

**POLI 7963:  
Seminar in Advanced Quantitative Analysis**

**Spring 2021**

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**Introduction**

The purpose of this course is to introduce graduate students to the theory, method, and practice of regression analysis and its many variants. Regression analysis is the principle method of empirical inquiry in the social sciences. It is a powerful tool for testing models of political and social phenomena and making inferences about the empirical world. Most other techniques can be understood in terms of how they relate to regression analysis. As such, it is important for advanced students in the social sciences to be well grounded in regression analysis, including its core assumptions, the implications of violations of those assumptions, and corrective actions that can be taken when regression assumptions are not met.

The seminar will proceed as follows. First, we will spend several weeks discussing the basic bivariate and multivariate regression model. Here we will focus on the general logic underlying regression analysis, as well as the assumptions upon which it is built. Second, we will discuss the implications of those assumptions for model estimation and the quality of inferences drawn from regression analyses. In particular, what problems arise when one or more regression assumptions are violated or relaxed? Third, we will spend the bulk of the semester on various techniques used to diagnose and correct for violations of regression assumptions. Finally, as time permits we will explore a range of specialized methods related to regression, including logit and probit models, time-series analysis, non-recursive models, factor analysis, and pooled cross-sectional time-series analysis.

**Prerequisites**

All students enrolled in this course should have completed (or be in the process of completing) an introductory statistics class such as POLI 7962 (or its equivalent). Any seminar on regression analysis must assume a working knowledge of elementary statistical concepts and techniques. We will conduct a *brief* review at the beginning of the course, but students should be familiar with such ideas as descriptive statistics, sampling distributions, statistical inference, and hypothesis testing.

## Course Requirements and Evaluation

Each student will be evaluated on the basis of the following:

Midterm Examination	100
Final Examination	100
Short research paper	100
Total	300

1. **Midterm Examination.** A comprehensive midterm examination covering all material from the first half of the course will be required for all students. Information pertaining to the format of the midterm examination will be provided to all students prior to the exam.
2. **Final Examination.** A comprehensive final examination covering all material from the second half of the course will be required for all students. Information pertaining to the format of the final examination will be provided to all students prior to the exam.
3. **Short Research Paper.** In addition to the midterm and final exams, each student will be required to write a short research paper that utilizes OLS regression analysis. More detailed information about the paper will be provided later in the semester.

The grading scale for the course is as follows:

A+	97.5% - 100%
A	92.5% - 97.5%
A-	89.5% - 92.5%
B+	87.5% - 89.5%
B	82.5% - 87.5%
B-	79.5% - 82.5%
C+	77.5% - 89.5%
C	72.5% - 77.5%
C-	69.5% - 72.5%
D+	67.5% - 69.5%
D	62.5% - 67.5%
D-	59.5% - 62.5%
F	Below 59.5%

## Required Reading

There is no required text for this course. There will be some required and recommended reading during the course, primarily scholarly journal articles or other research papers. In addition, I will provide a full set of class notes and course assignments. Course readings, class notes, course assignments, and other materials will be made available through Moodle and/or by email.

## Computer Statistics Package

There are numerous statistics programs that can be used to conduct statistical analysis with a mainframe or personal computer. In this course we will use Stata 16.0, a commonly-used (and easy-to-use) statistics program. I should also note that if you have a copy of Stata 13.0 or higher that will work for just about everything of what we are going to do.

If you are serious about doing quantitative research, I would encourage you to purchase a copy of Stata. Other programs (such as SPSS or SAS) are fine, but Stata is easy to learn and use, and I find that it is much more powerful and flexible for most applications than other programs. Stata will be the only program supported during this class, and computer assignments will be conducted using Stata.

Stata is expensive, but fortunately the Stata Corporation provides educational discounts. Stata can be purchased at the following web site:

**<https://www.stata.com/order/new/edu/gradplans/student-pricing/>**

Notice that there are multiple options. First, at the very least you should purchase Intercooled Stata 16.0 with a one-year license (\$94); this will give you access to Stata on your personal computer on a temporary basis, though there are some limits on the size of data sets that can be used with this version of Stata. Second, a mid-range (and recommended) option is Intercooled Stata 16.0 with a perpetual license (\$225). Finally, if you (1) will be doing a lot of statistical analysis in your research in the future, particularly with larger data sets, and (2) can at all possibly afford it, I encourage you to purchase Stata / SE 16.0, which is the most powerful version of Stata but is somewhat pricey (\$425). Do not purchase the Small Stata 16.0, which is really for very small data sets and will not accommodate some of the data sets that we will use this semester.

## Stata Resources

Because many of you have not had experience with Stata, there are several Stata resources that I recommend. First, I have prepared a document called "Stata Basics" that I have posted on the course Moodle page. In addition, I will make available to you a .pdf introduction to Stata:

Scott L. Minkoff, ***An Introductory Guide to Stata***

Even though this manual is designed for Stata 11.0 rather than Stata 16.0, the differences in the two versions are sufficiently small that Minkoff's manual will be very helpful to you.

Another good introduction prepared for an earlier version of Stata is also on the course Moodle page:

Jason Eichorst, ***A Beginner's Guide to Using Stata***

There is also a lengthy (but informative) introduction to Stata that is a Powerpoint presentation converted to a .pdf format:

Christopher Baum, ***Introduction to Stata***

In addition, I would like to direct you to the following web sites that are designed to assist Stata users. These are very useful web sites that provide detailed information about Stata commands. You should bookmark these web sites and refer to them often.

The first is a broad-based Stata web site housed at UCLA. One can find a wide range of information about Stata on this web site. I would encourage you to take a look at the links on this web site and familiarize yourself with what this site has to offer:

**<https://stats.idre.ucla.edu/stata/>**

Here is another UCLA site that has basic “learning modules” for Stata procedures.

**<https://stats.idre.ucla.edu/stata/modules/>**

Another introductory web site is found on the University of North Carolina web site:

**[http://www.cpc.unc.edu/research/tools/data\\_analysis/statatutorial](http://www.cpc.unc.edu/research/tools/data_analysis/statatutorial)**

Here is a web page at Princeton that provides a basic introduction to Stata:

**<https://data.princeton.edu/stata>**

### **Graduate Assistant:**

The graduate assistant for this course is:

Moriah Harmon  
326 Stubbs Hall  
Email: mharma4@lsu.edu

### **Office Hours**

Garand: Hours by appointment

Harmon: Hours by appointment

### **Course Moodle Page**

I have created a Moodle page for this course. The site will include assignments, data sets, links to statistics web sites, and other helpful information. The course Moodle web site can be found by logging on to your PAWS account.

Note that I will post all class notes on the course Moodle page.

**Academic Misconduct Statement**

Academic misconduct is defined by the Code of Student Conduct. You are encouraged to familiarize yourself with the LSU policy on academic misconduct, particularly regarding plagiarism. The LSU Code of Student Conduct can be found on the web site for the LSU Dean of Students:

**<https://www.lsu.edu/saa/students/codeofconduct.php>**

Please read the section labelled "10.0 Misconduct." Academic misconduct is a serious violation of university policy, but more importantly it is a significant scholarly violation for political scientists. Plagiarism and other forms of academic misconduct will not be tolerated in this course. Charges of academic misconduct will be turned over to the Dean of Students for appropriate disciplinary action.

***I am serious about this.***

## About the Instructor

James C. Garand (Ph.D., University of Kentucky, 1984) is the Emogene Pliner Distinguished Professor of Political Science at Louisiana State University.

Professor Garand has teaching and research interests in the fields of electoral politics, public opinion, legislative politics, public policy, state politics, racial and ethnic politics, domestic political economy, and research methodology and statistics. His research on a wide range of topics in American politics has been published in numerous journals, including the *American Political Science Review*, *American Journal of Political Science*, *Journal of Politics*, *British Journal of Political Science*, *Political Research Quarterly*, *Western Political Quarterly*, *Comparative Political Studies*, *Legislative Studies Quarterly*, *PS: Political Science and Politics*, *Political Behavior*, *American Politics Research*, *American Politics Quarterly*, *Public Choice*, *Social Science Quarterly*, *Electoral Studies*, and *Journal for the Scientific Study of Religion*, among others. His coedited book, *Before the Vote: Forecasting American National Elections*, was published by Sage Publications in 2000.

Professor Garand received the 2006 LSU Distinguished Research Master Award in recognition of outstanding faculty accomplishments in research and scholarship. In 2009 he was recognized as an LSU "Rainmaker," an award given by the LSU Office of Research and Economic Development (ORED) for national and international recognition "for innovative research and creative scholarship." He served as President of the Southern Political Science Association in 2004, and he is also former president of the State Politics Section of the American Political Science Association. He served as Vice-President and Program Chair in 2001 for the Southern Political Science Association. Professor Garand is former editor of the *American Politics Quarterly*, one of the leading subfield journals in American politics. He currently serves on the editorial boards of *American Politics Research* and *Journal of Political Marketing*, and he is a former member of the editorial boards of the *American Journal of Political Science*, *Journal of Politics*, *State Politics and Policy Quarterly*, *PS: Political Science and Politics*, and *Legislative Studies Quarterly* and the *Ralph Bunche Journal of Public Affairs*. He also serves as a member of the International Advisory Board of the *Online Portal for Social Science Education in Methodology* (OPOSSEM).

Professor Garand has received numerous faculty awards. In 1997 Professor Garand received the LSU Alumni Association Distinguished Faculty Award in recognition of sustained excellence in teaching, research, and service. In 2012 he received the Tiger Athletic Foundation Undergraduate Teaching Award recognizing excellence in teaching in the LSU Honors College. In 2001 he received the LSU Foundation Distinguished Faculty Award in recognition of his excellence in graduate teaching, and he is the 1990 recipient of the university-wide Student Government Association Teaching Excellence Award for undergraduate teaching. He is also a recipient of the Alpha Lambda Delta Freshman Honor Society certificate of recognition for superior instruction of freshman students during the Fall 2000 semester.

Professor Garand's doctoral students have had considerable success, earning faculty appointments at the University of Maryland, University of Alabama (2), University of Florida, Wake Forest University, University of Rhode Island, Appalachian State University, University of Houston, the Citadel, the University of Texas at Tyler, Kent State University, among others. Professor Garand has also mentored other students who have earned faculty and administrative appointments, including at Princeton University, University of Notre Dame, University of Georgia, University of Kansas, University of Michigan (post-doc), Southern Methodist University, and the University of Mississippi, among others. His most recent doctoral student, Angela McCarthy, was the 2020 recipient of the Josephine A. Roberts LSU Alumni Association Distinguished Dissertation Award in Arts, Humanities, and Social Sciences at LSU.

**Class Outline:**

The following is a tentative outline of topics for the semester. The instructor reserves the right to make adjustments in the schedule of topics and readings as necessary and with reasonable advanced notice.

**January 11-12 Introduction / Statistics review**

**Recommended:**

Agresti and Finlay, *Statistical Methods for the Social Sciences*, chapters 1-7.  
 Knoke, Bohrnstedt, and Mee, *Statistics for Social Data Analysis*, chapters 1-4.

**Homework: Assignments 1-3**

**January 18-19 Bivariate regression models / Introduction to Stata**

**Recommended:**

Gujarati and Porter, *Basic Econometrics*, chapters 1-6.  
 Knoke, Bohrnstedt, and Mee, *Statistics for Social Data Analysis*, chapters 6.  
 Lewis-Beck, *Applied Regression: An Introduction*.  
 Minkoff, *An Introductory Guide to Stata*

**Homework: Assignments 4-5**

**January 25-26 Bivariate regression models (continued)**

**February 2-3 Multiple regression models**

**Required:**

Garand and Graddy, "Ranking Political Science Departments: Do Publications Matter?" *PS: Political Science and Politics* (March 1999: 113-16).  
 Bar and Zussman, "Partisan Grading," *American Economic Journal* (2009: 1-25).  
 Holbrook and Garand, "Homo Economist? Economic Information and Economic Voting," *Political Research Quarterly* (June 1996: 351-76).  
 Garand, Lebron, Wilkinson, and Holbrook, "Is it Documentation, or is it Immigration? Exploring Attitudes toward Documented and Undocumented Immigrants," 2016 MPSA paper.

**Recommended:**

Gujarati and Porter, *Basic Econometrics*, Chapters 7-9.  
 Woolridge, *Introductory Econometrics: A Modern Approach*, Chapters 3-6.  
 Berry and Sanders, *Understanding Multivariate Research*.  
 Rubinfeld, *Reference Guide on Multiple Regression*.  
 Sykes, *An Introduction to Regression Analysis*. Chicago Working Papers in Law and Economics.

**Homework: Assignment 6**

**Class Outline (continued):**

<b>February</b>	<b>9-10</b>	<b>Multiple regression models (continued)</b>
		<p><b>Recommended:</b>  Lewis-Beck and Skalaban, "The R-Squared: Some Straight Talk," <i>Political Analysis</i> (1991: 153-72).  King, "Stochastic Variation: A Comment on Lewis-Beck and Skalaban's 'The R-Square,'" <i>Political Analysis</i> (1991: 185-200).  Achen, "What Does 'Explained Variance' Explain? Reply," <i>Political Analysis</i> (1991: 173-84).  King, "How Not to Lie with Statistics: Avoiding Common Mistakes in Quantitative Political Science," <i>American Journal of Political Science</i> (August 1986: 666-87).  Luskin, "Abusus Non Tollit Usus: Standardized Coefficients, Correlations, and R<sup>2</sup>s," <i>American Journal of Political Science</i> (November 1991: 1032-46).  King, "'Truth' is Stranger than Prediction, More Questionable than Causal Inference," <i>American Journal of Political Science</i> (November 1991: 1047-54).</p>
<b>February</b>	<b>16-17</b>	<b>Mardi Gras week (no class meeting)</b>
<b>February</b>	<b>23-24</b>	<b>Multiple regression models (continued)</b>
<b>March</b>	<b>2-3</b>	<b>Midterm exam</b>
<b>March</b>	<b>9-10</b>	<b>Regression assumptions: Overview / Model misspecification</b>
		<p><b>Required:</b>  Brambor, Clark, and Golder, "Understanding Interaction Models: Improving Empirical Analyses," <i>Political Analysis</i> (2005: 1-20).  Garand, "Income Inequality, Party Polarization, and Roll-Call Voting in the U.S. Senate," <i>Journal of Politics</i> (October 2010: 1109-28).</p> <p><b>Recommended:</b>  Gujarati and Porter, <i>Basic Econometrics</i>, chapters 10-13.  Berry, <i>Understanding Regression Assumptions</i>.  Berry and Feldman, <i>Multiple Regression in Practice</i>.  Fox, <i>Regression Diagnostics</i>.</p> <p><b>Homework: Assignment 7</b></p> <p><b>Midterm exam week</b></p>
<b>March</b>	<b>16-17</b>	<b>Regression assumptions: Model misspecification</b>
<b>March</b>	<b>23-24</b>	<b>Regression assumptions: Multicollinearity and micronumerosity</b>
		<b>Homework: Assignment 8</b>



**Class Outline (continued):**

<b>March</b>	<b>30-31</b>	<b>Regression assumptions: Heteroskedasticity</b>
<b>April</b>	<b>6-7</b>	<b>Regression assumptions: Autocorrelated errors</b>
<b>April</b>	<b>13-14</b>	<b>Discrete dependent variables</b>

**Required:**

Corey and Garand, "Are Government Employees More Likely to Vote? An Analysis of Turnout in the 1996 U.S. National Election," *Public Choice* (April 2002: 259-83).

Wink, Livingston, and Garand, "Dispositions, Constituencies, and Cross-Pressures: Modeling Roll-Call Voting on the North American Free Trade Agreement in the U.S. House," *Political Research Quarterly* (December 1996: 749-70).

Frey, Savage, and Torgler, "Behavior Under Extreme Conditions: The Titanic Disaster," *Journal of Economic Perspectives* (Winter 2011: 209-22).

N. Susan Gaines and James C. Garand, "Morality, Locality, or Equality: Analyzing Determinants in Support for Same-Sex Marriage," *Political Research Quarterly* (September 2010: 553-67).

**Recommended:**

Gujarati and Porter, *Basic Econometrics*, chapter 15.

J. Scott Long, *Regression Models for Categorical and Limited Dependent Variables*.

Hanushek and Jackson, *Statistical Methods for Social Scientists*, chapter 7.

Knoke, Bohrnstedt, and Mee, *Statistics for Social Data Analysis*, chapter 9.

**Homework: Assignment 9**

<b>April</b>	<b>20-21</b>	<b>Discrete dependent variables (continued)</b>
<b>April 26 – May 1</b>		<b>Final exam week</b>

**POLI 7963 (Tuesday / Wednesday 4:30 – 7:20)**

January	11-12	Introduction / Statistics review
	18-19	Bivariate regression models / Introduction to Stata
	25-26	Bivariate regression models (continued)
February	2-3	Multiple regression models
	9-10	Multiple regression models (continued)
	16-17	Mardi Gras
	23-24	Multiple regression models (continued)
March	2-3	Midterm exam
	9-10	Regression assumptions: Overview / Model misspecification/
	16-17	Regression assumptions: Model misspecification
	23-24	Regression assumptions: Multicollinearity and micronumerosity
30-31	Regression assumptions: Heteroskedasticity	
April	6-7	Regression assumptions: Autocorrelated errors
	13-14	Discrete dependent variables
	20-21	Discrete dependent variables (continued)
April 26 - May 1		Final Exam Week
May 4-5		Final grades due