

POL222H1F: Introduction to Quantitative Reasoning I

University of Toronto

Fall 2025

LEC 0101: Tuesday, 1:00pm-3:00pm

LEC 0201: Wednesday, 3:00pm-5:00pm

LEC 5101: Tuesday, 5:00pm-7:00pm

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Office Hours: TBA (Online office hours will be scheduled.
Details will be announced on the class
Quercus site)

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1. Introduction

Quantitative data analysis has become an increasingly important part of political science research — and of the social sciences more broadly — as well as public policy debates. The results of such analysis (e.g., opinion polls, election outcomes, the frequency of armed conflicts, and incidents of violence) appear frequently in political science research articles and books, as well as in reports on diverse policy issues published by governments, think tanks, non-profit organizations, and news media.

The ability to properly understand and critically assess the results of quantitative data analysis is now an invaluable skill for anyone interested in a wide range of political, economic, social, and policy issues.

For political science students, two consecutive introductory courses on quantitative empirical methodology are offered: POL222 and POL232. These courses provide an accessible and engaging introduction to quantitative analysis for undergraduate political science students. The shared goal of POL222 and POL232 is to prepare students to become informed readers and active participants in political science research and public policy debates by equipping them with the foundational logic of quantitative empirical methods.

Below are the course goal and more specific learning outcomes for POL222.

Course Goal: Understand and apply the basic logic of quantitative empirical research *design* to examine political science questions.

Learning Outcomes: After completing this course, students will be able to:

- (a) Understand the basic characteristics and logic of quantitative empirical research *designs* for political science research;
- (b) Develop a causal theory and critically evaluate the inherent difficulties in empirically establishing a causal relationship among political, economic, social and policy phenomena;
- (c) Propose a basic outline of research design — both experimental and observational — to investigate the causal relationships among political, economic, social and policy phenomena, and assess various threats to the validity of these research designs; and
- (d) Consider the substantive importance of research questions and the ethical issues relevant to specific quantitative empirical research designs.

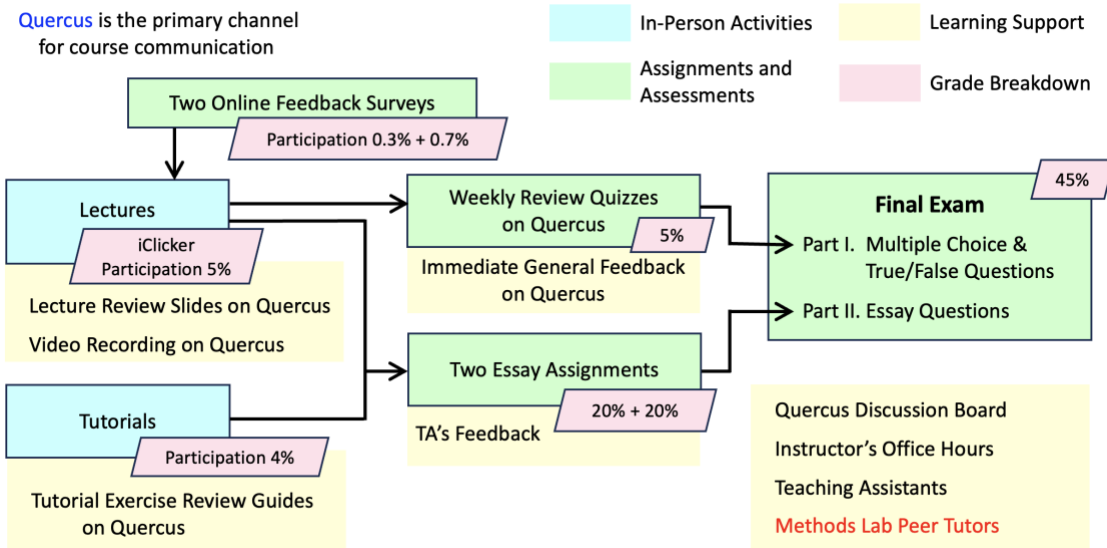
“POL232 Introduction to Quantitative Reasoning II” in the Winter semester will be the follow-up course and continue to introduce important foundations and basic logic of quantitative empirical *data analysis* methods, such as statistical inference and linear regression.

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2. Course Structure

This section introduces the course structure and its various components. The graphic below provides a visual overview of these components. You can click on each item to jump to a detailed explanation.

Visual Overview of POL222



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Quercus

[Quercus](#) is the primary means through which class announcements and assignments will be distributed. Lecture slides, readings, and assignments will all be made available on the class Quercus site. The Discussion Board on the class Quercus site will be the primary method by which you will ask questions about the course materials and get them addressed (more on this below).

Please note that all important announcements and updates will be posted on the class Quercus site. It will be your responsibility to obtain access to Quercus and regularly check it. Normally, there will be an important announcement to the class Quercus site at least once a week.

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Discussion Board on Quercus

We will use the Discussion Board on the class Quercus site as the main medium through which you can ask questions and get them addressed. Note that we will use Piazza as our Discussion Board. More information about Piazza is available on the class Quercus site.

Questions posted on the Discussion Board will normally be addressed within 24 hours, except on weekends, by one of the teaching assistants in charge of addressing questions posted on the Discussion Board on that day.

Given the nature of the course subjects and the large size of the class, other students may have the same question as you and they would benefit from your posting your questions and getting them addressed through the Discussion Board.

You are also encouraged to post an answer to the questions posted by your classmates on the Discussion Board so that we can maintain a mutually-supporting learning community from which all of you will benefit.

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Teaching Assistants

There are seven teaching assistants for this course, whose main duties are leading tutorial sessions, grading assignments, and other student contacts. Their email address can be found at [the beginning of the syllabus](#).

There will also be office hours held by teaching assistants during a couple of weeks before essay assignments are due. The schedule of teaching assistants' office hours will be announced on the class Quercus site.

Normally, the teaching assistant for your tutorial section will be the grader of your essay. The tutorial assignment of teaching assistants can be found on the class Quercus site.

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Methods Lab Peer Tutors

Methods Lab Peer Tutors are student peer tutors in the Department of Political Science who advise and support students taking quantitative methods courses from a student perspective — distinct from that of instructors or teaching assistants.

They hold regular office hours throughout the semester, and many past students have found their guidance valuable. More information about their service and availability will be provided on the class Quercus site.

You are strongly encouraged to take advantage of their support to ask questions, clarify concepts, and receive peer-to-peer advice on course material and assignments.

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Lectures

Attending and understanding the lectures is an indispensable component of your study. As there is no assigned textbook for this course, it is very important to attend the lectures and keep up with the topics covered.

You will use a classroom response system called iClicker to actively engage with lectures. Starting in Week 2, I will pose multiple questions throughout each lecture, and you will respond using iClicker. Your participation in these questions will count toward your participation marks.

Since only participation is graded, you don't need to worry about making mistakes. If your answer is incorrect, consider it a valuable learning opportunity. I will explain the rationale

behind each correct answer immediately during the lecture, and you are encouraged to ask questions — to me, teaching assistants, or your classmates — if anything is unclear.

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Lecture Review Slides

Lecture slides will be made available on the class Quercus site, usually before each lecture. Some slides, such as graphics and in-class problems/exercises, may be removed from the posted version. However, all essential information for review will be retained.

You may use these lecture review slides as a learning aid. You are welcome to download them in advance to help organize your class notes, or access them after each lecture to review what was covered.

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Lecture Recordings

Lectures will be recorded using the OCCS system provided by the University. These recordings will be made available on the class Quercus site, usually within 2-3 days after each lecture, and will include closed captions.

You are welcome to use these recordings as a learning aid to review class content. You may watch specific sections multiple times, view them at your own pace, or use the closed caption to support your understanding. Recordings can also help you catch up if you miss a lecture.

See the [Notice of Video Recording & Copyrights](#) later in the syllabus for important information regarding copyright.

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Weekly Lecture Review Quiz on Quercus

Starting in the second week of the semester, a weekly review quiz will be administered on the class Quercus site. Typically, the quiz will be made available in the evening of your lecture day or the following day, and it will be due by the beginning of the next lecture.

In most weeks, each quiz will include ten questions related to that week's lecture content. These questions are designed to assess both foundational knowledge and critical thinking skills you are expected to develop from the lectures.

Once you submit the quiz, you will be immediately given the correct answers along with general feedback. You may complete the quiz multiple times, and your highest score before the next lecture will be recorded as your mark.

Since you can submit the quiz multiple times, there's no need to worry about making mistakes. If your answer is incorrect, treat it as a valuable learning opportunity. The rationale behind each correct answer is provided in the feedback. You are encouraged to consult your lecture notes, review slides on Quercus, video recordings, or ask questions on the Quercus Discussion Board or to Methods Lab peer tutors to clarify your understanding. Then, you can retake the quiz with improved comprehension.

A solid understanding of the concepts covered in these quizzes will be essential for applying your knowledge of quantitative methods to the essay assignments of the course — and more broadly to real political science research. These quizzes are designed to help you deepen your understanding and build critical thinking skills in a low-stakes environment.

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Immediate General Feedback to Weekly Lecture Review Quizzes

As noted above, general feedback for each quiz question is provided immediately after submission. This feedback often includes detailed written explanations of key concepts, methods, reasoning, and approaches discussed in lectures. I recommend treating this feedback as required reading, as it offers valuable written support for the core topics covered throughout the term.

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Tutorials

There will be tutorial sessions led by teaching assistants beginning in the second week of the semester. Tutorial sessions are scheduled for nine weeks throughout the semester. You can find the schedule of these nine tutorial sessions below in the [Course Schedule](#) section.

In each tutorial session, you will work on a specific exercise, normally based on a political science academic article that uses quantitative empirical methods. These exercises are designed to help you integrate, synthesize, and critically apply the knowledge you have gained from class lectures and weekly review quizzes to real political science research. They also serve as preparation for your essay assignments.

Tutorial sessions provide an opportunity to engage with your teaching assistant and classmates in a small-class environment. You are encouraged to ask questions and learn from one another during these sessions.

Most of you have already registered for a tutorial section (e.g., TUT0101) on ACORN. If you have not, you must do so as soon as possible and no later than the last day to enroll, Monday, September 15th.

If you cannot attend any one of the available tutorial sections for a legitimate reason, you may make an alternative arrangement for the tutorial participation marks. To make this arrangement, register for a tutorial section, which you cannot attend but is still available on ACORN, and then contact the teaching assistant who leads this tutorial section. Information about tutorial instructors for each tutorial section will be posted on Quercus. An official documentation, which verifies the specific reason given, will be asked to make an alternative arrangement.

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Tutorial Exercise Review Guides

After each tutorial session, a review guide for that week's exercise will be made available on the class Quercus site. These guides include answers to the exercise questions along with detailed explanations. Occasionally, they may also contain written explanations of

complex topics covered in lectures.

You can use these review guides to reinforce your understanding of the tutorial exercises. I also recommend treating them as required readings for the course, as they provide valuable written support for key topics covered throughout the term.

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Two Essay Assignments

Essay 1 Due: Oct. 3rd (Fri.), 11:59PM, EST

Essay 2 Due: Nov. 14th (Fri.), 11:59PM, EST

In these essay assignments, you will have the opportunity to apply the concepts and methods of quantitative empirical methodology for political science research that you will learn in class.

You will integrate, synthesize, and critically apply the knowledge and analytical skills developed through lectures, weekly review quizzes, and tutorial exercises to a real political science research question of your choice.

To support your work, essay outline exercise sheets will be provided as a key learning aid. These sheets will help you develop your research design and structure your argument. You will also use them to ask questions and receive feedback on your essay ideas from the instructor, teaching assistants, Methods Lab peer tutors, and your classmates.

Once you submit your essays, teaching assistants will provide both grades and feedback to help you improve your understanding.

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Final Exam

There will be an in-person, closed-book, closed-note final exam held during the Final Exam Period in December, administered by the Faculty of Arts and Science. The exact date and location will be determined and announced by the Faculty later in the semester.

A sample final exam will be made available on the class Quercus site later in the semester to help you prepare.

The final exam will consist of two parts:

Part I: Multiple-choice and true/false questions, similar in format to the weekly review quizzes.

Part II: An essay question, similar in structure and expectations to the two essay assignments.

The best way to prepare for the final exam is to engage seriously with the weekly review quizzes and essay assignments throughout the semester.

The final exam will be the most important assessment in this course. It provides an opportunity for you to demonstrate your achievement of [the course learning outcomes](#), specifically:

(a) your understanding of the basic characteristics of quantitative empirical methods; and

(b) your ability to:

- (i) critically evaluate the inherent difficulties in empirically establishing causal relationships,
- (ii) propose a basic outline of both experimental and observational research designs for a given research question,
- (iii) assess the threats to validity in these research designs, and
- (iv) consider ethical issues relevant to quantitative empirical studies.

Because of its comprehensive nature, the final exam carries the highest weight in the overall course evaluation.

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Two Online Feedback Surveys

There will be two online feedback surveys available through the class Quercus site — one at the beginning and one at the end of the semester.

The Beginning-of-Semester Survey will collect background information relevant to the course and give you a hands-on opportunity to experience answering political science survey questions. Some of the results will be used during lectures to help you connect course topics to your own responses.

The End-of-Semester Survey will gather your feedback on various components of the course. This feedback will be used to evaluate the effectiveness of the course and improve future offerings of POL222.

There will be small participation marks for completing both surveys.

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Grading and Evaluation

Your grade for the course will be based on the following materials, with the weights given:

(1) Weekly Lecture Review Quizzes: 5%

There will be weekly online lecture review quizzes in 11 weeks, from Week 2 (the week of Sep. 8) to Week 12 (the week of Nov. 24). Your highest 10 scores out of these 11 quizzes will collectively count toward 5% of your final mark, with each week's quiz weighted equally.

The total number of review quizzes may change due to the actual progress of the class. If the total number of review quizzes changes (e.g., from 11 to 10 weeks), the number of quizzes that will be the basis of your marks will be the new total number of review quizzes minus one (e.g., nine quizzes if the new total is 10 weeks), and each week's quiz will be re-weighted equally.

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(2) Two Essay Assignments: 20% + 20% = 40%

Essay 1 20% Due: Oct. 3rd (Fri.), 11:59PM, EST

Essay 2 20% Due: Nov. 14th (Fri.), 11:59PM, EST

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(3) Final Exam: 45%

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(4) Participation Marks: 10%

Your class participation mark will be based on the following three items:

(1) Response to Questions during Lectures through Classroom Response System: 5%

I plan to use iClicker questions for 11 weeks, from Week 2 (the week of Sep. 8) to Week 12 (the week of Nov. 24). Your participation in iClicker questions in 10 out of these 11 weeks will collectively count toward 5% of your final mark, with each week's response weighted equally.

The total number of lectures which use iClicker questions may change due to the actual progress of the class. If the total number of lectures which uses iClicker changes (e.g., from 11 to 10 weeks), the number of weeks that will be the basis of your participation marks for iClicker questions will be the new total number of lectures with iClicker minus one (e.g., nine weeks if the new total is 10 weeks), and each week's response will be re-weighted equally.

It is your responsibility to bring a functional device for the classroom response system to each lecture. As this is a participation mark (accomplished via responding to the in-class questions), simply attending the lecture will not count. If you forget a device or your device is not functional (e.g., due to battery depletion, your iClicker account or app is not ready), you will not earn a participation mark in that lecture. Failure to bring the functional device with you will not be considered a reason to waive or make up your participation mark.

Your participation mark for the classroom response system in each lecture will be posted on the Grades section of the class Quercus site regularly. It is your responsibility to check your mark regularly and confirm if your response was recorded properly. If you find your participation mark for a particular lecture is not recorded properly, you must contact the instructor within two weeks from when the mark for this lecture is posted on Quercus. Claims after two weeks will not be addressed.

This two-week deadline is not applied to the case in which the waiver granted for a legitimate reason is not properly recorded on Quercus. If the waiver granted for a legitimate reason is not properly applied, you can still request a correction after two weeks from when the mark for that week is posted on Quercus.

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(2) Tutorial Participation: 4%

There will be nine tutorial sessions scheduled during the semester. Your participation in tutorial sessions in eight out of these nine weeks will collectively count toward 4% of your final mark, with each week's response weighted equally.

The total number of tutorial sessions may change due to the actual progress of the class. If the total number of tutorial sessions changes (e.g., from nine to eight weeks), the number of tutorial sessions that will be the basis of your participation marks will be the new total number of tutorial sessions minus one (e.g., seven weeks if the new total is eight weeks), and each week's response will be re-weighted equally.

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(3) Two Online Feedback Surveys: 1% (0.3% + 0.7%)

Beginning-of-Semester Survey: 0.3%

End-of-Semester Survey: 0.7%

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3. Course Policies

Various course policies are listed below. You can click on each title to jump to its explanation.

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Outside Class Communication Policy

The large size of this class makes it necessary to maintain the following policy with respect to outside-class communication with the instructor and teaching assistants. Please follow the policy specified below when you contact the instructor or teaching assistants outside class.

(1) Office Hours

- You are welcome to visit the instructor's office hours if you have any questions on the class subjects and materials. Details about the instructor's office hours will be posted on Quercus.
- There will also be office hours held by teaching assistants before the essay assignments' due dates. Details of the teaching assistants' office hours will also be posted on Quercus.

(2) Email Communications

- If you have any questions of a personal nature (e.g., grade appeal, deadline extension for a legitimate reason), you may email teaching assistants or the instructor and expect a response within two working days. Please start the subject heading of your email with "POL222:..."
- All requests for extension or waiver regarding the required assignments and participation must be made to the teaching assistant who leads your tutorial section. Please include your full name, student number, and tutorial section (e.g., TUT0101) in your email on these requests.
- If your questions are of substantive nature, please post these questions on the Discussion Board of the class Quercus site or visit office hours or tutorial sessions to get them addressed.
- If you ask questions of substantive nature via email to the teaching assistants or the instructor, you will be asked to post them on the Discussion Board on the class Quercus site. You are best advised to post your questions directly on the Discussion Board rather than sending them to the teaching assistants or the instructor by email, as your questions may be addressed more quickly if you post them directly on the Discussion Board.
- Note that we will use Piazza as our Discussion Board, and you can post your question anonymously to your classmates (but your question is not anonymous to the instructor and teaching assistants) on Piazza. The level of anonymity in posting your question on Piazza is the same as sending your question via email to teaching assistants or the instructor. More information about Piazza is available on the class Quercus site.

(3) Essay Assignments

- You may post relatively simple questions about the essay assignments on the Discussion Board of the class Quercus site. If you have detailed questions on your essay idea, you are best advised to visit office hours of the teaching assistants or the instructor.
- Please note that neither the instructor nor teaching assistants will be able to review drafts of your essay.

(4) Non-response

- Please note that the instructor and teaching assistants may not be able to answer emails

or questions posted on the Discussion Board of the class Quercus site during weekends and statutory holidays.

- Please also note that the instructor and teaching assistants may not be able to answer last minute questions on the assignments on their due date.

In the case of your questions of substantive nature on the Discussion Board of the class Quercus site or those of personal nature over email not addressed within two working days (excluding weekends and holidays), send teaching assistants or the instructor an email to let them know your questions have not been addressed. Please include “POL222: Unanswered Question” in the subject heading of your email.

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Accessibility

Students with diverse learning styles and needs are welcome in this course. If you need accommodation, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting [their website](#). Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work.

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Late Assignment/Late Penalty Policy

All work is late if submitted after the date and time specified as due. To ensure fairness, the late assignment/late penalty policy specified below will be strictly enforced to everyone in class.

➤ Weekly Online Review Quiz / Online Feedback Surveys

Late submissions of weekly online review quizzes and feedback surveys will not be accepted after their respective due dates and times. If you are unable to submit them on time due to a legitimate reason, you may request a waiver for these assignments (details on waiver in a later section).

➤ Essay Assignments

Essay assignments handed in late will result in a penalty of 1-percentage-point reduction per day including weekends and holidays (e.g., from 72% to 71%). Submitting an essay within 24 hours from the due date and time will be considered one day late; submitting after 24 hours but before 48 hours will be two days late, and so forth.

Since you will submit your assignments to Quercus, your submission must be accepted and recorded on Quercus before the due date and time. Note that the date and time recorded on Quercus will be your submission date and time. If this is after the deadline even only by one minute, then your submission will be considered late. In other words, completing your paper and starting to upload it to Quercus before the due date and time is not enough. Your upload must be fully complete before the due date and time.

In addition, after you submit your paper, you should make sure you open your submission and confirm that the correct file was uploaded. If the file uploaded is not correct, then it is not considered as a proper submission, and a late penalty will be applied to the resubmitted paper.

Computer-related problems, such as the crash of your computer, a slow Internet connection, or an occasional slow response of the server, will not be considered as an acceptable reason to request for extension or waiver of a late penalty. In addition, sending your assignment to the instructor and/or the teaching assistants via email will not be considered as a submission. For these reasons, I strongly suggest you avoid a last-minute completion or submission of assignments. I also suggest you frequently take a backup of the electronic files of your draft essay in an electronic storage other than your computer. If you have a UTmail+ account, you have access to 1TB of storage in your OneDrive at UofT and you can make a backup there.

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Extension and Waiver of Assignments

Below is the policy about the type of accommodations (extension/waiver) considered for each assignment/requirement, acceptable reasons for accommodations, acceptable official documentations, and the procedure to request these accommodations. To ensure fairness, this policy will be strictly enforced to everyone in class.

- Type of Accommodations
 - An extension (or a waiver of a late penalty) may be considered for the essay assignments.
 - A waiver may be considered for a weekly online review quiz, participation in the classroom response system questions during lectures, tutorial participation, and online feedback surveys.

If a weekly online review quiz is waived, then the total mark for the review quizzes will be determined by the rest of the weekly quizzes, with each week's quiz weighted equally.

If participation in the classroom response system questions during a lecture or participation in a tutorial session is waived, the total mark for the classroom response system participation or tutorial participation will be determined by your participation in the rest of lectures with the classroom response system questions or tutorial sessions with each lecture or tutorial session weighted equally.

- Acceptable Reasons for Accommodations

The above accommodations (extension/waiver) may be considered only for a legitimate reason, such as a medical emergency, an accessibility issue, religious observances, and a family emergency, and there is an acceptable official documentation, which verifies the specific reason given (more on documentation below).

Conflict with other class's assignment/exam schedule, leaving for a non-academic trip, or vacation is not an acceptable reason to request an extension or a waiver of the

requirements. Computer-related problems, such as the crash of your computer, a slow Internet connection, or an occasional slow response of the server, will not be considered as an acceptable reason to request for an extension or waiver of the requirements either.

➤ Acceptable Official Documentation

- If you need an accommodation for accessibility reasons, you may use your Accessibility Services Letter as a documentation.
- If you need an accommodation for a health condition or injury, a personal or family emergency, or bereavement, you may use the Absence Declaration Tool on ACORN. Note that students may use one Absence Declaration per academic term (e.g., the fall term) for a maximum period of seven consecutive calendar days. See [the Student Absences](#) for more detail.
- For an accommodation for a health condition or injury, you may also use [the UofT Verification of Illness or Injury Form \(VOI\)](#). The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness.
- For an accommodation for religious observances, you don't need to submit a documentation if your occasion for religious observances is listed in either one of the following two webpages: [Learn about Significant Religious and Cultural Days](#) or [Dates of Recognition, Observance & Celebration](#). In your accommodation request email, simply state the occasion and indicate where it can be found in either one of the above two webpages.
- For an accommodation for any legitimate reasons, including a personal or family emergency or bereavement, you may also use your College Registrar's letter/email supporting your request. For extended absences and for absences due to non-medical reasons, make sure to contact your [College Registrar's Office](#).

➤ Procedure

All the above requests of accommodations must be made to your teaching assistant via email. If you use the Absence Declaration as official documentation, make sure you specify the email address of your teaching assistant as a recipient of a copy of your Absence Declaration.

Accommodation requests must be made in advance as much as possible. Those who missed the deadline or participation for a legitimate, unforeseeable reason should contact their teaching assistant as soon as possible and no later than one week after returning to class.

In the request email, please include your full name, student number, and tutorial section (e.g., TUT0101).

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Necessity of Verification

Given the sheer number of students taking this course, we need to be strict about verification of the reasons given for an accommodation request. For the sake of fairness (i.e., everyone in

the class is treated in the same way), we strictly enforce the verification of the reasons for accommodation, and your request cannot be accommodated unless the reason you suggested is verified.

The reason is considered verified if one of the acceptable official documentations listed above is submitted. For example, if you declare absence on ACORN, the reason for absence that you suggested is considered verified, and no further verification is needed. As long as you can submit one of these documentations, the reason for your request is considered verified.

As suggested above, religious and cultural observances can be considered verified if they are listed in the above two websites.

An accommodation may be possible for reasons not listed above if they are considered equally legitimate to those reasons listed. In this case, verification of the reasons given is also required, and one of the documentations listed above can be used if they are suitable. Feel free to contact your teaching assistant and/or the instructor if you are not sure whether an accommodation is possible or what documentation is suitable.

Please note that a request based on an unverifiable claim will not be accommodated. For example, suppose that a student claims that their request is based on their email exchange with their teaching assistant, and they did not keep this email exchange but somehow kept a screenshot of this email. An accommodation cannot be made based on this screenshot because it is easy to create a forgery of a digital image. In this example, showing the original email exchange would be required.¹ As another example, suppose that a student claims that they cannot upload an essay to Quercus because a submission button does not exist on their end of the class Quercus screen and sends a screenshot as verification. Again, an accommodation cannot be made based on this screenshot because it is easy to create a forgery of a digital image. In this example, demonstrating the problem on the class Quercus site using a computer which is not the student's would be required to verify the reason given.

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Grade Appeals

There are two stages in the process of grade appeals on the essay assignments in this class.

First, you may appeal to your grader, who is normally the teaching assistant for your tutorial section. You are required to raise specific and substantive questions regarding the grades and feedback you received, so that your grader can double check their assessment based on them and address your questions. The grader may adjust the grade if they find it appropriate.

Second, if you still believe the grade you received is not appropriate after appealing to the grader, you may request a regrading to the instructor. You are required to submit a brief documentation substantiating why you believe your grade is not appropriate. The justification you give for regrading will be used by the instructor to consider if there are reasonable grounds

¹ In this example, if the email exchange is found on the side of the teaching assistant, it can of course be used to verify the reason given. A hypothetical scenario here assumes that there is no record of this email exchange on the side of the teaching assistant.

for regrading. If your regrading request is considered reasonable, another teaching assistant who did not give your original mark will be assigned to regrade your essay with fresh eyes. This second grader will regrade your paper without knowing your original mark, the feedback given by the first grader, or the justification you gave for regrading. This is because your essay should be marked only on its quality based on the essay requirements and evaluation criteria specified in the rubric. The regraded mark may go up or down from the original mark. The new mark will be your final mark whether it goes up or down from the original.

For your grade appeal to be considered, your grade appeal to your (first) grader must be made within two weeks from when the original grade is assigned. Your regrading request (the second stage of the grade appeal) must be made to the instructor within one week after the response from your (first) grader.

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Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

You are expected to be familiar with *the Code of Behaviour on Academic Matters*, available at [this website](#), which is the rule book for academic behaviour at the U of T ([here](#) is the direct link to the Code). [Another website](#) lists ten categories of academic offences defined in the Code. Potential offences include, but are not limited to, plagiarism, cheating on tests and exams, misuse of the classroom response system (e.g., using someone else's classroom response system during lectures to earn a participation credit for that student), fraudulent medical documentation, improper collaboration on marked work, and use of unauthorized aide

For specific examples of the potential academic offences, you may read [this website](#). Please note that not knowing the University's expectations cannot be an excuse. **Under the Code, "the offense shall likewise be deemed to have been committed if the person ought reasonably to have known"** (*Code of Behaviour on Academic Matters*, web version, p.2).

For further information on plagiarism, visit the pages available from the links listed at [this site](#). This list is part of *the Advice on Academic Writing* at the University of Toronto. You may also find other resources available on this website helpful.

To learn more about how to cite and use source material appropriately and for other writing support, also see [the U of T writing support website](#).

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be examined following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, do not hesitate to contact the instructor or teaching assistants.

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Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students who wish to not use the University's plagiarism detection tool may make an alternative arrangement. If you would like to make an alternative arrangement, you must send an email to the teaching assistant who will grade your essay (normally, your tutorial instructor) at least one week before the deadline of the assignment and ask for an alternative way to submit the essay. If you choose an alternative arrangement, you may be asked, for example, to submit all of your rough work for the assignment and to have a short meeting with the teaching assistant or the instructor in which you will be asked about your essay.

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Generative Artificial Intelligence Tools

The use of generative artificial intelligence (AI) tools is prohibited in all course assessments unless explicitly stated otherwise by the instructor. This includes, but is not limited to, ChatGPT, GitHub Copilot, Microsoft Copilot, AI Tutor and Teacher's Assistant Pro, and open-source models that you have trained and/or deployed yourself. You may not interact with, nor copy, paraphrase, or adapt any content from any generative AI for the purpose of completing assignments in this course. Use of generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under [the Code of Behaviour on Academic Matters](#).

This course policy is designed to promote your learning and intellectual development and to ensure that our evaluations are a fair and accurate assessment of your learning. Though it may be tempting to use generative AI to assist you when completing your assignments, this will simply inhibit your learning. If the work you submit is essentially the output of generative AI, then what have you learned and what value are you adding? Think of it this way: if a potential employer or supervisor can get as much from an AI tool as what you're able to do yourself, then why should they hire you at all? You should aim to understand course content at a level that far exceeds what an automated tool can achieve. Our course—and in particular, each assignment—is designed to help you attain true mastery of the course content. If you have questions or are stuck, please come to our office hours, where we'll be happy to help, and/or post your questions on the Discussion Board of the class Quercus site.

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Notice of Video Recording & Copyrights

This course, including your participation, will be recorded on video and will be made available to the students in the course on the class Quercus site.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.

For questions about recording and use of videos in which you appear, please contact your instructor.

Students may not create audio or video recordings of classes, with the exception of those students requiring an accommodation for a disability, who should speak to the instructor prior to beginning to record lectures.

Students creating unauthorized audio or video recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

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Syllabus Change Policy

The contents of this syllabus may be changed by the instructor with advanced notice. If any, such a change will be announced on the class Quercus site.

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4. Course Schedule and Readings

The course schedule is specified below. During the semester, the lecture schedule may be adjusted according to the actual progress of the class. If this is the case, the due dates of assignments may also be modified. If these are to happen, you will be given an advance notice on the class Quercus site.

The assigned readings are categorized as either **required** or **reference** readings.

Required readings are expected to be read after lectures or tutorials that refer to these articles, or during the tutorials themselves. Specific sections of these articles will be assigned for reading.

Reference readings are provided for reference only. These articles serve as the basis for examples discussed in lecture or tutorial sessions. However, they are not required, as they may be too technical. You are encouraged to read them only if you are interested.

More detailed information about each reading will be made available on the class Quercus site. In the list below, articles marked with an asterisk (*) are reference readings, while those without an asterisk are required readings.

PART I. QUANTITATIVE STUDY OF POLITICS AND CAUSAL THEORY

Week 1: Sep. 2 (LEC0101 & LEC5101) & Sep. 3 (LEC0201)

What Will We Learn and Why? Basics of Quantitative Empirical Political Science Research

Barbara Geddes, 1990, "How the Cases You Choose Affect the Answers You Get: Selection Bias in Comparative Politics," *Political Analysis* 2 (1): 131-150.*

Week 2: Sep. 9 (LEC0101 & LEC5101) & Sep. 10 (LEC0201)

How Do We Study Politics Quantitatively?

[Tutorial Session 1: Causal Theory and Hypothesis, Sep. 9 - 11](#)

Cindy D. Kam and Carl L. Palmer 2008. "Reconsidering the Effects of Education on Political Participation." *Journal of Politics* 70 (3).

Week 3: Sep. 16 (LEC0101 & LEC5101) & Sep. 17 (LEC0201)

How Do We Evaluate Causal Relationship? Part 1

[Tutorial Session 2: Confounding Variables and Omitted Variable Bias, Sep. 16 - 18](#)

Cindy D. Kam and Carl L. Palmer 2008. "Reconsidering the Effects of Education on Political Participation." *Journal of Politics* 70 (3).

Week 4: Sep. 23 (LEC0101 & LEC5101) & Sep. 24 (LEC0201)

How Do We Evaluate Causal Relationship? Part 2

[Tutorial Session 3: Peer Discussion on Essay 1, Sep. 23 - 25](#)

PART II. EXPERIMENTAL RESEARCH

Week 5: Sep. 30 (LEC0101 & LEC5101) & Oct. 1 (LEC0201)

Basic Logic of Experimental Research

No Tutorial Session

Essay 1 Due: Friday, Oct. 3, 11:59PM, EST

Week 6: Oct. 7 (LEC0101 & LEC5101) & Oct. 8 (LEC0201)

Validity of Experimental Research & Laboratory Experiments

Gina M. Garramone, Charles K. Atkin, Bruce E. Pinkleton, and Richard T. Cole. 1990. "Effects of Negative Political Advertising on the Political Process." *Journal of Broadcasting & Electronic Media* 34(3).

Stephen Ansolabehere, Shanto Iyengar, Adam Simon, and Nicholas Valentino. 1994. "Does Attack Advertising Demobilize the Electorate?" *American Political Science Review* 88(4).

Richard R. Lau, Lee Sigelman, and Ivy Brown Rovner. 2007. "The Effects of Negative Political Campaigns: A Meta-Analytic Reassessment." *Journal of politics* 69 (4).

Richard R. Lau and Ivy Brown Rovner. 2009. "Negative Campaigning." *The Annual Review of Political Science* 12.*

Tutorial Session 4: Laboratory Experiments, Oct. 7 - 9

Joel Turner. 2007. "The Messenger Overwhelming the Message: Ideological Cues and Perceptions of Bias in Television News." *Political Behavior* 29: 441-464.

Week 7: Oct. 14 (LEC0101 & LEC5101) & Oct. 15 (LEC0201)

Field Experiments: Experimental Research in Real World Setting

Alan S. Gerber and Donald P. Green. 2000. "The Effects of Canvassing, Direct Mail, and Telephone Contact on Voter Turnout: A Field Experiment." *American Political Science Review* 94.

Leonard Wantchekon. 2003. "Clientelism and Voting Behavior: Evidence from a Field Experiment in Benin." *World Politics* 55.

Tutorial Session 5: Field Experiments, Oct. 14 - 16

Andrew Beath, Fotini Christia, and Ruben Enikolopov. 2013. "Empowering Women through Development Aid: Evidence from a Field Experiment in Afghanistan." *American Political Science Review* 107 (3).

Week 8: Oct. 21 (LEC0101 & LEC5101) & Oct. 22 (LEC0201)

1st Half: Survey Experiments

Michael C. Horowitz and Matthew S. Levendusky. 2011. "Drafting Support for War: Conscription and Mass Support for Warfare." *Journal of Politics* 73(2).

2nd Half: Experimental Research on Prejudice and Discrimination

Stanley Feldman and Leonie Huddy. 2005. "Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice?" *American Journal of Political Science* 49 (1): p.168-183.

Scott Williamson, Claire L. Adida, Adeline Lo, Melina R. Platas, Lauren Prather, and Seth H. Werfel. 2021, "Family Matters: How Immigrant Histories Can Promote Inclusion" *American Political Science Review* 115 (2), p.686-693.

Alexandra Scacco and Shana S. Warren. 2018. "Can Social Contact Reduce Prejudice and Discrimination? Evidence from a Field Experiment in Nigeria" *American Political Science Review* 112 (3): p.654-677.*

Tutorial Session 6: Survey Experiments, Oct. 21 - 23

Michael R. Tomz and Jessica L. P. Weeks. 2013. "Public Opinion and the Democratic Peace." *American Political Science Review* 107(4).

Fall Reading Week: Oct. 27 - Oct. 31

PART III. OBSERVATIONAL RESEARCH

Week 9: Nov. 4 (LEC0101 & LEC5101) & Nov. 5 (LEC0201)

Basic Logic of Observational Research

[Tutorial Session 7: Peer Discussion on Essay 2, Nov. 4 - 6](#)

Week 10: Nov. 11 (LEC0101 & LEC5101) & Nov. 12 (LEC0201)

How Can We Model the Relationship Between Variables? Linear Regression Model

No Tutorial Session

Essay 2 Due: Friday, Nov. 14, 11:59PM, EST

Week 11: Nov. 18 (LEC0101 & LEC5101) & Nov. 19 (LEC0201)

Validity of Observational Research & Different Types of Observational Data

Andrew Gelman and Gary King. 1990. "Estimating Incumbency Advantage without Bias." *American Journal of Political Science* 34 (4): 1142-1164.*

Robert A. Blair, Jessica di Salvatore, and Hanna M. Smidt. 2023. "UN Peacekeeping and Democratization in Conflict-Affected Countries." *American Political Science Review* 117 (4):1308-1326).

Cameron D. Anderson. 2008. "Economic Voting, Multilevel Governance and Information in Canada." *Canadian Journal of Political Science* 41(2).*

[Tutorial Session 8: Observational Research & Linear Regression, Nov. 18 - 20](#)

Week 12: Nov. 25 (LEC0101 & LEC5101) & Nov. 26 (LEC0201)

Natural Experiments: Improving Validity of Observational Research

Arindrajit Dube, Oeindrila Dube, Omar Gracia-Ponce. 2013. "Cross-Border Spillover: U.S. Gun Laws and Violence in Mexico." *American Political Science Review* 107(3).

Elisabeth R. Gerber and Daniel J. Hopkins. 2011. "When Mayors Matter: Estimating the Impact of Mayor Partisanship on City Policy." *American Journal of Political Science* 55 (2): 326-339.

Stephen Ansolabehere and James M. Snyder, Jr. 2004. "Using Term Limits to Estimate Incumbency Advantages When Officeholders Retire Strategically." *Legislative Studies Quarterly* 29 (4).*

Kristopher W. Ramsay. 2011. "Revisiting the Resource Curse: Natural Disasters, the Price of Oil, and Democracy." *International Organization* 65: 507-529.

[Tutorial Session 9: Natural Experiments, Nov. 25 - 27](#)

Andrew D. Bertoli. 2017. "Nationalism and Conflict: Lessons from International Sports." *International Studies Quarterly* 61: 835-849.

Robert A. Blair, Jessica di Salvatore, and Hanna M. Smidt. 2023. "UN Peacekeeping and Democratization in Conflict-Affected Countries." *American Political Science Review* 117 (4):1308-1326).

Final Exam: During the Final Exam Period

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