

PSC 782- Advanced Research Methods in Political Science

Fall 2026

Class Information

Day and Time: We 4:00PM - 6:45PM

Classroom: TB 220 [online [campus map](#) at maps.unr.edu]

Course Information

Instructor Information

Instructor: Ryan Baxter-King

Office: Thompson 210 [online [campus map](#) at maps.unr.edu]

Phone: (775) 682-5524

Primary Contact Method – WebCampus:

- Please contact me using the WebCampus (i.e. Canvas) messaging feature rather than sending me an email. I am committed to responding to your WebCampus message within 1 business day, with the exception of extenuating circumstances.

Secondary Contact Method – Email: rbaxterking@unr.edu

Office Hours: Monday 3:00 – 5:00pm

Course Description

Techniques and methodologies currently employed in political science, including statistical measures, survey research and the relating of research to theory.

Course Pre/Co-requisites

None

Core Objectives

None

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. analyze data using ordinary least squares regression.
2. communicate statistical findings graphically.
3. assess relationships between two variables while controlling for a host of rival hypotheses.
4. relate statistical findings to readers accurately.
5. apply the theoretical skills learned in class to real world data.
6. evaluate an original theoretical argument about some political phenomena using quantitative methods in the form of a research paper.

Welcome to PSC 782!

This course is the second of three methods courses for students in UNR's Political Science PhD program. In addition to learning about quantitative methods [PSC 782](#), PhD students also take a course in research design ([PSC 781](#)) as well as a course on qualitative research methods ([PSC 784](#)).

As PhD students' primary course in quantitative methods, this class will train you to conduct independent quantitative research and to evaluate the research methods used in contemporary research papers. At the same time, the design of the course assumes that you have not previously had a formal class in statistics, probability, or calculus. This means we have a lot to get through!

This semester, you will learn the fundamentals of:

1. Probability Theory
2. Statistical Inference
3. Linear Regression
4. Causal Inference (as opposed to Descriptive Inference)
5. Data Analysis Using R

Note: While the course will require you to engage in mathematical analysis, for example solving equations and deriving some statistical quantities, in general the math you will need is basic algebra. Where more complicated concepts emerge – for example working with exponents and logarithms – you will receive support in lecture and on problem sets to help get you up to speed.

Required Texts/Course Materials

Textbooks

We will rely on two textbooks for this course. One book – *The Effect, 2nd Edition* by Nick Huntington-Klein – is required and a physical copy can be purchased through the bookstore. The second book – *OpenIntro Statistics, 4th Edition* by David Diez, Mine Cetinkaya-Rundel, and Christopher Barr – is available online.

1. *The Effect: An Introduction to Research Design and Causality, 2nd Edition* by Nick Huntington-Klein: You are required to purchase a copy of this textbook for this course, which will be our reference primarily in the second half of the course as we turn to regression and causal inference. As PhD-level researchers, we are expected to be proficient in certain research methods. At the same time, if we don't use them continuously we naturally start to forget some of the material. Having *The Effect* on your bookshelf will provide a natural resource to turn to when you need to brush up on methods discussed in this course or learn more advanced methods. Additionally, I encourage you to mark up your textbook using pencil or pen while reading. This style of active reading will help you digest the material and prepare you for lecture, weekly quizzes, and the problem sets. (FYI [there is a free copy of the 2nd edition online](#), if you ever need to quickly check something, but plan to acquire a physical copy.)
2. *OpenIntro Statistics, 4th Edition* by David Diez, Mine Cetinkaya-Rundel, and Christopher Barr: This free online textbook will be our reference for the first six weeks of the course as we learn basic probability and statistics. I strongly encourage you to either (i) download the PDFs for the

pre-class reading to a tablet so you can mark them up with a digital pen or (ii) print the textbook chapters so you can actively read them with a pen or pencil.

3. While not officially a resource for this class, you may sometimes find yourself “stuck” on pre-class reading. When this happens, sometimes it can be helpful to hear someone else talk through the material, possibly from a different angle. While there are many online resources, Khan Academy on YouTube is a classic resource and has a variety of videos related to probability and statistics. (For example, this video on “Sample Variance”:
<https://www.youtube.com/watch?v=6JFzl1DDyyk>) While you should use *The Effect* and *OpenIntro Statistics, 4th Edition* as the primary textbooks for this course, you are encouraged to leverage other online resources if you’re finding yourself stuck.

Data Analysis Software

Problem sets will include exercises in the statistical programming language R. Almost all of the “R” in this course happens in the problem sets rather than in lecture: lectures cover the concepts, and the problem sets are where you put them into practice on real data. No prior programming experience is expected; the first problem sets walk you through the basics and we build up gradually from there.

You have three options for using R via a graphical user interface called RStudio:

1. RStudio on Your Personal Computer ([Link](#)): I recommend trying to install RStudio on your personal computer. However, if you’re running into issues with the installation, here are two alternative options:
2. Posit Cloud ([Link](#)): This is likely the easiest option when it comes to setup. Posit Cloud is a free, browser-based version of RStudio — nothing to install; create a free account before the first problem set is due. (The free account has 25 hours of free compute per month — so I’d recommend using this for the first problem set or two only while working on Option #1 or Option #3.)
3. UNR Remote Desktop ([Link](#)): UNR also maintains central computers you can access remotely, either from campus or from home. If you’re encountering issues, contact UNR IT ([Link](#)).

If you get stuck on the software (as opposed to the statistics), that is exactly what office hours and your study group are for — and the AI policy below applies to R code the same way it applies to everything else: use it to get unstuck on a specific step, not to write your script.

Class Procedures/Structures

This class meets in-person in the Thompson Building. Please contact the instructor with any questions or concerns.

Course Requirements

Before Class: Weekly Pre-Class Reading (0%)

Before class, students are required to read a specific set of readings. This type of reading may be different than other reading you have completed in graduate school so far. While some weeks may ask you to read an academic article, most weeks will ask you to read one or more chapters from the two textbooks.

(You will notice that this component has a grade of “0%”. I will not directly grade your “reading” but some content from these pre-class readings will appear on the Weekly Quizzes before we cover it in lecture.)

The goal of this reading is *not* (again *not*) for you to master the material in readings before attending lecture. If you arrive at lecture with questions, that’s great! In most weeks, we will directly cover the material in class immediately after the reading is due. Instead, while completing the reading you should...

- Identify the main concepts being discussed
- Develop an early sense of what those concepts mean and why they are important
- Identify any concepts that you expect to find particularly challenging
- Prepare to answer basic questions about the reading during the Weekly Quizzes
- *Note: In OpenIntro Statistics, you are encouraged to try the practice questions embedded throughout the chapters. You are not required to complete all of these practice questions, or the practice questions at the end of the chapter, before class.*

We will discuss expectations in more detail during the first class session. While this pre-class reading is real work, and you should set aside time each week to complete the reading, doing so will help you maximize what you learn from in-class lectures and be prepared to tackle the weekly problem sets.

Start of Class: Weekly Quizzes (20%)

Each class will begin with a short quiz on (i) lecture from the previous week and (ii) the pre-class reading for the current week. At the end of the course, I will automatically drop your 1 lowest quiz grade. There is no Quiz for Week 1 of the course.

These short quizzes have two goals. First, to provide me (the instructor) with a sense of whether the class is retaining the fundamentals from each topic. Second, to provide an incentive to invest time in working through the problem sets and complete the pre-class reading.

To this end, these quizzes will *not* include the most complicated or time-intensive material from the problem sets, the textbook chapters, or the prior lecture. In fact, the quizzes will often include structurally identical questions from the most recent reading, lecture, or problem set. In short: focus on completing the other parts of the course without worrying too much about these quizzes. As long as you’re putting in the work elsewhere, that work will be reflected here, too.

During Class: Course Participation (10%)

This class will be heavily lecture-based. While not my preferred mode of instruction, it is the most efficient way to transmit the knowledge you will need to complete the problem sets and the exams – and, far more importantly, to conduct independent quantitative research after the end of the course.

What does “Course Participation” mean in a lecture-based course?

1. Arriving at class on time (with, of course, the understanding that “things happen”)
2. Actively taking notes during lecture (see below)
3. Asking questions. A hot take: We often tell students, “If you have a question, other people do too.” *This is never more true than in a class on quantitative methods.* Even students who “get” what was just discussed will benefit from hearing the material again.

Taking Notes During Lecture: I will share my lecture slides with you, and you are welcome to take notes on the slides. That said, use the first few weeks to identify what style of note-taking works best for you. Some students find that taking notes on slides allows them to listen more closely to the lecture and better absorb the material. Other students find that relying on slides means they start to lose focus, even if they are actively trying to pay attention. Either way, you should take notes by hand during class. (Of course, if an accommodation means that you best take notes in another way, that is completely welcome.)

After Class: Weekly Problem Sets (20%)

After class each week, you will be assigned a problem set to complete for the following week.

Problem sets are generally due on Tuesdays at 11:59pm PT; check the course schedule below for specific weeks. At the end of the course, I will automatically drop your 1 lowest problem set grade.

Problem sets should be submitted either to my mailbox in the Department of Political Science or via WebCampus. (If you submit via WebCampus, it must be submitted via PDF – either scanned on a scanner or using an app on your phone. Camera pictures may not be submitted.)

Before starting the problem sets, you will have seen the relevant material twice: an initial look during the pre-class reading and a more in-depth look during lecture. The problem sets are designed to allow you to slow down and work through the material in-depth and at your own pace. This is the part of the learning process where you will really absorb the material and lock it in for exams and, more importantly, your own research after the course.

Problem sets will also include exercises in the statistical programming language “R.” In these cases, you will be required to upload your R scripts to WebCampus as well as your problem sets.

Note: Review the guidelines under “Collaboration Policy” below. Following these guidelines not only keeps you in step with the course policies – but more importantly will deepen your understanding of the material.

Exam 1 - Midterm (25%)

The first midterm will take place on October 14th, in Week 8 of the course, in the usual class room. The midterm will focus on Weeks 1-6, the part of the course that focuses on basic probability and statistics. This is an opportunity for me to assess how much of the material was absorbed from this foundational part of the course and adjust, if needed, for the rest of the course. Additionally, this is

an opportunity for students to review the material from the first 6 weeks and deepen their understanding of the material.

Exam 2 - Final Exam (25%)

The final exam will take place on Wednesday, December 9 from 3-5pm in TB 220, during UNR's final exam period. (See [generic final exam schedule](#) for a Wednesday course with a 4:00pm class time.)

As with the midterm, I encourage students to come to office hours in the weeks leading up to the end of the course. Mastering the material in this course will be foundational to any quantitative analysis conducted in future research or dissertations and I'm happy to revisit any lectures, problem sets, or readings where you have lingering questions – or could use a refresher on the material.

Other Recommendations for Success in this Course

1. *Form Study Groups:* I strongly encourage you to consult each other as you work on the problem sets. By this, I mean something specific – see “Collaboration Policy” below – but you will learn a lot more in this course if you ask each other for help. While different strategies work for different folks, I encourage you to use the first few weeks to find a time where you can meet in-person and on campus to discuss the problem set and where, if anywhere, you are getting stuck.
2. *Attend Office Hours:* This is your time! If you're stuck on a problem set problem, want me to walk through part of the previous lecture, could use a brief clarification on the weekly reading, would like to discuss an upcoming exam, or have a question about a research project you're doing... please stop by!

Grading Criteria, Scale, and Standards

A: 93% - 100%	C: 74% - 76.9%
A-: 90% - 92.9%	C-: 70% - 73.9%
B+: 87% - 89.9%	D+: 67% - 69.9%
B: 84% - 86.9%	D: 64% - 66.9%
B-: 80% - 83.9%	D-: 60% - 63.9%
C+: 77% - 79.9%	F: <60%

Late Work or Make-up Exams Policies

Missed Classes: Since I expect students to attend every class session, students should contact me as soon as possible – and at the latest by 12pm on the day of class – if you cannot attend on a particular day. (In very rare cases, I understand that something may occur between 12pm and the start of class on that day: email me as soon as you know you need to miss class.)

Every student may miss 1 class day without explanation, with the exception of a day with an exam. In this instance, you do not need to explain why you are missing class. If you miss a quiz that day, that quiz will count as your 1 “automatic drop” for the semester.

Outside of this one “built in” absence, you may also be absent from class in cases of extended illness, family emergency, bereavement, or other compelling reason(s). In these situations, the student should notify me as soon as possible and within one week of the start of the absence. In such cases, I will try to develop a plan to substitute for lectures and/or exams. In these cases, I

may request formal, written documentation of the reason for the absence. I will still require you to complete the weekly reading, quizzes, and/or problem sets for the class, although – depending on the case – I may extend the deadline.

To make sure you do not fall behind due to illness, you are encouraged to (a) contact a classmate to copy their notes and (b) attend office hours to discuss the material. If you miss a class while you do not know anyone in the course, please contact the instructor and we can see about putting you in touch with someone willing to share their notes. |

Late Problem Sets: Late problem sets will not be accepted. Since the 1 lowest problem set grade will be dropped, and not turning in an assignment results in a grade of 0%, if you miss one you should plan on completing the remaining assignments.

Missed Quizzes: Missing class without prior approval will result in a grade of 0 for that week's quiz. If you miss class with my approval, I will evaluate on a case-by-case basis potentially having you complete a quiz separately.

Missed Exams: If you miss an exam due to illness, a family emergency, other similar personal extenuating circumstance, or a university-sponsored event, please contact me as soon as possible to schedule a time to make up your exam outside of class. (See above.)

More generally: stuff happens. To that end, I am committed to helping you succeed in this course as extenuating circumstances arise. All I ask is you communicate with me in a timely manner, and we will work together to solve the problem.

Grade Appeals

This course follows UNR policy on final course grade appeals. Please note you have only 10 working days from the start of the next semester to appeal any final course grade. <https://www.unr.edu/administrative-manual/3000-3999-students/3510-grade-appeal-policy-and-procedures>

Collaboration Policy

This class, as with many methods classes, has a core tension when it comes to problem sets. On the one hand, students benefit greatly from working through problems with each other. On the other hand, the line between “asking each other for help” and “copying answers” can sometimes be fuzzy.

This collaboration policy lays out guidelines for how to engage with each other on problem sets. (In the spirit of this policy, these guidelines were adapted from [similar policies in Haverford College's Department of Mathematics and Statistics](#).)

The Central Strategy: When you start working through a problem with someone...

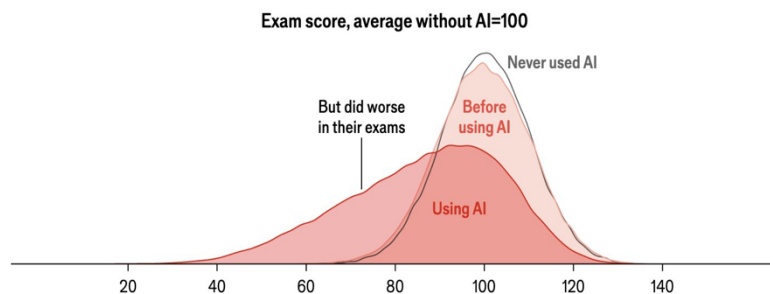
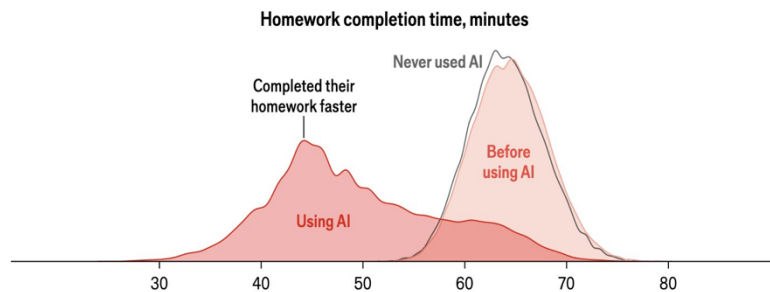
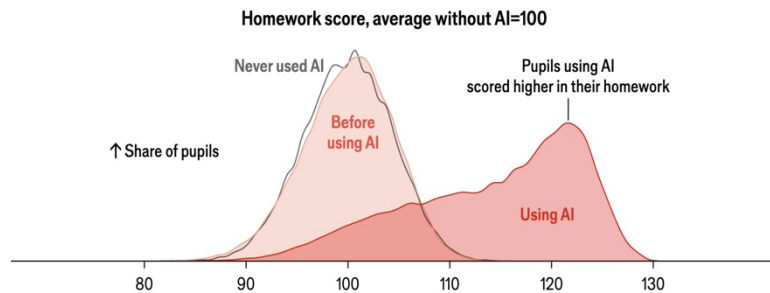
1. *Put away both of your copies of the problem set (e.g. in a folder or binder) and take out a blank sheet of paper*
2. *Work on the problem together on a blank sheet of paper*

3. *When both of you feel you understand the problem – at least enough to push forward on your own – throw the paper with the joint work in the recycling bin*
4. *Return to your problem set and continue working through the problem*
5. *Repeat as necessary, even if on the same problem*

The idea here is that you should be able to work through any problem on the problem set from start to finish. As part of this, you want to *avoid* copying a problem directly from someone else's problem set. Doing so means the problem set will be less helpful in learning the material and you will be less prepared for weekly quizzes, the exams, and to conduct your own research in the future.

At the end of each problem set, include the names of individuals with whom you collaborated.

There is no deduction for collaborating with more people along the lines of this policy; this disclosure is just to help maintain visibility.



Source: "The generative AI learning penalty: evidence from Chinese secondary education", by D. Strömberg et al., preprint June 2026

*26,811 pupils aged 12-18

Policy on the Use of Large Language Models and Other AI Tools

Large language models and other artificial intelligence tools are increasingly integrated into many parts of education, work, and personal life. In this course, you may use AI tools like ChatGPT or Claude within narrowly circumscribed bounds. Essentially, you will apply the Collaboration Policy (see above) to your interactions with the tool. These tools can be helpful in many areas but also [threaten to undermine the educational process](#).

The primary goal of this AI policy is to help you learn and retain the course material. Please read the policy carefully and actively work to apply it. If you have questions or concerns, please visit office hours to discuss.

As always, you are responsible for any mistakes that are produced by any models you use. (And these models make mistakes frequently!)

Citation: Figure is from Paul Novosad (@paulnovosad), X/Twitter, August 19, 2026 at 8:06am ET. The figure is based on data from a working paper by Strömberg, Lei & Wu (2026), "The Generative AI Learning Penalty: Evidence from Chinese Secondary Education," SSRN 6868618.

Weekly Reading

If you are struggling with the weekly reading, you may use one of these models to help you understand what the reading is saying. But you should include in all prompts starting new conversations the following text: *"I am a student in a PhD course in quantitative methods. I am reading a reading about {short description}. I am looking for help understanding some specific concepts. In addition to providing additional information about this concept, I also want you to share online resources from reputable sources where I can separately go read more. The text that I am struggling to understand in this source is '{put text here or write see attached screenshot}'. Specifically, I understand {X, Y, and Z} but do not understand {A, B, and C}."*

Problem Sets

When working on problem sets, follow the following process when using one of these tools.

Before putting away your problem set, write a prompt for the tool. Include the smallest amount of the problem that's needed to get help where you're stuck. If you're including the entire problem in the prompt, specifically instruct the model NOT to give you the entire solution

1. *Put away your problem set (e.g. in a folder or binder) and take out a blank sheet of paper*
2. *Incrementally, work through the part of the specific problem where you are having trouble. Once you think you know where to go from there, recycle the piece of paper and delete the conversation with the AI tool. (This is the analog to "throw the paper in the recycling bin" in the collaboration policy.)*
3. *Return to your problem set and continue working through the problem*
4. *Repeat as necessary, even if on the same problem*

At the end of the problem set, include a brief discussion (1-3 sentences) of how you used AI on the problem set.

Preparing for Exams

Follow the AI policy for "Weekly Readings" if you're trying to understand a specific concept or "Problem Sets" if you are working through a specific problem.

Generative AI Use is Allowed for Certain Purposes and/or Assignments

This course assumes that all work submitted by students - which includes all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by course assignment instructions. This policy indicates the following constitute violations of academic honesty and "cheating": any unauthorized use of generative AI tools (such as ChatGPT), as outlined in UNR Academic Standards ([UAM 6,502](#)).

Some assignments may allow for the use of the authorized use of such tools, but will be expressly described in the assignment instructions. For the purposes of those assignments, specific instructions will be provided on the use of generative AI tools regarding the type of work being allowed (i.e. brainstorming, drafts, final works, etc.). Please email the instructor for any questions or concerns.

Course Calendar

Week 1 - August 26

Topic: Introduction to Probability

Weekly Pre-Class Reading:

- *The Effect: Chapter 0.1 ("Welcome!"), 0.2 ("Note to Students"), and 0.6 ("Finding Stuff in This Book / The Effect Is Big")*
- *The Effect: Chapter 1*
- *OpenIntro Statistics: Chapter 1.1 and 1.3*

Problem Set 1: Due by Tuesday, September 1 by 11:59pm PT.

Week 2 - September 2 (No Class, Weekly Reading and Problem Set Only)

Topic: There is no class this week as the instructor is at a conference. There is a problem set and weekly reading; this week's reading may also be tested on the Week 3 quiz.

Weekly Pre-Class Reading:

- *The Effect: Chapter 2*
- *The Effect: Chapter 3*
- *OpenIntro Statistics: Chapter 3.1 and 3.2 (but skip 3.2.8 Bayes' Theorem)*
- *OpenIntro Statistics: Chapter 2.1 and 2.2*

Problem Set 2: Due by Tuesday, September 8 by 11:59pm PT.

Week 3 - September 9

Topic: Basic Distributions, Expected Value, and Variance

Weekly Pre-Class Reading:

- *OpenIntro Statistics: Chapter 3.4*
- *OpenIntro Statistics: Chapter 4.2 and 4.3*
- *OpenIntro Statistics: Chapter 2.1.4 (revisit)*

Problem Set 3: Due by Tuesday, September 15 by 11:59pm PT.

Week 4 - September 16

Topic: Sampling Distributions and Confidence Intervals

Weekly Pre-Class Reading:

- *OpenIntro Statistics: Chapter 3.5*

- *OpenIntro Statistics: Chapter 4.1*
- *OpenIntro Statistics: Chapter 5.1 and 5.2*

Problem Set 4: Due by Tuesday, September 22 by 11:59pm PT.

Week 5 - September 23

Topic: Hypothesis Tests and P-Values

Weekly Pre-Class Reading:

- *OpenIntro Statistics: Chapter 5.3*
- *OpenIntro Statistics: Chapter 7.1*

Problem Set 5: Due by Tuesday, September 29 by 11:59pm PT.

Week 6 - September 30

Topic: Difference-in-Means

Weekly Pre-Class Reading:

- *OpenIntro Statistics: Chapter 7.3*
- *The Effect: Chapter 5*

Problem Set 6: Due by Tuesday, October 6 by 11:59pm PT.

Week 7 - October 7

Topic: Introducing Causal Reasoning and DAGs

Weekly Pre-Class Reading:

- *The Effect: Chapter 6*
- *The Effect: Chapter 10*
- *The Effect: Chapter 7 (recommended, not required)*

Problem Set 7: Due by Tuesday, October 13 by 11:59pm PT.

Week 8 - October 14 (Exam 1)

Topic: Exam 1 (Midterm Exam)

Weekly Pre-Class Reading: *None*

Problem Set 8: *Make a reference sheet to bring to the exam. We'll discuss details in class.*

Week 9 - October 21

Topic: Bivariate Regression

Weekly Pre-Class Reading:

- *The Effect: Chapter 4*

Problem Set 9: Due by Tuesday, October 27 by 11:59pm PT.

Week 10 - October 28

Topic: Multiple Regression

Weekly Pre-Class Reading:

- *The Effect: 13.1 ("The Basics of Regression")*
 - *Note: This is a dense section with multiple sub-sections. If you're feeling stuck, do your best to finish the subsection (e.g. 13.1.2) and pick up with the next one.*

Problem Set 10: Due by Tuesday, November 3 by 11:59pm PT.

Week 11 - November 4

Topic: Difference-in-Differences and Interaction Terms

Weekly Pre-Class Reading:

- *The Effect: Chapter 16.1 and 16.2.1*
- *The Effect: Chapter 18.1*

Problem Set 11: Due by Tuesday, November 10 by 11:59pm PT.

Week 12 - November 11 (No Class, Problem Set Only)

Topic: No Class - Veterans Day

Weekly Pre-Class Reading:

- *The Effect: Chapter 18.2*
- *Academic Article (American Politics):* Ewing, Sean. "Profit Over Public Good: The Impact of Investment Firm Ownership on Local News and Political Behavior." *Political Communication* 43, no. 3 (2026): 501-538. <https://www.tandfonline.com/doi/pdf/10.1080/10584609.2025.2601736>
 - *Note: We'll discuss this article in class next week*

Problem Set 12: Due by Tuesday, November 17 by 11:59pm PT.

Week 13 - November 18

Topic: Binary Outcomes, Standard Errors, and Transformations

Weekly Pre-Class Reading:

- *The Effect: Chapter 18.3*
- *Academic Article (International Relations)*: Egel, Naomi, and Nina Obermeier. "A friend like me: The effect of international organization membership on state preferences." *The Journal of Politics* 85, no. 1 (2023): 340-344. <https://www.journals.uchicago.edu/doi/full/10.1086/722348>

Problem Set 13: Due by Tuesday, November 24 by 11:59pm PT.

Week 14 - November 25 (No Class, Problem Set Only)

Topic: No Class - Thanksgiving

Weekly Pre-Class Reading: *None. Happy Thanksgiving!*

Problem Set 14: Due by Tuesday, December 1 by 11:59pm PT.

Week 15 - December 2

Topic: Recent Advances in Causal Inference

Weekly Pre-Class Reading:

- *The Effect: Chapter 20.1*
- *Academic Article (Comparative Politics)*: Croke, Kevin, Guy Grossman, Horacio A. Larreguy, and John Marshall. "Deliberate disengagement: How education can decrease political participation in electoral authoritarian regimes." *American Political Science Review* 110, no. 3 (2016): 579-600.

Problem Set 15: Due by Tuesday, December 8 by 11:59pm PT.

University Policies

Statement on Academic Standards

The University Academic Standards Policy defines academic dishonesty, and mandates specific sanctions for violations. See the University Academic Standards policy: [UAM 6,502](#).

Statement on Student Compliance with University Policies

In accordance with section 6,502 of the University Administrative Manual, a student may receive academic and disciplinary sanctions for failure to comply with policy, including this syllabus, for failure to comply with the directions of a University Official, for disruptive behavior in the classroom, or any other prohibited action. "Disruptive behavior" is defined in part as behavior, including but not limited to failure to follow course, laboratory or safety rules, or endangering the health of others. A student may be dropped from class at any time for misconduct or disruptive behavior in the classroom upon recommendation of the instructor and with approval of the college dean. A student may also receive disciplinary sanctions through the Office of Student Conduct for misconduct or disruptive behavior, including endangering the health of others, in the classroom. The student shall not receive a refund for course fees or tuition.

Statement of Disability Services

Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the [Disability Resource Center](#) (Pennington Achievement Center Suite 230) as soon as possible to arrange for appropriate accommodations.

Statement on Audio and Video Recording

Student-created Recordings

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped, or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Instructor-created Recordings

Class sessions may be audio-visually recorded for students in the class to review and for enrolled students who are unable to attend live to view. Students who participate with their camera on or who use a profile image are consenting to have their video or image recorded. If you do not consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Students who un-mute during class and participate orally are consenting to have their voices recorded. If you do not consent to have your voice recorded during class, keep your mute button activated and only communicate by using the "chat" feature, which allows you to type questions and comments live.

Statement on Maintaining a Safe Learning and Work Environment

The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault,

domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Center for Civil Rights and Equal Access at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit the [Center for Civil Rights & Equal Access](#) page.

Statement on Campus Closures or Delays

In the event of class cancelations or delays caused by inclement weather conditions, fire/smoke conditions, or other unforeseen emergencies, the safety and well-being of students are the University's top priority. Official notifications will be disseminated through the University website and other official channels with details related to any campus delays or closures.

In the event of a campus closure, you will be informed as to whether the class will be offered remotely or if it will be canceled. If the class is cancelled, you will receive information on how to address any missed course content.

Students facing significant impacts due to these events are encouraged to communicate with their instructor for potential accommodations.

Statement for Academic Success Services

Your student fees cover usage of the [University Math Center](#), (775) 784-4433; [University Tutoring Center](#), (775) 784-6801; and [University Writing & Speaking Center](#), (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Mental Health Support Statement

There are times when you may experience difficulties in life, and you may benefit from seeking help. Mental health services are available to you as a student at no additional cost through Counseling Services at the Pennington Student Achievement Center. This includes same-day in-person and tele mental health initial consultations, brief individual counseling, and group counseling sessions. Limited same-day appointments can be scheduled online via Counseling Services or by calling 775-784-4648. Additional brief drop-in "Let's Talk" student consultations are also available in the Counseling Services Annex located at the southwest corner of Great Basin Hall.

Veteran Statement

Veterans, Reservists, National Guard and military connected family members may wish to check the office of Veteran Services for benefits and support. Besides processing VA educational benefits, the department offers a variety of programs year-round to support student academic and personal success while transitioning to higher education and throughout your educational experience. They welcome inquiries regarding VA benefits and assist in navigating resources, the campus, and in the Reno community.

Classroom and Classmate Respect

Political science courses can deal with controversial topics where people hold different views. A cornerstone of this course is productive, civil discourse where individuals can learn from one another. Doing well in this course does not require you to either share, defend or hide your political

views. However, your obligation is to engage with others in ways that do not hinder their learning experiences. If at any time you feel that this course has lost this level of respect, please contact me.

Violations of this classroom respect, per UNR's policies on complying with university policies may lead to students being academically sanctioned, changes in how they are able to interact with other students, and if deemed necessary, administrative removal from the course.

Technology in the Classroom: I am also going to ask you to take notes by hand, except when laptops (or keyboard-enabled tablets) are explicitly allowed. You may take notes using a tablet (e.g. iPad) and electronic pencil – as long as the tablet is flat on the desk.

This is to say that, except in specific situations, laptops are not permitted for use during class sessions. In my experience, laptops create a “wall” between the student and the instructor – as well as the other students. Additionally, the ease of switching to another screen distracts not only the student in question but also surrounding students. Finally, some research suggests that taking notes by hand requires us to *synthesize* material, leading to better retention, rather than just copying down every word said by the instructor or a fellow student.

Of course, if you have a specific reason you need to use a laptop in the classroom, please contact me.