

PPL 801: QUANTITATIVE METHODS I FOR POLICY ANALYSIS (3 CREDITS)
Fall 2024— HYBRID: Wednesdays: 6:00 – 7:30 pm; South Kedzie Hall Computer Lab 222

I. Course Instructor:

Marty P. Jordan, Ph.D.
Assistant Professor
Dept. of Political Science

Office: 346 S. Kedzie Hall
Office Hours: Wed. (1:00-3:00pm) or by Appointment
(<https://msu.zoom.us/j/92461100332>) Pswd: **YesPLS**

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***Please include PPL 801 in subject line**

Pronouns: he/him

II. Course Description and Objectives:

Consider these questions:

- Does enrollment in an after-school program improve test scores and academic performance?
- What is the optimal tax credit that will spur economic investment in low-income communities?
- Do watersheds in the Midwest have higher levels of pollution than those located elsewhere?
- What is the probability that a given individual will use the Emergency Room in a given year?

While you may have general intuitions about how to answer these questions, one of the broad goals of quantitative policy analysis is to seek a more rigorous and systematic answer to these and similar types of inquiries. This course is designed to introduce you to the scientific study of policies and make you aware of some of the tools policy analysts use to design, implement, and evaluate policies and programs. As the first half of a sequential course on quantitative methods, it introduces you to the practical application of statistical analysis in public policy. It also builds a foundation for more advanced quantitative methods and statistical analyses by discussing key elements such as basic research design, data collection, measurement, descriptive statistics, sampling and distributions, hypothesis testing, linear regression, visual representations of data and results, and statistical software programs, among other topics.

Although this course emphasizes and relies on statistics and numbers, it is not a “math” class (although you should be familiar with basic algebra). Rather, this course is about logic, critical thinking, scientific analysis, and the use of statistics and numbers as tools to organize information, understand and assess sociopolitical phenomena, and solve policy puzzles. The goal is for you to learn about developing research questions, setting up a test of those questions (research design), gathering relevant information (data), and making sense of that information (analysis). The course will foster comprehension of theoretical aspects of statistical analysis and the use of computer software for conducting analyses.

The overarching goal of the course is to provide you with an understanding of how policy analysts use statistical techniques, as well as how to effectively consume and critically assess the use of policy analyses. These skills and techniques will be essential to pursuing professional careers in policy analysis, program management, and advocacy within the public, non-profit, and for-profit sectors.

III. Course Modality and Schedule:

PPL 801’s mode of instruction is HYBRID course, including in-person synchronous components and asynchronous components. For the asynchronous portions, you will prepare by reading assigned materials and watch pre-recorded lectures. You will also complete problem sets, a peer research project, and mini-tests in an asynchronous environment. For the synchronous component, we will meet in person once a week for an hour to review the schedule, discuss any questions you have about the material, and/or receive a Stata Lab Session or engage in a data policy discussion.

More specifically, the course is divided into four modules. Each module spans two or three “Content” weeks, followed by a “Discussion, Research, & Evaluation” week.

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For each “Content” week, there are several assigned readings/activities and two to three 30- to 40-minute lectures to be completed asynchronously. Also, for each “Content” week, we will meet synchronously in person on Wednesdays from 6:00 – 7:30 pm Eastern Time Zone. During these weekly meetings, I will answer any questions that you may have about the material and provide a Lab Session. During the Lab Session, I will instruct how to navigate Stata, the statistical software program that we will use for the course. Attendance and participation are required, but if you are unable to be present for some reason, those meetings will be recorded and posted on D2L. Also, for each “Content” week, a problem set will be provided and is expected to be completed by the following Wednesday by 5:00 pm.

For each “Discussion, Research, & Evaluation” week, you will have an opportunity to engage the material more fully and showcase how well you have learned course competencies. There will be no course lectures during these weeks. However, you will read assigned articles or explore data and prepare for a “Policy Discussion” these weeks to be held in person on Wednesdays from 6:00 – 7:30 pm Eastern Time Zone. I will also review the schedule and answer any questions you have about the material, but the bulk of the meeting will be to discuss the materials assigned for the Policy Discussion. Also, during these weeks, you will continue to work with two other peers on a joint research project and complete an hour-long mini-test, assessing how well you have learned the module concepts.

See the Course Requirements and Course Schedule sections for more details.

IV. Tips for Taking a Hybrid Course

Hybrid courses are great for one simple reason—they afford you more flexibility in your schedule. You can participate in the asynchronous portion of the course when you are available and at your pace. (And you get the added benefit of listening to lectures while sitting in your pajamas.) But make no mistake about it—hybrid courses are NOT easier. They are much more challenging than all in-person courses. Why? Because you are left to your own devices. Of course, I’ll be following up with you, trying to engage you, reminding you of due dates, and providing feedback. But a hybrid environment makes it easier for you to ignore me. So, if you want to be successful in this (and all of your courses with an online component this semester), this is what I suggest:

- A. Make a plan for when you are going to do the readings, listen to the recorded lectures, tackle the problem sets, take the mini-tests, work on your joint research project, and participate in the synchronous class meetings. What days and times are you going to do this? And don’t leave it to Wednesdays or Sundays on the days problem sets, research project components, or mini-tests are respectively due!
- B. Second, while listening to the recorder lectures, doing the readings, working on problem sets, or taking the mini-tests, here are some dos and don’ts:
 - Refrain from opening emails, texting, or browsing the web.
 - Choose a space where you will not encounter distractions, which could include family members, laundry, dirty dishes, or a busy street outside your window.
 - Avoid sitting on a comfortable couch or bed.
 - Make sure you have a strong connection to the internet and that your computer won’t crash or update on you. Make a backup plan in case this does happen...perhaps using your phone as an alternative.
 - Don’t wait until the day something is due to start it. You will engage the material much more doing the reading and listening to online lectures days earlier, letting the information sit with you, and then engaging it in the problem sets, mini-tests, or policy discussions. And take mini-tests when you are freshest, can answer questions to the best of your ability.

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V. Course Materials:

- Textbook and Readings:

Please purchase, rent, borrow, or check out from the library the following:

- **REQUIRED:** Wheelan, Charles. 2013. *Naked Statistics: Stripping the Dread from the Data*. New York, NY: W. W. Norton & Company. (*Purchase from Amazon and other outlets for \$12*)
- **OPTIONAL:** Salkind, Neil J. and Bruce B. Fey. 2019. *Statistics for People Who (Think They) Hate Statistics*, 7th Edition. Sage Publications. (*Rent for \$50 from: <https://us.sagepub.com/en-us/nam/statistics-for-people-who-think-they-hate-statistics/book259351>*)

Using an earlier edition for the Salkind & Fey book is also acceptable. However, if you decide to use an earlier edition, it is your responsibility to match the assigned chapters to the corresponding chapters in earlier editions. There will also be additional assigned reading materials or activities—e.g., book chapters, research articles, news articles, podcasts—that I will make available via the course website on D2L.

- Software and Calculator:

We will use the software program, Stata, for this course. Stata will also be used for all subsequent courses in the MPP program. Stata is available in both the computer labs and the library on campus. However, I have also requested that MSU provide you with access to Stata via MSU's Virtual Lab desktop.

To gain access to Stata via this route, first you must set up two-factor authentication via an app on your smart phone. Follow these instructions to set up two-factor authentication for the purposes of the Virtual Desktop: http://files.desktop.msu.edu/VDI-Docs/VDI_Two-Factor_Setup.pdf.

Once two-factor authentication is set up via the Symantec VIP app, go to <https://vdi.msu.edu>. You should be able to log in with your MSU netid and MSU password. You will then be asked for your two-factor authentication (from the Symantec VIP app). If a “Radius” code is requested, you should be able to type in “push” and that should gain you access. Once you log in you will see an icon for MSU Lab. Click the open button underneath it and it will open the desktop in another browser window. You can then use this much like the computer labs on campus, clicking on Stata on the desktop. If you need technical assistance with the Virtual Desktop at any time, you should call MSU's IT support at 517-355-2345; they provide excellent and speedy support.

Alternatively, rather than relying on the virtual access (which can be a bit clunky at times), you can also purchase your own copy of Stata at: <https://www.stata.com/order/new/edu/gradplans/student-pricing/>. Stata/IC is likely sufficient for our purposes in the MPP program, costing \$48 for a 6-month license, \$94 for an annual license, or \$225 for a perpetual license. In addition, you may want to have a scientific calculator for use on problem sets and mini-tests. Any calculator with power functions, root functions, logarithms and exponential functions is sufficient.

- Course Website:

The course website is Desire2Learn (hereafter D2L): <http://d2l.msu.edu>. You can access the additionally assigned readings and activities on D2L. Grades will be posted periodically on the course website. I will also announce schedule or course changes here. And, any problem set, research project, or mini-test submissions will be done electronically via D2L. Please check our course website on a regular basis. If you need technical assistance with D2L at any time, you should call MSU's IT support at 517-355-2345; they provide excellent and speedy support.

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In addition, I have created an Assignment & Course Questions Discussion Forum (under the Communication, then Discussion tab). Feel free to pose general questions or answer your colleagues' questions there. This forum can be your first place to look for answers to general questions about reading materials, lectures, problem sets, research project, course schedule, or other issues. You can also subscribe to this forum so that it emails you when questions are posed or answered.

VI. Course Requirements:

As described in the Course Modality and Schedule section, the course is divided into four modules. Each module spans two or three “Content” weeks, followed by a “Discussion, Research, & Evaluation” week. Your final course grade will be based on the following components and percentages:

EIGHT PROBLEM SETS: (25% TOTAL). One problem set will be given during each “Content” week (see the course schedule for the details). Your problem set receiving the lowest grade will be dropped before calculating your final grade for these exercises. Problem sets will be made available on D2L on Wednesdays before our class meeting; they will be due via D2L by the following Wednesday at 5:00 pm Eastern Time. I will not accept late problem sets, as we may review the solutions in class. Some of the questions will require hand calculations and interpretation of results, while others will require statistical software and interpretation. You will be asked to detail the steps that you followed or provide the software code needed to complete the questions. I care more about how you get to the answer than whether you get the “right” answer. The problem sets are important, as they expose you to the types of questions that will show up on the mini-tests. I encourage you to work with classmates on these homework exercises and to ask me or the course assistant any questions you might have. However, students must turn in their own homework assignments.

FOUR MINI TESTS: (10% EACH, 40% TOTAL). Four mini tests will be administered throughout the semester during the “Discussion, Research, & Evaluation” weeks (see the course schedule for details). These tests will be administered online via D2L. You will have an hour and a half to complete a handful of questions and you can take the test at any time that fits your schedule between Wednesday at 7:30 pm and Sunday at 11:59 pm that week. The test, however, **MUST** be started and completed by the deadline. The format for the tests will be described in the class session before the tests, but, in general, the mini-tests will consist of problems to be solved by hand or using statistical software. The tests will assess your knowledge of material derived from the problem sets, lectures, discussion boards, and assigned readings. The tests will cover material from the corresponding modules. The tests are not cumulative, although information from the beginning of the semester will undoubtedly apply as we discuss material from the latter portions of the class.

RESEARCH PROJECT: (20% TOTAL). You will be asked to complete a research project with a partner (although if you choose to work independently, that is fine, too). This project will build on the concepts and practices you learn from this course. I will provide more details in the coming weeks, but in general, you will be asked to come up with a research question of interest to you (*and related to a public policy*), derive applicable hypotheses from corresponding theories, find relevant data, provide descriptive statistics, conduct preliminary statistical analyses, and present your question and findings (~ 6 minutes) to the class during our final course session. Your presentation should contain the main research question, why it is important, your developed hypotheses to test corresponding theories, the data and methods you relied on to assess your question, your results and interpretation of those findings, as well as any potential limitations of your research. The course schedule below provides the intermediate dates to turn in certain portions of the research project for credit.

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PARTICIPATION AND ATTENDANCE: (15%). The final portion of your grade is based on your ability and willingness to contribute to our class with the pre-course activities and during our weekly meetings. What does this require of you?: (1) Preparation, (2) Regular Attendance, and (3) Meaningful Participation.

(1) Preparation: I expect you to watch the assigned lectures and complete the assigned readings and problem sets for each class as scheduled and come prepared to answer questions or discuss. D2L allows instructors to see which and how much of assigned activities were tackled by each student.

(2) Regular Attendance: I also expect you to attend our weekly sessions on a regular basis. You will not do well in this course if you do not show up and engage the material. If you miss a class, you bear the responsibility of getting notes, information about assignments, or changes to the syllabi from a classmate. See the section below on how to deal with Late Work, Make-Ups, Missed Assessments.

(3) Meaningful Participation: Meaningful participation comes in several forms: asking questions to clarify course topics, answering questions that I pose in class, drawing connections between course topics and policy issues, and offering comments during class. While I expect everyone to participate during the “Content” weeks’ meetings, I also expect active, robust participation during the policy discussion portion of the “Discussion, Research, and Evaluation” week meetings. Meaningful participation is not checking your cellphone, surfing the web, or chatting with your neighbor during class conversations or activities. In other words, good participation is simply being a good member of our class community. Everyone’s experience in this course is enhanced by regular attendance and active participation; conversely, everyone’s experience suffers if individuals do not attend and participate. Remember that a sincere question often adds as much (if not more) to our understanding of the course material. So, don’t be afraid to speak up or seek out help if you do not understand course content! I also encourage you to participate in the Assignment & Course Questions Discussion Forum on D2L, asking and answering relevant course questions. Your participation grade will be evaluated halfway through the semester (to give you a sense of how I think you are doing) and at the end of the semester.

VII. Student Evaluation and Grading:

Grading Weights—your grade will be determined using the following weights:

- Problem Sets (8): 25%
- Mini-Tests (4): 40%
- Research Project: 20%
 - Research Question and Dataset (2%)
 - Research Theories, Hypotheses, Descriptive Stats (3%)
 - Research Preliminary Analyses (8%)
 - Research Final Presentation (7%)
- Participation & Attendance: 15%
- **TOTAL:** 100%

Grading Scale:

4.0	90 – 100	2.5	75 – 79	1.0	60 – 64
3.5	85 – 89	2.0	70 – 74	0.0	Below 60
3.0	80 – 84	1.5	65 – 69		

*This is the grade scale that I will use to guide my grading decisions. If you earn the percentage listed above, you are assured at least that grade. However, I reserve the right to curve the final grades upward should I deem it necessary.

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VIII. Course Outline:

The outline below is subject to changes; students are responsible for any changes I announce in class, via email, or on D2L. The readings and activities assigned to a date are for that set of lectures and virtual class. You should be prepared to answer any questions about the material for that day.

DATE	TOPIC	ASSIGNED LECTURES, READINGS & ACTIVITIES / DUE DATES
Before Aug. 28	Pre-Course Activities	*Watch “Introduction Lecture” on D2L (~30 minutes) *Read Math. Course: Chp. 2, Algebra Review on D2L (~45 min) *Review Summary of Math. Symbols and Notations (~5 min) *Access Stata via MSU’s Virtual Desk or By Purchasing; Explore Stata (~ 20 min)
August 28 Content Week	MODULE 1: Introduction to Research Design & Descriptive Statistics	*Read Naked Statistics: Chapters 1 & 2 *Listen to Freakonomics Podcast: http://freakonomics.com/podcast/how-do-we-know-what-really-works-in-healthcare-a-new-freakonomics-radio-podcast/ . *Watch “Research Design” Lecture (~ 45 minutes) *Watch “Variables” Lecture (~35 minutes) *OPTIONAL: Read Statistics for People: Chp. 1
September 4 Content Week	MODULE 1: Measurement, Descriptive Statistics, & Visual Representations of Data	*Read Naked Statistics: Chapter 3 & 4 *Read Washington Post article: “Aren’t more white people than black people killed by police? Yes, but no.” *Read Washington Post article: "Effort to cut world’s greenhouse emissions may be hampered by a giant accounting problem" *Watch “Measurement” Lecture (~ 30 minutes) *Watch “Descriptive Stats & Visual Representations” Lecture (~ 65 minutes) *OPTIONAL: Read Statistics for People: Chapters 2 – 6 *DUE: Problem Set 1 by Wed 9/4 at 5:00 pm via D2L *DUE: Pick partners for final research project, submit via D2L
September 11 Discussion, Research, Eval Week	MODULE 1: Discussion, Research Project, & Mini-Test 1	*Policy Discussion Readings---Covid-19: Try your hand at being a Disease Modeler . Read about the Wild World of Pandemic Modeling , and Read about what we might still be overlooking . *DUE: Problem Set 2 by Wed 9/11 at 5:00 pm *DUE: Mini-Test 1 by Sunday 9/15 at 11:59 pm
September 18 Content Week	MODULE 2: Probability	*Read Naked Statistics: Chapters 5, 5 ½, & 6 *Read “How a Retired Couple Cracked the Lottery—and Grossed Nearly \$27 Million”: https://highline.huffingtonpost.com/articles/en/lotto-winners/ *Watch “Probability Part 1” Lecture (~ 45 minutes) *Watch “Probability Part 2” Lecture (~ 35 minutes) *DUE: Research Project Part 1 by 9/18 at 5:00 pm

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September 25 Content Week	MODULE 2: Discrete & Continuous Random Variables	<p>*Read Naked Statistics: Chp. 7 *Watch “Discrete Random Variables” Lecture (~ 50 minutes) *Watch “Continuous Random Variables” Lecture (~ 30 minutes) *OPTIONAL: Read Statistics for People: Chapters 7 & 8</p> <p>*DUE: Problem Set 3 by Wed 9/25 at 5:00 pm</p>
October 2 Discussion, Research, Eval Week	MODULE 2: Discussion, Research Project, & Mini-Test 2	<p>*Policy Discussion Readings---Biases: Learn how Stats can be used to distort systemic racial bias in policing, Read how we arrive at biased conclusions by omitting key data on gender in Intro Chapter of Invisible Women (on D2L), Read “Why Many Americans Can’t See the Wealth Gap Between White and Black America,” and Read “How Structural Racism Works” in the New England Journal of Medicine.</p> <p>*DUE: Problem Set 4 by Wed 10/2 at 5:00 pm *DUE: Mini-Test 2 by Sunday 10/6 at 11:59 pm</p>
October 9 Content Week	MODULE 3: Samples, Sampling Distributions, and CLT	<p>*Read Naked Statistics by Charles Wheelan: Chapter 8 *Read “How to Read 2020 Polls Like a Pro” on D2L *Read “How to Handle an Outlier Poll” on D2L *Watch Converting Normal Distributions to Standard Normals Lecture (~25 min) *Watch Samples, CLT, and Sampling Distributions Lecture (~45 min) *Watch Example Problems with Sampling Distributions Lecture (~15 min)</p> <p>*DUE: Research Project Part 2 by 10/9 at 5:00 pm</p>
October 16 Content Week	MODULE 3: Estimation, Confidence Intervals, and Inferences	<p>*Read Naked Statistics: Chapter 9 & 10 *Watch Estimation, Confidence Intervals, & Inferences Lecture (~45 min) *OPTIONAL: Read Statistics for People: Chapter 9</p> <p>*DUE: Problem Set 5 by Wed 10/16 at 5:00 pm</p>
October 23 Discussion, Research, Eval Week	MODULE 3: Discussion, Research Project, & Mini-Test 3	<p>*Policy Discussion Readings---Read about the dubious statistical claims by the Trump administration regarding the 2020 Presidential Election, Read about Polling issues and errors from the 2020 Presidential Election, and Read about Why People Fall for Conspiracy Theories.</p> <p>*DUE: Problem Set 6 by Wed 10/23 at 5:00 pm *DUE: Mini-Test 3 by Sunday 10/27 at 11:59 pm</p>
October 30 Content Week	MODULE 4: Hypothesis Testing for One and Two Samples	<p>*Watch “Scientific Studies.” Last Week Tonight with John Oliver: https://www.youtube.com/watch?v=0Rnq1NpHdmw *Watch Hypothesis Testing Lecture (~40 min) *Watch Hypothesis Testing Examples Lecture (~25 min) *OPTIONAL: Read Statistics for People: Chapters 10 – 12</p>
November 6 Content Week	MODULE 4: Linear Regression	<p>*Read Naked Statistics: Chapters 11 – 13 *Watch Linear Regression Lecture (~45 min) *OPTIONAL: Read Statistics for People: Chapter 16</p> <p>*DUE: Problem Set 7 by Wed 11/6 at 5:00 pm</p>

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November 13 Research Project In Class Work	MODULE 4: Research Project Work Week	*DUE: Problem Set 8 by Wed 11/13 at 5:00 pm *DUE: Research Project Part 3 Preliminary Analysis by Sunday 11/17 at 11:59 pm
November 21 No Class	No Class	No Class – Thanksgiving Break
November 27 Discussion, Research, Eval Week	MODULE 4: Discussion, Research Project, & Mini-Test 4	*Policy Discussion Readings---The Science of Public Policy: Learn about the challenges of scaling up public policy research , the replication challenges of scientific research , and why we add new features in policy to fix problems rather than subtract . *DUE: Mini-Test 4 by Sunday 12/1 at 11:59 pm
December 4 Research Presentations	Research Project Presentations	*DUE: Research Project Part 4: 6-Minute Presentations. Upload presentation to D2L on Wed. 12/4 by 4:00 pm. Be prepared for a 2-hour class on this date!
December 11	Final Exam	There is no Final Exam for this course.

X. Course Policies and Procedures:

Intellectual Property of Course Content: My lectures, notes, handouts, quizzes, essays, assignments, and displays are protected by state common law and federal copyright law. They are my own original expression or have been borrowed from colleagues who have given prior consent. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. You may not copy course material, make a commercial use of them, or upload any course material to online study sites without prior permission from me.

Classroom Decorum: Politics and public policy can be controversial. And we will discuss controversial issues from time to time. I desire to create a space where meaningful and constructive dialogue is encouraged, and your opinions are shared. However, this requires from all of us mutual respect, a willingness to listen, and tolerance of opposing viewpoints. I expect that respect for individual differences and alternative points of view will be maintained at all times in this course. One’s words and use of language should be tempered and within acceptable bounds of civility and decency.

Late Work or Make-up Assessments: I expect students to make every effort to turn in problem sets, take required mini-tests, or complete other activities on time and as scheduled. The only exceptions that will be made pertain to medical emergencies experienced by you or someone in your immediate family that necessitate your absence from class (e.g., sick due to Covid), participation in a College-sponsored event or activity, or observance of a religious holiday. If you know in advance you will miss such a requirement, you must notify me in advance. If you are ill or other extenuating circumstances cause you to miss a required graded activity, notify me as soon as possible and provide appropriate documentation (e.g., doctor’s note) that allows me to verify the validity of your claim.

Internet Access: I understand that internet accessibility is an important consideration for this online course. Given this, I understand if you are inadvertently disconnected from our Zoom synchronous classes. I encourage you to try to reconnect or to call into the Zoom meeting using your telephonic device. I also understand if you would prefer not to show your video to preserve bandwidth. Zoom meetings will be recorded in case you encounter technical difficulties. If you encounter an internet outage during a timed mini-test, please let me know as soon as possible via email. In the United States, hotspots are available for a low price and often carry one month of free internet connection. Some assistance might also be available through

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the Office of Financial Aid or Student Services, because connectivity will effectively become a requirement for the course. A map of free hotspots in Michigan is available here:

<http://cngis.maps.arcgis.com/apps/webappviewer/index.html?id=0d69accbb5ff422a82eccc2c9101b69d>.

Communication with the Instructor: I care about you and your success in this course, at Michigan State University, and beyond. I welcome suggestions, comments, questions, and conversations about the course, policy studies, political science, graduate school, or the professional arena outside academia. Feel free to participate in my virtual office hours (office hours are listed above), set up an appointment, call, or email me. I will try to respond to all emails within 24 hours, although it may take longer on the weekends. I will also use email and our D2L site to frequently communicate with you about course assignments, activities, and any changes to the course schedule or syllabus.

Grade Appeals or Challenges: We are not infallible and make grading errors, including grading miscalculations, from time to time. If you have a question or concern regarding your performance on a problem set or an exam, or your standing in the course, I am happy to discuss this with you.

Academic Integrity: Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course (unless you get explicit permission from me beforehand). Relying on ChatGPT or other AI programs does not qualify as original content. Using these programs for coursework and/or exams is a violation of the academic integrity policy. All students at MSU are also responsible for knowing and adhering to the academic integrity policies of this institution. Violations of this policy may include: cheating, plagiarism (including “patchwriting”), aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member (including but not limited to a zero for the assignment and/or course, being reported to the Dean’s office) and non-academic sanctions (including but not limited to probation, suspension, or expulsion from the university).

Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Religious Observation Policy:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/religiousobservance.htm>

Sexual Harassment or Assault: Michigan State University and I are committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at www.titleix.msu.edu.

I am available if you would like to speak to me about an incident of sexual harassment or assault that occurred while you are a student at MSU. However, it is important to note that all MSU faculty members (and teaching assistants) are mandatory reporters through Title IX (the law that prohibits sex discrimination, which includes harassment, domestic and dating violence, sexual assault and stalking). If you speak to me about a personal experience, I am required to report my knowledge of the incident to the Title IX coordinator.

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An additional resource to consider if you need one-on-one crisis support is the Michigan Coalition to End Domestic and Sexual Violence's Voices4 Hotline. The Hotline provides confidential and anonymous support for all victims/survivors, their significant others, and those professionals who serve them in the state of Michigan 24 hours a day, seven days a week. These services are secure and available in real-time. You can reach the Hotline via phone, chat, text, or TTY (Teletypewriter).

Hotline: [1-855-VOICES4 \(1-855-864-2374\)](tel:1-855-VOICES4)

TTY: [517-381-8470](tel:517-381-8470)

Chat Line: <https://mcedsv.org/hotline/hotline-chat/>

Text Line: [1-866-238-1454](tel:1-866-238-1454)

Finally, Equal Rights Advocates has put together an excellent toolkit for survivors:

<https://www.equalrights.org/issue/student-survivor-toolkit/>.

Mental Health Services: Graduate students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are free of charge.

- Drop by Counseling & Psychiatric Services (CAPS) main location (3rd floor of Olin Health Center) for a same-day mental health screening.
- Visit <https://caps.msu.edu> for online health assessments, hours, and additional CAPS services.
- Call CAPS at **(517) 355-8270** any time, day or night.
- 24-Hour MSU Sexual Assault Crisis Line **(517) 372-6666** or visit <https://centerforsurvivors.msu.edu/>