POLS 39003: TEXT ANALYSIS

Instructor Name: Carly Potz-Nielsen
Semester/Year: Spring 2021
Number of Credits: 3 credits

Class Location: ONLINE
Class Meeting Day(s) & Time(s*):* LECTURE 080 M 5:00 – 7:40
Synchronous sessions will take place during this times. The location of these sessions will be posted within the corresponding module on the course website.
Office Hours: Virtual office hours will be held via Zoom on Fridays, 8:00 – 10:00am and by appointment.
Email: c.potznielsen@tcu.edu
Response Time: Emails will be answered within 24 hours during the week (Monday – Thursday) and within 48 hours on the weekend (Friday – Sunday).

FINAL EXAM DATE & OTHER IMPORTANT DATES

Final Presentations The final exam period for this class is Wednesday, May 5th 5:00 – 7:30pm. During this time, students will watch and give feedback on their peers' research presentations.

Text Analysis Project The final project for the course will be due on May 7th at 11:59PM CST. *Note: Graduating seniors may have to arrange an alternative due date!*

COURSE DESCRIPTION

Scholars have long used text produced by governments, media, elites, parties, and private citizens to learn about the world. Developments in statistics and computer science have allowed for a recent expansion in our ability to use texts on a large scale to identify and develop new types of information. Whether we are aware or not, we use text daily to tell stories, provide explanations, or support our arguments. We pull quotes, summarize studies, or paraphrase news reports. This course builds on those instincts by covering how to extract information from texts on a large scale to see and describe trends, classify documents, identify meaning, and record events within the world.

LEARNING OUTCOMES

- **Major learning outcomes** Topics include political science methods applied to various research problems such as political behavior, public policy analysis, and program evaluation.

- **Course Learning Outcomes**
    1. Select documents to answer research questions
    2. Identify the appropriate tools to extract information from text
    3. Critique potential biases in data originating from texts
    4. Interpret and model information contain within text

PREREQUISITES / PROGRAM OR MAJOR CONNECTIONS

Prerequisites POSC 20093 or consent of the instructor.

Program/Major connections This course can fill one of the general requirements for the BA and BS track in the political science major.

TCU Core Curriculum Connections Writing Emphasis - TCUCC

REQUIRED TEXTS / MATERIALS

There is no required textbook for this course. Course readings will be posted on the website, either as pdf or as hyperlinks.

Additionally, students will be required to *download R and RStudio*, both which are available online for no additional cost. Students should make arrangements to have access throughout the semester to a computer and a drive to save their work, for example, a thumb drive, an online cloud drive, like Google or Dropbox, or a shared drive.

ADDITIONAL / SUPPLEMENTARY RESOURCES

This course will use the statistical software R to perform some of the analysis. For students who would like more information regarding R, the following references will be useful:

- Li, Quan. "Using R for Data Analysis in Social Sciences: A research project-oriented approach." 2019. New York, NY : Oxford University Press.

- Monogan, James E. III. "Political Analysis Using R." 2015. Springer. Available for free from library website.

- Wickham, Hadley and Garrett Grolemund. "R for Data Science." http://r4ds.had.co.nz/

- R package swirl

- Quick R website: http://www.statmethods.net/

- Interactive R Tutorial: http://tryr.codeschool.com/

- Stack Overflow for Troubleshooting: https://stackoverflow.com/questions/tagged/r

- Google your question or error + "in R"

TEACHING PHILOSOPHY

As a teacher, I enjoy sharing with students perspectives and tools to help them evaluate and interact with a world that is constantly bombarding them with differing facts and explanations. Within my courses, I provide the conceptual grounding for evaluating empirical patterns and the skills to effectively analyze and communicate conclusions. To meet this goal, I work to ensure that students understand that the course is an opportunity for them to learn, instead of another hoop they have to jump through to graduate. As students become more effective at communicating their arguments, perspectives, and conclusions they contribute to broader, more

interesting understandings of political phenomena. In the first and last class of every course, I stress that students have a role in the creation and development of knowledge. By being thoughtful about how they share their expertise, they can impact the shape of the world around them.

INSTRUCTIONAL METHODS

Each week will contain three minimal points of course engagement.

Lectures (synchronous)

Lecture sessions will review the course concepts via examples and activities. Lecture slides will be available through the course website.

Objective: Lectures provide the base knowledge on the content and its context within the course. They will be the primary means through which content is introduced and explained throughout the course. A successful student will not only attend lectures but will participate throughout in class discussion and by asking questions.

Pre-Class Work (asynchronous)

For most classes, students will be asked to locate different types of texts, summarize existing studies, or collect specific information. This information be used and referenced in class discussion and activities.

Objective: Pre-class work provides an empirical context for the methods discussed in class. A successful student will complete the pre-class work at prior to each session.

Class Discussions/Groups Activities (synchronous)

Group activity instructions will be posted in the corresponding module. Each group activity is accompanied by questions to be submitted through the course website. The group activities are intended to provide points of reflection, interaction with other students, and benchmarks throughout the course.

Objective: Activities allow students to experience applying course concepts to real world examples in order to make concepts less abstract. A successful student will complete the group activities and note where they connect with the course material

COURSE POLICIES AND REQUIREMENTS

ASSIGNMENTS

Class Participation (100 pts)

The concepts covered in this course build upon and speak to each other. For example, topics covered in week 10 will reference topics addressed at the beginning of the semester. Successful students will therefore regularly ask questions and engage with the course material. It should be noted that engaging with the course material is not equivalent to merely attending class. A student's participation grade is a combination of submitted class activities, attendance, and participation in lecture. Additionally, in the first week of the semester, there will be a Syllabus Quiz (10 points) covering the course policies and expectations detailed throughout the syllabus.

Location on course website: Class activity surveys posted in corresponding Course Module. Syllabus Quiz posted as an Announcement and in Introduction Module.

Outcomes: (3) Critique potential biases in data originating from texts; (4) Interpret and model information contain within texts

Pre-class work (100 pts)

Prior to each class, students will be asked to submit a short activity. This can involve answering questions regarding the course readings, locating texts or examples outside of class, gathering data, or reflecting on a given text. Pre-class work is designed so that the students come into class with a context for the course concepts covered. Since pre-class work will be used within class activities and discussion, late submissions will not be accepted.

Location on course website: Links detailing requirements for pre-class work and submission will be posted under the corresponding course content module.

Outcomes: (3) Critique potential biases in data originating from texts; (4) Interpret and model information contain within texts

Problem Sets (5 at 100 pts each)

The goal of assignments is to provide an opportunity for students to apply the different methods introduced in the course. There will be 5 assignments assigned throughout the course and all will require the student to use a method for analyzing text data. When required, code will be provided for conducting the analysis.

All assignments should be turned in on the course website as a .pdf file, following the naming convention of Lastname_assignmentname_coursenumber.pdf. For example, for the initial findings memo, my submission file should take the name Potz-Nielsen_FindingsMemo_POSC39003.pdf. If R is used within the assignment, the student's full R script should be copy+pasted on a separate page at the end of the document.

Location on course website: Problem set and submission link posted in corresponding course content module., as well as in the Activities tab.

Outcomes: (2) Identify the appropriate tool to extract information from text; (3) Critique potential biases in data originating from texts; (4) Interpret and model information contain within texts

Final Project (300 pts)

The final project will involve an analysis of a corpus of documents using one of the methods used in this class. The final project will include a presentation (100 points) and a paper (100 points) describing the method used, the student's findings, qualifications to these findings, and, most importantly, what the findings tell us about the world. Students will be allowed to work in groups, but each student will be required to participate in the presentation. There will be a *Proposed Project Memo (February 26th)* worth 50 points and *Initial Findings Memo (April 9th)* worth 50 points. The purpose of these memos is to serve as a check-in for the final project and to make sure students are on course to complete their final analysis.

Location on course website: Resources and the submission link for the final project will be available in the Project Module.

Outcomes: (1) Select documents to answer research questions; (2) Identify the appropriate tool to extract information from text; (3) Critique potential biases in data originating from texts; (4) Interpret and model information contain within texts

GRADING

FINAL GRADE ELEMENTS / GRADE BREAKDOWN:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage	Points
2,3,4	Problem Sets (5 at 100 points each)	50%	500
3,4	Class Participation	10%	100
3,4	Pre-class work	10%	100
1,2,4	Final Project	30%	300

FINAL +/- GRADE SCALE:

Grade	Score	Grade	Score
A	93–100	C	73–76.99
A-	90–92.99	C-	70–72.99
B+	87–89.99	D+	67–69.99
B	83–86.99	D	63–66.99
B-	80–82.99	D-	60–62.99
C+	77–79.99	F	0–59.99

OFFICE HOURS
Office hours will be held virtually through a Zoom meeting. The link for office hours can be found in the Introduction course module on the course website. If a student wishes to set up an appointment for office hours, they should give at least a 12-hour notice. Appointments will not be held on weekends (Friday 8pm – Monday 8am.)

LATE WORK
There is a penalty of 5 points for each day an assignment is late. However, late penalties will be waived for problem sets if the student emails the instructor before the original time an assignment is due and organizes an alternative due date. Extensions on the final project should be cleared with instructor one week before due date. No extensions will be granted for pre-class work. Extensions on extensions are not allowed. *It is the student's responsibility to keep track of outstanding assignments.*

WORKING IN GROUPS
Students are permitted to work in groups for both the problem sets and the final project. Students working in groups should clear their group with the professor 1 day prior to the original due date for the assignment. For the final project, groups must be submitted 1 day prior to the Initial Findings Memo deadline (4/9). At that point, the students will be placed into a group for that assignment and will be graded as a group. The group should submit

one assignment will all member names included. If a group member isn't specified before the 1-day deadline, they should submit their own, individual, *unique,* submission.

GRADING CONCERNS

Students should wait to ask questions about their grades until 24hours has passed from when the assignment or exam was handed back. Disputes should be addressed one-on-one, outside of class, within two weeks of when the assignment or exam was handed back. Any disputes after that period need to be accompanied with a written memo of where and why the points should be earned.

PARTICIPATION / ENGAGEMENT (ATTENDANCE)

Successful students will regularly ask questions and engage with the course material. It should be noted that engaging with the course material is not equivalent to merely attending synchronous session. Students can participate by attending office hours, using the chat during lecture sessions, contributing in class activities, discussing material with the instructor, emailing questions about the class, or contributing to discussion boards on the course website.

CLASS NORMS & NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (http://www.albion.com/netiquette/).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please [review TCU's guidelines on electronic communications](https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/) (email, text messages, social networks, etc.) from the Student Handbook. (https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/)

Course material is expected to remain within the course. This means that students should not record, screenshot, download, or edit course material for any use outside the course without the written permission of the instructor. Further, any material produced by other students, such as discussion posts, chat questions, group assignments, or research projects, should not be copied or edited for sharing without the student's written permission.

TECHNOLOGY POLICIES

Students are required to have access to a computer with internet connect for the use of the course site. In addition, **students will be required to download the free statistical software, R and RStudio,** for the lab sessions and for use in the final research project. As the primary form of the communication will be email and announcements through the course cite, students are encouraged to set up push notifications for their email accounts and for the course site (https://documentation.brightspace.com/EN/brightspace/requirements/all/pulse.htm).

EMAIL

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis. Students are expected to have read and understood any information contained within class emails 48hours after they are sent.

The professor will respond to all emails and chats within 24 hours during the week (Monday – Thursday) and within 48 hours during the weekend (Friday – Sunday). If a student does not receive a reply from the professor within these time frames, the student should follow up with the professor.

ZOOM

The primary means of hosting class and office hours will be via Zoom. Links to Zoom sessions will be clearly posted with their passwords in the corresponding course module for the day, under Content -> Modules on the course website. Links to office hours can be found in the Introduction module and in the course announcements.

RECORDING OF CLASS SESSIONS

There may be some live class sessions that are recorded for use by enrolled students, including those who are unable to attend live, throughout the semester. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you do not wish to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not wish to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact the instructor immediately so the instructor may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

COURSE MATERIALS

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: https://security.tcu.edu/polproc/usage-policy/.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at https://tcu.codes/code/index/), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

ACADEMIC MISCONDUCT

- Academic Misconduct (Sec. 3.4 from the TCU Code of Student Conduct): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of

Campus Life and are also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#) Specific examples include, but are not limited to:

- **Cheating**: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore. If concerns arise the instructor will use the online service of TurnItIn via TCU Online/D2L to check for plagiarism in student submissions.
- **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials**: Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
- **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.

TCU ONLINE: OUR LEARNING MANAGEMENT SYSTEM

GETTING STARTED WITH TCU ONLINE

Technical Requirements: Check your computer is ready by looking at the [specifications list](#). (https://community.brightspace.com/s/article/Brightspace-Platform-Requirements)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following [website](http://d2l.tcu.edu) (http://d2l.tcu.edu) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (http://tcuonline.tcu.edu/kb/how-do-i-log-in/).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

HOW THIS COURSE WILL USE TCU ONLINE

The course website will be the primary point of interaction for this course. Lectures, lecture notes, and group assignments for each class will be posted under the Content tab. Grades and feedback for assignments, exams, activities, and the final project will be posted under the Assessment tab. Assignments, discussions, quizzes, and exams are posted under the Activities tab and should be submitted through the website. Students should make use of the course calendar to keep up with due dates and synchronous sessions.

GETTING HELP WITH TCU ONLINE

If you experience any technical problems while using TCU Online, please do not hesitate to contact the TCU Online (D2L) Help Desk. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

> Phone: 1-877-325-7778
> Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

IF YOU ARE WORKING WITH THE HELP DESK TO RESOLVE A TECHNICAL ISSUE, MAKE SURE TO KEEP ME UPDATED ON THE TROUBLESHOOTING PROGRESS.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

PERSONAL SETTINGS & NOTIFICATIONS FOR TCU ONLINE

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

STUDENT SUCCESS TOOLS FOR TCU ONLINE

PULSE

Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: https://www.d2l.com/products/pulse/.

READSPEAKER

ReadSpeaker includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more

about how to use ReadSpeaker tools here: https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/

SUPPORT FOR TCU STUDENTS

CAMPUS LIFE AND THE STUDENT EXPERIENCE WILL BE DIFFERENT THIS YEAR

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

HEALTH AND WELLNESS

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: https://www.cdc.gov/coronavirus.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

FACE COVERINGS AND PHYSICAL DISTANCING

Face coverings are required on campus, unless you are alone in your private office or dorm room. Students are expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session. Failure to comply with the instructor's request to adhere to TCU policy regarding face coverings or repeat violations may be reported to Campus Life.

STUDENT ACCESS AND ACCOMMODATION

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and

Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at https://www.tcu.edu/access-accommodation/ or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

Audio recordings of class lectures are permitted for students as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated. By participating in this course, you are giving your implied consent to this recording. If you anticipate that you will not consent to your audio participation being recorded, please contact the instructor immediately so the instructor may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

TCU POLICY FOR RELIGIOUS OBSERVATIONS & HOLIDAYS

"Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University." For more information, please visit the TCU Policy for Religious Observations & Holidays webpage.

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Couts Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

ANTI-DISCRIMINATION AND TITLE IX INFORMATION

STATEMENT ON TCU'S DISCRIMINATION POLICY

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual

exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint: https://titleix.tcu.edu/title-ix/.
- Learn about the Campus Community Response Team and Report a Bias Incident: https://titleix.tcu.edu/campus-community-response-team/

STATEMENT ON TITLE IX AT TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information your share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at https://care.tcu.edu/ or by calling (817) 257-5225 or the Counseling & Mental Health Center at https://counseling.tcu.edu/ or by calling (817) 257-7863. Alleged violations can be reported to the Title IX Office at https://titleix.tcu.edu/student-toolkit/ or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

OBLIGATIONS TO REPORT CONDUCT RAISING TITLE IX OR VAWA ISSUES

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the Policy on Prohibited Discrimination, Harassment and Related Conduct.

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment.

Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, room 1010 or http://www.acs.tcu.edu/disability_services.asp.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

EMERGENCY RESPONSE INFORMATION

Please review TCU's L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (https://publicsafety.tcu.edu/less-is-more/)

TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek shelter location. (https://publicsafety.tcu.edu/)

In the event of an emergency, call the TCU Police Department at **817-257-7777.**

Download the ***Frogshield*** Campus Safety App on your phone. (https://police.tcu.edu/frogshield/)

COURSE SCHEDULE

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date and Topic	Preparation / Reading Assignment (All references are located in the corresponding content module on the course site.)

<table>
<tr><td colspan="2">Module 1: Text As Data</td></tr>
<tr><td>Week 1
(1/25)</td><td>Course Introduction and the role of text in political science
What is different in the use of text as qualitative versus quantitative data? What can it tell us about the world?

References:

∗ Schoonvelde, M., Schumacher, G., & Bakker, B. N. (2019). "Friends With Text as Data Benefits: Assessing and Extending the Use of Automated Text Analysis in Political Science and Political Psychology." Journal of Social and Political Psychology, 7(1), 124-143. https://doi.org/10.5964/jspp.v7i1.964

∗ Roberts, Carl W. (2000). "A conceptual framework for quantitative text analysis: On joining probabilities and substantive inferences about texts." Quality and Quantity, 34 (3): 259-274.

∗ W. Lowe. (2004). "Content analysis and its place in the (methodological) scheme of things." Qualitative Methods2(1): 25-27.</td></tr>
<tr><td>Week 2
(2/1)</td><td>Thinking about text and meaning:
What part of the text holds meaning? how do researchers decide where to look for information within the text? What types of information does text contain?

References:

∗ Grimmer, J. & Stewart, B. (2013). "Text as data: The promise and pitfalls of automatic content analysis methods for political texts. "Political Analysis, 21, 267- 297. doi: 10.1093/pan/mps028

∗ Hopkins, D and King, G. (2010). "Extracting systematic social science meaning from text." American Journal of Political Science, 54, 229247.</td></tr>
<tr><td colspan="2">Problem Set 1 Due, 2/5 11:59pm CST</td></tr>
<tr><td>Week 3
(2/8)</td><td>Learning about text and using text to learn about the world:
How can we can we learn about documents themselves? How can we use documents to learn about the world?

References:

∗ Krebs, Ronald R. (2015). "How Dominant Narratives Rise and Fall: Military Conflict, Politics, and the Cold War Consensus." International Organization, vol. 69, no. 4: 809845.</td></tr>
</table>

∗ Zhou, Matt. "Hamilton: A Text Analysis of the Federalist Papers." https://medium.com/@mattzhou/ hamilton-a-text-analysis-of-the-federalist-papers-e64cb1764fbf

∗ Eshbaugh-Soha, M (2010). "The tone of local presidential news coverage." Political Communication, 27, 12140.

Week 4
(2/15)

Selecting text and gathering documents:
How do we decide what text to look at? what determines the information that we look for within the text?

References: *(pick 3)*

∗ Connolly-Ahern, C., Ahern, L., Bortree, D.S. (2009). "The effectiveness of stratified constructed week sampling for content analysis of electronic news source archives: AP Newswire, Business Wire, and PR Newswire." Journalism & Mass Communication Quarterly, 86, 862-883. doi: 10.1177/107769900908600409

∗ Luke, D.A., Caburnay, C.A., Cohen, E.L. (2011). "How much is enough? New recommendations for using constructed week sampling in newspaper content analysis of health stories." Communication Methods and Measures, 5, 76-91. doi: 10.1080/19312458.2010.547823

∗ Wang, X. & Riffe, D. (2010). "An exploration of sample sizes for content analysis of the New York Times Web Site." Web Journal of Mass Communication Research, no. 20. Retrieved from http://wjmcr.info/2010/05/01/an-exploration-of-sample-sizes-for-content-analysis-of-the-new-york-times-web-site/

∗ Benoit, Kenneth, Conway, Drew, Lauderdale, Benjamin E., Laver, Michael and Mikhaylov, Slava. (2015). "Crowd-sourced text analysis: reproducible and agile production of political data." American Political Science Review.

∗ Berinsky, Adam and Gregory Huber and Gabriel Lenz. (2011). "Evaluating Online Labor Markets for Experimental Research: Amazon.coms Mechanical Turk." Political Analysis 20, 3. 351-368

∗ Jackman, Simon. 2006. "Data from the Web Into R." The Political Methodologist. 14, 2. 11-15

Module 2: Tools for analyzing texts

Problem Set 2 Due, 2/19 11:59pm CST

Week 5
(2/22)

Analyzing text using humans:
What are humans good at finding and understanding within text? What are they bad at?

References:

∗ Hak, A, & Bernts, A.P.J. (1996). "Coder training: Theoretical Training or Practical Socialization?. " Qualitative Sociology, *19*(2), 235–257. Retrieved from http://hdl.handle.net/1765/20956

* Clifford, Scott, and Jennifer Jerit. (2013). "How Words Do the Work of Politics: Moral Foundations Theory and the Debate over Stem Cell Research." The Journal of Politics 75 (3): 65971.

* Franz, Michael M., Erika Franklin Fowler, and Travis N. Ridout. (2016). "Loose Cannons or Loyal Foot Soldiers? Toward a More Complex Theory of Interest Group Advertising Strategies.". American Journal of Political Science 60 (3): 73851.

Project Proposal Due 2/26, 11:59PM CST

Week 6
(3/1)

Analyzing text using machines (semi-automated and automated approaches):
What are machines good at finding and understanding within text? What are they bad at?

References: *(pick 3)*

* D Hopkins and G King. (2010). "A Method of Automated Nonparametric Content Analysis for Social Science." American Journal of Political Science, Vol. 54, No. 1, January 2010, 229247.

* Conway, M. (2006). "The subjective precision of computers: A methodological comparison with human coding in content analysis." Journalism & Mass Communication Quarterly, 83, 186-200. doi: 10.1177/107769900608300112

* Lewis, S. C., Zamith, R., & Hermida, A. (2013). "Content Analysis in an Era of Big Data: A Hybrid Approach to Computational and Manual Methods." Journal of Broadcasting & Electronic Media,57(1), 3452. doi:10.1080/08838151.2012.76170

* W. Lowe and K. R. Benoit. (2013). "Validating estimates of latent traits from textual data using human judgment as a benchmark." Political Analysis. 21(3): 298-313

* Lucas, Christopher, Richard Nielsen, Margaret E. Roberts, Brandon M. Stewart, Alex Storer, and Dustin Tingley. (2015.) "Computer assisted text analysis for comparative politics." Political Analysis, 23(2): 254-277

Module 3: Identifying meaning in text

Problem Set 3 Due, 3/5 11:59pm CST

Week 7
(3/8)

Identifying Meaning - Mechanical Approach:
What is in the document?

References:

* Eichstaedt, J. C., Schwartz, H. A., Kern, M. L., Park, G., Labarthe, D. R., Merchant, R. M., Jha, S., Agrawal, M., Dziurzynski, L. A., Sap, M., et al. (2015). "Psychological language on twitter predicts county-level heart disease mortality." Psychological science, 26(2):159169

* Schwartz,H.A.,Eichstaedt,J.C.,Kern,M.L.,Dziurzynski,L.,Ramones,S.M.,Agrawal, M., Shah, A., Kosinski, M., Stillwell, D., Seligman, M. E., et al. (2013). "Personality, gender, and age in the language of social media: The open-vocabulary approach." PloS one, 8(9):e73791

∗Park, G., Schwartz, H. A., Eichstaedt, J. C., Kern, M. L., Kosinski, M., Stillwell, D. J., Ungar, L. H., and Seligman, M. E. (2015). "Automatic personality assessment through social media language." Journal of personality and social psychology, 108(6):934

Week 8 (3/15)	**Identifying Meaning - Event approach:** What is identified by the document?

References:

∗ Gary King and Will Lowe. (2003.) "An Automated Information Extraction Tool for International Conflict Data with Performance as Good as Human Coders: A Rare Events Evaluation Design." International Organization, 57, pp 617642.

∗ Michael Laver and John Garry. (2000.) "Estimating Policy Positions from Political Texts." American Journal of Political Science Vol. 44, No. 3, pp. 619-634

Problem Set 4 Due, 3/19 11:59pm CST

Week 9 (3/22)	**Identifying Meaning - Latent approach:** What is the document saying?

References:

∗ Roberts, Margaret E, Brandon Stewart, and Dustin Tingley. (2016.) "Navigating the Local Modes of Big Data: The Case of Topic Models." In Computational Social Science: Discovery and Prediction. ed. R. Michael Alvarez, New York: Cambridge University Press.

∗ Mohr, John W., Robin Wagner-Pacifici, Ronald L. Breiger, and Petko Bogdanov. (2013.) "Graphing the Grammar of Motives in U.S. National Security Strategies: Cultural Interpretation, Automated Text Analysis and the Drama of Global Politics." Poetics 41 (6):670-700.
http://dx.doi.org/10.1016/j.poetic.2013.08.003

∗ DiMaggio, Paul, Manish Nag, and David Blei. (2013.) "Exploiting Affinities between Topic Modeling and the Sociological Perspective on Culture: Application to Newspaper Coverage of U.S. Government Arts Funding." Poetics 41 (6):570-606.
http://dx.doi.org/10.1016/j.poetic.2013.08.004

Week 10 (3/29)	**Identifying Meaning - Sentiment approach:** What is the tone of the document?

References: *(pick 3)*
∗ S.-O. Proksch, W. Lowe, and J. Wackerle and S. Soroka (2019) "Multilingual sentiment analysis: A new approach to measuring conflict in parliamentary speeches." Legislative Studies Quarterly44:97-131.

∗ Monroe, BL, MP Colaresi, and KM Quinn (2008). "Fightin' words: Lexical feature selection and evaluation for identifying the content of political conflict." Political Analysis, 16, 372403.

∗ Busch, Marc L., and Krzysztof J. Pelc. (2019). "Words Matter: How WTO Rulings Handle Controversy." International Studies Quarterly

∗ Back, M. D., Küfner, A. C., and Egloff, B. (2010). "The emotional timeline of september 11, 2001." Psychological Science, 21(10):14171419 4/12

∗ Back, M. D., Küfner, A. C., and Egloff, B. (2011). "Automatic or the people?: Anger on september 11, 2001, and lessons learned for the analysis of large digital data sets." Psychological Science, 22(6):837

∗ Dehghani, M., Bang, M., Medin, D., Marin, A., Leddon, E., and Waxman, S. (2013). "Epistemologies in the text of childrens books: Native-and non-native- authored books." International Journal of Science Education, 35(13):21332151

∗ Iliev, R., Hoover, J., Dehghani, M., and Axelrod, R. (2016). "Linguistic positivity in historical texts reflects dynamic environmental and psychological factors." Proceedings of the National Academy of Sciences, 113(49):E7871E7879

Module 4: Validating data from text

Problem Set 5 Due, 4/2 11:59pm CST

Week 11
(4/5)

Modeling text:
Is what we found actually what we meant to find? Does it really mean what we think it does?

References: *(pick 3)*

∗ W. Lowe, K. Benoit, S. Mikhaylov, and M. Laver (2011) "Scaling policy positions from coded units of political texts." Legislative Studies Quarterly.36(1): 123-155.

∗ Eggers, A. C. and Spirling, A. (2014.) "Ministerial Responsiveness in Westminster Systems: Institutional Choices and House of Commons Debate, 1832-1915." American Journal of Political Science, 58: 873-887

∗ Leskovec, Jure and Backstrom, Lars and Kleinberg, Jon. (2009.) "Meme-tracking and the Dynamics of the News Cycle." Proceedings of the 15th ACM SIGKDD International Conference on Knowledge Discovery and Data Mining.

∗ Eggers, A.C and Spirling, A. (2018) "The Shadow Cabinet in Westminster Systems. Modeling Opposition Agenda Setting in the House of Commons, 1832-1915." British Journal of Political Science; Cambridge Vol. 48, Iss. 2, 343-367.

∗ Cristian Danescu-Niculescu-Mizil, Robert West, Dan Jurafsky, Jure Leskovec, Christopher Potts. 2013. "No Country for Old Members: User Lifecycle and Linguistic Change in Online Communities." Proceedings of WWW.

Initial Findings Memo Due 4/9, 11:59PM CST

Week 12
(4/12)

Validating our data:
Is what we found actually what we meant to find? Does it really mean what we think it does?

References: *(pick 3)*

∗ Hayes, A.F. & Krippendorff, K. (2007). "Answering the call for a standard reliability measure for coding data." Communication Methods & Measures, 1, 77-89. doi: 10.1080/19312450709336664

∗ Benoit, K., Laver, M. and Mikhaylov, S. (2009.) "Treating Words as Data with Error: Uncertainty in Text Statements of Policy Positions." American Journal of Political Science, 53: 495513.

∗ Stryker, J.E., Wray, R.J., Hornik, R.C., Yanovitzky, I. (2006). "Validation of database search terms for content analysis: The case of cancer news coverage." Journalism & Mass Communication Quarterly, 83, 413-430. doi: 10.1177/107769900608300212

∗Popping, Roel. (2010). "Ag09. A computer program for interrater agreement for judgments." Social Science Computer Review, 28 (3): 391-396.

∗ Pury, C. L. (2011). "Automation can lead to confounds in text analysis: Back, kfner, and egloff (2010) and the not-so-angry americans." Psychological science, 22(6):835

∗ Denny, Matthew and Arthur Spirling, 2017. "Text Preprocessing For Unsupervised Learning: Why It Matters, When It Misleads, And What To Do About It" https://papers.ssrn.com/sol3W/papers.cfm?abstract_id=2849145

Week 13 (4/19)	**Bias in our data:**

Bias in our data:
How accurate is the text we are using? How do we grapple with the fact that text is a representation created by another party? How does that effect what we are learning from it?

References:

∗ Dixon, Lucas, John Li, Jeffrey Sorensen , Nithum Thain and Lucy Vasserman. (2018) "Measuring and Mitigating Unintended Bias in Text Classification" AAAI/ACM Conference on AI, Ethics, and Society

∗ Nair, Sathvik. "How Biases in Language get Perpetuated by Technology" https://towardsdatascience.com/how-biases-in-language-get-perpetuated-by-technology-b4edc5532f3f

Week 14 (4/26)   Interpreting text as data:
What are the benefits? What are the limitations? What is the responsibility of the analyst?

References: *(pick 3)*

∗ Roberts, M. E., Stewart, B. M., Tingley, D., Lucas, C., Leder-Luis, J., Gadarian, S. K., Albertson, B. and Rand, D. G. (2014). "Structural Topic Models for Open-Ended Survey Responses." American Journal of Political Science, 58: 10641082

∗ Jacob Jensen, Ethan Kaplan, Suresh Naidu and Laurence Wilse-Samson. (2012.) "Political Polarization and the Dynamics of Political Language: Evidence from 130 Years of Partisan Speech." Brookings Papers on Economic Activity, Fall 2012, pp 1-82. See also discussion by Spirling.

∗ Spirling, A. (2012.) "U.S. Treaty Making with American Indians: Institutional Change and Relative Power, 1784-1911." American Journal of Political Science, 56: 8497

∗ Wilkerson, J., Smith, D. and Stramp, N. (2015.) "Tracing the Flow of Policy Ideas in Legislatures: A Text Reuse Approach." American Journal of Political Science, 59: 943956.

∗ Hengel, Erin, (2017.) "Publishing while female Are women held to higher standards? Evidence from peer review." http://www.erinhengel.com/research/publishing_ female.pdf

<div align="center">Final Presentations May 5ʳᵈ, 5:00 – 7:30PM CST</div>

<div align="center">Final Paper May 7th, 11:59 PM CST</div>

STUDENT PERCEPTION OF TEACHING (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open. The SPOT is the formal survey for this course and is used to make adjustments for future semesters.

In addition, there will be two informal midterm course surveys, administered by the instructor to gather information regarding the pacing, procedures, material, and workload of the course. Feedback on these surveys will be used to adapt the course within the current semester.

TCU MISSION STATEMENT

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.