

POLS 3600 – RESEARCH METHODS IN POLITICAL SCIENCE

MW: 1:30 – 3:20 pm in LART 403

INSTRUCTOR: Dr. Rebecca A. Reid
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OFFICE: 307 Benedict Hall
OFFICE HOURS: M W 3:30-5:30 pm, or by appointment

COURSE DESCRIPTION

This course will help students learn how to carry out research and write papers in political science. Topics include the scientific method, research design, data sources, data manipulation, statistics, and quantitative and qualitative research. The course introduces appropriate formats for papers in the discipline and reinforces writing skills. The purpose of this class is to make students familiar with the basic research techniques employed by political scientists as well as many other social science disciplines. In this class, students will learn how to analyze a variety of quantitative data, prepare graphs and tables to summarize data, and how to utilize and interpret basic statistical techniques, including ordinary least squares regression. Students will be expected to complete an original, professional research paper including quantitative analysis.

UTEP EDGE

This course encompasses activities associated with UTEP EDGE, including (1) problem-solving and (2) critical thinking through class discussion, applied methodological homework, and research experience. This course enables and requires (3) research and scholarly activity, as well as (4) creativity in that assignments challenge students to think in innovative ways to produce original arguments and evaluate problems. (5) Teamwork is encouraged through homework assignments, where students aid each other to learn, execute, and apply class material. Finally (6) communication is emphasized through the completion of the original research paper, where conveying and explaining the theoretical arguments, methodologies, and quantitative results are crucial.

LEARNING OUTCOMES

Over the course of the semester students will have:

- An understanding of how to generate research questions and appropriate research designs, research techniques, data collection, and measurement/operationalization
- Learned how to summarize, describe, and depict data
- Learned to execute basic statistical analysis (including using statistical software)
- Developed their ability to digest and critically/analytically evaluate political science and social science research
- Developed original research ideas and execute original research, generating an original research paper (including analysis) at the college level
- Developed professional skills and appropriate resumes

REQUIRED READINGS

- Kellstedt, Paul M., and Guy D, Whitten. 2018. *The Fundamentals of Political Science Research*. Third edition. Cambridge University Press.
- Baglione, Lisa A. 2020. *Writing a Research Paper in Political Science*. 4th edition. CQ Press.

RECOMMENDED READINGS

- Acock, Alan C. 2016. *A Gentle Introduction to Stata*. Fifth Edition. Stata Press.

COURSE REQUIREMENTS AND GRADING

Evaluation in this course will be based on the following components:

Attendance/Participation	10%
Class Assignments/Quizzes	15%
Research Sections	10%
Final Research Paper	30%
Midterm Examination	15%
Final Examination	20%

The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Participation: Attendance and participation are essential. Students are responsible for offering their thoughts, opinions, and questions without solicitation from the instructor. Needless to say, these thoughts should have merit and be based upon the readings.

Examinations: There will be 2 examinations during the course, a midterm and a final. The exams are closed book. All exams are **cumulative** and will cover material learned in the class lectures, quizzes, discussion, and the assigned readings. As a general rule, **make up exams will NOT be offered**; although make up exams will be permitted only under the gravest of circumstances, and I reserve the right to determine whether a make up exam is offered to individuals based upon their situation and timely request. I reserve the right to alter the questions for make up exams. **Students are responsible to bring a new blue book for each exam.**

Students may be given the opportunity to revise and correct the short answer section of midterm exam to earn back up to half of the points lost (in that section only). In order to receive credit, students must submit the corrected short answer questions and

answers and the original blue book exam. Revisions without the original exam blue book will receive no credit.

The final exam is scheduled by the university, and in under no circumstances can the final be rescheduled for after its original date. Students with schedule conflicts should contact me to reschedule the final; in other words, the final exam may be taken prior to the scheduled date upon arrangement but cannot be rescheduled after the date.

Class Assignments/Quizzes: Students are required to turn in their class and homework assignments. While such assignments may be completed in a group setting, all assignments must be the individual student's original work. As such, students may not 'borrow,' copy, or plagiarize from other students' work (or any other source). Any work that is plagiarized will receive a 0 on the assignment (see Academic Dishonesty below). Hence, students working in groups should ensure that each assignment is reflective of individual work. Quizzes will be administered on a regular basis to evaluate student comprehension of textbook vocabulary and concepts. These quizzes may be scheduled or randomly administered. As class attendance is mandatory, students are not eligible to make up quizzes.

Research Sections: This portion of your grade (10%) is the average of each research section (and revision) submission. Each section will be graded by following four categories: i) Exemplary, requiring few or minor revisions only (equivalent to a grade of 95 or A), ii) Above Average, requiring some revisions or including relatively minor errors (equivalent to a grade of 85 or B), iii) Average, requires some significant revisions and includes significant errors (equivalent to a grade of 75 or C), or iv) Unacceptable, where the assignment is incomplete, late, or otherwise indicative of insufficient or inappropriate work (equivalent to a grade of 50 or F). ***Missing work receives a grade of zero.***

- A. *Research Question, Data Source, Theory:* Each student must submit to typed, hard-copy research question that is falsifiable and testable using an appropriate dependent variable for OLS. Students should also include why this research question is important and thus worth examining. Students will revise this research question based upon the instructor feedback.

In addition, you need to locate possible datasets (available online) that you can use to examine your research question. Provide the name of the datasets and location (website). Keep in mind that you will not have time to collect your own data, although feel free to discuss this with me, and your datasets must be in Excel or Stata formats (.dta or .xlsx) in order to use Stata. Many government and non-profit organizations provide accessible data (World Bank, United Nations, Freedom House, The State Department, Transparency International, etc.) via their websites.

While you are free to use any dataset that is appropriate for your research question, I STRONGLY recommend selecting research questions that would correspond to the following datasets or collectives of data:

Quality of Governance
<http://qog.pol.gu.se/data>

Correlates of War
<http://www.correlatesofwar.org/data-sets>

High Courts Database
<http://artsandsciences.sc.edu/poli/juri/highcts.htm>

Supreme Court Database
<http://scdb.wustl.edu>

A National Election Survey
http://www.electionstudies.org/studypages/download/datacenter_all_NoData.php

Roper Public Opinion
<https://ropercenter.cornell.edu/data-highlights/featured-collections>

ICPSR
<https://www.icpsr.umich.edu/icpsrweb/ICPSR/>

Students must also submit (a typed, hard copy paper) explaining their theory and causal mechanism linking their main independent variable of interest with their dependent variable, along with possible covariates, interactive effects, and conditions.

- B. *Hypotheses and Research Design*: Students must submit to me a typed, hard copy paper explaining their research design with justification for the selection of that design as related to their research question and theory.
- C. *Literature Review*: Students must submit a typed, hard-copy, 3-7 page literature review on the topic of their research paper. This literature review will be evaluated based upon the level of research, understanding of the scholarship, and synthesis of previous work (as well as basic grammar, etc.) This literature review must include references. A literature review is designed to provide readers an overview of the relevant research in a specific area. As such, it provides readers the necessary background to understand and evaluate your research project (i.e. your final paper). Literature reviews therefore **organize and synthesize** existing research within the theoretical framework of your specific project. The best literature reviews do not simply list each individual research article (eg. Person1 said X. Person2 said Y. Person3 said Z.) Rather, literature reviews synthesize existing research to inform readers how each research relates to your research. I recommend using peer-reviewed articles as examples of literature review (as we will discuss in class). As with all papers, literature reviews required multiple drafts and revisions, especially

as your project conceptualizes. I welcome the submission of drafts to me prior to the deadline for revisions and feedback.

The UTEP library and website offers a rich trove of articles and books for you to find articles, as does Google Scholar. I would recommend Google Scholar (<https://scholar.google.com>) and JSTOR (<http://0-www.jstor.org.lib.utep.edu>) as the best places to find articles and other literature. You never need to pay for access to articles, so if you find an article that you don't have access to, simply copy and paste the title into one of these websites. I would also recommend talking with library staff who can help you locate literature, the Writing Center, and other resources that are crucial in the research paper process.

- D. *Methods and Results Section*: Students must submit a typed, hard-copy version of their completed methods section (i.e. analyses must be complete). Methods sections will be evaluated on the completion and appropriateness of the operationalizations, data sources, and statistical analysis employed. The results section includes the tables and figures of your OLS regression models and diagnostics as well as the written explanations and interpretation of coefficients. You must present the results in appropriate formats (i.e. do not copy and paste program output) and correctly interpret your results.

Research Paper: Students must submit a typed, hard-copy, 15-20 page research paper on original research. References and in-text citations must be included, as well as tables and figures (though references are not considered within the page limitations). This paper will be evaluated on clarity and specification of the research question and theoretical argument, the synthesis of the literature review and theory, the appropriateness of the research design and methods, the quality of the statistical analysis, the proper interpretation of results, the presence and quality of diagnostic analyses, and writing quality, such as organization, clarity, spelling, and grammar. (See rubric.) I welcome the submission of drafts to me prior to the deadline for revisions and feedback. No late work is accepted.

SPECIAL ACCOMODATIONS

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

ACADEMIC DISHONESTY

Absolutely no form of academic dishonesty will be tolerated. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. *Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the 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, and any act designed to give unfair advantage to a student or the attempt to commit such acts.* Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of The Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

UNIVERSITY WRITING CENTER

The University Writing Center is a useful tool each of student should take advantage of in for all written/paper assignments. While not required, your paper will be improved following a consultation with the staff. The staff sees students through appointments or walk-ins, though appointments are preferred. For more information, go to: <http://uwc.utep.edu/index.php/hours-location>. For appropriate assignments, I offer up to 10 points extra credit if you consult the writing center. *In order to be eligible for this credit, you must show evidence of your consultation and evidence of the revisions suggested and those you made. You must also provide a reflection as to what you learned from the experience* (for instance, what types of errors do you systematically make and how can you correct them). Hence, credit will only be possible with adequate evidence and thoughtful reflection of the writing and revision process.

COUNSELING AND PSYCHOLOGICAL SERVICES

The center, located at 202 Union West, offers confidential counseling services in English or in Spanish. They also provide group and individual counseling for currently enrolled UTEP students. For more information, go to: <https://www.utep.edu/student-affairs/counsel/>.

ADELANTE CHILD DEVELOPMENT CENTER

Child care is available for children of all students of the University. The Adelante Child Development Center is located at 314 W. Schuster and is managed and operated by Adelante Childcare, Inc. Children aged three months to 12 years are accepted, depending on space availability (Hourly, daily and weekly care are available and the Center offers a Summer Camp for school-age children). Age-appropriate early childhood developmental programs are offered in the curriculum. The Adelante Child Development Center is licensed by the Texas Department of Protective and Regulatory Services. Financial assistance is available for qualifying parents through Child Care Services. For more information, please call: **915-532-1114** or contact: studentaffairs.utep.edu/childcare. If, for any reason, you cannot find a care-taker for your child(ren), you are welcome to bring them to class.

GENERAL EXPECTATIONS

I expect all students to behave professionally in this class. You will be held responsible for all material covered in the textbooks, articles, videos, and the class discussions. If you miss a class, you are still responsible for the content of that day's information. I will not tolerate disruptive behavior, including (but not limited to) inappropriate computer use, reading newspapers, talking during lectures, using cell phones or pagers, and disrespecting classmates or the instructor. Additionally, I expect all students to attend class prepared and to show up on time. It is disrespectful to the instructor and the other students when individuals show up late or are not prepared to participate in the class discussion. I allow the use of laptops for class purposes only; however, should laptop usage become disruptive, I reserve the right to prohibit laptops and other electronic devices.

This class is designed to provide information and challenge students with new, and sometimes controversial, ideas and arguments. This class is designed to be a safe, open environment to express ideas, arguments, and opinions for learning purposes. This class does not *give* you knowledge—i.e. knowledge and understanding is not transfused to students by simply sitting in class. Learning is an interactive process that is the primary responsibility of each student.

Late assignments will receive no credit.

All grades are earned and reflect your reflect the mastery of material through the adequate completion of assignments by their deadline. As such, they do not reflect level of effort, interest, or intention. As a general policy, I do not offer incompletes, and **I will not change final grades for the course under any circumstances**, with the single exception of where an error occurred on my part.

COURSE SCHEDULE

The following is a list of topics to be covered at each class meeting, and the readings, which should be completed in order to fully participate in class that day. You are required to read the material prior to the class. *Literature not included in the textbook but listed on syllabus are the responsibility of students to locate (online) and read.* Academic articles can often be found via the UTEP library's website under the "Articles and Database" tab, where you can search repositories like JSTOR and Sage as well as individual journal titles. Finally, while I give specific days on which certain topics will be discussed, the calendar is subject to change. Any alterations to the course schedule will be clearly announced. As a general rule, the course will follow this order of topics, regardless of date changes, unless otherwise announced.

August	26	Introduction
	28	No class (APSA Conference)
September	2	No class (Labor Day)
	4	The Scientific Study of Politics <i>Readings due:</i> Kellstedt and Whitten (2018): Chapter 1 Baglione (2020): Chapter 1
	9	<i>Vocabulary Quiz</i> The Art of Theory Building <i>Readings due:</i> Kellstedt and Whitten (2018): Chapter 2 <i>Homework due:</i> <i>1) Kellstedt and Whitten (2018): Ch 1 (#2 and #7)</i> <i>For #7, using the following article:</i> Deuffel, Benjamin J., and Orit Kedar. 2010. "Race and Turnout in U.S. Elections Exposing Hidden Effects." <i>The Public Opinion Quarterly</i> , 74 (2): 286-318.)
	11	Finding a Research Question <i>Readings due:</i> Baglione (2020) Chapter 2 <i>Homework due:</i> <i>1) List of 5 research questions (eligible for your paper)</i> <i>2) Kellstedt and Whitten (2018) Ch 2 (#5): using the following article:</i>

Knutsen, Carl H. and Havard M. Nygård. 2015. "Institutional Characteristics and Regime Survival: Why Are Semi-Democracies Less Durable Than Autocracies and Democracies?" *American Journal of Political Science*, 59 (3): 656–670.

- 16 ***Vocabulary Quiz***
Evaluating Causal Relationships
Readings due:
Kellstedt and Whitten (2018): Chapter 3
- Homework due:***
1) Kellstedt and Whitten (2018) Ch 3 (#3)
2) Pick one of 5 research questions from last class and write out a paragraph explaining the causal mechanism between the dependent variable and independent variable.
- 18 Research Paper Workshop: Theory
- Due: Research Question, Data Sources, Theory**
- 23 Theory and Literature Review
Readings due:
Baglione (2020) Chapter 3-4
- Homework due:***
1) Define the term "synthesis." Include your references.
2) Explain the difference between a theory and literature review. What are their functions? Explain the relationship between them. Include your references.
- 25 Research Design
Readings due:
Kellstedt and Whitten (2018): Chapter 4
Baglione (2020) Chapter 5-7

30 *Vocabulary Quiz*
Research Design

Due: Hypotheses and Research Design

October 2 Measuring Concepts of Interest
Readings due:
 Kellstedt and Whitten (2018): Chapter 5
 Baglione (2020) Chapter 8

7 *Vocabulary Quiz*
Measuring Concepts of Interest

Homework due:

- 1) *Kellstedt and Whitten (2018) Ch 5 (#1, 3)*
- 2) *For your research paper, identify which variables you will need for your paper (including your dependent variable, main independent variable, and control or explanatory variables). Identify the variable names and concepts from the dataset codebook, and discuss the degree to which these variable measures suffer from measurement bias, invalidity, unreliability, etc.*

9 Getting to Know Your Data
Introduction to Stata
Readings due:
 Kellstedt and Whitten (2018): Chapter 6

Due: Literature Review

14 Getting to Know Your Data Workshop

Due: STATA (Homework) Assignment 1: Descriptive Statistics

16		<p>Vocabulary Quiz Review for Midterm Exam I Data Workshop</p> <p>Homework due: 1) <i>Identify 5 peer-reviewed articles that pertain to your research paper with appropriate APSA citations. Write a short paragraph summary for each article and a sentence or two on how it impacts your research.</i></p>
21		<p>Midterm Exam I</p>
23		<p>Probability and Statistical Inference <i>Readings due:</i> Kellstedt and Whitten (2018): Chapter 7</p> <p>Homework due: 1) <i>Resume or cv in hard copy</i></p>
28		<p>Vocabulary Quiz Bivariate Hypothesis Testing <i>Readings due:</i> Kellstedt and Whitten (2018): Chapter 8</p>
30		<p>Bivariate Hypothesis Testing Homework due: 1) <i>Kellstedt and Whitten (2018) Ch 8 (#1, 2)</i> 2) <i><u>STATA (Homework) Assignment 2: Correlations</u></i></p>
November	4	<p>Bivariate Regression <i>Readings due:</i> Kellstedt and Whitten (2018): Chapter 9</p>
	6	<p>Vocabulary Quiz Bivariate Regression</p> <p><u>Due: STATA (Homework) Assignment 3: Bivariate Regression</u></p>

	11	Multiple Regression: The Basics <i>Readings due:</i> Kellstedt and Whitten (2018): Chapter 10 Due: Exam I Short Answer Revisions
	13	<i>Vocabulary Quiz</i> Multiple Regression: The Basics <i>Homework due:</i> 1) Kellstedt and Whitten (2018) Ch 10 (#4, 5, 6)
	18	Multiple Regression Model Specification <i>Readings due:</i> Kellstedt and Whitten (2018): Chapter 11 <i>Homework due:</i> 1) Resume or cv revision
	20	<i>Vocabulary Quiz</i> Multiple Regression Model Specification <i>Homework due:</i> 2) Kellstedt and Whitten (2018) Ch 11 (#2, 3)
	25	Multiple Regression Model Specification Workshop Due: Methods and Results Sections
	27	Bringing Your Paper Together <i>Readings due:</i> Baglione (2020): Chapter 9 Review for Final Exam
December	2	Final Research Paper DUE!!!!
	4	Final Exam

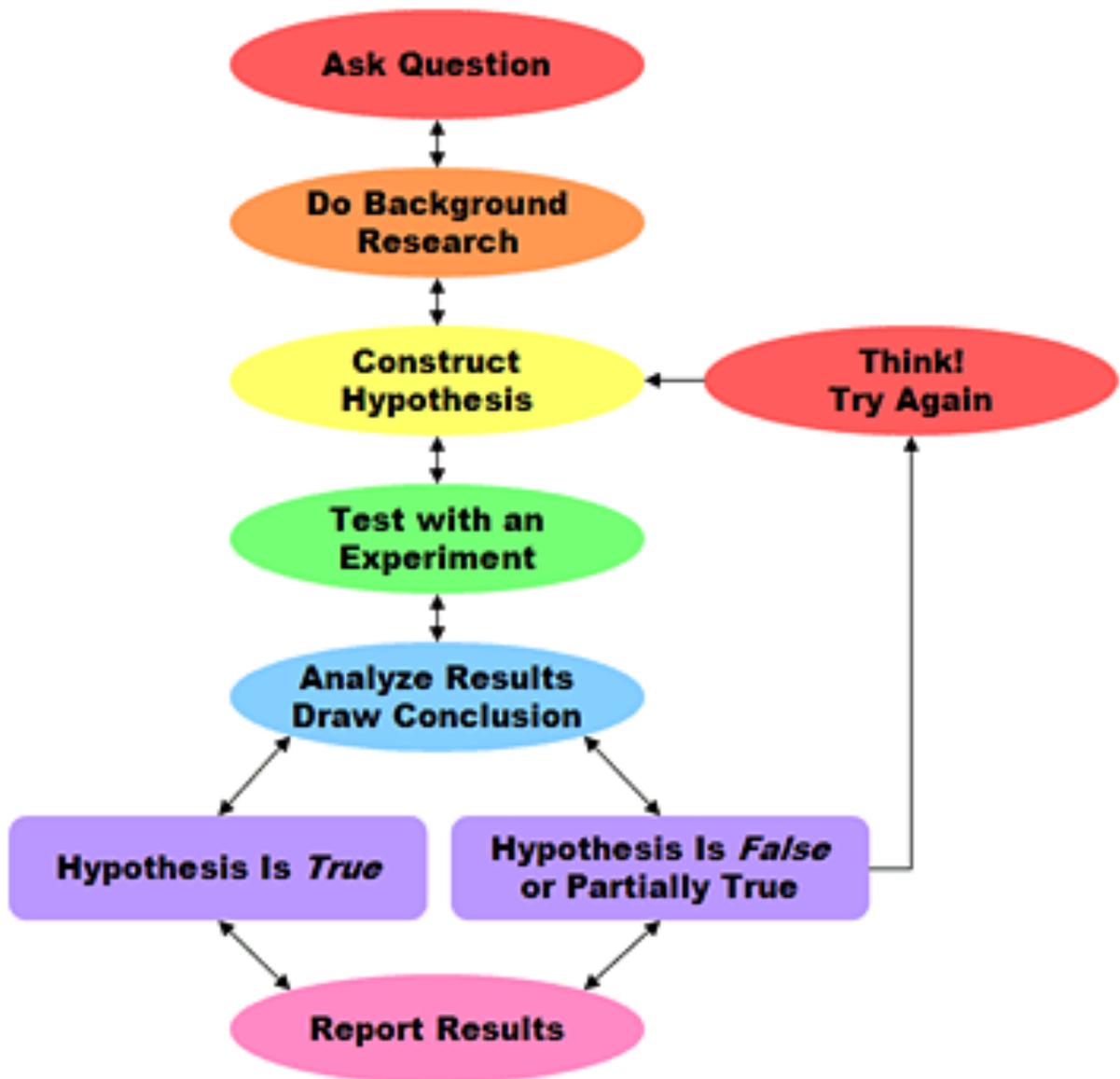
Research Paper Grading Rubric

	Below Expectations	Acceptable	Exceeds expectations	Score
Research Question	Author did not develop a suitable research question. Research question is either undeveloped and/or not clearly stated. 0 points	Author developed a suitable research question. Research question is fairly well developed and articulated. 3 points	Author developed an interesting and unique research question that is appropriate for a research paper. Research question is well developed and clearly articulated. 5 points	____/5
Theoretical Argument	Paper lacks a clear theoretical argument and/or lacks clearly stated hypothesis 0 points	Paper has fairly well developed theoretical argument and to some extent has clearly stated hypothesis 5 points	Paper has a clear, well-organized, well-specified theoretical argument and has clearly stated hypothesis 10 points	____/10
Literature review	Paper lacks a review of the literature and/or the literature reviewed is not clearly related to research question 0 points	Paper has fairly well-developed literature review on relevant research 5 points	Review of literature clearly synthesizes existing research within the theoretical framework 10 points	____/10
Data	Data is insufficient or incorrect for research question and/or absent 0 points	Data includes minor errors in cleaning, citation, completeness, or appropriateness and/or is not clearly described prior to analysis 3 points	Data is complete, appropriate, cited, and cleaned for analysis and clearly described prior to analysis 5 points	____/5
Research Design and Methods	Research design and methodology is not appropriate to evaluate research question and data and/or design is not correctly executed 0 points	Research design and methodology is somewhat appropriate for research question and data and/or design is fairly well-executed 8 points	Research design and methodology is clearly appropriate and well-justified for the research question and data and design is well-executed and replicable 15 points	____/15

Statistical Analysis	Author fails to include appropriate statistical analysis and/or analysis is incorrectly executed or incomplete 0 points	Statistical analysis is fairly well-executed with minor mistakes and/or omissions 8 points	Statistical analysis is well-executed, complete, and clearly explained/justified, and replicable 15 points	____/15
Graphs and Tables	Paper lacks appropriate figures and tables and/or they are unclear, not labeled, or incomplete 0 points	Figures and tables are mostly clear and complete, with minor errors or omissions 5 points	Figures and tables are professional, clear, labeled, complete, and appropriate depictions of data and results 10 points	____/10
Interpretation of Results	Author fails to include results and/or fails to correctly interpret results 0 points	Interpretation of results include minor errors or omissions and/or are unclear 5 points	Author correctly and clearly interprets all relevant results in an organized, consistent manner 10 points	____/10
Diagnostic Tests and Limitations	Author fails to include diagnostic tests and/or such diagnostic tests are incorrect or inappropriate and/or fails to discuss the limitations of the paper 0 points	Author includes some diagnostic tests with few errors or omissions and/or provides only superficial discussion of the limitations of the paper 3 points	Author includes all necessary, correctly executed diagnostic tests and presents the results of each and offers insightful and complete discussion of limitations of the paper 5 points	____/5
References	Author fails to include appropriate references 0 points	Author includes some references but is incomplete or inappropriate 3 points	Author includes complete, formatted references 5 points	____/5
Writing Quality	Paper lacks organization and clarity and/or includes several spelling and grammatical mistakes and typos 0 points	Paper is somewhat organized and/or includes some minor spelling and grammatical mistakes or typos 5 points	Paper is well-organized and clearly written and lack spelling and grammatical errors and typos 10 points	____/10

Total score: _____

The Scientific Method



How to Read and Evaluate Research (Quick Tips)

- 1) What is the research question?
- 2) What is the theoretical argument and/or thesis?
- 3) What is the dependent variable?
- 4) What are the main independent variables?
- 5) Do the variables match the theory? Are they appropriate? Do they measure what the authors claim?
- 6) What data is utilized and is it appropriate?
- 7) Did the authors include all relevant variables and exclude irrelevant variables? Are there confounding variables? Are there omitted variables?
- 8) What method of analysis was employed? Qualitative or quantitative? Is this method appropriate for the research question?
- 9) What are the results? How strong are these results?
- 10) What are the limitations of the theory, methods, and results?
- 11) How generalizable are the results?
- 12) How persuasive is the article? Why?

STATA (Homework) Assignment 1: Descriptive Statistics

*This assignment requires the typed, hard-copy submission of your responses and emailed log file. Make sure that your name is on your assignment, and **please email your log file** (or do file). The assignment response should include the answers to each question, all graphs and statistics. You are welcome to work in groups, but each assignment must reflect your own work.*

1. Identify your research question, and list your model's dependent and independent variables.
2. Identify your unit of analysis (for each observation). (Eg. country-year or individual vote).
3. Create new log file and save. You will turn in this log file to me with this assignment. Ensure that your log file includes all the following steps/commands.
4. Merge data if needed.
5. Make sure you have cleaned your data (recoded missing values, corrected any errors, altered scales, etc.) How did you clean your data? What was wrong and how did you fix it? Explain what and how you cleaned your data.
6. What type of variable is each of your variables (continuous, categorical, binary, etc.)? Identify the minimum and maximum for each variable. How many observations does each variable have? What is the appropriate descriptive statistics for each variable and provide these values for each variable:
 - a. Mean
 - b. Mode
 - c. Median
 - d. Variance
 - e. Standard deviation
7. Provide a key identifying each variable's name, value, and meaning. (You will need the codebook for this).
 - a. Eg. Continuous variable: *relig_scale* = religiosity; as *relig_scale* increases, that means that religiosity become more intense
 - b. Eg. Binary variable: *gender* = gender/sex; 0 refers to men, 1 means women
 - c. Eg. Categorical variable: *age_all* = age 5 categories for age: 15-30, 31-45, 46-55, 56-65, 66-80;
 - d. Eg. Categorical Ordinal variable: *party_id* = party identification; 7 categories for party identification: (0-6), 0 = extreme liberal, 6= extreme conservative, 3= independent/moderate

8. Graph your dependent variable. What does it tell you (skewedness, variance, outliers, etc.)? Ensure proper labeling of axes, etc.
9. Graph your main independent variable(s) of interest. What does it tell you? Ensure proper labeling of axes, etc.

STATA (Homework) Assignment 2: Correlations

*This assignment requires the typed, hard-copy submission of your responses and emailed log file. Make sure that your name is on your assignment, and **please email your log file** (or do file). The assignment response should include the answers to each question, all graphs and statistics. You are welcome to work in groups, but each assignment must reflect your own work.*

1. Type your research question.
2. List your model's dependent and independent variables.
3. What are the correlations between independent variables? Include each combination of independent variables as well as controls.
4. What are the correlations between each of your independent variables and dependent variable?
5. What is the correlation coefficient between your main independent variable of interest and your dependent variable? What does the coefficient tell you about their relationship?
6. Graph your main independent variable on your dependent variable. What does this figure tell you about their relationship? What does it fail to tell you?

STATA (Homework) Assignment 3: Bivariate Regression

*This assignment requires the typed, hard-copy submission of your responses and emailed log file. Make sure that your name is on your assignment, and **please email your log file** (or do file). The assignment response should include the answers to each question, all graphs and statistics. You are welcome to work in groups, but each assignment must reflect your own work.*

1. Identify your research question and your dependent and main independent variable.
2. Run a bivariate regression in Stata, and provide a professional table depicting these results.
3. Explain the substantive results of this table, including statistical significance, coefficients, standard error, confidence intervals, and size and direction of effect.
4. What are the limitations of your analysis? Explain.