

# Teaching Portfolio

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## Teaching Philosophy

My goal is to empower students to learn on their own. My time with students is limited, and it is not possible to give students a comprehensive understanding of any topic. Instead, I focus on helping them develop the ability to become informed consumers of information so that they can constructively explore topics that interest them. To accomplish this, my teaching philosophy is composed of two parts: encouraging grounded learning and student autonomy.

### **Grounded learning**

Grounded learning means that students learn course topics in terms that come from their lived experience. This requires practical applications that go beyond academic research papers and textbook readings; students experience grounded learning when they can explain what they are learning in their own nontechnical terms. Fostering this kind of learning requires an acknowledgment of and respect for students' lives and perspectives. Otherwise, it is impossible to make meaningful connections between course ideas and students' experiences.

Teaching students about research methods has helped me to develop tools to encourage grounded learning. For example, many of my students feel intimidated by quantitative methods. To counteract this, I structure learning activities to include small group discussions, reflection assignments, and application activities. In one class, my students carry out an experiment to determine if students could taste the difference between Coke and Pepsi. While unconnected to politics, this illustrates to my students how experiments work in terms that they can see, feel, and taste. I also intentionally set aside time in these courses to work together as a class through statistical software to provide students with an opportunity to collaborate with each other and get feedback from me. These tactics help me to help students master important material while connecting that learning to the world around them.

### **Promoting autonomy**

Promoting autonomy involves tailoring my approach to the specific students, topics, and contexts in which I teach. Before the first day of class, I promote student autonomy by giving students different options in completing assignments and variation in my teaching tools. Once classes begin, I continue this approach by proactively responding to students' concerns and providing opportunities for real teacher-student engagement.

This strategy was especially crucial in my course on media and American politics. In this class, I allow students to complete reflection assignments with written responses, video recordings of themselves, or conversations with me during office hours. In in typical class meeting, I also divide my time between lecture, partner discussions, and group work to approach class topics in various ways. Another tool I use in all my classes is a short evaluation students complete as they leave class, which asks students to state concepts they are struggling with, evaluate specific class activities, or indicate how ready they feel for tests. I repeat this frequently, allowing me to adjust my teaching strategies throughout the course. In my classes, I also set aside time for student feedback; the entire class period after the midterm is devoted to a discussion of the exam and how the students feel about the course so far. These elements of feedback, in combination with more formal student evaluations, allow me to adjust my teaching plans to students' needs and demonstrate to students that their perspectives and concerns matter.

This philosophy is the foundation of my teaching and is reflected in the other materials in this portfolio. I use these principles as a guide in the classes I teach and my one-on-one, mentoring interactions with students.

## Experience

### **Principles of American Politics (undergraduate). Department of Political Science, Brigham Young University. Fall 2020. Instructor**

Pundits, politicians, and the public often debate the proper role, original foundation, and growing influence of American government. In this course, we will consider how political science understands these topics and approaches the study of American politics. We will examine American politics from its pre-revolutionary beginnings to the present day, considering the formal and informal institutions that shape (and are shaped by) politics in the United States. We will also cover the role of the mass public and elites, both in terms of citizens' attitudes, elite influence, and political participation. Students will be encouraged to identify the role of social and political power in each of the class's major topics and will develop key skills crucial to understanding and interacting with the realm of politics. We will pay special attention on how to engage diverse viewpoints in American politics and the ways in which individual citizens participate in politics. This class is intended for political science majors or those who are considering the major. As such, while we will cover many of the same ideas as a more general course, we will dig more deeply into these themes and focus more on the methods, theories, and research of political science.

*Enrollment:* 40-50 students

### **Quantitative Methods in Political Science (undergraduate). Department of Political Science, Clemson University. Fall 2018, Spring 2019, Fall 2019, Spring 2020. Instructor**

*Course description:* Political science is full of intriguing questions; compelling answers, however, are much harder to find. Quantitative methods offer one approach to coming up with these answers. The purpose of this course is to provide students with (1) the ability to understand this approach to political science and (2) practical experience conducting these kinds of empirical analyses. To that end, this course focuses on quantitative approaches commonly used by researchers to describe the political world and evaluate theories of actors, institutions, and power. It covers the application of the scientific method to political science, explores different kinds of data, and considers the major methodological tools used by quantitative political scientists. What students learn in this course will provide them with the ability to evaluate quantitative research of all kinds and valuable skills of their own in data analysis. The course deeply involves the use of statistical software, with the students choosing between using either Stata or R for the problem sets and part of the final exam.

*Enrollment:* 14-20 students

**American Public Opinion (undergraduate). Department of Political Science, Clemson University. Fall 2018, Spring 2020. Instructor**

*Course description:* This course takes a close look at public opinion – what it is, how it is measured, and why it matters. It explores tools used to measure public opinion, different topics within public opinion, factors that influence public opinion, and how institutions and democracy relate to public opinion. In each of these areas, the course emphasizes how to apply these concepts in concrete ways – to both research designs and contemporary politics. The class involves a research proposal and presentation, along with smaller, participation-based assignments throughout the class.

*Enrollment:* 47 students

**American National Government (undergraduate). Department of Political Science, Clemson University. Fall 2019. Instructor**

*Course description:* Pundits, politicians, and the public often debate the proper role, original foundation, and growing influence of American government. This course discusses these topics directly. The class covers American government from its pre-revolutionary beginnings to the present day, considering the formal and informal institutions that shape (and are shaped by) politics in the United States. It also explores the role of the mass public and elites, both in terms of citizens' attitudes, elite influence, and political participation. Students will be encouraged to identify the role of social and political power in each of the class's major topics and will develop key skills crucial to understanding and interacting with the realm of politics. The class pays special attention on how to engage diverse viewpoints in American politics and the ways in which individual citizens participate in politics. Students are asked to complete an in-depth paper on a book of their choice, along with smaller quizzes and participation-style assignments throughout the class.

*Enrollment:* 45 students

**Mass Media and American Politics (undergraduate). Department of Political Science, Clemson University. Spring 2019. Instructor**

*Course description:* What role do the media play in American democracy? Are the media enlightened conveyors of critical information? Do they operate as watchdogs on the workings of the powerful and political? Or, instead, do they work largely to manipulate the public through the biased presentation of important social and political events? This course considers the role of the media in American democracy by focusing on how the media view themselves, how the media interact with government, and how the media influence the American public. The class takes a social science perspective on this topic, considering historical and empirical evidence of the role of the mass media in American politics. The course uses a combination of lecture, engaged learning activities, group work, and out of class assignments. Students are asked to complete a series of short papers along with an engagement activity that requires them to interact with real media sources outside of the classroom.

*Enrollment:* 47 students

**Public Opinion (undergraduate). Department of Political Science, Brigham Young University. Summer 2017. Instructor**

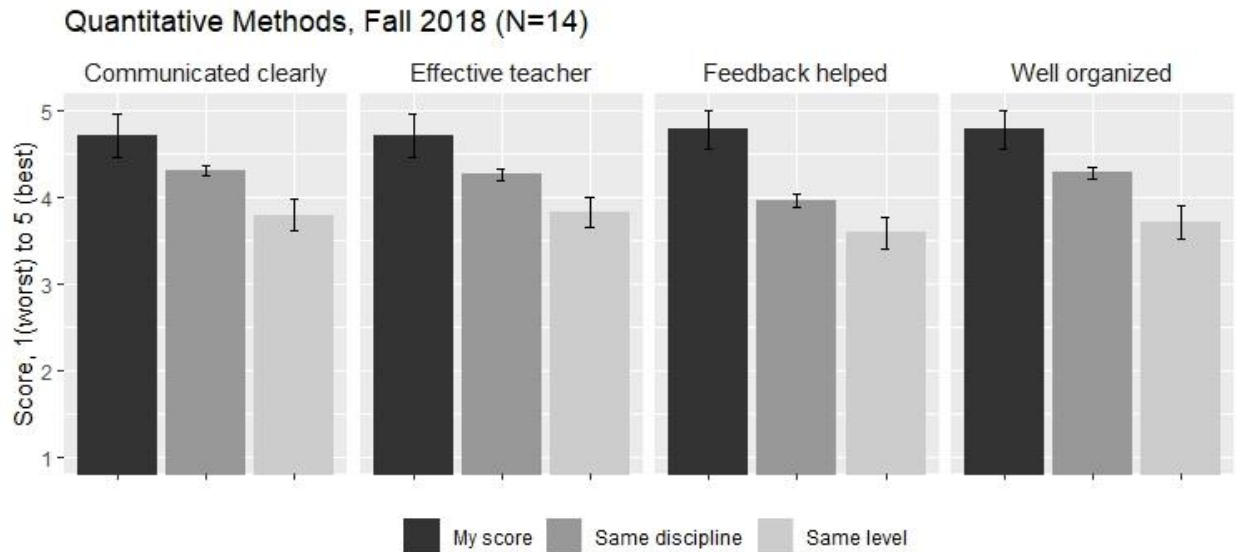
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*Enrollment:* 3 students

## Effectiveness

Below I provide evidence of my teaching effectiveness from my quantitative and qualitative student evaluations for the last academic year and a peer observation from the Spring of 2019. I display my quantitative evaluations graphically, comparing my score with those of other classes in political science and at the same course level within political science. I am happy to provide additional information on these evaluations or additional, older student evaluations.

**Quantitative Methods in Political Science, Fall 2018**, 14/19 students completed the evaluation



*Bars represent 95 percent confidence intervals*

Please comment on the strengths of the instructor and the course

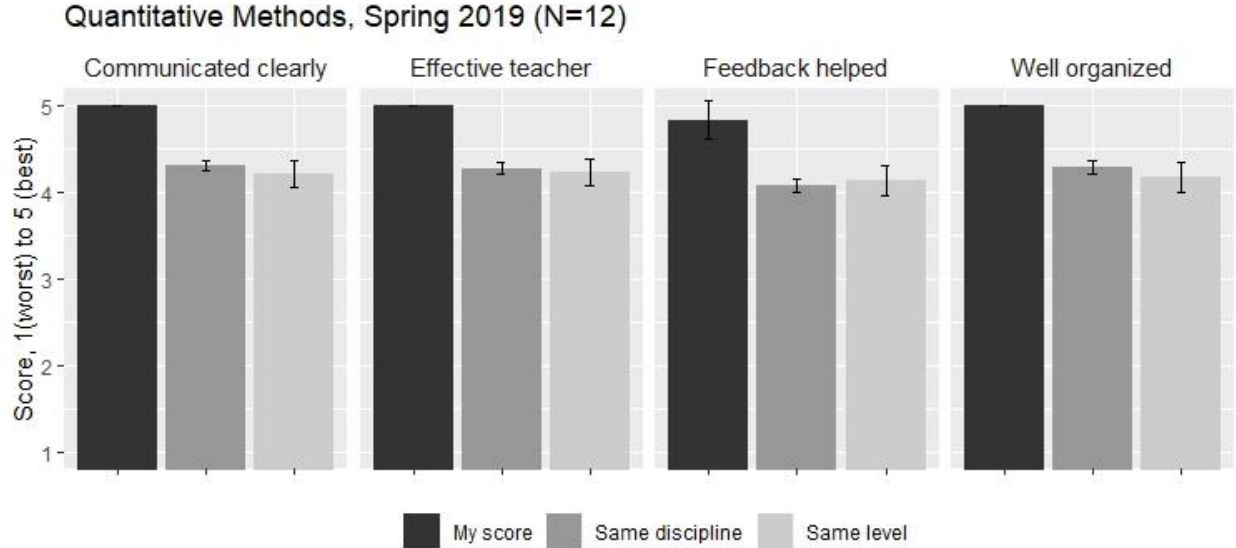
“He is genuinely interested in the material, always willing to meet, and one of the most supportive professors I've had at Clemson. I expect a lot of people to do well in this class because of how he continually went the extra mile to make sure we understand the material and are doing our best.”

“The amount of detail and care that Dr. Busby put into the course is incredible. No other professor I have had at Clemson put that much effort into making the lectures beneficial and the outside classwork useful. I believe that Dr. Busby is one of the kindest, unpretentious, enjoyable people to be around at Clemson.”

Please comment on the weaknesses of the instructor and the course

“Dr. Busby does a great job at trying to make the class/concepts clear, but this is a very challenging course. There is, conceptually, a lot of material to learn and adding the use of statistical software made the course at times overwhelming.”

“At times it felt that explanations for course concepts were a little lengthy. At times, this made it difficult to understand already complex ideas.”

**Quantitative Methods in Political Science, Spring 2019, 12/14 students**

*Bars represent 95 percent confidence intervals*

Please comment on the strengths of the instructor and the course

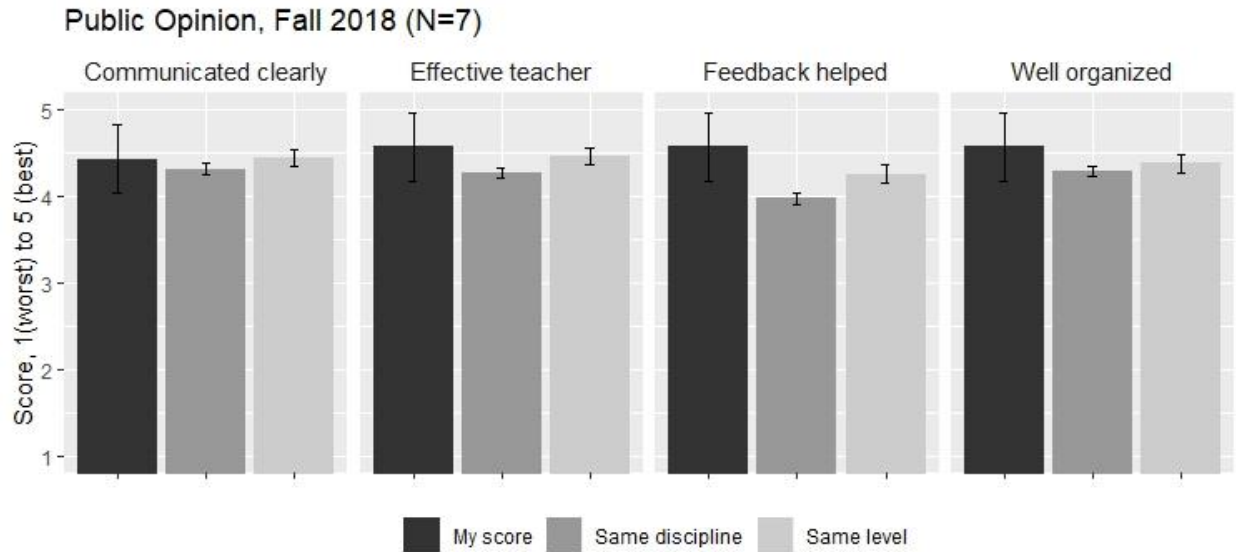
“I have never had a professor that was as willing to help his students as Dr. Busby is. He really kept us informed about how we were going in the course and what we could expect from each day in class.”

“Dr. Busby is an excellent professor one of the best I've ever had, he is incredibly helpful and receptive to feedback. He always makes a very strong effort to make sure all students never leave class confused. He also makes himself incredibly available if you need help outside of class. His lecture skills are also excellent he makes the very confusing topic of quantitative methods a lot easier to understand.”

Please comment on the weaknesses of the instructor and the course

“This course was extremely difficult at times because of the statistical programming we were required to utilize. Dr. Busby was aware of these difficulties and helped anyway he could. He encouraged us to attend office hours and email him with any questions.”

“I think he spends too much time asking for feedback and going over the course before and at the end of class. Sometimes I feel we talk too much every class at the beginning what we are going to do, sometimes I want to just dive in.”

**American Public Opinion, Fall 2018, 7/7 students**

*Bars represent 95 percent confidence intervals*

Please comment on the strengths of the instructor and the course

“I liked that the course was very organized. It was clear what was expected of us each day. Dr. Busby was always very willing to help and very responsive to emails and during office hours. I liked how there was a strong mix of both lectures and discussion during the class.”

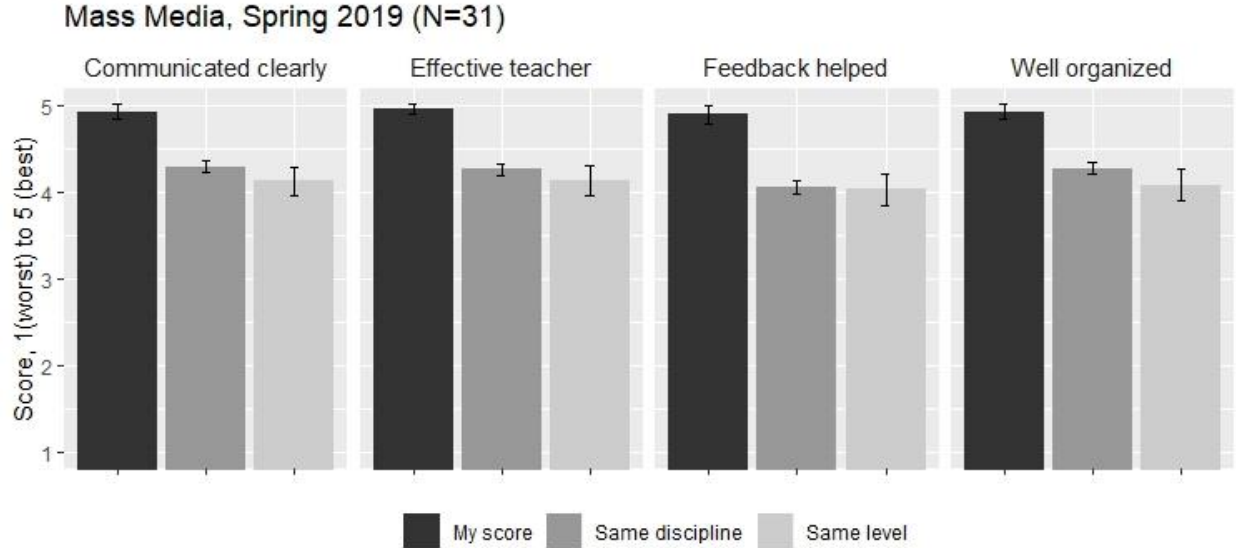
“Professor Busby was very concerned with the classes’ learning styles he always asked if certain methods were working or if we would like to try other ways to learn the material.”

Please comment on the weaknesses of the instructor and the course

“The amount of research articles the class was expected to know for the exams made it so that although we had a broad understanding of each article, we were unable to dive deeper and gain a better understanding of the articles that were most interesting to us.”

“I wish that we had studied a little bit more about current events and things in the news, rather than just the articles we were given. Whenever we looked at current events, it made it a lot easier to apply what we were learning.”



**Mass Media in American Politics, Spring 2019, 31/47 students**

*Bars represent 95 percent confidence intervals*

Please comment on the strengths of the instructor and the course

“Dr. Busby did a great job in explaining the material to us in a way that was extremely understandable and made the class enjoyable. He also did a great job in making sure we all felt like we could express our views and ask questions without being judged.”

“Dr. Busby cares about his students and was very receptive to feedback, altering the latter half of the course to better fit the desires of students. He created a classroom environment in which all students were unafraid of asking questions and participating in discussion, which really helped us have important conversations and delve into the material further. His lectures were extremely well structured and organized, which made the course easy to follow. He clearly communicated expectations and was more punctual on grading assignments than any of my other instructors. I can't speak more highly of Dr. Busby and believe that he was a great teacher.”

Please comment on the weaknesses of the instructor and the course

“He gave a lot of readings and sometimes too much time in class to discuss questions”

“This class could be more difficult. I also wish group work was a smaller component of the class because I thought lecture was more valuable.”

Instructor's Name Busby Evaluator's Name Prake  
 Date of Observation 4-18-19 Course Observed POSC 3410

**CLASSROOM TEACHING OBSERVATION**

Rating Scale (1=poor, 2=fair, 3=good, 4=very good, 5=excellent)

**CONTENT/ORGANIZATION**

Main ideas are clear and specific	1	2	3	4	5
Sufficient variety in supporting information	1	2	3	4	5
Relevancy of main ideas was clear	1	2	3	4	5
Higher order thinking was required	1	2	3	4	5
Introduction captured attention	1	2	3	4	5
Introduction stated organization of lecture	1	2	3	4	5
Effective transitions (clear w/summaries)	1	2	3	4	5
Is prepared	1	2	3	4	5
Is organized	1	2	3	4	5
Is able to provide examples to support the objectives of the lesson	1	2	3	4	5
Concluded by summarizing main ideas	1	2	3	4	5
Reviewed by connecting to previous classes	1	2	3	4	5
Previewed by connecting to future classes	1	2	3	4	5

- discussion  
- clearly  
- really good.

**INTERACTION (BODY LANGUAGE/EYE CONTACT)**

Maintains eye contact	1	2	3	4	5
Makes appropriate gestures to engage students	1	2	3	4	5
Appears relaxed (not nervous/tense)	1	2	3	4	5
Articulation and pronunciation clear	1	2	3	4	5
Absence of verbalized pauses (er, ah, etc.)	1	2	3	4	5
Volume sufficient to be heard	1	2	3	4	5
Rate of delivery was appropriate	1	2	3	4	5
Confident and enthusiastic	1	2	3	4	5

→ present

**USE OF MEDIA**

Overheads/chalkboard content clear & well organized	1	2	3	4	5	NA
Visual aids can be easily read	1	2	3	4	5	NA
Instructor provided an outline/handouts	1	2	3	4	5	NA

**STRENGTHS:** Students ask great questions. Good discussion. Students w/ laptops did not multitask. Very breezy on a complex ~~topic~~ topic. Plenty of time for discussion. → presentation

**WEAKNESSES:** → No pre-class disc of student → so quiet. - But it's 8 AM. How to wake them up? What? - No pooled time series? → Ach!

**CONCLUDING COMMENTS:** - I'm amazed you got to Time Series analysis in POSC 3410!! This was really good. I do time series analysis quite regularly, and this was a very clear introduction. It's clear to me why the student evaluations are so high. Very respectful of students and engaging.

## Professional Development and Awards

Provost's Seminar for New Faculty, Clemson University, 2019

*This semester-long seminar helps new faculty develop the skills needed to succeed as researchers and teachers. The seminars include a discussion of how to teach successfully as well as how to incorporate teaching and research in a supportive, reinforcing way.*

The Use of Games in Classroom Teaching, Office of Teaching Effectiveness and Innovation, Clemson University, 2019

*This workshop covered how to use games and simulations to engage students and achieve course and learning objectives.*

New Faculty Teaching Orientation, Office of Teaching Effectiveness and Innovation, Clemson University, 2019

*This day-long orientation covered an introduction to teaching at Clemson University, the various teaching resources offered by the university, and several application activities to workshop the skills discussed in the orientation.*

Searle Teaching Certificate Program, Searle Center for Advancing Teaching and Learning, Northwestern University, 2017-2018.

*This program, lasting for one academic year, taught key pedagogical skills, developed a concrete course design and teaching portfolio, and involved frequent workshops and discussions about teaching and related professional development.*

Minar Prize for Teaching Excellence by a Graduate Student, Political Science Department, Northwestern University. 2016-2017

*This award is given by the Political Science Department each year to one or two of its graduate teaching assistants. It recognizes graduate students who go above and beyond in their teaching, as indicated by feedback from professors and undergraduate students.*

## Examples

*The following is the course syllabus for my quantitative methods course. I would be happy to provide similar documents from other courses.*

### **Quantitative Methods in Political Science**

Professor Ethan Busby  
ecbusby@clemson.edu  
Office: 231-C Brackett Hall  
Office Hours: Th, 12pm-2pm

POSC 3410, Spring 2019  
T, Th 8am-9:15am  
Classroom: 233 Brackett Hall

#### Course Description

Political science is full of intriguing questions; compelling answers, however, are much harder to find. Quantitative methods offer one approach to coming up with these answers. The purpose of this course is to provide you with (1) the ability to understand this approach to political science and (2) practical experience conducting these kinds of empirical analyses.

To that end, this course focuses on quantitative approaches commonly used by researchers to describe the political world and evaluate theories of actors, institutions, and power. We will cover the application of the scientific method to political science, explore different kinds of data, and consider the major methodological tools used by quantitative political scientists.

What you learn in this course will provide you with the ability to evaluate quantitative research of all kinds and valuable skills of your own in data analysis. While you may not be interested in the lifelong study of politics, these skills should be important to you in whatever you do after this course (other courses at Clemson, internships, future employment, and more).

#### Course objectives

1. Through this course, students will:
2. Understand how the scientific method applies to political science research
3. Evaluate when to use quantitative approaches
4. Explain different types of variables (dependent, independent, nominal, ordinal, etc.) and the basic characteristics of those variables (central tendency, spread, etc.)
5. Interpret quantitative methods as used by others
6. Apply quantitative methods themselves in problem sets and a research design

#### *Course texts (available from the University Bookstore)*

Kellstedt, Paul M. and Guy D. Whitten (2013). *The Fundamentals of Political Science Research*. 2nd. New York, NY: Cambridge University Press. (referred to as KW throughout)

Other readings will be posted on Canvas.

### *Statistical software*

A large part of this course involves statistical analyses of some kind. We will not perform any of these calculations by hand – instead, you will be required to use either Stata or R. I am agnostic between the two – for the purposes of this class, both generate equivalent results. For the sake of simplicity, I would suggest that you choose one and stick with it throughout the course – switching back and forth will likely hurt more than help.

Some things to consider in choosing between Stata and R:

- Ease of use
  - Stata has a much easier learning curve and operates much like a supercharged version of Excel.
  - Stata also comes preloaded with (nearly) every command and analysis you will need to run for this course.
  - R, on the other hand, is a much different approach – think of it as an empty space into which you can load in various datasets and objects of all types.
  - R comes as a blank slate – you must install various “packages” (bundles of commands) to do anything besides basic math and variable manipulation.
- Cost
  - To run Stata on your personal computer, you will need to purchase a license to do so. This will cost about \$45 for a six month license; you can find instructions [here](#). You can also access Stata for free via CU Apps.
  - R is open-source and completely free. You can download it [here](#). I would also recommend downloading a more user-friendly interface for R called RStudio; that can be downloaded [here](#). Download this after you download R.
- Other things to consider
  - Commands in Stata are much more intuitive; R can seem much more like computer code and nonsensical jargon.
  - R is a much more flexible platform – someone has likely written a command to do anything you would want to do.
  - The opposite of this is that Stata is more stable – the commands are more likely to work the same way every time (whereas updates to R can cause changes in code).

To help you to learn how to use either one of these programs, the first two problem sets will involve tutorials on how to use both platforms. Completing these carefully will help you with the later problem sets, which will assume a basic level of familiarity with Stata or R.

If at any point you are having trouble with the software, please reach out to me. Please do not spend hours and hours fighting with the computer program – chances are, I’ve run into something similar before. I would much rather you send me an email to make sure there is not an easy fix than you spend multiple hours working with computer code.

### *Classes, Assignments, and Grades*

Grades will be determined from the following assessments (each of which is explained below):

Assignment	Due date	Percentage of final grade
Reflections (10)	Various	5
Application days (6)	Various	5
Problem sets (5)	Various	25
Research design idea	1/31	3
Midterm	2/28	15
Research design rough draft	4/9	-
Research design	4/23	12
Final	5/3	30
Participation	-	5

The letter grade distribution for the course is as follows:

A	B	C	D	F
89.5-100	79.5-89.49	69.5-79.49	59.5-69.49	<59.5

Additional details on each assignment can be found on Canvas. The following sections are meant to give you the basic details of each.

### *Reflections*

To help prepare you process and engage with the topics for the course, you will be asked to write reflection paragraphs throughout the semester. The prompts for each week will be posted on Canvas – for each, consider the prompt and respond with *no more than 250 words*. These assignments are meant to provide you with the opportunity to reflect on what we are learning and how you are doing in the course, rather than serve as formal writing assignments.

You will be given one of three possible grades for these submissions – check minus, check, and check plus. Check minus means that you have not completed the assignment well, either because you did not respond to the prompt or did not demonstrate that you spent time reflecting on the relevant materials. Check minus corresponds with a 80% on the response. Check signifies that you completed the assignment well and according to my instructions and will be given a 100% for that report. Check plus indicates that you went above and beyond, with a particularly detailed or insightful response; you will be given 105% on that kind of reflection. Note that if you do not provide a response with some substance (e.g. you type out one or two words), you will not get credit for the response.

There are 10 opportunities to complete these responses – you must turn in 8 of the 10 to get full credit on this part of your grade.

Please turn your weekly response by 7:50am on its listed due date via Canvas (this means prior to class each due date). Late submissions will not be accepted.

### *Application days*

Part of our class is putting the topics from lecture into practice. To this end, we will have several application days where you will be asked to complete practice test questions, software examples,

etc. These class meetings are critical to helping you prepare for the exams and learn how to use Stata/R.

To encourage you to make the most of these class meetings, 5 percent of your grade will come from these class meetings. To get these points, you must turn in something that demonstrates you worked on the application exercises – this can be turning in the paper worksheet at the end of class, submitting your completed software file on Canvas, etc. You will be given instructions on what to turn in for each application day. You will get full credit for turning it in and no credit otherwise. No late work will be accepted. There are 6 application days; you must turn in this evidence of effort for five of them for full credit.

### *Problem sets*

A key part of learning quantitative methods is applying the concepts from class. To that end, you will complete five problem sets, oriented towards helping you achieve the course objectives. They will ask you a series of questions about the material from class and will involve various application exercises. You will need to type out your responses in Word or another similar program – handwritten assignments will only be accepted with prior permission from me.

Some students find it helpful to work in groups on these assignments. You should feel free to do so if you find it helpful. If you work in a group, indicate your group members at the top of your problem set. Please note, however, that working in groups does not mean you can turn in a single, shared document for your problem set OR that you can all turn in the same document as your group members. *You need to write out your own responses to the problem set in your own words. If you ignore these instructions and turn in identical documents, this will be considered plagiarism and will be handled accordingly per the university's academic integrity policies.*

Each problem set will be posted on Canvas at least one week before it is due. They are due by 7:50am on its due date and should be turned in on Canvas. Problem sets that are turned in at 7:51am or later will receive a penalty of 10 percent per day (including the first day) and must be turned in within seven days (including weekends) to receive any credit. Each problem set is worth 5 percent of your overall grade – in total, the problem sets account for 25 percent of your grade in the course.

### *Research design*

You will also apply the concepts we cover in the class in a research design project, where you come up with a research question and lay out how you would answer this question using the methods we have discussed in class. You are not required to actually conduct these analyses or gather the data. Instead, think of what the perfect data would be for you, no matter how expensive or hard to track down it would be. You can include real data and analyses in your paper if you like, but it is not required.

This project has three graded parts. The first is to come up with a research question that interests you. This need not be a question we have discussed in class nor does it need to be within any particular area of political science. The most important things about this question are that (1) it interests you and (2) it is something that could be answered using quantitative methods.

To encourage you to start thinking about this project early on, you will be asked to turn in your research question (Research Design idea) to Canvas by 8pm on January 31<sup>st</sup>. This should be brief but needs to include your specific research question and how you plan to approach this question methodologically. What kind of data could you use to answer your question? What kind of analysis will you use? This research design idea is worth 3 percent of your overall grade.

Like the reflection assignments, you will be given one of three possible grades for your research design idea – check minus, check, and check plus. Check minus means that you have not completed the assignment well, either because you did not demonstrate you had thought much about your approach or you did not provide enough detail for me to give you good feedback. Check minus corresponds with a 80% on the response. Check signifies that you completed the assignment well and according to my instructions and will be given a 100% for that report. Check plus indicates that you went above and beyond, with a particularly detailed or insightful idea; you will be given 105% for a check plus. Note that if you do not provide a response with some substance (e.g, you type out one or two words), you will not get credit for the response. I will send you brief feedback on your ideas by February 7<sup>th</sup>.

From here, you should develop the complete research design. This is a substantial part of your grade for the course and a significant project; you will be most successful if you work on it throughout the semester. What you turn in for the research design should be a written document that has the following elements (with a brief explanation in italics and the points from each section in parentheses):

- Introduction and research question: *Here you introduce your question, why it is important, and give a preview of the paper. You should cite at least two academic sources in this section. (1 point)*
- Expectations: *What answer do you think you would find to your question? What hypotheses or predictions do you have based on what you know about this topic? (2 points)*
- Design: *This is where you describe the research approach you will take, the methods you will use, the sample you will draw from, etc. This should be in enough detail so that I can accurately tell what exactly you will be doing (don't just say "I'll run a regression"; instead, say "I will regress variable Y on variable X and these specific control variables..."). This is the place where you should show that you have applied and mastered the material from the course. Go into as much depth as you can – if you want to conduct a t-test, explain why that is the right method to use. If you want to run a regression, explain how you would evaluate how robust those results are. No matter what you do, consider the four causal hurdles we discussed in class. (6 points)*
- Results: *Here you can describe how you would present the results (e.g., blank tables, blank figures) and the way you would discuss what you would find. If you have any actual data, you can present it here. This section need not be extremely long. (1 point)*
- Conclusion: *Again, this section need not be long, but you should conclude your paper by revisiting your research question, reminding us why it is important, and describing why the design you've suggested is a good one. (1 point)*



- Citations: *You must document any sources you use in this paper using the citation style of your choice. (1 point)*

While your research design project needs to include all of these components, you have the freedom to organize them in any way that you think is most effective. Additionally, you can write the paper in whatever format you would like *so long as you include all of the information discussed above*. If you would prefer to write it in the style of a research-oriented blog post (like this one: [https://www.washingtonpost.com/news/monkey-cage/?utm\\_term=.4f44690571bd](https://www.washingtonpost.com/news/monkey-cage/?utm_term=.4f44690571bd)), a research report (like this one: <http://www.people-press.org/2018/06/28/shifting-public-views-on-legal-immigration-into-the-u-s/>), or an academic research paper, you may. Choose the format you feel most comfortable with, but remember that whatever the format, you will be graded on the way you include the information listed above. Your written paper should be produced using Word or some similar program, be in 12-point font. This project should be between 3,500 and 5,000 words in length. Please put the word count on the first page of the paper.

On April 4<sup>th</sup>, we will not hold class to provide you with time to work on your research design and determine if you need any help or guidance from me. Please feel free to contact me during this time if you have questions.

You will be required to participate in a peer review of another students' research design. We will conduct this in class on Tuesday, April 9<sup>th</sup>. As such, you must bring a printed copy of a rough draft of your research design with you to class. If you do not attend this class meeting or do not bring a rough draft, you will lose 1 point on your final research design.

You may find the university's writing center to be helpful (more information available here: <https://www.clemson.edu/centers-institutes/writing/index.html>). If you attend an appointment with the writing center, you will receive 1 extra credit point (making your maximum 13 out of 12) if you provide documentation of this appointment. This need not be anything more complex than forwarding me an email, providing a written statement from the writing tutor, etc.

I am also happy to give you feedback on your research designs. You must send them to me by Friday, April 19<sup>th</sup> if you would like my comments. You can send me complete drafts or sections that you would like me to look over.

The completed research design project is due at 8pm on April 23<sup>rd</sup>. You will lose ten percentage points for every day that this assignment is late – for example, if you turn it in at 8:01pm on the due date, you will lose 10 percent. If you turn it in at 8:01pm on the following day, you will lose 20 percent. This penalty will be applied on weekends as well as weekdays.

### *Midterm*

The midterm will be completed in class on Thursday, February 28<sup>th</sup> and is worth 15 percent of your final grade. As we will not have covered much in the way of calculations by this point, you will not be asked to use statistical software or perform any analyses. You may, however, be asked the formula and conceptual definition for the statistics we have covered up to the midterm.

The format of the midterm will be similar to that of the problem sets, although more extensive. Unlike the problem sets, you *cannot* complete it in groups, cannot use your notes, and must finish it within the class period for that day. There will be a range of conceptual questions and application examples.

### *Final exam*

In this course, we have covered both conceptual and analytical skills. To evaluate you on both, the final exam has two parts – a closed note portion asking conceptual questions from all parts of the course and an open note portion covering statistical analyses. You will complete both on the final exam, which will be held in person on Friday, May 3<sup>rd</sup>, from 7:00pm to 9:30pm. You will have 75 minutes to complete each part and will be required to complete the closed note portion first.

The closed portion will be similar to the midterm. You will be asked a series of conceptual questions from all parts of the course. This part of the final must represent your own, unassisted work. You may not consult with others, search the internet, use your textbook, or refer to your class notes. You will have 75 minutes to complete this portion of the final, which must be turned in by 8:15pm. This is to ensure that you have enough time for the open-note portion of the test.

The open note portion of the exam will ask you to complete a series of analyses, much like those required for the later problem sets. You may reference your notes, textbook, problem sets, and the internet, although you cannot work in groups or discuss it with other class members. You will have 75 minutes to complete this exam, which must be turned in by 9:30pm on Friday, May 3<sup>rd</sup>. For your response to this part of the exam, you will turn in your analysis file (.do file or R script) to Canvas.

In total, the final is worth 30 percent of your overall grade. These points are evenly split between the take home and in-person portions of the test.

### *Participation*

Engaging in class discussions, asking questions, and otherwise participating are critical components of learning in this course. As a result, part of your grade is determined by your participation. This participation can take many forms – including (but not limited to) asking questions in class, answering questions, coming on time, not leaving early, staying engaged with the class discussion, speaking with me during office hours, and participating in class activities. Repeatedly failing to come to class will adversely affect your participation grade (and your ability to succeed on the various class assignments). If you miss more than two class periods, you will begin to lose points on your participation grade.

As part of our class meetings, I may call on you to answer questions about the readings and topics for that day. If you have not prepared enough for that class period and cannot provide an answer, you will begin to lose participation points. Note that an answer can be an informed question about some element of the reading/material/question that you do not yet understand.

If you have concerns about this policy, please meet with me at the start of the semester, and we will find a way to make it work for you.

On February 26<sup>th</sup>, prior to the midterm, I will email you a brief statement about your participation which will indicate what grade you are likely to receive if you continue participating as you have been to that point. This will also include a more general note about your performance to that point in the course. We can speak at that point if you have any concerns.

### *Your feedback*

Your feedback is invaluable to the class as a way to evaluate the assignments and activities I use in class. As such, I ask you for feedback at various points in the class. You are not obligated to complete these but doing so will help me adjust my teaching in the course to benefit you and other students in the class.

### *Excused absences*

Any student missing an exam or a due date must provide documentation to schedule a make-up or turn in a late paper/assignment. You must contact me within one week of the exam or due date to schedule a make-up option and present documentation.

In the case of emergencies, please contact me as soon as safely possible.

## General Course Policies

### *Late policy and grade appeals*

The grading of each assignment lays out the way late or incomplete work will be handled. In general, you will lose ten percent of your grade for an assignment each day is late – unless specified otherwise in the description of that assignment. If you would like to appeal an assigned grade, *you must submit a written statement to me explaining why the grade should be changed (within two class periods of receiving the grade).*

### *Contact and office hours:*

The best way to reach me is by email – please contact me at [ecbusby@clmson.edu](mailto:ecbusby@clmson.edu). If you email me and do not hear from me within 3 business days, please follow-up (in person or by email again). In general, if you contact me outside of normal working hours (M-F, between 8am and 6pm), I may not respond until the next business day. You can still email me outside of this window, but my response will be delayed. Additionally, please put “POSC 3430” in the subject line of your email so that I prioritize your messages.

It is critical that you check Canvas and your email to succeed in this course. I will send out reminders and announcements through Canvas and to your university email address. If you choose not to check your email and/or Canvas you are taking the risk of missing critical course information.

The easiest way to meet with me in person is to drop by my office during my office hours. You can stop by at any time; however, outside of office hours, there's a good chance I will not be available to me with you. Feel free to email me in advance if you need to meet with me outside of my office hours and would like to set up an appointment. Office hours are an opportunity for you to do any or all of the following: get help on course material you find difficult, review material for exams, ask questions about upcoming assignments, discuss connections between our course and other classes you are taking, get advice about being a successful student, discuss what graduate school is like, and get other help that you need.

### *Note taking*

Cell phones and laptop computers may only be used for note-taking and software exercises – if you choose to use a laptop for notetaking, please sit on the edges of the room so that other students are not distracted by your computer. Misuse of technology in class will adversely affect your participation grade; I may also ask you to put it away or leave class if it disrupts our class meeting or other students. For some class discussions, I will ask you to put away your computer; should you choose not to participate in these activities, you will lose participation points.

### *Classroom environment*

At times, we may cover topics and have conversations that challenge your viewpoints or provoke intense discussion. I expect everyone to be respectful of others' views, *especially when those views challenge their own*. My goal is to create an environment where all students feel safe sharing their views and, in turn, feel respected by other students and myself. You should feel free to present viewpoints that differ from my own and to ask challenging questions of the material presented in class.

Courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, holding personal conversations during class, disrespecting another member of our community, or using hurtful language will not be tolerated. I reserve the right to ask students to leave the classroom and take further action if disruptive behavior persists, in particular if a verbal warning is ineffective at eliminating the behavior or if a single incident is particularly egregious.

If, at any point, you feel that I have failed to create this type of environment or have not been respectful of your views, I ask that you please inform me as soon as you can so that I can address the issue appropriately. If you feel that this would not be appropriate, please speak with the department chair (Professor Peake - [jpeake@clermson.edu](mailto:jpeake@clermson.edu)) about your concerns. Additionally, if you have any concerns about the topics planned for the course, I would ask you to speak with me as far in advance as possible.

### *Policy on Absent Instructor*

If I have not arrived by 8:15am, you are free to leave without penalty. I will send an email with as much advanced notice as possible if I need to cancel class.

*Class Cancellations:*

Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting otherwise instructed by me. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless otherwise instructed by me. Any extension or postponement of assignments or exams must be granted by me via email or Canvas within 24 hours of the weather-related cancellation. *Note that this policy does not apply to assignments or exams that are to be submitted via Canvas. Any changes to deadlines on Canvas submissions will be announced on Canvas.*

*Academic Integrity, Cheating and Plagiarism:*

The university has a detailed Academic Integrity policy, which includes the following:

*As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.*

Every student is capable of succeeding in this course without resorting to plagiarism or cheating. All work you submit must be your own work – that is, of your own construction; any materials that come from other sources should be appropriately referenced or cited. You should not submit work performed by another student as your own. You may work with other students on problem sets (as stated earlier), but you must submit your own problem set and that must be in your own words – in other words, do not turn in the same document as the other people you are working with. You should also not submit work from previous courses as though it were an original creation for this class. Any questions should be directed to me early on in the term.

Any student found guilty of academic dishonesty in this course will be penalized per the academic integrity policies on campus.

*Copyright:*

Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Please refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information: <http://www.clemson.edu/library/>

*Academic Access Letters:*

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

If your Academic Access Letter provides you with accommodated testing, you are responsible for scheduling the Test Proctoring Center at least one week in advance of your exam. Detailed information on this policy and on how to schedule the Test Proctoring Center can be found here: <https://www.clemson.edu/academics/studentaccess/test-center.html> .

#### *Title IX:*

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

#### **Course schedule**

<b>Date and Objectives</b>	<b>Readings</b>	<b>Assignments</b>
<p><i>Thursday, January 10th</i></p> <p>(1) What is required of me in this course?            (2) What questions do I have on the syllabus?            (3) What statistical software do I want to use?</p>	<p><i>Introduction</i>  <b>KW:</b> Skim table of contents            Syllabus            Cheat sheets for R and Stata            “How to Read Scientific Papers” infographic</p>	<p>Complete introductory survey at <a href="#">this link</a></p>

(4) What is the best way to read research articles?		
<p><i>Tuesday, January 15th</i></p> <p>(1) What is the scientific method?  (2) How well does the scientific method apply to political science?  (3) What makes a particular approach, design, or study “scientific”?</p>	<p><i>Scientific method, theories, and research questions</i>  <b>KW:</b> Chapter 1: The Scientific Study of Politics  Watch <a href="#">this YouTube video</a> of a TEDx talk by Teman Cooke</p> <p><b>KW:</b> Chapter 2: The Art of Theory Building</p>	
<p><i>Thursday, January 17th</i></p> <p>(1) What are the goals of a literature review?  (2) How do literature reviews fit in with theories and research questions?  (3) How do you find sources for a literature review?</p>	<p><i>Literature review</i></p> <p><b>KW:</b> Chapter 12, section 12.2 (pg. 278-281)</p> <p>Knopf, Jeffrey W. (2006). “Doing a Literature Review”. In: PS: Political Science and Politics 39.1, pp. 127–132.</p>	Reflection due
<p><i>Tuesday, January 22nd</i></p> <p>(1) How do we measure the things in our theories/hypotheses?  (2) What makes something a good or a bad concept?</p>	<p><i>Conceptualization and measurement</i></p> <p><b>KW:</b> Chapter 5, sections 5.2-5.6 (p. 95-109).</p> <p>Consider these comics and how they relate to the textbook material:</p> <ul style="list-style-type: none"> <li>• <a href="https://xkcd.com/927/">https://xkcd.com/927/</a></li> <li>• <a href="https://xkcd.com/2023/">https://xkcd.com/2023/</a></li> </ul>	Problem Set (PS) 1 Due
<p><i>Thursday, January 24th</i></p> <p>(1) What determines if a variable is the independent or</p>	<p><i>Variable types and summary statistics</i></p> <p><b>KW:</b> Chapter 5, sections 5.1, 5.7-5.12</p> <p>Watch all of the following Khan Academy videos:</p> <ul style="list-style-type: none"> <li>• Statistics intro: Mean, median, and mode:  <a href="https://www.youtube.com/watch?v=h8EY EJ32oQ8&amp;feature=youtu.be">https://www.youtube.com/watch?v=h8EY EJ32oQ8&amp;feature=youtu.be</a></li> </ul>	

<p>dependent variable?  (2)What are the different categories of variables?  (3)Why are summary statistics important?</p>	<ul style="list-style-type: none"> <li>• Mean, median, and mode example:  <a href="https://youtu.be/k3aKKasOmIw">https://youtu.be/k3aKKasOmIw</a></li> <li>• Representing data: <a href="https://youtu.be/0ZKtsUkrgFQ">https://youtu.be/0ZKtsUkrgFQ</a></li> </ul>	
<p><i>Tuesday, January 29<sup>th</sup></i></p> <p>Apply the lessons from the previous class to a series of examples in class</p>	<p><i>Variable types and summary statistics: Application</i></p> <p>Read application examples on Canvas</p>	<p>Reflection due</p>
<p><i>Thursday, January 31<sup>st</sup></i></p> <p>(1)What prevents us from making the causal inferences we might otherwise want to?  (2)How can/should we address the fundamental problem of causal inference (f.p.c.i.)?</p>	<p><i>Fundamental problem of causal inference</i></p> <p><b>KW:</b> Chapter 3: Evaluating causal relationships</p> <p>See this comic: <a href="https://xkcd.com/552/">https://xkcd.com/552/</a></p>	<p>Research Design idea due</p>
<p><i>Tuesday, February 5<sup>th</sup></i></p> <p>(1)What is the purpose of descriptive research?  (2)How important is descriptive research?  (3)How does descriptive research add to political science theories?</p>	<p><i>Description</i></p> <p>Gerring, John. 2012. "Mere Description". <i>British Journal of Political Science</i> 42(4):721-746.</p> <p>Broockman, David and Neil Malhotra. 2017. "America's tech entrepreneurs are Democrats not libertarians, but they may be changing the Democratic Party". <i>Monkey Cage</i>. <a href="https://www.washingtonpost.com/news/monkey-cage/wp/2017/09/22/americas-tech-entrepreneurs-are-democrats-not-libertarians-but-they-may-be-changing-the-democratic-party/?utm_term=.813b34c6aedb">https://www.washingtonpost.com/news/monkey-cage/wp/2017/09/22/americas-tech-entrepreneurs-are-democrats-not-libertarians-but-they-may-be-changing-the-democratic-party/?utm_term=.813b34c6aedb</a></p>	<p>Reflection due</p>
<p><i>Thursday, February 7<sup>th</sup></i></p> <p>Apply the lessons from the previous class to a series of examples in class</p>	<p><i>Description: Data sources and applications</i></p> <p>Read application examples on Canvas</p>	<p>PS 2 Due</p>



<p><i>Tuesday, February 12<sup>th</sup></i></p> <p>(1) Why use inferential statistics?  (2) What is a random variable?  (3) Why do we care about distributions?</p>	<p><i>Inferential statistics (probability theory)</i></p> <p><b>KW:</b> Chapter 6: Probability and Statistical Inference</p> <p>Khan Academy “Inferring population mean from sample mean”  <a href="https://youtu.be/k5EbijWu-Ss">https://youtu.be/k5EbijWu-Ss</a></p> <p><i>Review the other Khan Academy videos on concepts that were not clear to you from the chapter.</i></p>	
<p><i>Thursday, February 14<sup>th</sup></i></p> <p>(1) What is the goal of a t-test?  (2) How do t-tests help us in building and evaluating theories?  (3) When should you not use a t-test?</p>	<p><i>Inferential statistics (hypothesis tests)</i></p> <p><b>KW:</b> Chapter 7: Bivariate Hypothesis Testing</p> <p>Consider how this comic relates to the chapter:  <a href="https://xkcd.com/882/">https://xkcd.com/882/</a></p>	Reflection due
<p><i>Tuesday, February 19<sup>th</sup></i></p>	<p><i>Inferential statistics: software day</i></p>	
<p><i>Thursday, February 21<sup>st</sup></i></p> <p>(1) What is a confidence interval and what does it mean?  (2) What do confidence intervals tell us that t-tests do not?</p>	<p><i>Inferential statistics (confidence intervals)</i></p> <p>Watch all three videos on confidence intervals on this page:  <a href="https://www.khanacademy.org/math/ap-statistics/estimating-confidence-ap/introduction-confidence-intervals/v/confidence-intervals-and-margin-of-error">https://www.khanacademy.org/math/ap-statistics/estimating-confidence-ap/introduction-confidence-intervals/v/confidence-intervals-and-margin-of-error</a></p>	PS 3 Due
<p><i>Tuesday, February 26<sup>th</sup></i></p> <p>(1) How do experiments address the f.p.c.i?  (2) What things are best suited for experiments?  (3) What things are poorly suited to experiments?</p>	<p><i>Experiments</i></p> <p><b>KW:</b> Chapter 4, sections 4.1 and 4.2</p> <p>Druckman, James N., Donald P. Green, James H. Kuklinski, and Arthur Lupia. 2006. “The Growth and Development of Experimental Research in Political Science”, <i>American Political Science Review</i> 100(4):627-635.</p> <p>Watch this YouTube video:  <a href="https://www.youtube.com/watch?v=TYIh4MkcfJA">https://www.youtube.com/watch?v=TYIh4MkcfJA</a>  What do you think of this experiment?</p>	
<p><i>Thursday, February 28<sup>th</sup></i></p>	<p>MIDTERM</p>	MIDTERM

<p><i>Tuesday, March 5<sup>th</sup></i></p> <p>Review notes; write down some thoughts about the midterm</p>	<p>Review material to that point; debrief on midterm</p>	<p>Reflection due</p>
<p><i>Thursday, March 7<sup>th</sup></i></p> <p>(1)What is a quasi-experiment? In what way is it better/worse than an actual experiment? (2)Application examples</p>	<p><i>Quasi-experiments, observational methods, and application</i></p> <p><b>KW:</b> Chapter 4, section 4.3</p> <p>Read application examples on Canvas</p>	
<p><i>Tuesday, March 12<sup>th</sup></i></p> <p>(1) Does it matter <i>who</i> we study? (2) How do we select individuals for our research? (3) Why does survey question wording matter?</p>	<p><i>Survey research</i></p> <p>Kennedy, Courtney. 2017. "How can a survey of 1,000 people tell you what the whole U.S. thinks?" Pew Research Center. <a href="http://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/">http://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/</a></p> <p>Kennedy, Courtney. 2018. "Can we still trust polls?" Pew Research Center. <a href="http://www.pewresearch.org/fact-tank/2018/05/14/can-we-still-trust-polls/">http://www.pewresearch.org/fact-tank/2018/05/14/can-we-still-trust-polls/</a></p> <p>Smith, Scott. 2013. "Survey Questions 101: Do You Make any of These 7 Question Writing Mistakes?" <i>Qualtrics Blog</i> <a href="http://www.qualtrics.com/blog/writing-survey-questions/">www.qualtrics.com/blog/writing-survey-questions/</a></p>	<p>Reflection due</p>
<p><i>Thursday, March 14<sup>th</sup></i></p> <p>(1)How does regression address the f.p.c.i.? (2)What, conceptually, is regression trying to accomplish? (3)Why do you think regression is used so widely?</p>	<p><i>OLS Regression</i></p> <p><b>KW:</b> Chapter 8</p> <p>Watch this YouTube video: <a href="https://www.youtube.com/watch?v=zPG4NjIkCjc">https://www.youtube.com/watch?v=zPG4NjIkCjc</a></p>	<p>PS 4 Due</p>
<b>March 18<sup>th</sup>-22<sup>nd</sup>: SPRING BREAK</b>		
<p><i>Tuesday, March 26<sup>th</sup></i></p>	<p><i>OLS Regression</i></p> <p><b>KW:</b> Chapter 9</p>	<p>Reflection due</p>

<p>(1)What needs to be true for regression to work?  (2)What needs to be true to make causal claims from regression?  (3)How can regression be used in description?</p>	<p>Krueger, James S. and Michael S. Lewis-Beck. 2008. "Is OLS Dead?" <i>The Political Methodologist</i> 15(2):2-4.</p>	
<p><i>Thursday, March 28th</i></p>	<p><i>OLS Regression</i></p> <p><b>KW:</b> Chapter 10</p> <p>Consider these comics in the context of what we've learned about OLS regression</p> <ul style="list-style-type: none"> <li>• <a href="https://xkcd.com/1725/">https://xkcd.com/1725/</a></li> <li>• <a href="https://xkcd.com/1007/">https://xkcd.com/1007/</a></li> </ul>	
<p><i>Tuesday, April 2<sup>nd</sup></i></p>	<p><i>OLS Regression (software day)</i></p>	<p>Reflection due</p>
<p><i>Thursday, April 4<sup>th</sup></i></p>	<p>NO CLASS; Work day on research designs</p>	
<p><i>Tuesday, April 9th</i>  Bring printed rough draft of research design to class</p>	<p>Peer review day for research designs</p>	<p>Bring rough draft for peer review</p>
<p><i>Thursday, April 11<sup>th</sup></i></p> <p>(1)What is ML?  (2)How is ML different/similar to regression?  (3)When might you use ML?</p>	<p><i>ML models</i></p> <p><b>KW:</b> Chapter 11, sections 11.1 and 11.2</p> <p>Come up with three situations where you would want to use a ML approach instead of linear regression (OLS).</p>	<p>Reflection due</p>
<p><i>Tuesday, April 16<sup>th</sup></i></p>	<p><i>ML models (software day)</i></p>	<p>PS 5 Due</p>
<p><i>Thursday, April 18<sup>th</sup></i></p> <p>(1)What do we do differently when considering over-time data?</p>	<p><i>Time series analysis</i></p> <p><b>KW:</b> Chapter 11, section 11.3</p> <p>Consider this example of time-series data:  <a href="http://themonkeycage.org/2011/09/terrorism-over-time/">http://themonkeycage.org/2011/09/terrorism-over-time/</a>  <a href="https://xkcd.com/418/">https://xkcd.com/418/</a></p>	<p>Reflection due</p>

(2)Why not just use regression or ML models?		
<p><i>Tuesday, April 23<sup>rd</sup></i></p> <p>(1)What kinds of theories and research questions are well-suited to quantitative approaches? (2)What kinds are not?</p>	<p><i>When to use quantitative methods</i></p> <p>Mahoney, James and Gary Goertz. 2006. "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research". <i>Political Analysis</i> 14(3):227-249.</p>	<p>Research Design Due</p>
<p><i>Thursday, April 25<sup>th</sup></i></p> <p>Review</p>	<p>Fill out survey indicating topics you are interested in or things you want to review. <a href="#">Link here</a></p>	
<p><i>Friday, May 3<sup>rd</sup>, 7:00pm-9:30pm</i></p>	<p>FINAL EXAM</p>	