



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## **PSC 5913-222: Intro to Analysis of Political and Administrative Data**

### **Course Description:**

This course is a graduate-level introduction to statistical analysis of political and administrative data. The central focus is descriptive, explanatory, and inferential statistics as they are used to address problems of public management and public affairs. The course is oriented toward utilization of quantitative procedures and interpretation of results, rather than to theoretical issues.

### **Class Dates, Location and Hours:**

Dates: October 8 – 13, 2019  
Location: Geilenkirchen NATO Base, Germany. Education Center.  
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: September 9, 2019

### **Site Director:**

Email: [apgeilenkirchen@ou.edu](mailto:apgeilenkirchen@ou.edu). Phone: 02451-63-2208; DSN 458-6098.

### **Professor Contact Information:**

Course Professor: B. Mitchell Peck, PhD  
Mailing Address: 780 Van Vleet Oval  
Department of Sociology  
University of Oklahoma  
Norman, OK 73019  
Telephone Number: (405) 325-1751  
E-mail Address: [bmpeck@ou.edu](mailto:bmpeck@ou.edu)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Leon-Guerro, A. & Frankfort-Nachmias, C. (2017). *Essentials of Social Statistics for a Diverse Society* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. ISBN 9781506390826.
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

## Course Objectives:

This is an applied course on statistical analysis. Much of the in-class time will be spent solving problems relative to issues of public management and public affairs. Upon completion of the course, students should be able to:

1. understand statistical terminology;
2. understand the logic behind, and the interpretation of, the statistics discussed in class;
3. calculate and interpret commonly used statistics; and
4. use quantitative information in an informed manner, e.g., read the literature in the field or communicate with a statistician.

## Assignments, Grading and Due Dates:

The course is divided into 3 main sections: descriptive statistics, bivariate statistics, and inferential statistics. There will be an exam at the end of the course. The exam will cover material from all sections of the course.

The conduct or structure of the course is fairly consistent from section to section. You are expected to read the materials before class. I will lecture over the materials. The lectures will supplement the readings. Following the lecture, you will complete in class exercises. We will then move to the next topic.

## Introductions/Overview:

1. Tuesday, October 8, 6:00pm – 9:30pm:
  - a. Introduction
  - b. Course Overview
  - c. Topic 1: Research and Data
    - i. Online Reading 1 & 2
  - d. Topic 2: What & Why of Statistics
    - i. Text Reading Ch. 1

## Descriptive Statistics:

1. Wednesday, October 9, 6:00pm – 9:30pm:
  - a. Topic 4: Frequencies/Graphs
    - i. Text Reading Ch. 2
2. Thursday, October 10, 6:00pm – 9:30pm:
  - a. Topic 5: Central Tendency
    - i. Text Reaching Ch. 3
  - b. Topic 6: Variability
    - i. Text Reaching Ch. 4

## Bivariate Statistics:

1. Friday, October 11, 6:00pm – 9:30pm:
  - a. Topic 7: Bivariate Tables
    - i. Text Reading Ch. 9 (pp. 212–227)
  - b. Topic 8: Measures of Association
    - i. Text Reading Ch. 9 (pp. 238-248)
  - c. Topic 9: Regression & Correlation
    - i. Text Reading Ch. 11

## Inferential Statistics:

1. Saturday, October 12, 8:30am – 4:30pm:
  - a. Topic 10: Normal Distribution
    - i. Text Reading Ch. 5
  - b. Topic 11: Sampling Distributions:
    - i. Text Reading Ch. 6

- c. Topic 12: Estimation
  - i. Text Reading Ch. 7
- d. Topic 13: Hypothesis Testing
  - i. Text Reading Ch. 8

### **Review and Course Exam:**

**Sunday, October 13, 8:30am – 4:30pm**

### **Exam:**

The exam will have multiple question types, including multiple choice, true/false and short answer questions, as well as hand calculation problems. To successfully complete the exam, student must apply course concepts, which often require calculations. Exams are closed-book—no notes, handouts, books, or other materials. Students will be allowed to use a 1-page formula sheet. Students must have a simple calculator to complete the exams. You may **not** work with anyone else to complete the exams.

The exam accounts for 75% of the total grade.

### **Post Course Exercise:**

The post course exercise is a short paper in which students use statistical methods learned in the course to answer an empirical research question of their choosing.

To complete this assignment, you will do the following:

1. identify and state an empirical question
2. collect data on at least 10 subjects to answer the research question
3. calculate and present (in graphical or tabular form) basic descriptive statistics
4. calculate and present (in graphical or tabular form) basic bivariate statistics

The assignment must be typed (12-point font, double spaced). The assignment must contain at least 2 graphs or tables (see above). The assignment must describe how you collected the data and from whom you collected the data. The paper should be roughly 4-5 pages. Depending on the complexity of your question and analyses, the paper may be a little shorter or a little longer.

I will not return the assignments, but I will leave comments on Canvas.

Important dates regarding the post course exercise:

**October 7, 2019** – Students must submit a brief (1-2 paragraphs) proposal outlining their topic for the post course exercise.

**November 3, 2019** – Due date for the post course assignment. The assignment must be submitted to the online dropox in Canvas. I will not accept emailed assignments.

The post course assignment account for 20% of the total grade.

### **In-class Exercises and Participation**

You will complete in-class exercises during each class meeting. The exercises will cover material from the reading assignments.

The in-class assignments are designed to give students hands-on experience with the material covered in class. Completing the assignments is critical to understanding the material and good performance in the course. Assignments reinforce the concepts that are being taught in class. Doing the assignments helps you to understand the material more fully. Concepts learned in earlier lectures are frequently used in later lectures. You will need a simple calculator every day in class to complete the exercises.

You must read the material prior to class. I will evaluate your preparation and participation throughout the course.

The in-class assignments and participation account for 5% of the total grade.

**Grading:**

This is a letter-graded course: A, B, C, D, or F. Grading is based on a 100-point scale, where less than 60%=F; 60 – 69%=D; 70 – 79%=C; 80 – 89%=B; 90 – 100%=A.

Letter grades represent the following levels of achievement:

A = Excellent work: exceptional understanding of all the material, general ideas and specific details, facts as well as applications and connections.

B = Good work: very good understanding, but some gaps in understanding details, applications, or connections.

C = Fair work: satisfactory understanding of general ideas with substantial gaps in understanding of details, applications, or connections.

D = Marginal work: minimally acceptable, superficial understanding of general ideas with significant failure to grasp details and applications.

F = Unacceptable work: lack of understanding of the general ideas and applications.

Grades are based on the following assignments (due dates and weight of assignments are listed):

Assignment	Due Date	Weight Percent
Exam	October 13, 2019	75%
Post Course Exercise	November 3, 2019	20%
In-class Exercises and Participation	Throughout	5%
Total	NA	100%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

### B. Mitchell Peck

#### Education

- Ph.D. Sociology, Texas A&M University, College Station, Texas, 2002
- M.S. Sociology, Texas A&M University, College Station, Texas, 1990
- B.A. Sociology, Idaho State University, Pocatello, Idaho, 1987

#### Current Positions

- 2013-present Associate Professor, Department of Sociology, University of Oklahoma, Norman, Oklahoma
- 2012-present Affiliate Faculty, Center for Social Justice, The Women's and Gender Studies' Center, University of Oklahoma, Norman, Oklahoma
- 2005-present Adjunct Assistant Professor, Department of Health Administration and Policy, College of Public Health, University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma
- 2004-present Adjunct Assistant Professor, Departments of Health Policy and Management and Epidemiology and Biostatistics, School of Rural Public Health, Texas A&M University System Health Science Center, College Station, Texas

#### Frequently Taught Advanced Programs Courses

- PSC5913 – Introduction to Analysis of Political and Administrative Data
- PSC5143 – Program Evaluation
- PSC5233 – Health Policy
- PSC5343 – Public Policy and Inequality

#### Major Areas of Teaching and Research Interest

- Teaching – Statistics, Research Methods, Inequality, Health and Medical Issues
- Research Interests – Health and Medicine, Public Policy

#### Representative Publications and Presentations

- Miller, Leslie A. and B. Mitchell Peck. 2019. Peoples' experiences with pouches (PEWP) study: Ostomate-provider interactions. *Journal of Patient Experiences* (forthcoming).
- Jones, Melissa S., B. Mitchell Peck, Susan F. Sharp, and David A. McLeod. 2019. Childhood adversity and intimate partner violence: The mediating influence of PTSD in a sample of women prisoners. *Journal of Interpersonal Violence* (forthcoming).
- Peck, B. Mitchell, Erin M. Davis, Jennifer David Peck, and Howard B. Kaplan. 2015. Associations between early alcohol and tobacco use and prolonged time to puberty in males. *Child: Care, Health & Development* 41(3):337-503.
- Peck, B. Mitchell and Meredith Denney. 2012. Disparities in the conduct of the medical encounter: The effects of physician and patient race and gender. *Sage Open* 2(3):1-14.
- Sharp, Susan, B. Mitchell Peck, and Jennifer Hartsfield. 2012. Adverse childhood experiences and substance abuse among women prisoners: A general strain theory approach. *Journal of Criminal Justice* 40(3):202-211.
- Clark, Rob and B. Mitchell Peck. 2012. Examining the gender gap in life expectancy: A cross-national analysis, 1985 – 2005. *Social Science Quarterly* 93(3):820-837.
- Peck, B. Mitchell and Sonya Conner. 2011. Talking with me or talking at me? The impact of status characteristics on doctor-patient interaction. *Sociological Perspectives* 54(4):547-567.
- Peck, B. Mitchell. 2011. Age-related differences in doctor-patient interaction and patient satisfaction. *Current Gerontology and Geriatrics Research* 11(1):1-10.

- Peck, B. Mitchell, Paul R. Ketchum, and David G. Embrick. 2011. Racism and sexism in the gaming world: Reinforcing or changing stereotypes in marketed computer games? *Journal of Media and Communication Studies* 3(6):212-220.
- Peck, Jennifer David, B. Mitchell Peck, Valerie J. Skaggs, Miyuki Fukushima, and Howard B. Kaplan. 2011. Socio-environmental factors associated with puberty development in females: The role of prepubertal tobacco and alcohol use. *Journal of Adolescent Health* 48(3):241-246.
- Peck, B. Mitchell, Margo-Lea Hurwicz, Marcia Ory, Paula Yuma, and Mary Ann Cook. 2010. Race, gender, and lifestyle discussions in geriatric primary care medical visits. *Health* 2(10):1150-1155.

### **Representative Honors and Awards Received**

Faculty Enrichment Grant, Office of the Vice President for Research, University of Oklahoma

### **Major Professional Affiliations**

- Academy Health
- Alpha Kappa Delta Honor Society
- American Public Health Association
- American Sociological Association
- Phi Kappa Phi Honor Society
- Society of General Internal Medicine
- Southwestern Social Science Association