

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Fall
2018

Political Data and Analytics

6403.10 (CRN 23758)
3 Credits

Thursdays, 7:10 PM - 9:40 PM
Gelman Library B01

BASIC INFORMATION

Instructor

Melissa Milne

Contact Information

Email Address: mjmilne@gwu.edu

Phone: (703) 517-7703

Communication

Email is the best way to reach me. I will respond within 24 business hours to all student e-mails.

I have office hours on Thursdays before class in Monroe 462. Other in-person meeting times may be available on Thursdays or we can meet by phone if you email me a couple of days/times you are available so we can find a mutually acceptable time.

COURSE MATERIALS

Required:

- ✓ SPSS Software: Purchase a student license at www.hearne.software/basegradpack and choose which product you need based on your operating system and whether you are using a PC or a Mac (~\$35 – you must use your GWU email for electronic delivery to take advantage of this pricing). If you have any questions about your operating system compatibility or installation, contact Hearne’s customer support directly.
- ✓ Wheelan, Charles. *Naked Statistics: Stripping the Dread from the Data*. W. W. Norton & Company, Inc., 2013.
- ✓ George, Darren and Paul Mallory. *IBM SPSS Statistics 23 Step By Step: A Simple Guide and Reference*. 14th ed. New York: Routledge, 2016.

THE COURSE

Course Description

Today’s political managers must be able to answer complex questions; construct comprehensive strategic plans; target specific stakeholders to gather and disseminate information; influence policy decisions; and predict needs, preferences, and outcomes. In order to produce efficacious results, you must rely on data-driven evidence versus opinion. This course is divided into two parts – the first part focuses on the theory and methods of reliable and valid empirical design in order to provide a sound foundation for the second part, which emphasizes hands-on, practical application of quantitative and qualitative skills to better inform decisions and actions and increase the likelihood of success.

Course Learning Objectives

As a result of completing this course, you will be able to:

1. Construct a reliable and valid research design based on the purpose of your political management questions that demonstrates the data required to answer the questions will be appropriate and accessible in a timely manner;
2. Collect appropriate primary or secondary data to answer political management questions;
3. Apply proper analytics and correctly interpret the results to answer political management questions;
4. Make actionable recommendations to political management questions based on findings from analytic results;
5. Prepare a report and presentation documenting the purpose, summary of what's already known, methods, results, and recommendations for political management questions; and
6. Critically evaluate other's research designs, data, analytics, and results to inform decisions and strategy.

Course Requirements

I. Substantive Course Requirements (85% of final grade)

A. Homework	20%
B. Team Survey Project	20%
C. Individual Project	30%
D. Individual Project Presentation	15%

A. Homework (20%): Apply the course concepts and analytics learned in class via homework assignments.

Note: You can collaborate with classmates on homework; however all submissions must be your own work, in your own words.

B. Team Survey Project (20%): Using political management questions that your team finds interesting, construct and disseminate an electronic survey, including informed consent, to your classmates, professor, and others, and analyze data to present statistical evidence of your results to the class. Present purpose, methods, results, actionable recommendations to policy based on results, and recommendations to improve your research design to the class.

C. Individual Project (30%): Use empirical evidence to explore the political management research question posed in your Individual Project Proposal and make policy/decision recommendations based on results. Detailed requirements will be discussed in class and posted to Blackboard.

1. Construct a literature review consisting of a minimum of **four** empirical sources to summarize what's already known about the relationship between the independent and dependent variables you have selected to study. *Note: empirical pieces use statistical analysis to test whether the independent variable(s) have a significant effect on the dependent variable – they are lengthy and have methodology and findings sections;*
2. Select a secondary dataset(s) from a legitimate source (e.g., General Social Survey, National Election Study, U.S. Census Data, Department of Justice, Pew Research, World Development Indicators, etc.) or construct your own survey (with my approval) to gather primary data;
3. Analyze the variables and relationship(s) in SPSS using appropriate statistical tests;
4. Draw conclusions and make actionable recommendations based on results; and
5. Acknowledge shortcomings of research design and make recommendations to improve.

- D. Individual Project Presentation (15%):** Using PowerPoint or a similar presentation tool, present your Individual Project purpose, methods, analysis, findings, actionable recommendations based on results, and shortcomings of the design to the class.

II. General Class Participation (15% of final grade)

You are expected to fully prepare and contribute conscientious and professional input to the course dialogue. You are also expected to fully participate in an equitable and cooperative manner with all team activities and deliverables. You will evaluate your own and your teammates' participation and contribution towards development of team deliverables to help ensure equal labor distribution and build cooperation. You will also evaluate each team's presentation. Your honesty is imperative and all data collected is strictly confidential.

Failure to complete class assignments and all team work and evaluations (see Weekly Lecture, Readings, and Assignments Schedule below) will lower your grade. You are responsible for making sure your name is on the class attendance sheet each week (see Attendance Policy below).

GRADING

The following is the grading scale for all GSPM courses:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B- 80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F Below 70	Unacceptable performance or inability to submit the assignment.

ADDITIONAL INFORMATION AND RESOURCES

Attendance Policy

Attending class is required. Should you find yourself with a scheduling conflict, please contact me as soon as you are aware of the issue to let me know you will absent; otherwise, it will be considered an unexcused absence and will negatively count against your participation grade. **Note: Two or more class absences during the semester will result in a failing class participation grade.**

Out-of-Class/ Independent Learning Expectation

You should expect to spend twice as much time outside of class on reading and assignments and research as you spend in class. Because this class meets for 2.5 hours per week, you should spend, on average, at least 5 hours per week on your own to ensure you meet course learning goals. Class and independent study time may exceed these minimums.

Late Assignments

Late work is not accepted.

Blackboard Site

A Blackboard website has been set up for this course. Each student is expected to use the site to access course materials, submit papers, engage in discussion board conversations, and obtain their grades. Students can access the site at <https://blackboard.gwu.edu>. Tech support is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://www.gwu.edu/~ntegrity/code.html>.

Support for Students with Disabilities

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS. Please also be sure to notify me of your disability, should you require accommodations. Additional information is available at www.gwu.edu/~dss.

In the Event of an Emergency or Crisis during Class

If we experience an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet at the lobby level of the Media & Public Affairs Building (805 21st Street, NW) in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: <http://www.campusadvisories.gwu.edu/>.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Michael Cohen
Interim Director, Political Management Program
michaeldcohen@gwu.edu | 202-994-5512

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.

WEEKLY DISCUSSION, READINGS, AND ASSIGNMENTS/ACTIONS SCHEDULE*

Come prepared to class – complete readings and assignments before class date.

Date	Discussion	Readings	Assignments/Actions
8/30	Scientific Approach to Political Management	<ul style="list-style-type: none"> ▪ Read the following articles on Blackboard and complete exercise: <ul style="list-style-type: none"> ✓ U.S. Supreme Court’s landmark decision <i>Brown v. Board of Education</i> (347 U.S. 483 [1954]) ✓ Statement made by Rep. Carolyn McCarthy (D-NY) on March 16, 2004 ✓ <u>First page</u> of President Bush’s 2002 speech that outlined his administration’s rationale behind using U.S. military intervention in Iraq ▪ Wheelan, C. (2013), <i>Naked Statistics</i>, Intro and Ch. 1 ▪ George, D. and Mallory, P. (2016), <i>IBM SPSS Statistics 23 Step by Step</i>, Ch. 1 and Ch. 2a for PC users or Ch. 2b for Mac users 	<p>BEFORE CLASS</p> <ul style="list-style-type: none"> ▪ Look at lecture slides for 8/30 class to distinguish between normative and empirical info ▪ Using the three articles under Readings, complete exercise below for discussion in class on 8/30: <ul style="list-style-type: none"> ✓ Underline arguments that are based on or could be tested by empirical research (<u>doesn’t have to be true</u> – just has to be testable!) ✓ Circle normative, value-laden statements that are based on abstract moral, prescriptive, or legal arguments <p>IN CLASS</p> <ul style="list-style-type: none"> ▪ Form teams of four and name your team ▪ Discuss ideas for your Team Survey Project ▪ Send email with team member contact info and team name to the professor <u>with all team members copied</u> on the email NLT 9/6
9/6	Lit Review	<ul style="list-style-type: none"> ▪ Literature Review Guide (Blackboard) ▪ Skim GW’s Lit Review Guide: http://www.gwu.edu/~litrev/ ▪ Wheelan, C. (2013), <i>Naked Statistics</i>, Ch. 7 and 10 	
9/13	Hypotheses, Variables, and Relationships	<ul style="list-style-type: none"> ▪ Wheelan, C. (2013), <i>Naked Statistics</i>, Ch. 4, 13 and Conclusion 	
9/20	Measurement	<ul style="list-style-type: none"> ▪ Taylor-Powell, E. (1998), <i>Questionnaire Design: Asking Questions with a Purpose</i> (pdf available on Blackboard) ▪ Wheelan, C. (2013), <i>Naked Statistics</i>, Ch. 8 and 9 	<ul style="list-style-type: none"> ▪ INDIVIDUAL Project Proposal (not your Team Survey Project) due via <u>paper copy</u> in class AND <u>electronic copy</u> to Blackboard assignment link NLT 7:10 p.m. 9/13. Be prepared to share with the class.
9/27 NO CLASS	Research Design and Ethics	<ul style="list-style-type: none"> ▪ Watch the following videos and complete assignment: <ul style="list-style-type: none"> - Stanford Prison Experiment https://www.youtube.com/watch?v=hIUlBrvqyyo - Milgram Obedience Experiment https://www.youtube.com/watch?v=ek4pWJ0_XNo ▪ Skim GWU Institutional Review Board (IRB) Information: https://humanresearch.gwu.edu/about-office-human-research-ohr 	<ul style="list-style-type: none"> ▪ Provide <u>arguments to substantiate your answers</u> to the following questions (~3 pgs). Submit one electronic copy to Blackboard link NLT 7:10 p.m. on 9/27 and bring one paper copy to class on 10/4 <ul style="list-style-type: none"> - Do you think the Stanford Prison Experiment caused harm to the participants? Why or why not? - Do you think the Milgram Obedience Experiments caused harm to the participants? Why or why not? - Do you think the evidence gained from these experiments justifies the means? Explain

			Be prepared to discuss your responses in class on 10/4
10/4	Sampling and Statistical Inference	<ul style="list-style-type: none"> ▪ Wheelan, C. (2013), <i>Naked Statistics</i>, Ch. 2 and 3 ▪ George, D. and Mallory, P. (2016), <i>IBM SPSS Statistics 23 Step by Step</i>, Ch. 6 and 7 	<ul style="list-style-type: none"> ▪ HW#1 due via <u>paper copy</u> in class <u>AND</u> <u>electronic copy</u> to Blackboard assignment link NLT 7:10 p.m. 10/4
10/11	Descriptive Statistics and Univariate Analysis	<ul style="list-style-type: none"> ▪ Wheelan, C. (2013), <i>Naked Statistics</i>, Ch. 5, 5.5, and 6 ▪ George, D. and Mallory, P. (2016), <i>IBM SPSS Statistics 23 Step by Step</i>, Ch. 8 	<ul style="list-style-type: none"> ▪ Link to Draft Team Survey Project due to professor via email NLT 7:10 p.m. 10/11 – <u>you cannot distribute your survey to your sample until you have my approval.</u> <p>Your draft should be <u>polished and tested</u> before you send it to me for approval.</p>
10/18	Cross-tabulation	<ul style="list-style-type: none"> ▪ Skim cross-tab data: http://mediarelations.gwu.edu/battleg-round-poll ▪ George, D. and Mallory, P. (2016), <i>IBM SPSS Statistics 23 Step by Step</i>, Ch. 11 and 12 	<ul style="list-style-type: none"> ▪ HW#2 due via <u>paper copy</u> in class <u>and</u> <u>electronic copy</u> to Blackboard assignment link NLT 7:10 p.m. 10/18
10/25	Analysis of Variance (ANOVA) and T-test		<ul style="list-style-type: none"> ▪ Literature review portion of Individual Project due to Team’s Discussion Board <u>and</u> Blackboard assignment link NLT 7:10 p.m. 10/25
11/1	Correlation and Linear Regression	<ul style="list-style-type: none"> ▪ Wheelan, C. (2013), <i>Naked Statistics</i>, Ch. 11 and 12 ▪ George, D. and Mallory, P. (2016), <i>IBM SPSS Statistics 23 Step by Step</i>, Ch. 10 and 15 	<ul style="list-style-type: none"> ▪ HW3 due via <u>paper copy</u> in class <u>and</u> <u>electronic copy</u> to Blackboard assignment link NLT 7:10 p.m. 11/1
11/8	Multivariate Analysis Data Analysis Workshop	<ul style="list-style-type: none"> ▪ George, D. and Mallory, P. (2016), <i>IBM SPSS Statistics 23 Step by Step</i>, Ch. 3, 4, and 16 	<ul style="list-style-type: none"> ▪ Checklist evaluations of <u>teammate’s and your own</u> literature reviews due to Team’s Discussion Board <u>and</u> Blackboard assignment link NLT 7:10 p.m. 11/8 ▪ HW4 due via <u>paper copy</u> in class <u>and</u> <u>electronic copy</u> to Blackboard assignment link NLT 7:10 p.m. 11/8
11/15	Team Survey Project Presentations		<ul style="list-style-type: none"> ▪ Team Survey Project PowerPoint presentation <u>electronic copy</u> due to Blackboard link NLT 3:00 p.m. 11/15 ▪ Team Survey Project PowerPoint presentation <u>paper copy (1)</u> due in class NLT 7:10 p.m. 11/15 (full page format, not notes) ▪ Team Survey Project PowerPoint presentation <u>one page summary</u> paper copy (21) due in class NLT 7:10 p.m. 11/15 <ul style="list-style-type: none"> ▪ Evaluation of team member’s participation, <u>including your own participation</u>, due via Blackboard survey link NLT midnight <u>Sunday, 11/18</u> ▪ Presentation Evals (5 total – one for each team, <u>including your own team</u>, due via

			Blackboard survey link NLT midnight <u>Sunday, 11/18</u>
11/22 NO CLASS	THANKSGIVING BREAK		
11/29	Individual Project Presentations		<ul style="list-style-type: none"> ▪ Individual Project PowerPoint presentation <ul style="list-style-type: none"> - <u>Electronic copy</u> for students presenting on 11/29 due to Blackboard link NLT 3:00 p.m. - <u>One paper copy of presentation</u> due to professor NLT 7:10 p.m. 11/29 (full page format) - 21 copies of one-page handout to be handed out in class NLT 7:10 p.m. on 11/29
12/6	Individual Project Presentations		<ul style="list-style-type: none"> ▪ Individual Project PowerPoint presentation <ul style="list-style-type: none"> - <u>Electronic copy</u> for students presenting on 12/6 due to Blackboard link NLT 3:00 p.m. - <u>One paper copy of presentation</u> due to professor NLT 7:10 p.m. 12/6 (full page format) - 21 copies of one-page handout to be handed out in class NLT 7:10 p.m. on 12/6
12/13 NO CLASS	Individual Project Final Paper Due	Individual Projects due via paper copy to the box with my name on it in the Poli Sci office in Monroe 440 <u>AND</u> electronic copies of paper (one Word copy and one PDF copy) <u>AND</u> SPSS data file (file with .sav extension) due to Blackboard link <u>NLT 3:00 p.m.</u> on 12/13 (office closes at 5:00 p.m.)	

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.