1999. Chapter 1 "Believing In Spectacles", in *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*. Chicago: University of Chicago Press. (#2)

5/31 Qualitative Methods II: Controlled Case Studies and QCA

6/4 Causal Inference and Experiments [**Problem Set 1 Due**]

6/5 Quasi-Experiments

6/6 Observational Studies
 Huang, Haifeng. 2015. "Propaganda as Signaling." *Comparative Politics* 47(4): 419-44. (#2)

6/7 **Exam 1**

6/11 Descriptive Statistics and Cross Tabulation
 Pollock, Chapter 4, pp. 84-97, and Chapter 5 (#1)

6/12 Sampling I: Normal Distribution, Z-score
 Pollock, Chapter 6 (#1)

6/13 Sampling II: t-Distribution, standard errors
 Pollock, Chapter 6 (continued, #1)

6/14 Significance Testing I

6/18 Significance Testing II
 Pollock, Chapter 7. DO NOT READ the section on "Measures of Association," pp. 169-176. (#1)

6/19 Correlation and Regression
 Pollock, Chapter 8 (#1)

6/20 Regression II: Math review
 Ross, Michael L. 2001. "Does Oil Hinder Democracy?" *World Politics* 53(03): 325-61. (#2)

Pollock, Chapter 8, pp. 187-206. (#1)

6/21 Regression III: interpretation

6/25 Regression IV: Dummy Variables

6/26 Practice: Reading a quantitative journal article [**Problem Set 2 Due**]

6/27 Review

6/28 **Exam 2**