POL50050 Quantitative Methods II

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Introduction

This course extends the analytical and theoretical background developed in Quantitative Methods I. It focuses on building a greater understanding of the methods introduced in that course, such as the workings of multiple regression and problems that arise in applying it, as well as going deeper into the theory of inference underlying regression and most other statistical methods. The contents are in line with what would be covered in any modern introduction to econometrics book, but with applications in political science rather than economics.

This course is primarily about data analysis and developing a deeper understanding of the generalized linear model. The focus is on practice, and this focus is reflected in the choice of texts and in the emphasis on applied coursework. While this course deals to some degree with the generalized linear model on a mathematical and theoretical level, its main focus is practical, the ability to use the techniques when faced with the need in practical research. Consequently the learning method combines lectures and reading with hands-on statistical programming exercises using real datasets.

The statistical package being used is R[1] (see also Verzani 2005: Appendix A). You can download and install this at home, so you can get as much hands-on practice as possible.[2] If using R, you will need the following packages installed in R for this course: `faraway`, `arm`,

[1] Freely available at http://www.r-project.org.

[2] A very nice short video tutorial of R can be found here: http://www.decisionsciencenews.com/?p=261.

`lmtest`, `tseries`, `ape`, `MASS`, `plm`, and `pcse`. I can further recommend `Rcmdr` and `grapheR`. You are free to use alternative packages (SPSS, Stata, Matlab, etc.) for any assignments or in-class exercises. In case you use alternative software, it might occassionally happen that I cannot provide full assistance with problems in-class, but only afterwards. A handout is in development - and will be distributed in draft version - outlining all necessary commands for this course in R, SPSS, and Stata.

The learning outcomes associated with this twelve-week course are aimed at students being able to:

- Develop a deeper understanding of the linear regression model and its limitations;
- Know how to diagnose and apply corrections to some problems found in real data when applying the generalized linear model;
- Use and understand generalizations of the linear model to limited dependent variables (primarily binary data);
- Understand basic concepts of time series analysis;
- Develop a greater familiarity with a range of techniques and methods through a diverse set of theoretical and applied readings;
- Know where to go to learn more about the techniques in this class and those called for that were not covered in this class.

Prerequisites

Quantitative Methods I for Political Science or an equivalent course. A basic knowledge of mathematics, in particular algebra and simple calculus, is beneficial but not assumed. Also since the software used in examples is the R statistical package, it is assumed that students have already used this program in Quantitative Methods I.

Texts

This course will assign a variety of reading materials, some essential and some supplementary. Readings are absolutely *central* to this course and you will have a low retention rate if you attempt to rely on the lectures alone.

As the main textbook you can use either Kennedy (2008) or Gujarati (2009). Kennedy (2008) provides a three-level discussion of each topic: first a general discussion, then a technical discussion, and then a very technical discussion. Most students find this quite useful since it permits them to dig as deep as their abilities let them or as their need allows. Gujarati

(2009) uses a slightly more conventional approach, but contains a very clear exposition of basic econometrics. Where one of the two is unclear, it might help to check the equivalent chapter in the other. It is generally a good idea to look up the same topic in various books in the library, however, since for different topics, different authors have the clearest explanation. In addition to the main text, Faraway (2005) is a useful manual for linear regression in R, with brief introductions to each topic and clear demonstrations in R.

A text that is a very basic, very accessible but thorough introduction to statistics, written by statisticians, is Wonnacott and Wonnacott (1990). I have listed chapters on the recommended lists for the first several weeks that will provide a very useful counterpoint to the applied, social science-oriented readings represented by the Kennedy and Faraway texts.

You may find some of the readings difficult or uncomfortable. This is completely normal. Your response should not be avoidance but rather a renewed effort to understand the material by (1) reading it with even greater care, (2) rereading it several times, (3) seeking other readings that might make the primary texts more comprehensible, and (4) working with other students in study groups. It is also perfectly normal in methods classes that you do not absorb all a text has to offer upon the first reading, but rather return to it several times over the years and learn new things as your knowledge accumulates.

If you are considering to purchase books for this class, I would recommend either Kennedy (2008) or Gujarati (2009), and seriously considering Wonnacott and Wonnacott (1990); King (1998); Verzani (2005). The most useful references for working in R are probably Faraway (2005); Verzani (2005); Maindonald and Braun (2007); Gelman and Hill (2007). If you enjoy this course and consider applying it in your research, the next main step should be to read Gelman and Hill (2007), which is a slightly more advanced, but much more applied introduction to limited dependent variable and multilevel models, using R and additional software for Bayesian estimation.

Classes

Classes take place once a week, Tuesday 9-11 am at G317 of the Newman building at UCD. You should bring a laptop, so we will be able to do practical exercises in class and install your statistical package of choice prior to the first class. The amount of material and the short duration of each session, however, will probably mean that 80% of the time will be taken up by lectures, with only limited time for exercises.

Grading

The only way to properly learn statistics is by hands-on training. You will need to work with actual data and produce your own statistical analyses - just the theory will never be sufficient. For that reason, a substantial part of the grading will be based on regular homework

assignments. The assignments will be available online. For late submissions the standard policies apply, i.e. losing one point of a grade per day and a NG (no grade) for more than one week late. It should also be taken into consideration that a late submission might result in a delayed return of feedback to the entire class. Exemptions will be granted only on the basis of illness or bereavement, documented in all cases.[3]

All assignments should be submitted electronically to `jos.elkink@ucd.ie`, consisting of two files: a PDF file containing the written-up answers and a command file of the statistics package used (e.g. `SPS` file in SPSS, `R` file in R, or `DO` file in Stata). For the replication project, the original article and the data file used should also be included. Regression output can be presented either in tables, formatted in line with typical empirical publications in the political science literature, or as graphs (Kastellec and Leoni 2007).

Grading will be based on three components.

1. **Problem sets: 50%**. Each problem set will consist of a number of problems combining computer analysis with interpretation and analytical problems. You are encouraged to work in groups on the problem sets, although work should be submitted individually.
   The grading will take into consideration the presentation of the results. Tables copied and pasted from SPSS or computer output with some interpretation squeezed in will get lower grades than assignments that are properly presented and formatted. When a substantive interpretation is asked for, this means an interpretation in terms of the substantive content of the topic at hand. E.g. if the data is on attitudes and turnout in elections, the substantive interpretation is "what do these results tell us about voting behaviour?", not "is this relationship positive or negative, significant or not?".The translation back from the statistical results to the political science interpretation is crucial to a good grade in this course.
   The problem sets will follow this schedule – please note that the day of the week varies and every assignment is due at 5 pm of the date in question:

	deadline	*topic*
1	18/2	Math review & linear regression
2	4/3	Regression diagnostics
3	25/3	Time-series & causal inference
4	12/4	Maximum Likelihood & binary models
5	30/4	Simulation & multilevel models

2. **Replication project: 50%**. This project will be quantative re-analysis of a published quantitative work. Your job will be to obtain the data from the original author (or obtain the same data he or she used for the original piece), replicate his or her analysis, and extend the analysis using a new model or new variables. If done properly this replication may be suitable for publication, which should be your objective. This also implies that the presentation of the paper should be in line with that typical in published articles, including proper background, theory, formatting of tables, etc., and leaving most of the diagnostics checks to footnotes reporting on conclusions.
   This project will require you to *begin searching immediately for an article to replicate*,

[3]For details, see `http://www.ucd.ie/registry/academicsecretariat/docs/extcstudent_g.pdf`.

including contacting the author or taking equivalent steps to obtain the data for your replication. It is advisable to run the article by me first to see whether it is appropriate for this assignment, including an initial indication of how you think you could improve on it. The article you replicate may be from any field in political science, but must be an empirical application using inferential statistics. The statistical analysis should involve a categorical dependent variable, a multilevel or panel data structure, or a time-series analysis. The other restriction is that you may not replicate any article assigned for class or homework exercises. Your project must be submitted with your own replication dataset, so that someone else could replicate your analysis. You must also include a copy of the article whose analysis you have replicated. Examples of published replications may be seen in volumes 41 and 42 of the *American Journal of Political Science*, available for browsing through JSTOR. See also King (2006) for some helpful advice regarding an assignment very similar to this one.
The deadline for this final assignment is **May 18, 5 pm**.

Plagiarism

Although this should be obvious, plagiarism - copying someone else's text without acknowledgement or beyond "fair use" quantities - is not allowed. UCD policies concerning plagiarism can be found online.[4] A more extensive description of what is plagiarism and what is not can be found at the UCD Library website.[5]

Contact

I do not have fixed office hours, so if you want to make sure I am present, you can make an appointment by email. If a personal visit is not necessary, the easiest way to reach me is by email (`jos.elkink@ucd.ie`).
Course materials will be uploaded to `http://www.joselkink.net/teaching`.

To stay up to date with developments in the UCD School of Politics and International Relations, also keep an eye on the following social media:
Web: `http://www.ucd.ie/politics/`
Blog: `http://politicalscience.ie/`
Twitter: `http://twitter.com/ucdpolitics`
Facebook: `http://www.facebook.com/ucdspire`

[4] http://www.ucd.ie/regist/documents/plagiarism_policy_and_procedures.pdf
[5] http://www.ucd.ie/library/students/information_skills/plagiari.html

Schedule overview

1	22/1	Mathematics review
2	29/1	Statistical estimators
3	5/2	Ordinary Least Squares
4	12/2	Hypothesis testing
5	19/2	Regression diagnostics
6	26/2	Time-series analysis
7	5/3	Causal inference
		Study break
8	26/3	Maximum Likelihood
9	2/4	Limited dependent variables I
10	9/4	Limited dependent variables II
11	16/4	Bootstrap and simulation
12	23/4	Multilevel data

Schedule details

Week 1: Mathematics review

Introduction to the course; introduction to matrix and vector algebra; probabilities and probability distributions; non-technical discussion of derivatives.

The readings are quite substantial and mathematical, but primarily important as a reference throughout the course. It is not necessary to study this thoroughly for the first class.

required	Wonnacott and Wonnacott (1990: ch 3-4)
	Searle (1982: ch 1-3)
remedial	Gujarati (2009: Appendix B)
recommended	Namboodiri (1984)
	Verbeek (2008: A)
recommended (R)	Maindonald and Braun (2007: ch 1, 14)
further	Hammer (1971: ch 1-2)
	Searle (1982)
	Davidson and MacKinnon (1993: Appendix A)
	Harville (1997)

Week 2: Statistical estimators

Discussing evaluation criteria of statistical estimators, including bias, consistency, asymptotics, errors.

required	Kennedy (2008: ch 1-2)
remedial	Verzani (2005: ch 10)
	Gujarati (2009: Appendix A)
recommended	Faraway (2005: ch 1)
	Wonnacott and Wonnacott (1990: ch 7)

Week 3: Ordinary Least Squares

Calculating the OLS estimates; properties of OLS estimators; assumptions underlying OLS properties.

required	Kennedy (2008: ch 3)
	or Gujarati (2009: ch 3)
remedial	Verzani (2005: ch 7-8, 10)
	Wonnacott and Wonnacott (1990: ch 11-13)
	Gujarati (2009: ch 1-2)
	Maindonald and Braun (2007: ch 5-6)
recommended	Faraway (2005: ch 2)
	Berry (1993)
	Gelman and Hill (2007: ch 2-4)
	Searle (1982: ch 14)
further	Verbeek (2008: ch 2)
	Gujarati (2009: ch 2, 4, 7, Appendix C)
	Kutner et al. (2005: ch 1, 5-6)
	Venables and Ripley (2002: ch 6)
	Maddala (2001: ch 3-4)
advanced	Davidson and MacKinnon (1993: ch 1)
	Greene (2003: ch 1-5)
	Amemiya (1985: ch 1)

Week 4: Hypothesis testing

Various testing methods in regression analysis, including t-test and F-test.

required	Kennedy (2008: ch 4)
	or Gujarati (2009: ch 5, 8)
recommended	Wonnacott and Wonnacott (1990: ch 8-9)
	Faraway (2005: ch 3)
	Maindonald and Braun (2007: ch 3-4)
	Verbeek (2008: B)
further	Kutner et al. (2005: ch 2, 7)
	Maddala (2001: ch 2, 4, §3.5)
advanced	Greene (2003: ch 6)
	Davidson and MacKinnon (1993: ch 13)

Week 5: Regression diagnostics

Detection of problems with model specification and multicollinearity in the independent variables. Detecting heteroscedasticity and discussion of consequences.

required	Kennedy (2008: ch 6-8, 12, 21)
	or Gujarati (2009: ch 10-13)
recommended	Berry and Feldman (1993)
	Faraway (2005: ch 4-5)
	Taagepera (2008)
	Maindonald and Braun (2007: ch 6)
further	Fox (1993)
	Verbeek (2008: ch 3-4)
	Maddala (2001: ch 5-6, 12)
	Kennedy (2008: ch 21)
advanced	Greene (2003: ch 7-9, 11-12)
	Davidson and MacKinnon (1993: ch 10, 16)

Week 6: Time-series analysis

Basic introduction to time-series data.

required	Kennedy (2008: ch 19)
	or Gujarati (2009: ch 17, 21)
	Verbeek (2008: ch 8-9)
recommended	King (1998: ch 7)
further	Venables and Ripley (2002: ch 14)
	Kutner et al. (2005: ch 12)
	Maddala (2001: ch 13-14)
	Maindonald and Braun (2007: ch 9)
advanced	Amemiya (1985: ch 5)
	Hamilton (1994)
	Davidson and MacKinnon (1993: ch 19-20)
	Greene (2003: ch 20)

Week 7: Causal inference

Overview of recent debates on causal inference in statistical analysis, including instrumental variables and matching.

required	Angrist and Pischke (2008: ch 1-3)
	Gelman and Hill (2007: ch 9-10)
recommended	Achen (2005)
	King, Keohane and Verba (1994: ch 3)
	Morgan and Winship (2007)
	Ho et al. (2007)
	Verbeek (2008: ch 5)
	Angrist and Pischke (2008: ch 4)
	Kennedy (2008: ch 9-10)
further	Maindonald and Braun (2007: 13)
advanced	Davidson and MacKinnon (1993: ch 7)
	Pearl (2000, 2009)
	Lee (2005)

Week 8: Maximum Likelihood

Introduction to and implementation of maximum likelihood estimators.

required	King (1998: ch 4)
	Wonnacott and Wonnacott (1990: ch 18)
further	Davidson and MacKinnon (1993: ch 8)
	King (1998: ch 3)
	Gelman and Hill (2007: ch 18)
	Verbeek (2008: ch 6)
	Maddala (2001: ch 16)
advanced	Greene (2003: ch 17)

Week 9: Limited dependent variables I

Estimating logistic and probit regressions, including ordinal and multinomial models.

required	Kennedy (2008: ch 16)
	or Gujarati (2009: ch 15)
recommended	Gelman and Hill (2007: ch 5)
further	Verzani (2005: ch 12)
	Long (1997: ch 1-6)
	Maindonald and Braun (2007: ch 8)
	Aldrich and Nelson (1984)
	Kutner et al. (2005: ch 14)
	Verbeek (2008: §7.1-7.2)
	Venables and Ripley (2002: ch 7)
	Maddala (2001: ch 8)
advanced	Davidson and MacKinnon (1993: ch 15)
	Greene (2003: ch 21)

Week 10: Limited dependent variables II

Interpreting and presenting results from limited dependent variables. Extensions to count and duration models.

required	King (1998: ch 5)
	Kennedy (2008: ch 17)
recommended	Gelman and Hill (2007: ch 6)
further	Long (1997: ch 8)
	Maindonald and Braun (2007: ch 8)
	Aldrich and Nelson (1984)
	Kutner et al. (2005: ch 14)
	Verbeek (2008: ch 7)
	Kennedy (2008: ch 17)
	King and Zeng (2001*b*,*a*)
	Greenhill, Ward and Sacks (2011)
advanced	Davidson and MacKinnon (1993: ch 15)
	Greene (2003: ch 22)
	Amemiya (1985: ch 9)
	Maddala (2001: ch 17)

Week 11: Bootstrap and simulation

Presenting logistic and probit regression results.

required	Verzani (2005: ch 6)
	King, Tomz and Wittenberg (2000)
further	Maddala (2001: ch 15)
	Kennedy (2008: ch 23)
	Davison and Hinkley (1997)

Week 12: Multilevel data

Discussion of multilevel data structures; fixed and random effects models; reference to panel data models.

required	Gelman and Hill (2007: ch 11-12)
recommended	Steenbergen and Jones (2002)
	Gelman and Hill (2007: ch 13-17)
further	Verbeek (2008: ch 10)
	Maindonald and Braun (2007: ch 10)
	Snijders and Bosker (1999)

Additional readings

If you are interested in this course, there are a number of major topics that, due to time limitations, have been left out of this course. Topics you want to familiarize yourself with at least conceptually are (roughly in order of importance):

- missing data analysis, using statistical procedures to fill in the blanks in your datasets in such a way that the precision of your estimation increases, without the data in the blanks determining the results: King et al. (2001); Honaker and King (2010);
- measurement error / error-in-variables, statistical models to deal with measurement error in the independent variables: Kennedy (2008: ch 10); Maddala (2001: ch 11);
- panel data (combining multilevel and time-series): Kennedy (2008: ch 18); Gujarati (2009: ch 16); Greene (2003: ch 13); Baltagi (2005); Hsiao (2003); Wooldridge (2002);
- survival analysis / duration models, statistical models that deal with explaining different survival or duration rates: Kennedy (2008: §17.4);
- Bayesian analysis, a more flexible alternative to maximum likelihood, but based on a fundamentally different philosophical position towards statistical inference: Wonnacott and Wonnacott (1990: ch 19-20); Kennedy (2008: ch 14); Gelman and Hill (2007); Lancaster (2004); Gelman et al. (2004);
- simultaneous equation models, statistical models for dealing with complicated, endogenous models: Kennedy (2008: ch 11); Gujarati (2009: ch 18-20);
- spatial autocorrelation, regression models when observations are interdependent across space (or social network): Ward and O'Loughlin (2002); Beck, Gleditsch and Beardsley (2006); Franzese and Hays (2007); Anselin (1988, 2002).

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