

# Quantitative Methods for Political Science

Descriptive Statistics  
September 11, 2023

# Three Parts of Research

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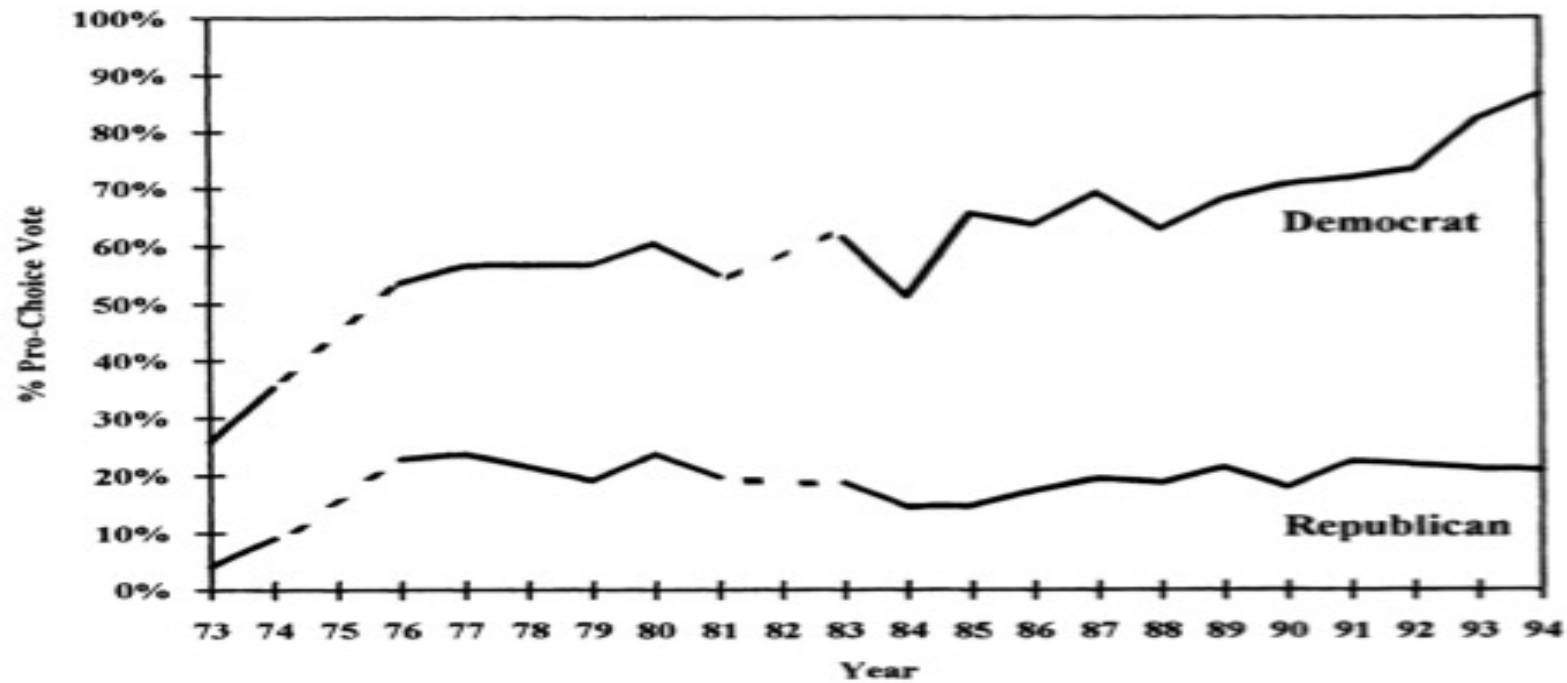
- Design—what is the question? How will we try to answer it?
- Description—what do the data say?
- Inference—What can we learn about the question from the evidence? (And, technically, what can we infer about the population given the sample)

# Partisan Attitudes toward Abortion

- Have partisan positions on abortion shifted since Roe vs. Wade (1973)?
- Two levels:
  - Elites—members of Congress
  - Masses—individuals identifying with each political party
- From Greg D. Adams (1997), “Abortion: Evidence of an Issue Evolution.” *American Journal of Political Science* 41(3): 718-737.

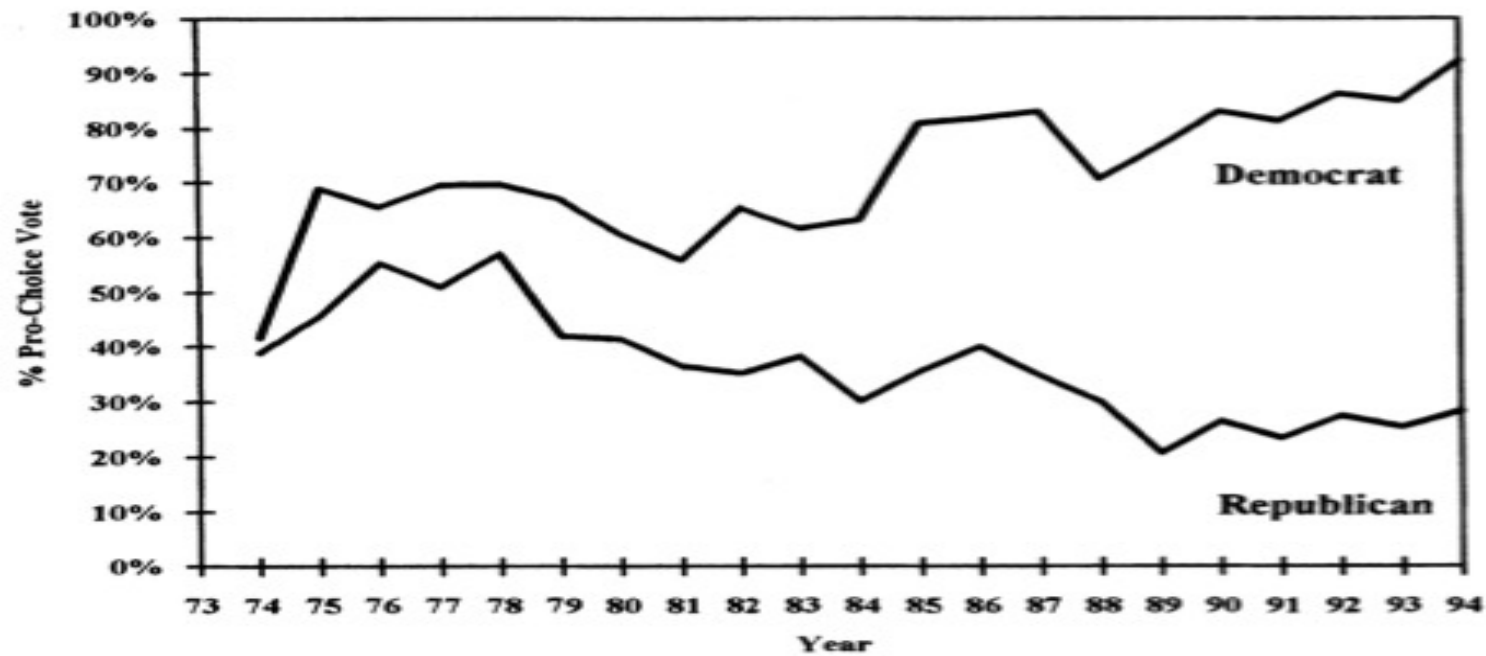
# Evidence for Elites

**Figure 1A. Percentage of House Abortion Votes That Are Pro-Choice**



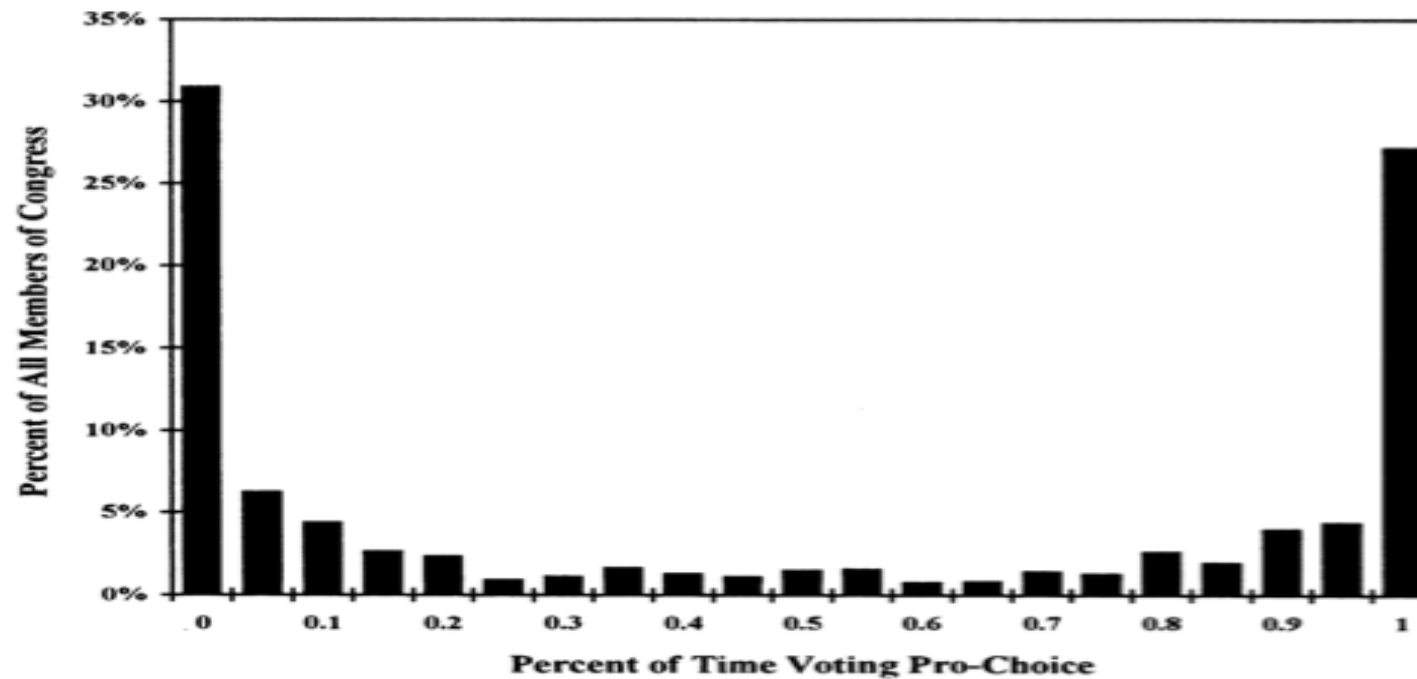
# Evidence for Elites

**Figure 1B. Percentage of Senate Abortion Votes That Are Pro-Choice**



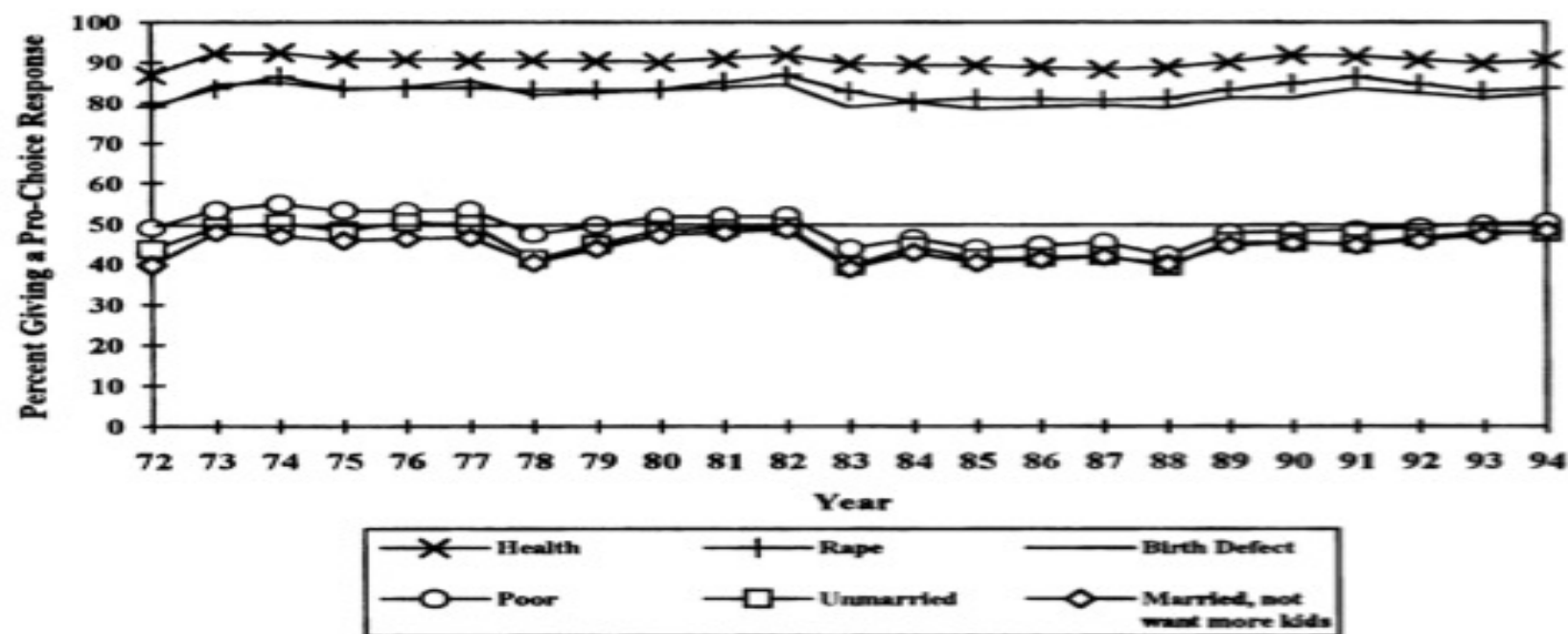
# Why? Do representatives switch?

**Figure 3. Distribution of Individual Legislators' Abortion Votes Over Entire Career**



# What about the masses?

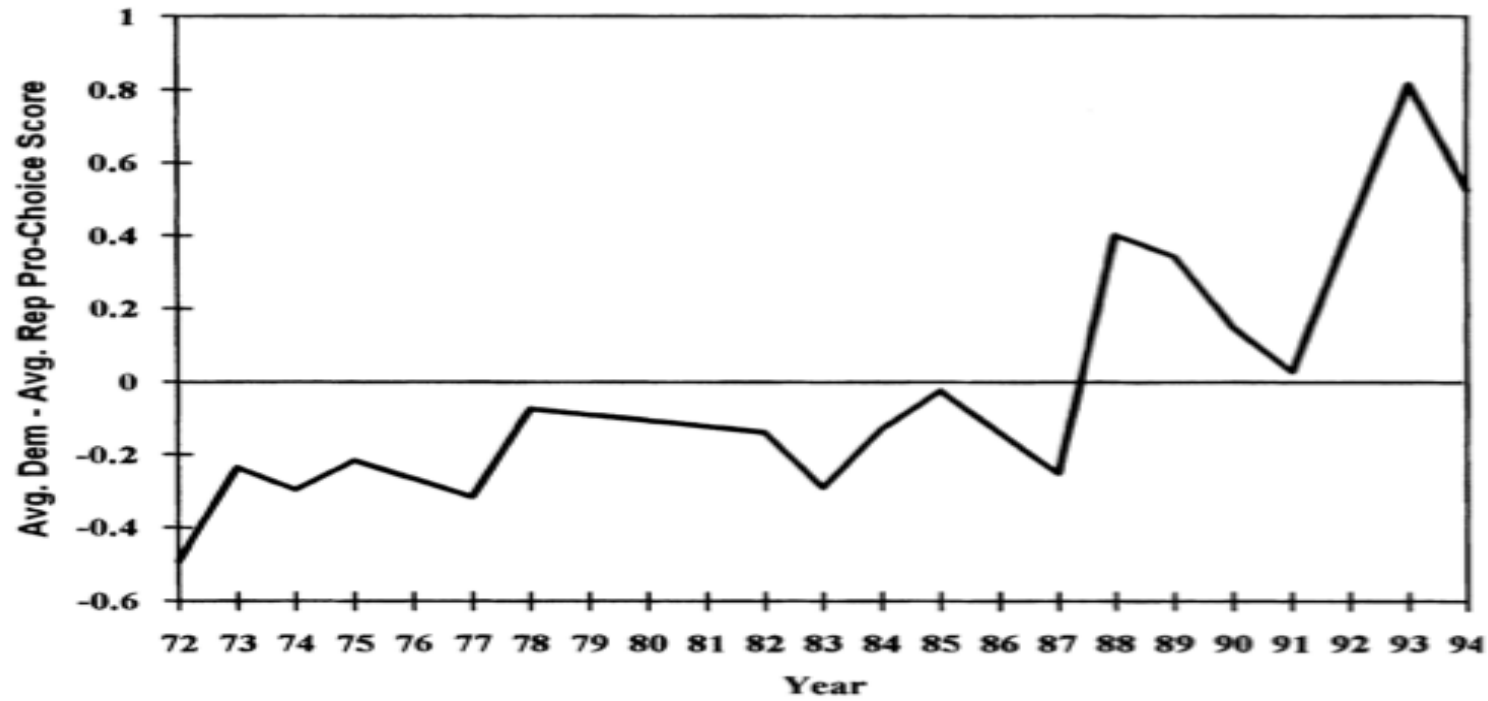
**Figure 4. Support for Abortion Rights Among Survey Respondents**  
*Source: General Social Surveys, 1972–94.*





# Partisan differences among the masses

**Figure 5. Difference Between Average Mass Republican and Democrat Pro-Choice Scores**





# Research Design

- First step—ask an interesting question
- Then, develop a theory to answer that question
- Think about how to design a study to answer that question
  - Who should participate in the study?
  - How can we isolate the relationship between variables?
  - How can we get the data we need to answer the question?
  - How will you measure concepts?

# Description

- Summarize the raw data
- Important rule—the techniques you can use to describe (and analyze) data differ depending on type of variables you have
  - Categorical variables
  - Quantitative variables
- Present the data in a useful format
  - Can serve as exploratory data analysis

# Variables

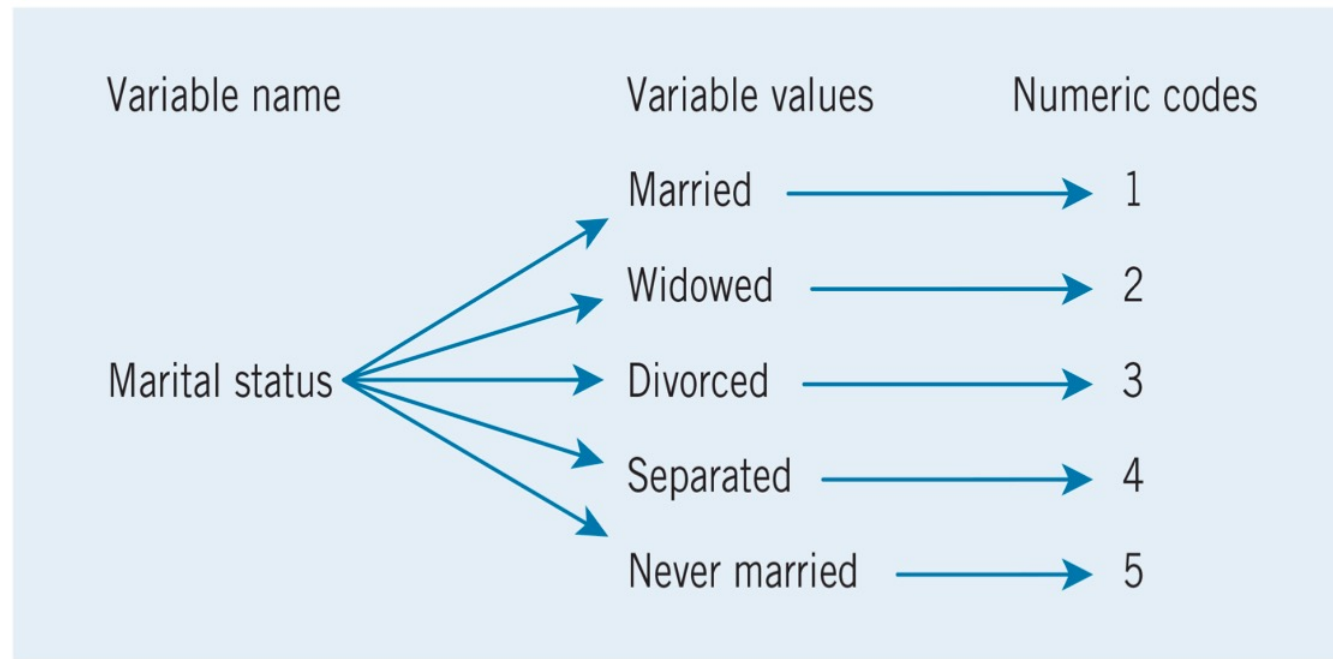
- Research pertains to some unit of analysis:
  - Individual, Household, Congressional District, State, Country, International System
- Observe characteristics of these units (observations, or cases)
- A variable is an empirical measurement of a characteristic
- Key rule—variables vary across observations
- Different types of variables based on how they are measured and what numbers mean

# Types of Variables

- Quantitative/Interval/Continuous-Observations take on numerical values
- Categorical-Observations belong to one of a set of categories
  - Nominal-Categories are named
  - Ordinal-Categories are ranked
- Dichotomous variables—two values, yes/no
  - War/not war, win/lose, etc.
- Important—all variables can be measured with numbers, these numbers mean different things for quantitative vs. categorical variables
- Examples—Age, Race, Percentage of vote candidate receives, Gender
- Many concepts can be measured at different levels

# Coding a Nominal Variable

**Figure 2-1 Anatomy of a Variable**



# Transforming Variables

- Can collapse quantitative variables into ordinal (or nominal) variables
  - Ex—income to categories (low/middle/high)
- Cannot go the other way
- Generally want to retain as much information as possible
- Level of measurement for variable should be driven by theory

# Describing Variables

- Distribution of a variable tells us what values it takes and how often it takes these values
- Techniques used to describe distribution of variables differ depending on type of variable
  - Quantitative—center, spread and shape of distribution
  - Categorical—percentage in each category
- Can describe variables individually and also examine relationship between them descriptively
  - But, need more rigorous analysis for actual hypothesis testing



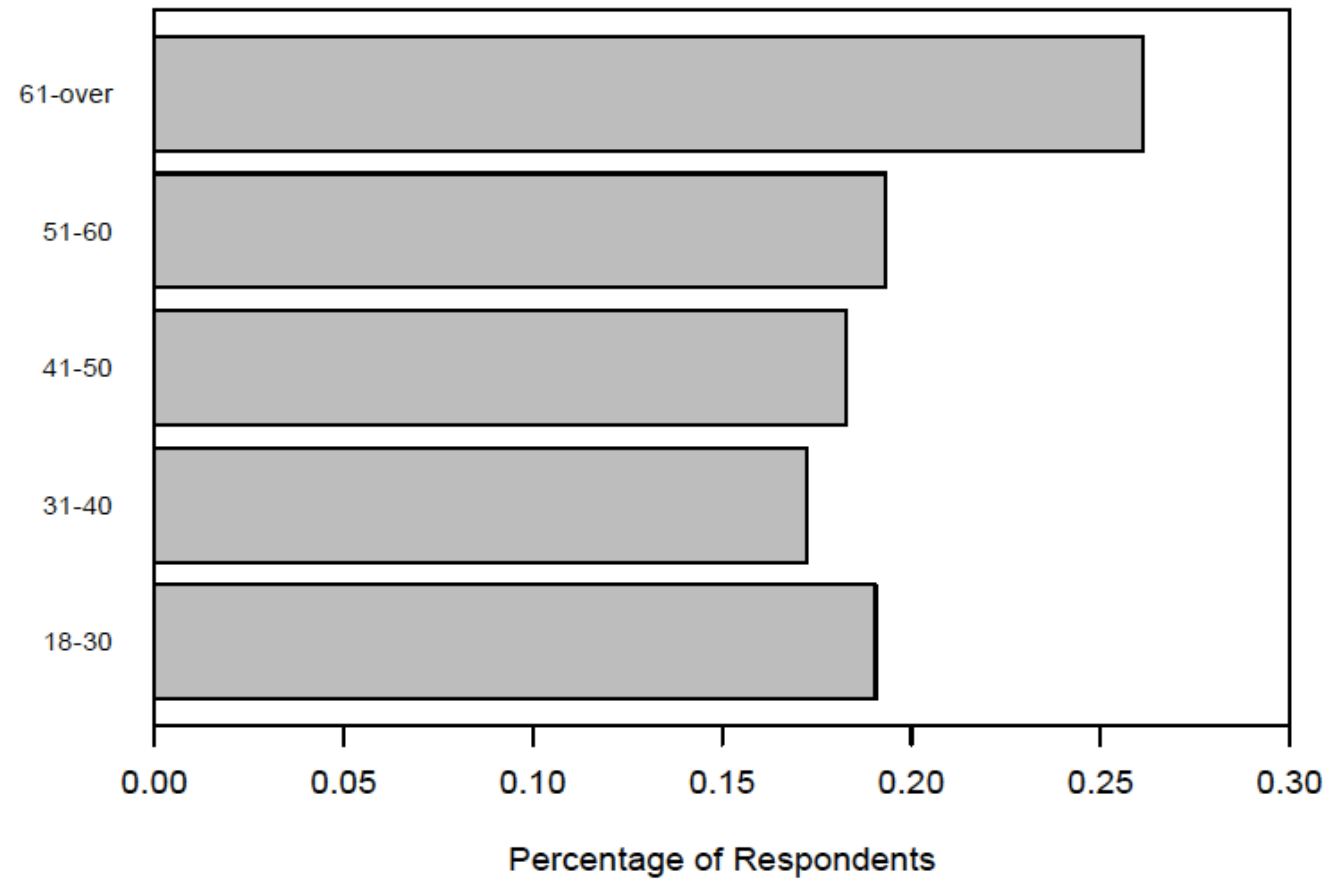
# Describing Categorical Variables

- Interested in count and/or percentage of cases that fall in each category of variable
- Ways to display this:
  - Frequency Distribution
  - Bar Chart

# Frequency Distribution

| Age Group | Frequency | Percent (%) | Cumulative (%) |
|-----------|-----------|-------------|----------------|
| 18-30     | 73        | 19.06       | 19.06          |
| 31-40     | 66        | 17.23       | 36.29          |
| 41-50     | 70        | 18.28       | 54.57          |
| 51-60     | 74        | 19.32       | 73.89          |
| 61-older  | 100       | 26.11       | 100            |
| Total     | 383       | 100         | 100            |

# Bar Chart



# Describing Quantitative Variables

- Several graphical options for quantitative variables:
  - Dot Plot-useful for smaller data files
  - Stem-and-Leaf Plot-also for smaller data files
  - Histogram-larger data files

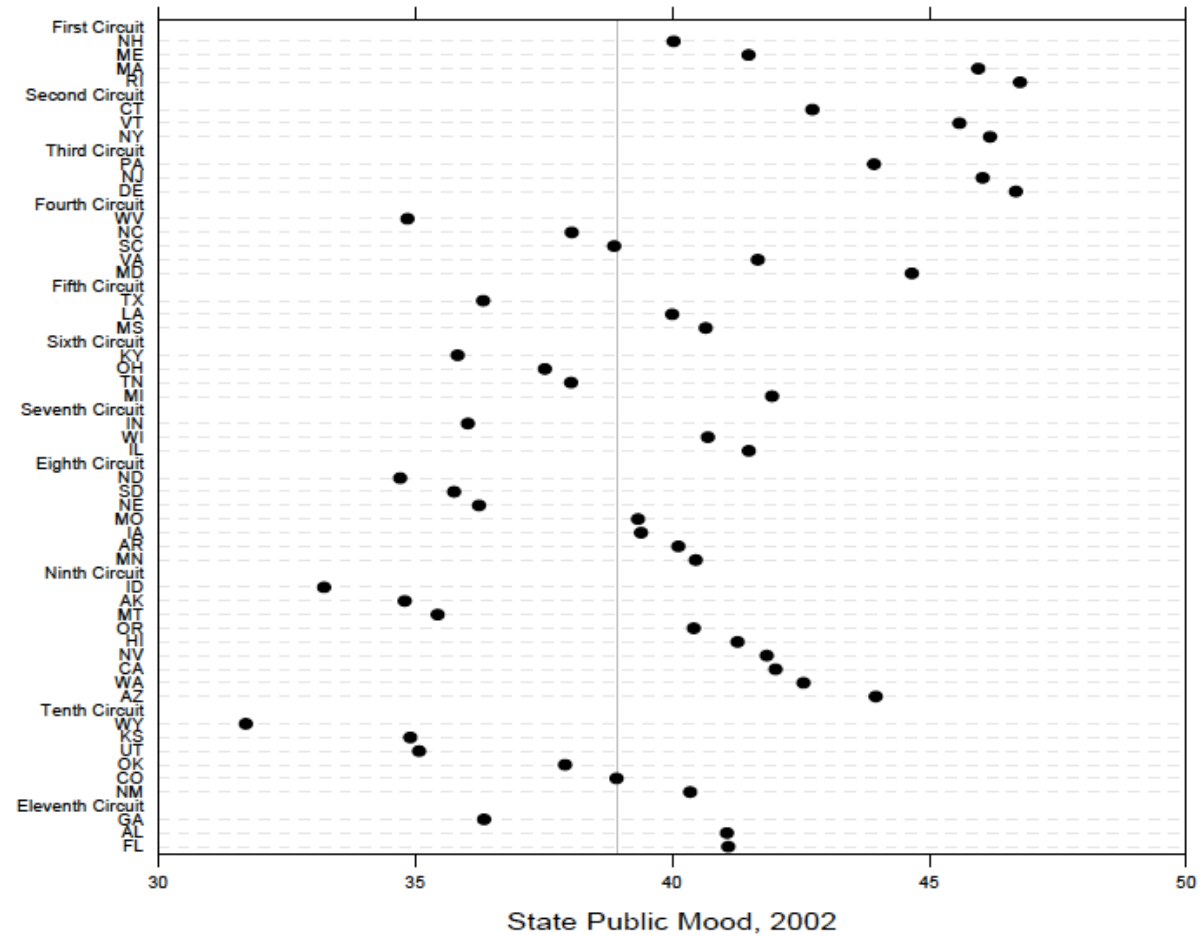
# Stem-and-Leaf Plot

- Stem—all but the final (rightmost) digit
- Leaf—the final digit
- Stems go on a vertical column
- Write the leafs for each stem
- Gives you a sense of the distribution of the data
- I have never done this, nor have I ever seen anyone else present one of these

# Stemplot

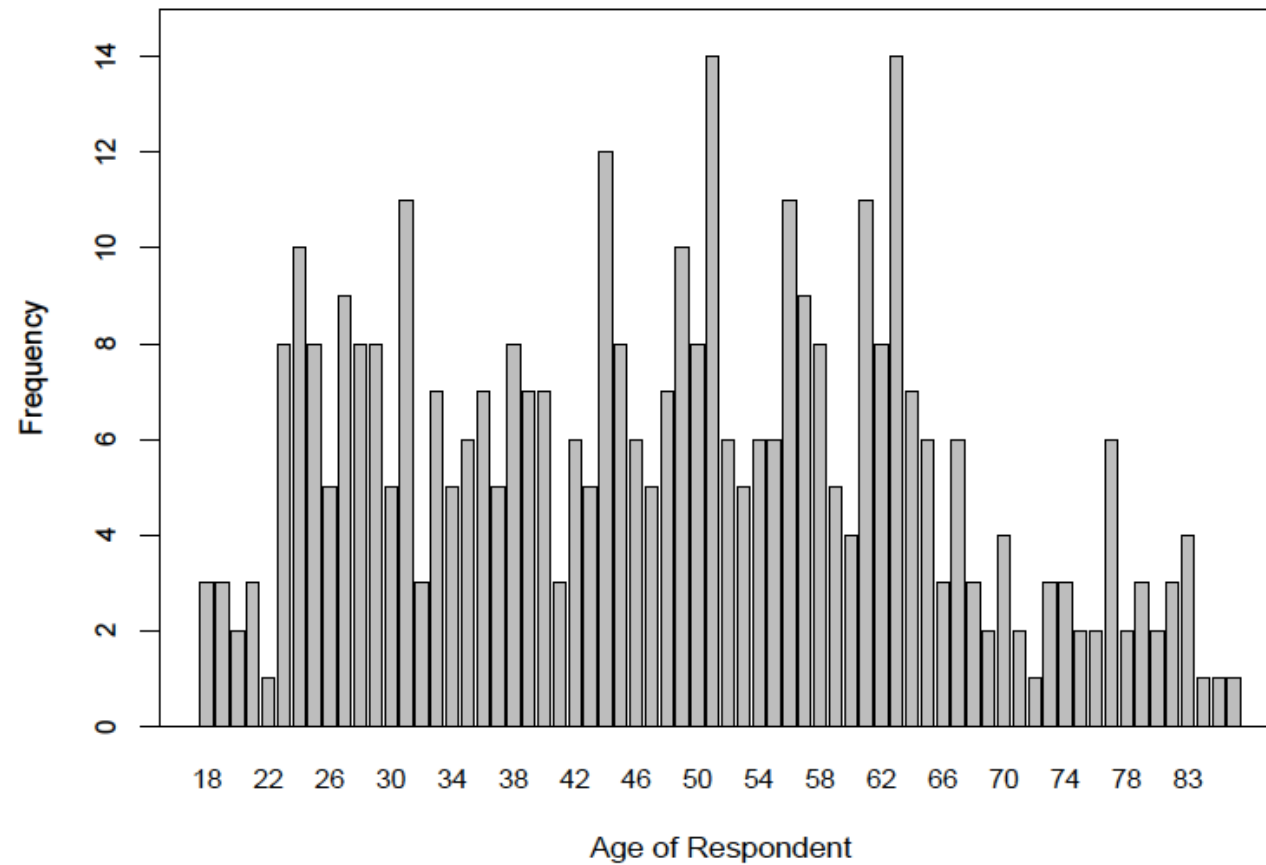
- These are the scores on an exam in an undergrad statistics class:
- 55, 63, 68, 69, 71, 74, 77, 79, 81, 81, 82, 83, 84, 84, 85, 86, 87, 87, 88, 88, 89, 90, 91, 93, 93, 95, 97, 98, 100
- Can also use stemplots for comparison
- Men—55, 63, 68, 69, 74, 77, 81, 81, 83, 85, 86, 87, 88, 93, 95
- Women—71, 79, 82, 84, 84, 87, 88, 89, 90, 91, 93, 97, 98, 100

# Dotplot

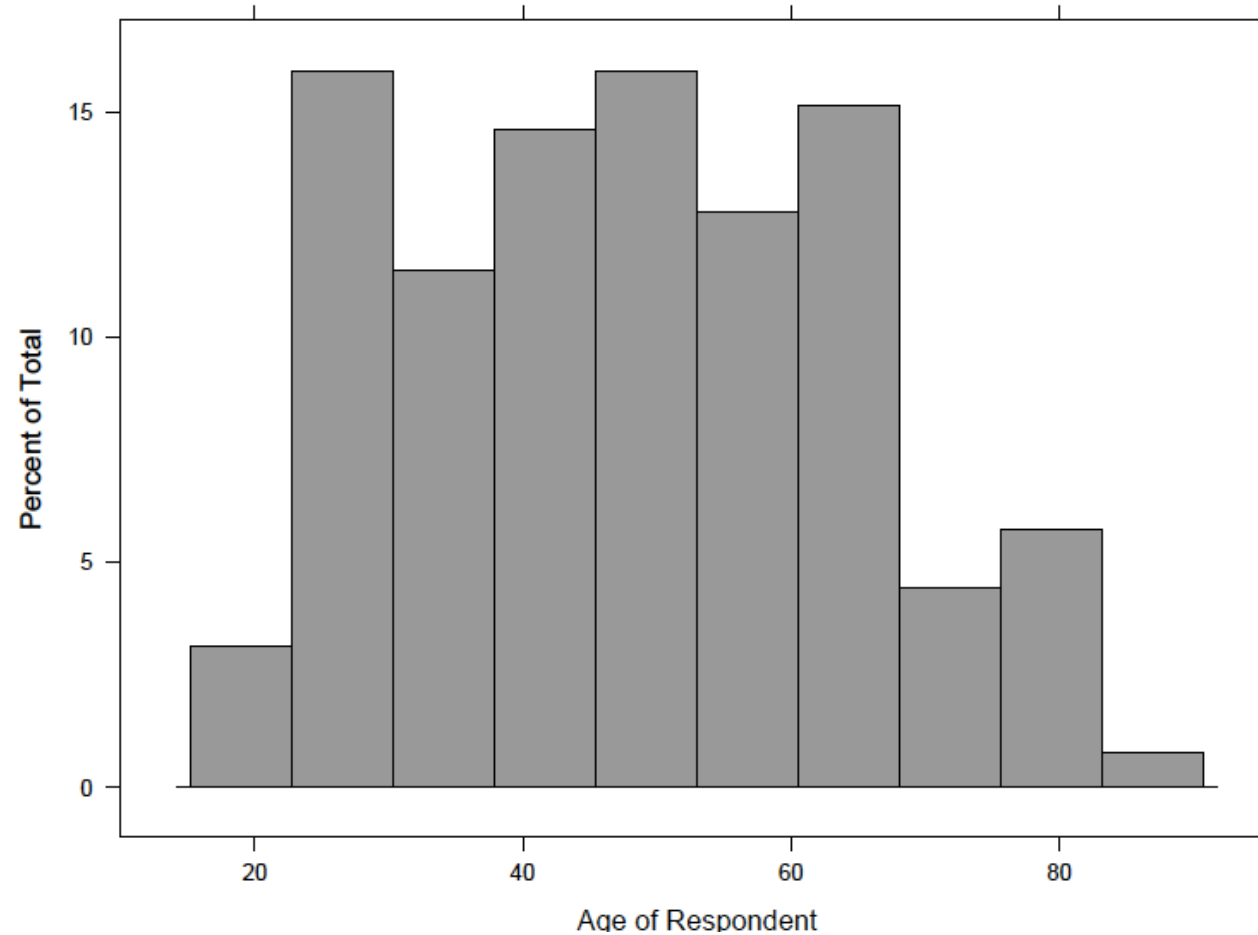




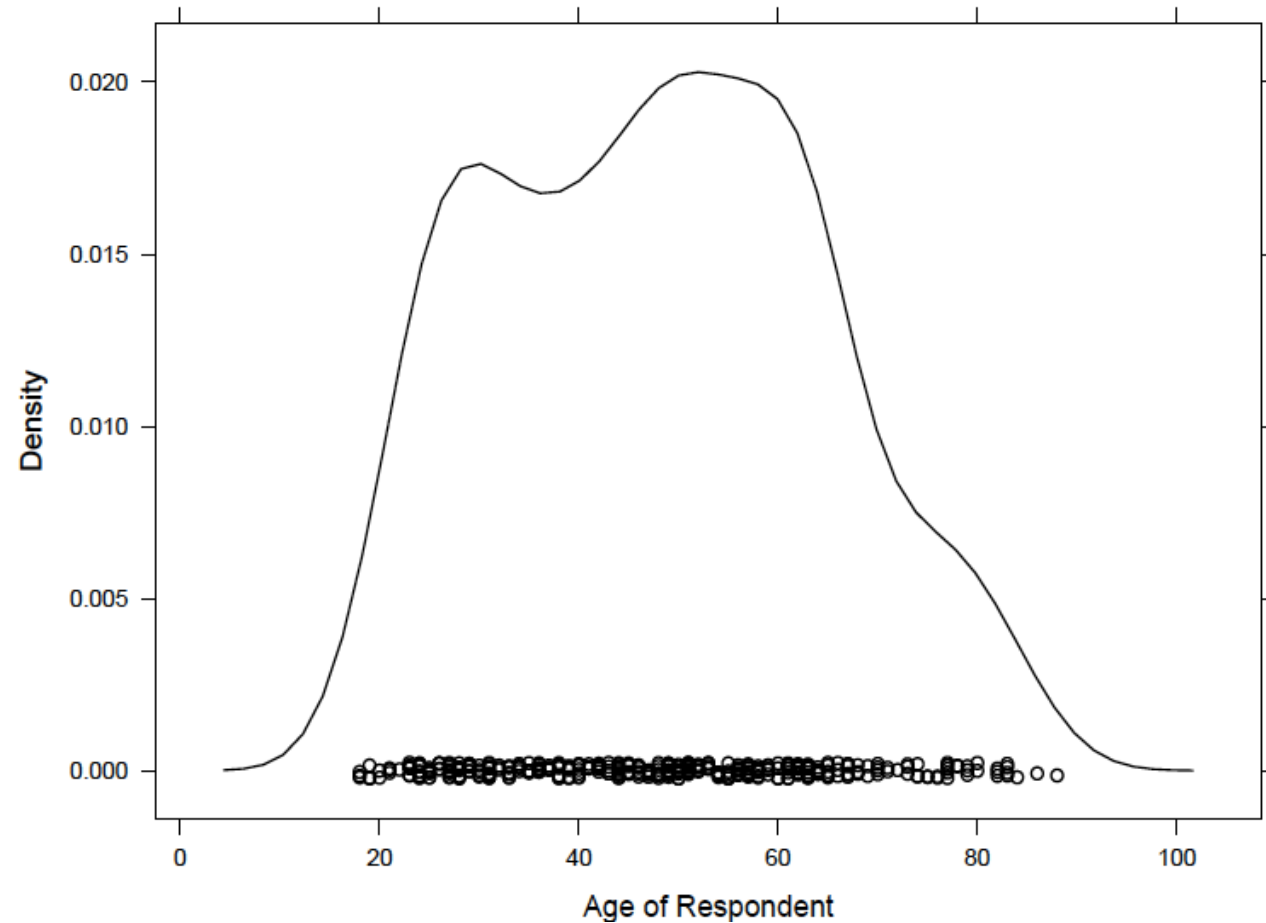
# Histogram



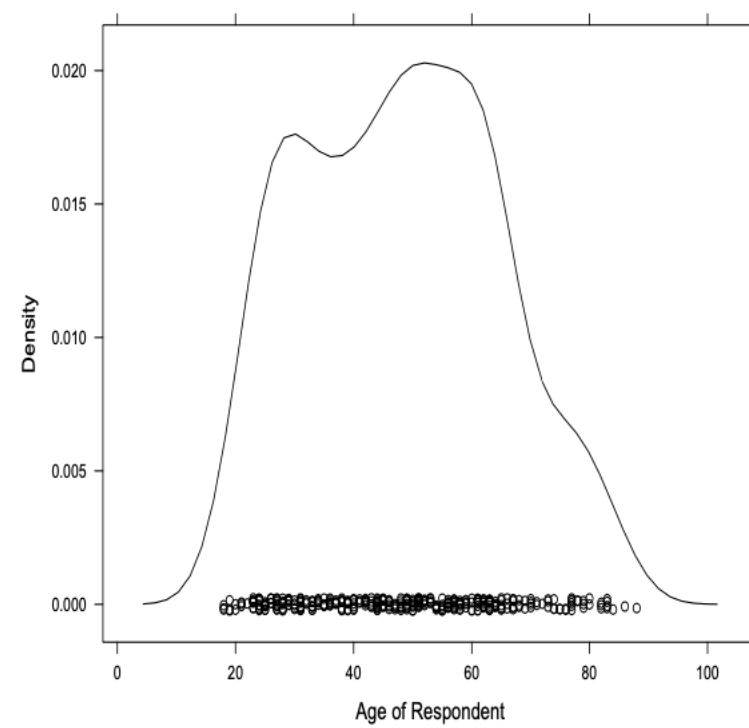
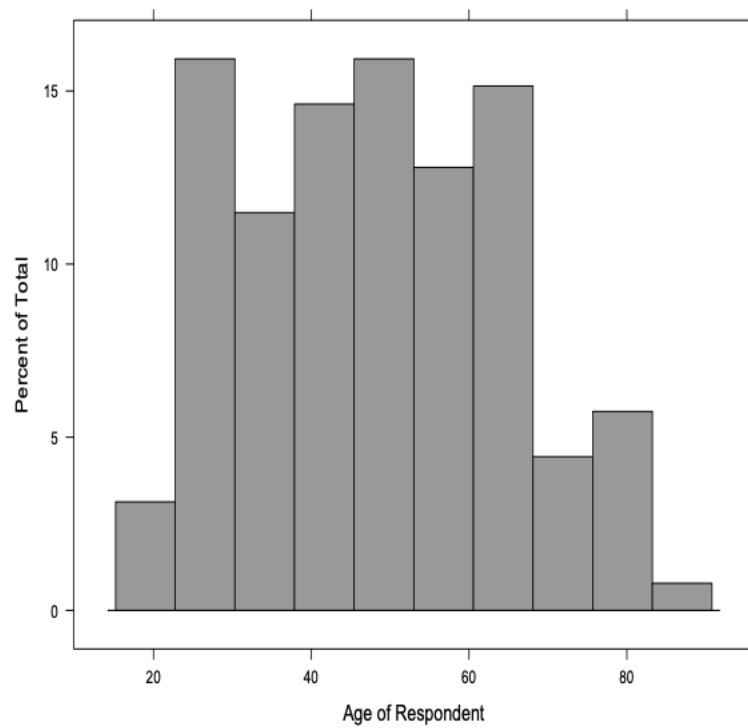
# Histogram (with a larger “bin” width)



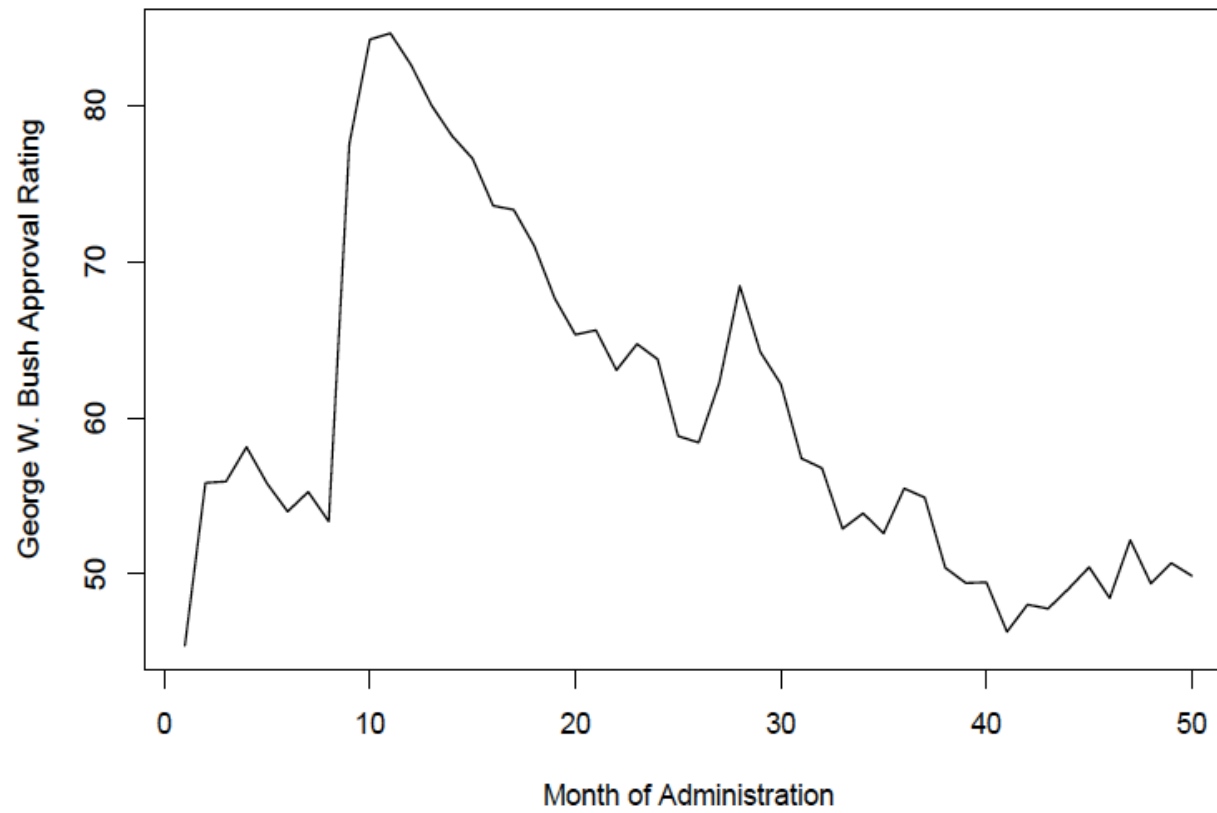
# Density Curve



# Histogram and Density Curve



# Line/Time Plots

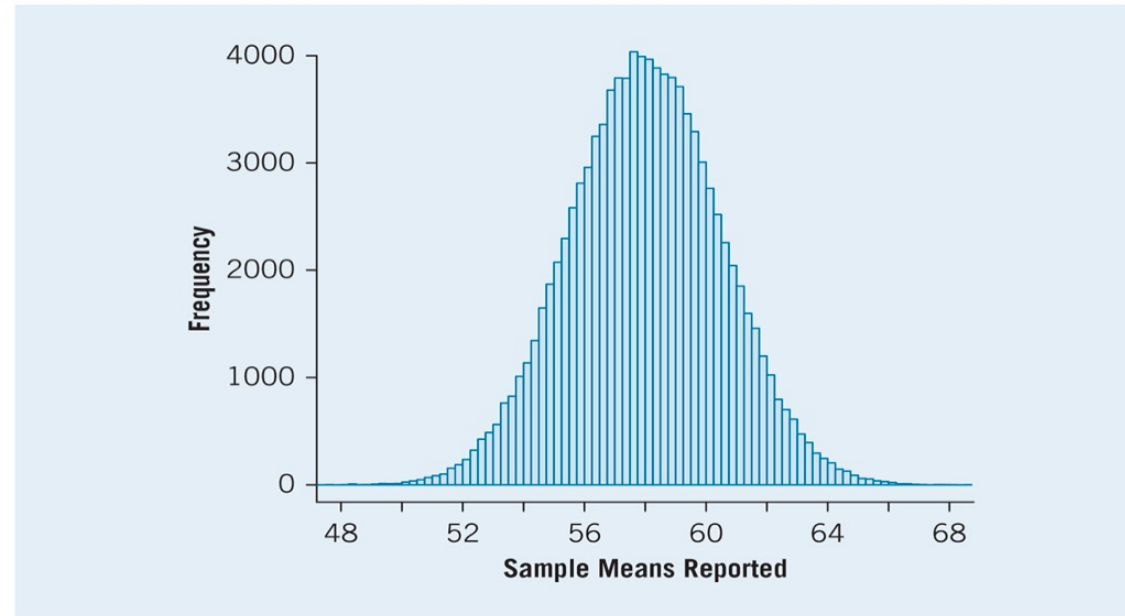


# Shapes of Distribution

- Is the distribution symmetric or skewed?
- How many modes does the distribution have?
  - Unimodal
  - Bimodal
- Are there outliers or deviations from the overall shape?

# Normal Distribution

Figure 6-2 Distribution of Means from 100,000 Random Samples

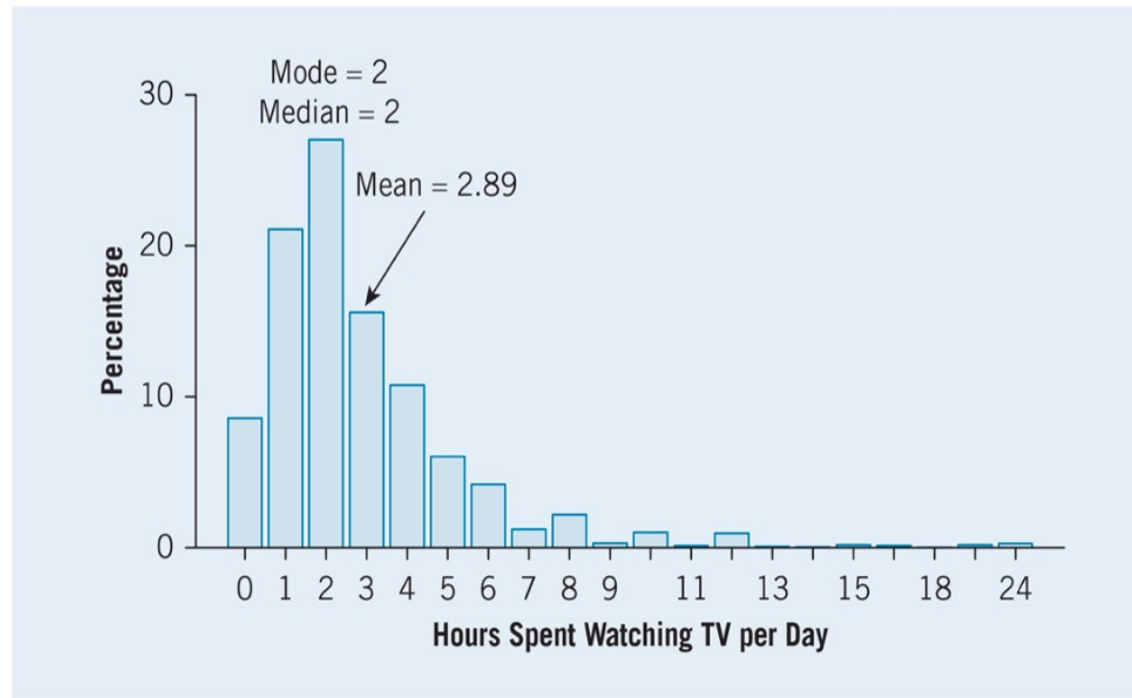


**Note:** The figure shows means from 100,000 samples of  $n = 100$ . Population parameters:  $\mu = 58$  and  $\sigma = 24.8$ .



# Skewed Distribution

Figure 2-5 Bar Chart of Hours Spent Watching Television Per Day

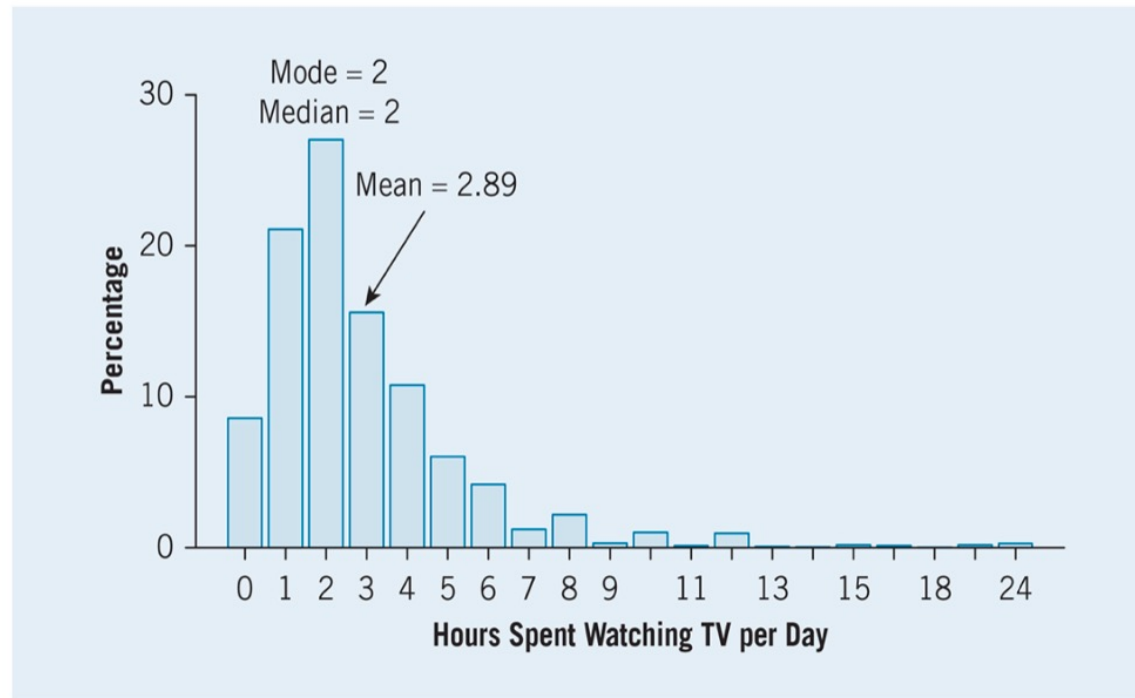


# Measures of Central Tendency

- Mean: Average of all values
  - $\bar{x} = \frac{\sum x_i}{n}$
- Median: midpoint of the observations
- Mode: value that occurs most frequently (often used for categorical data)
- Outliers: An observation that falls well above or below the overall data
  - The mean is *sensitive* to outliers
  - The median is *resistant* to outliers

# Graphical Display of Central Tendency

Figure 2-5 Bar Chart of Hours Spent Watching Television Per Day



# Quartiles

- Splits the data into four parts
- The median is the second quartile,  $Q_2$
- The first quartile,  $Q_1$ , is the median of the lower half of the observations
- The third quartile,  $Q_3$ , is the median of the upper half of the observations
- The interquartile range is the distance between the third quartile and first quartile
  - $IRQ = Q_3 - Q_1$

# Five number summary

- Minimum value
- $Q_1$
- Median
- $Q_3$
- Maximum value

# Five number summary

- ▶ Below is a random sample of 40 tree diameters, in centimeters, from the Wade Tract in Thomas County, Georgia. What is the five-number summary for these data?

| #  | D.   | #  | D.   | #  | D.   | #  | D.   |
|----|------|----|------|----|------|----|------|
| 1  | 2.2  | 11 | 11.4 | 21 | 29.1 | 31 | 43.3 |
| 2  | 2.2  | 12 | 11.4 | 22 | 31.5 | 32 | 43.6 |
| 3  | 2.3  | 13 | 13.3 | 23 | 31.8 | 33 | 44.2 |
| 4  | 2.7  | 14 | 16.9 | 24 | 32.6 | 34 | 44.4 |
| 5  | 4.3  | 15 | 17.6 | 25 | 35.7 | 35 | 44.6 |
| 6  | 4.9  | 16 | 18.3 | 26 | 37.5 | 36 | 47.2 |
| 7  | 5.4  | 17 | 22.3 | 27 | 38.1 | 37 | 51.5 |
| 8  | 7.8  | 18 | 26   | 28 | 39.7 | 38 | 51.8 |
| 9  | 9.2  | 19 | 26.1 | 29 | 40.3 | 39 | 52.2 |
| 10 | 10.5 | 20 | 27.9 | 30 | 40.5 | 40 | 69.3 |

# Five number summary

- Min=2.2cm
- $Q_1=10.95\text{cm}$
- M=28.5cm
- $Q_3=41.9\text{cm}$
- Max=69.3cm

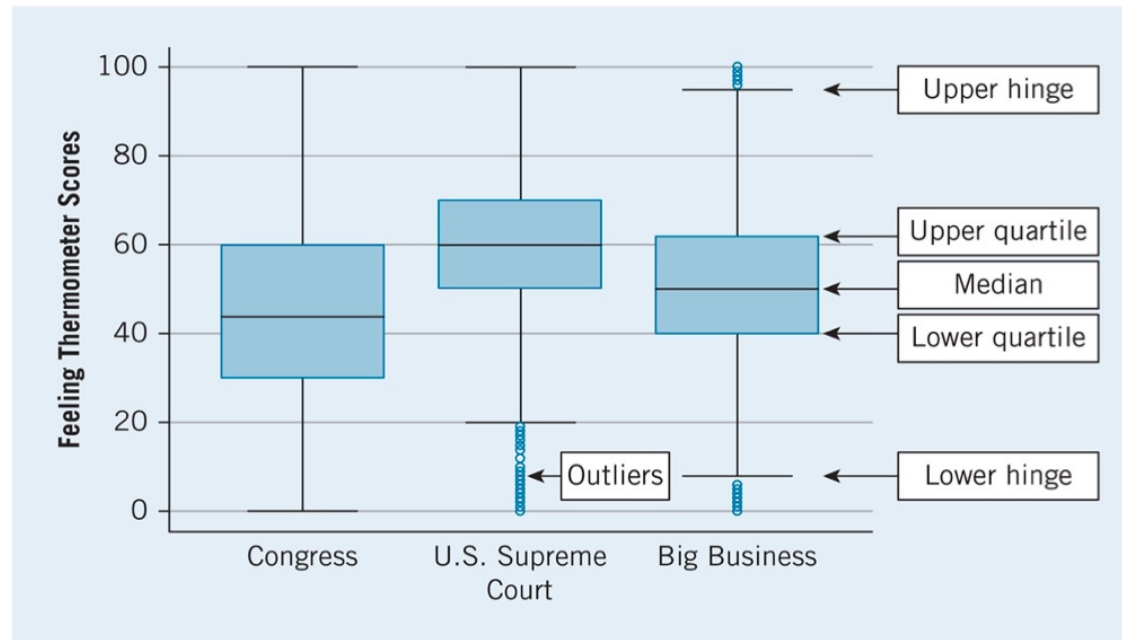


# Boxplot

- Construct a box from  $Q_1$  to  $Q_3$  (i.e., the IQR)
- Draw a line inside the box at the median value
- Draw a line out to the lowest value that is not an outlier
- Draw a line out to the highest value that is not an outlier
- Rule of thumb for outliers—an observation is a suspected outlier if it is more than 1.5 times the IQR above the third quartile ( $Q_3$ ), or below the first quartile ( $Q_1$ ).

# Boxplot

Figure 2-7 Box Plots of Three Feeling Thermometer Variables



Source: 2016 American National Election Study.

# Measures of Spread

- Range: difference between the largest and smallest observations
  - Range = Max - Min
- Variance: average of the squares of the deviations of the observations from their mean
  - $s^2 = \frac{\sum (x_i - \bar{x})^2}{n-1}$
- Standard deviation: square root of the average squared deviation from the mean
  - $s = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}$

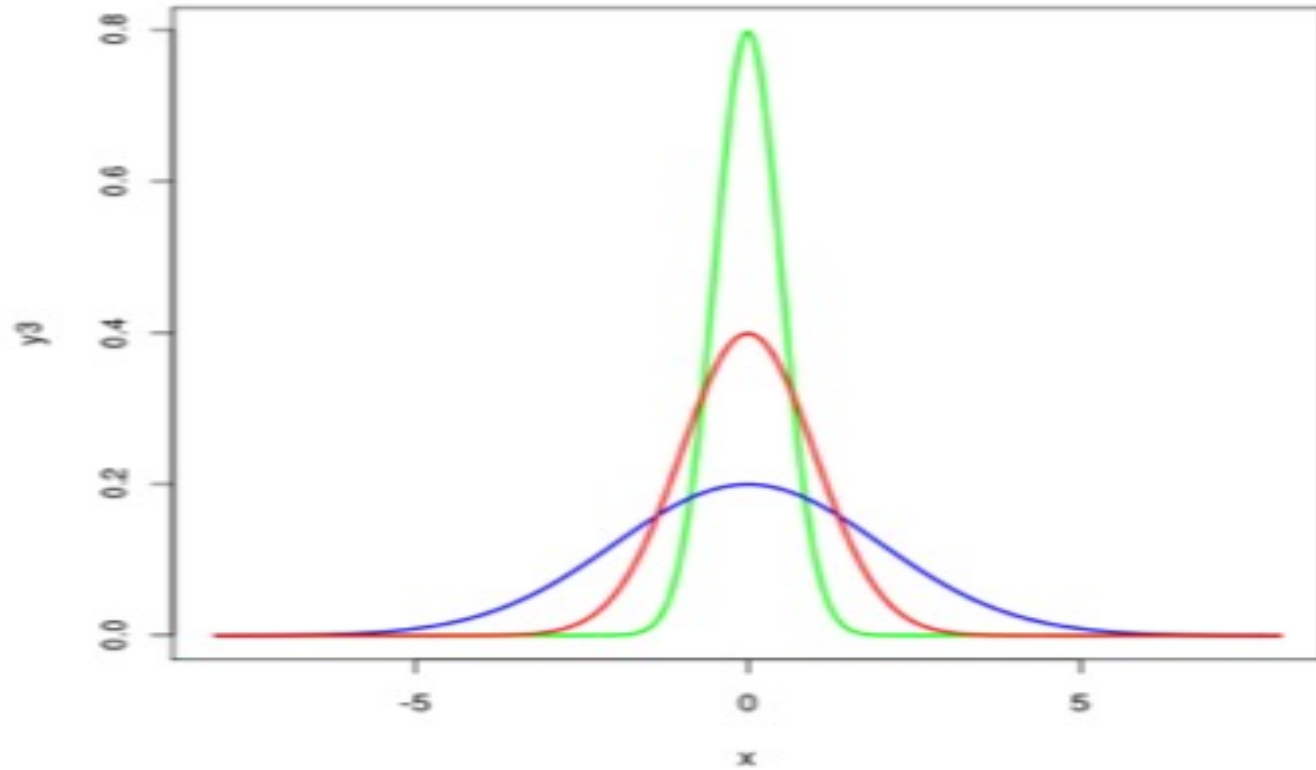
# Standard Deviation

- S.D. should only be used with mean, not median, to describe spread
- If  $SD=0$ , there is no spread (i.e., all observations are the mean)
- SD is *not* resistant to outliers
  - More sensitive than mean, it reflects squared deviations from the mean

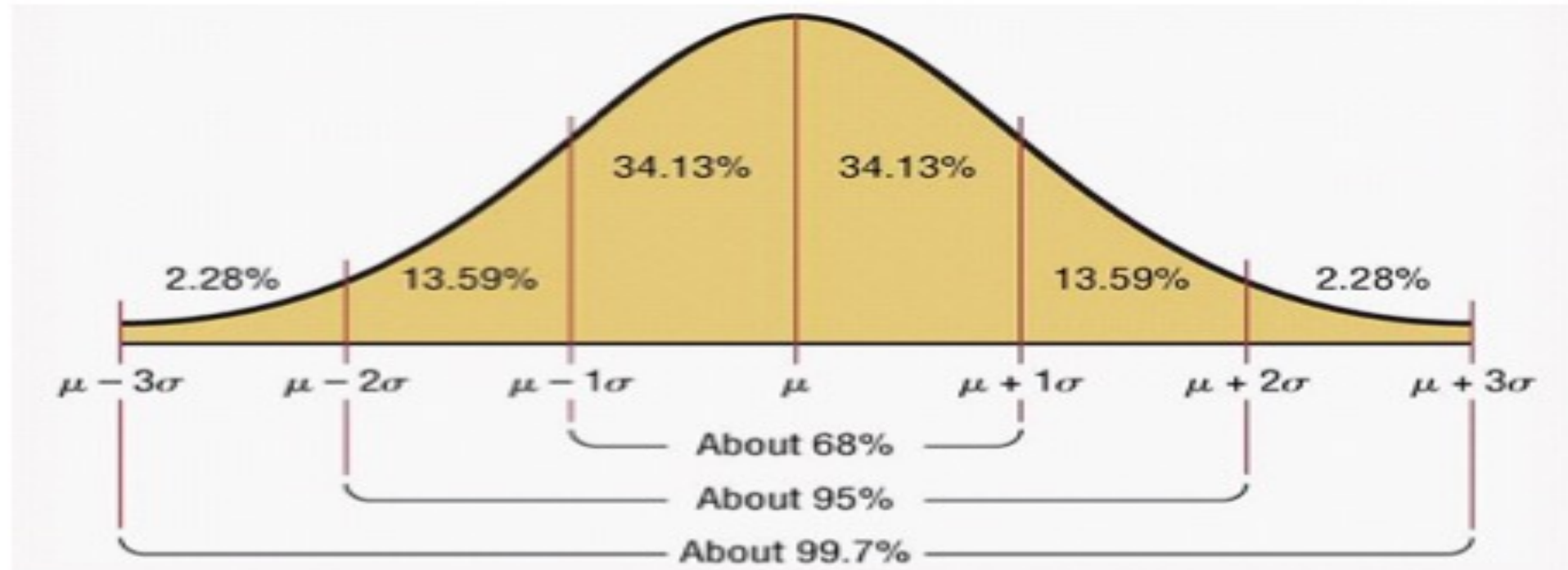
# Linear Transformation

- Sometimes we want to change the units of a variable through a linear transformation
- A linear transformation applies the same linear equation to each observation of  $x$ 
  - $x_{new} = a + b(x_{orig})$
  - Example—Convert Fahrenheit to Celsius
  - $C = (\frac{5}{9})(F - 32)$
- Linear transformations **do not** affect the shape of the distribution
- They do affect the measures of center and spread, but in a predictable way
  - Center—add “a” and multiply center by “b”
  - Spread—multiply spread by “b”, do not add “a”

# Normal Distribution



# Normal Distribution



# Empirical Rule: for bell-shaped sets of data

- Approximately 68% of cases fall within 1 standard deviation of the mean
- Approximately 95% of cases fall within 2 standard deviations of the mean
- Approximately 99.7% of cases fall within 3 standard deviations of the mean



# Normal distribution

- The length of human pregnancies from conception to birth varies according to a distribution that is approximately Normal with mean 266 days and a variance of 256 days. Use the empirical rule to answer the following questions.
  - Between what values do the lengths of the middle 95% of all pregnancies fall?
  - How short are the shortest 2.5% of all pregnancies?
  - How long do the longest 2.5% last?

# Normal distribution

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  - Between what values do the lengths of the middle 95% of all pregnancies fall?
    - The middle 95% fall within two standard deviations of the mean:
    - $266 \pm 2(16) = 236$  to  $298$  days
  - How short are the shortest 2.5% of all pregnancies?
  - How long do the longest 2.5% last?

# Normal distribution

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    - The middle 95% fall within two standard deviations of the mean:
    - $266 \pm 2(16) = 236$  to 298 days
  - How short are the shortest 2.5% of all pregnancies?
    - The shortest 2.5% are shorter than 234 days
  - How long do the longest 2.5% last?

# Normal distribution

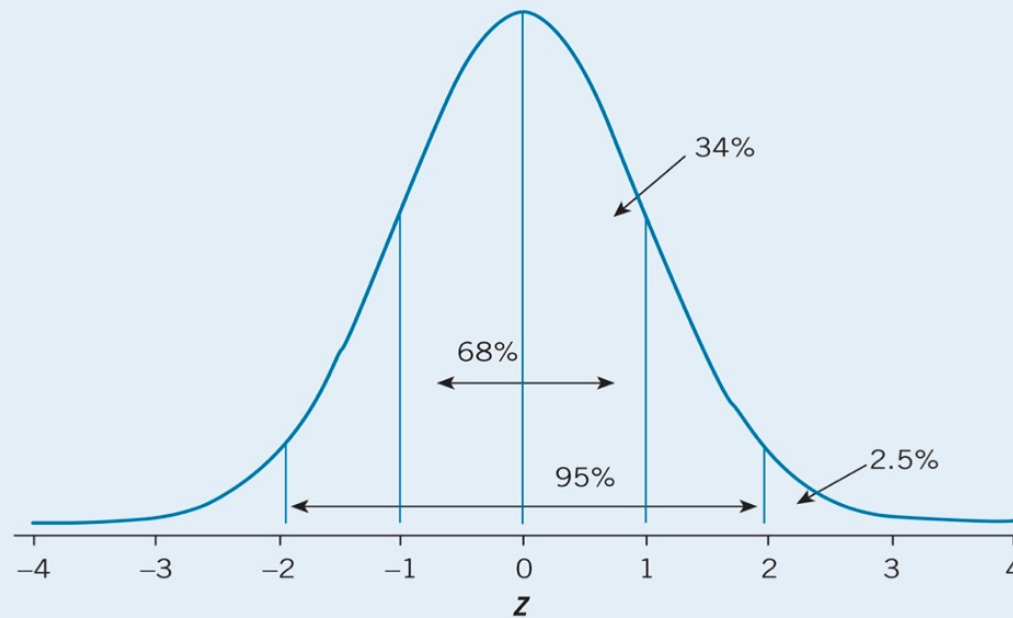
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  - How short are the shortest 2.5% of all pregnancies?
    - The shortest 2.5% are shorter than 234 days
  - How long do the longest 2.5% last?
    - The longest 2.5% are longer than 298 days.

# Z-scores

- Because of the empirical rule, we can measure (in a standardized manner) how far away observations are from the mean along a normal distribution
- Z-score: how many s.d.s away from the mean the observation is
  - $Z_i = \frac{x_i - \mu_x}{\sigma_x}$
- Cumulative percentages
  - When we know the Z-score, we can use a table to tell us the percentage of cases (i.e., the area under the curve) that are to the left, or right, of that specified location on the distribution

# Areas under the Standard Normal Curve

Figure 6-5 Areas under the Standard Normal Curve



# Z-Table

Standard Normal Probabilities

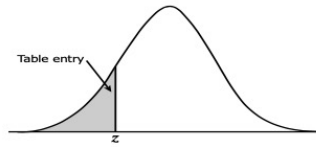


Table entry for  $z$  is the area under the standard normal curve to the left of  $z$ .

| $z$  | .00   | .01   | .02   | .03   | .04   | .05   | .06   | .07   | .08   | .09   |
|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| -3.4 | .0003 | .0003 | .0003 | .0003 | .0003 | .0003 | .0003 | .0003 | .0003 | .0002 |
| -3.3 | .0005 | .0005 | .0005 | .0004 | .0004 | .0004 | .0004 | .0004 | .0004 | .0003 |
| -3.2 | .0007 | .0007 | .0006 | .0006 | .0006 | .0006 | .0006 | .0005 | .0005 | .0005 |
| -3.1 | .0010 | .0009 | .0009 | .0009 | .0008 | .0008 | .0008 | .0008 | .0007 | .0007 |
| -3.0 | .0013 | .0013 | .0013 | .0012 | .0012 | .0011 | .0011 | .0011 | .0010 | .0010 |
| -2.9 | .0019 | .0018 | .0018 | .0017 | .0016 | .0016 | .0015 | .0015 | .0014 | .0014 |
| -2.8 | .0026 | .0025 | .0024 | .0023 | .0023 | .0022 | .0021 | .0021 | .0020 | .0019 |
| -2.7 | .0035 | .0034 | .0033 | .0032 | .0031 | .0030 | .0029 | .0028 | .0027 | .0026 |
| -2.6 | .0047 | .0045 | .0044 | .0043 | .0041 | .0040 | .0039 | .0038 | .0037 | .0036 |
| -2.5 | .0062 | .0060 | .0059 | .0057 | .0055 | .0054 | .0052 | .0051 | .0049 | .0048 |
| -2.4 | .0082 | .0080 | .0078 | .0075 | .0073 | .0071 | .0069 | .0068 | .0066 | .0064 |
| -2.3 | .0107 | .0104 | .0102 | .0099 | .0096 | .0094 | .0091 | .0089 | .0087 | .0084 |
| -2.2 | .0139 | .0136 | .0132 | .0129 | .0125 | .0122 | .0119 | .0116 | .0113 | .0110 |
| -2.1 | .0179 | .0174 | .0170 | .0166 | .0162 | .0158 | .0154 | .0150 | .0146 | .0143 |
| -2.0 | .0228 | .0222 | .0217 | .0212 | .0207 | .0202 | .0197 | .0192 | .0188 | .0183 |
| -1.9 | .0287 | .0281 | .0274 | .0268 | .0262 | .0256 | .0250 | .0244 | .0239 | .0233 |
| -1.8 | .0359 | .0351 | .0344 | .0336 | .0329 | .0322 | .0314 | .0307 | .0301 | .0294 |
| -1.7 | .0446 | .0436 | .0427 | .0418 | .0409 | .0401 | .0392 | .0384 | .0375 | .0367 |
| -1.6 | .0548 | .0537 | .0526 | .0516 | .0505 | .0495 | .0485 | .0475 | .0465 | .0455 |
| -1.5 | .0668 | .0655 | .0643 | .0630 | .0618 | .0606 | .0594 | .0582 | .0571 | .0559 |
| -1.4 | .0808 | .0793 | .0778 | .0764 | .0749 | .0735 | .0721 | .0708 | .0694 | .0681 |
| -1.3 | .0968 | .0951 | .0934 | .0918 | .0901 | .0885 | .0869 | .0853 | .0838 | .0823 |
| -1.2 | .1151 | .1131 | .1112 | .1093 | .1075 | .1056 | .1038 | .1020 | .1003 | .0985 |
| -1.1 | .1357 | .1335 | .1314 | .1292 | .1271 | .1251 | .1230 | .1210 | .1190 | .1170 |
| -1.0 | .1587 | .1562 | .1539 | .1515 | .1492 | .1469 | .1446 | .1423 | .1401 | .1379 |
| -0.9 | .1841 | .1814 | .1788 | .1762 | .1736 | .1711 | .1685 | .1660 | .1635 | .1611 |
| -0.8 | .2119 | .2090 | .2061 | .2033 | .2005 | .1977 | .1949 | .1922 | .1894 | .1867 |
| -0.7 | .2420 | .2389 | .2358 | .2327 | .2296 | .2266 | .2236 | .2206 | .2177 | .2148 |
| -0.6 | .2743 | .2709 | .2676 | .2643 | .2611 | .2578 | .2546 | .2514 | .2483 | .2451 |
| -0.5 | .3085 | .3050 | .3015 | .2981 | .2946 | .2912 | .2877 | .2843 | .2810 | .2776 |
| -0.4 | .3446 | .3409 | .3372 | .3336 | .3300 | .3264 | .3228 | .3192 | .3156 | .3121 |
| -0.3 | .3821 | .3783 | .3745 | .3707 | .3669 | .3632 | .3594 | .3557 | .3520 | .3483 |
| -0.2 | .4207 | .4168 | .4129 | .4090 | .4052 | .4013 | .3974 | .3936 | .3897 | .3859 |
| -0.1 | .4602 | .4562 | .4522 | .4483 | .4443 | .4404 | .4364 | .4325 | .4286 | .4247 |
| -0.0 | .5000 | .4960 | .4920 | .4880 | .4840 | .4801 | .4761 | .4721 | .4681 | .4641 |



# Z-Table

### Standard Normal Probabilities

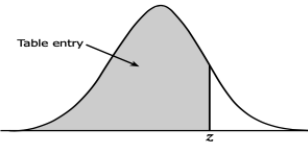


Table entry for  $z$  is the area under the standard normal curve to the left of  $z$ .

[illegible]



# Conclusion

- Take home points:
  - Always plot your data first
  - Techniques for describing data differ based on type of variables
  - Important to consider outliers/skew when deciding which measures to use
  - Normal distributions have special properties, will be very important for inferential statistics
- Next week we will focus on techniques for examining relationships between variables
  - Begin to introduce the conceptual foundations of linear regression