George Mason University

GGS 300: Quantitative Methods for Geographical Analysis

Fall Semester 2019 (August 26 – December 18)

Course: GGS 300 (Online)
Website: https://mymason.gmu.edu
Section/Credits: DL2 / 3 credit hours
Teaching assistant: Chengbi Liu
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Instructor office: EXPL 2413
Office hours: TR 1:30 – 3:00 PM
W 3:00 – 4:00 PM (Online)

General Information

Catalog description: Comprehensive introduction to quantitative methods in spatial analysis, with emphasis on solving geographical research problems. Topics include nature of spatial data; collection of spatial data; preparation of spatial data for mapping, geographic information systems, and statistical analysis; descriptive spatial statistics; areal sampling theory and methods; probability theory and distributions; hypothesis testing; correlation and regression; and areal and point pattern spatial statistics.

Course overview: This course is an introduction to quantitative methods for geographic and geoinformation sciences. Geographers and other environmental and social scientists use quantitative methods, such as statistics, to measure, describe, and make estimates about variables across the landscape for a variety of reasons, such as developing and testing hypotheses or to support decision making. Increasingly, large amounts of spatial data are being generated and used by all levels of government as well as by other private and public institutions. Thus, developing solid skills in quantitative analysis should be a priority for any student in these fields.

The class covers the fundamentals of statistical analysis including data display, data description and summary, statistical inference and significance tests, analysis of variance, correlation and regression. Concepts will be presented and developed through the use of real world data sets that cover both the natural environment as well as the social environment.

This course consists of two closely related components: lectures and labs. In lectures, students will learn statistical theory and methods. In labs, students will apply these principles of statistics in 'hands-on' experience with real world datasets, using the software package R. Labs will be instructor-led, allowing the entire class to work together to practice and learn applying statistical methods to statistical questions. Both lecture and lab will occur asynchronously in video recordings.

Online course: GGS 300 is presented as an asynchronous online course. "Asynchronous" means that there are no specific timed gatherings for this course (E.G.: we don't meet for lectures at specific times like in-classroom courses). Still, there will be specific due dates for graded work in the course that you are expected to meet. It is incumbent upon each student to organize their time and work through materials in a timely and efficient manner.

The course has been designed in weekly segments (see the schedule at the end of the syllabus). Segments will be released in order in a prescribed manner. Students will not have access to the entirety of the course materials from the start; you will get the materials necessary for each week as

the week approaches. This is done to ease logistical problems of students being at significantly different sections of the course. Please do not ask for advanced access to materials.

Target audience: This course is required for anyone majoring in geography and geoinformation science (both BS and BA GEOG degrees) and for the GIS minor. This course is appropriate for any student that wants to develop quantitative and technical skills, especially related to aspects of spatial data handling and analysis, such as those in GIS and remote sensing.

Applicable learning outcomes: Successful completion of this course will enable students to:

1. Articulate and refine a spatially-based question, problem, or challenge that is generally relevant and appropriate in scope
2. Choose an appropriate statistical methodology for scholarly inquiry
3. Understand characteristics and concepts of quantitative spatial data and statistical methods
4. Create basic graphic representations of data
5. Understand hypothesis testing
6. Understand basic concepts and skills in using R statistical coding and software

Mason Impact: This course has been designated as a Mason Impact course. The structure of this course utilizes the goals of the Mason Impact program as noted in the program's mission statement. The mission statement of Mason Impact, as noted at https://uge.gmu.edu/mason-impact/, states that:

> Mason Impact prepares students to tackle significant global questions and challenges by investigating meaningful questions, engaging multiple perspectives, and creating new knowledge within the context of Undergraduate Research and Creative Activities, Civic Engagement, Entrepreneurship, and Global Activities.

Prerequisites: It is recommended that students have a minimum of 30 completed credits, generally including GGS 102 and 103.

Enrollment and repeat policy: This course follows the general Mason policy that an undergraduate course can be repeated for grade up to three times. Understand that each academic unit can have more restrictive limits on specific courses. Students that repeat the course must submit all newly completed work.

Course Materials

Required text:

McGrew, J.C. Jr., Lembo, A.J. Jr, and Monroe, C.B. (2014). *An introduction to statistical problem solving in geography*. 3rd ed. Waveland Press.
ISBN 13: 978-1-4786-1119-6

The course textbook is available from various outlets in various forms. It is available through the bookstore or through your online provider of choice (Amazon, the publisher, etc.). The publisher website (https://waveland.com/browse.php?t=419) offers physical copies and an e-book through the VitalSource portal. The e-book version is the same as the hard copy, but there may be various

short-term purchase options that are less expensive. In addition, there may be other readings posted on Blackboard for you to complete.

Note: It is OK to use the 2nd edition, but there are a few differences in terms of chapter divisions/numbering and content. You can get this one if you'd like but keep in mind you will still be responsible for reading the correct chapters, knowing the content we cover in class, and answering reading quiz questions that are based upon the 3rd edition.

Optional texts: *An Introduction to R,* available for free as a pdf from http://www.r-project.org/ in the Manuals section. The Books section also contains a multitude of links that may assist you. There are a number of introductory statistics web sites that are very good and may help you considerably in your understanding by providing a different perspective. Three that are recommended are:

Statistics at Square 1:
http://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one
Electronic Statistics Textbook:
http://www.statsoft.com/Textbook
Simple R: Using R for Introductory Statistics
http://www.math.csi.cuny.edu/Statistics/R/simpleR/index.html
Further readings, if any, will be announced in class or by e-mail.

GGS computer lab: The lab in EXPL 2102 is open 24 hours for you to use. Registration in a GGS class should automatically grant you access. Please contact ggsit@gmu.edu to report issues. You can also make use of the GMU Virtual Computing Lab (https://www.vcl.gmu.edu/).

Software, hardware, and data: The main required software for this class is **R.** R is the open source, freeware version of Splus, one of the most powerful and versatile statistical packages, and is available for free download for use on PC, Mac, UNIX and Linux environments. If you have a laptop or home computer you can download R for free from here: http://www.r-project.org/. We will also use ArcGIS for some spatial statistical analysis.

This class will be using **'R-Studio'** as an interface to R. You should install R-Studio after installing R. R-Studio is available for Windows, Mac and Linux at http://www.rstudio.com/ide/download/desktop. Directions on installing the software will be given during the first week of the course.

Many of the files we will use are very large! You are encouraged to have a USB flash drive or portable hard drive in order to store and access files. 16 GB of storage or more is preferable. You may also use the drive to install some of programs we use. Cloud storage is another option, either to keep all your files or to use as a common backup.

Online materials and email: This course will make extensive use of Blackboard at Mason. Course materials such as assignments will be available only in electronic version on Blackboard. Also, students will be expected to submit assignments online through Blackboard. **Only Word document (.docx or .doc) or Adobe PDF (.pdf) file formats will be accepted,** with some exceptions. Grades will be posted on Blackboard as well. Make sure you are familiar and comfortable with the Blackboard interface.

Students are required to have a MasonLive/Email account, which will allow you access to Blackboard and lab computers. Please use this university email account when contacting the professor regarding this class.

Grading

Homework/labs (40%): Most weeks will have an instructor-led lab included in video lectures. Labs will be associated with a homework assignment, which will be due on Saturday at 11:59 PM of the following week. Please view the calendar at the end of the syllabus to see the schedule of assignments. These assignments are designed to apply the quantitative theories discussed in class in a hands-on environment. Work will typically be completed with R and ArcGIS. All R code used will need to be included with the homework submission. There will be eleven (11) homework assignments overall.

Midterm exam (10% each, 20% total): There will be two midterm exams for this course. The midterms will (most probably) be a mix of multiple choice, fill-in-the-blank, calculations, and short answer questions covering topics from lecture and readings. Midterm exams are not cumulative, but keep in mind that quantitative methods are essentially by definition cumulative. You will be given 75 minutes to complete each midterm exam.

Final exam (20%): The final will be roughly the same format as the midterms but will cover all material learned during the course. Though cumulative, the last topics of the course, not covered on prior midterms, will have priority. You will be given 150 minutes (2.5 hours) to complete the final exam.

Quizzes (10%): Most weeks will have a quiz. These quizzes will be hosted on the Blackboard site and will consist of multiple choice questions based upon the reading due that day and some practice problems involving calculations, theory, or coding practice from the prior week. There will be eleven (11) quizzes overall.

Discussions (10%): There will be five group discussions in this course. Most discussions will require two parts; a posting and commenting. Topics for discussion can involve short activities, data collection, or finding online resources related to statistics and/or quantitative geographic data.

Grading scale:

Grades	***Percentage Required***	***Grades***	***Percentage Required***	***Assignment***	***Percentage of Total Grade***
A+	96 to 100	**C+**	76 to 79.9	Homework (11)	**40%**
A	93 to 95.9	**C**	73 to 75.9	Midterms (2)	**20%**
A-	90 to 92.9	**C-**	70 to 72.9	Final Exam	**20%**
B+	86 to 89.9	**D**	60 to 69.9	Quizzes (11)	**10%**
B	83 to 85.9	**F**	<60	Discussions (5)	**10%**
B-	80 to 82.9				

Make-up and late assignment policies: Due dates are explicitly stated. Assignments in this course (which are listed above as "Homework/labs" and "Discussions") will be accepted past the ascribed due date all the way to December 14th. Late penalties are assigned in a two-tiered system.

Assignments turned in **within seven (7) days will result in a 25% deduction** for the assignment. Assignments **later that seven (7) days will result in a 50% deduction** for the assignment. This penalty begins 1 minute after the due date. Technical excuses ("computer system error", "didn't submit correctly on Blackboard", etc.) will not be accepted as reasons for late work. You are expected to start the work early. **Never underestimate the time you will spend on the assignments.** If you cannot complete the assignment on time, it can sometimes be better to turn in partially completed work than nothing at all.

If you are ill or physically indisposed and cannot submit an exam on time, you must notify the instructor beforehand for you to have a chance to make up the assignment. **Make-up exams will be given only for University approved excused absences. No late quizzes are accepted.** This policy may seem strict, but it is in your best interest to turn in everything on time to avoid falling irrecoverably behind. Please contact the instructor if you are struggling and you will receive aid as best as the instructor can provide.

Administrative

Academic integrity: *The following statement is adapted from the Stearns Center for Teaching and Learning.* No grade is important enough to justify academic misconduct. The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code, which you can read fully at the Office for Academic Integrity (https://oai.gmu.edu/mason-honor-code/). The Honor Code Pledge reads as follows:

> To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

The Mason Honor Code defines cheating, plagiarism, stealing, and lying. It is expected that you understand these definitions. If you have any doubts about what constitutes cheating, plagiarism, stealing, or lying in the academic context, please see your professor. **Acts of academic dishonesty in this course may be penalized with failure of either the work in question or the entire course.**

While collaboration and group learning is encouraged in this course, each student **absolutely must** turn in their own work, from their own computer, and any discussion must be theirs alone, and not attributable to another person or group, *except where noted* (for example, quoting authors as a small portion of your scholarly work). This also applies to online sources; you cannot copy the words of anyone else for any graded part of this course. It is not enough to exchange a few synonyms within a sentence! You must write, summarize, and analyze with your own words and ideas.

Disability statement: This course is in compliance with Mason policies for students with disabilities. Students with disabilities are encouraged to register with Disability Services (DS). DS can be contacted by phone at (703) 993-2474, or in person at SUB I Suite 2500, or online by the link at the end of this section. Students who suspect that they have a disability, temporary or permanent, but do not have documentation are encouraged to contact DS for advice on how to obtain

appropriate evaluation. A memo from DS authorizing your accommodation is needed before any accommodation can be made. The memo should be furnished to the professor preferably within the first two weeks of class or as soon as an accommodation is made. Please visit https://ds.gmu.edu/ for more information.

Mason diversity statement: *From https://stearnscenter.gmu.edu/professional-development/mason-diversity-statement*

> George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.
>
> An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

Mason policy on sexual harassment, sexual misconduct, and interpersonal violence: As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434), Counseling and Psychological Services (703-993-2380), Student Health Services, or Mason's Title IX Coordinator (703-993-8730; cde@gmu.edu).

University-wide closures and class cancellations/delays: There may be times during the semester in which George Mason University announces university-wide closures or delays. As an asynchronous online course, in general these cancellations should not delay our course. However, there may be times in which university-wide closures or delays will affect Blackboard availability or the ability to submit coursework. In these situations, your professor will make an announcement via Blackboard and/or email. Check the Mason website and our own Blackboard site for updates. Other cancellations or delays to class will be announced via Blackboard by your professor. In the event that this course is in some way interrupted, the course schedule, assignment deadlines, and other course alterations will be decided upon and announced via Blackboard and email by the professor. You are expected to stay abreast of any changes.

Instructor availability: Please do not hesitate to contact your instructor if you have questions about course topics or assignments. Your instructor will do his best to answer all weekday emails within 24 hours, and weekend emails within 48 hours. Should you not receive a response within that time frame, you may send a gentle reminder via email. Do try to avoid last-minute emails, as your instructor may not have email accessible immediately before deadlines. It is generally a good practice to avoid sending an email at the first sign of trouble with an assignment; many times you will find the proper solution by giving yourself an hour or two to problem solve!

Please also make use of the office hours listed at the top of this document. Generally, issues can be clarified quickly in person or in a live online chat.

GGS 300 Course Schedule

Week	Lecture/Lab Topic	Coursework
Unit 1: Data, descriptive statistics, and probability		
Week 1: Aug 26 – Sep 1	Introduction to quantitative methods 1.1. Course overview 1.2. Statistics 1.3. Graphical data display Lab: Installing R	**Read** Chapter 1
Week 2: Sep 2 – Sep 8	Data basics and geographic data 2.1. Statistics in geoinformation science 2.2. Dimensions of data 2.3. Levels of measurement 2.4. Characteristics of a data set Lab 0: Basic R and plotting	**Read** Chapter 2 **Homework 0:** - Due Saturday, 9-14 **Reading Quiz 1:** - Due Friday, 9-6 **Discussion 1:** - Post due Thursday, 9-5 - Comments Thursday, 9-12
Week 3: Sep 9 – Sep 15	Descriptive statistics 3.1. Concepts of descriptive statistics 3.2. Measures of central tendency 3.3. Measures of dispersion 3.4. Measures of shape Lab 1: Descriptive statistics	**Read** Chapter 3 **Homework 1:** - Due Saturday, 9-21 **Reading Quiz 2:** - Due Friday, 9-13
Week 4: Sep 16 – Sep 22	Descriptive spatial statistics 4.1. Concepts of descriptive spatial statistics 4.2. Spatial measures of central tendency 4.3. Spatial measures of dispersion Lab 2: Descriptive spatial statistics	**Read** Chapter 4 **Homework 2:** - Due Saturday, 9-28 **Reading Quiz 3:** - Due Friday, 9-20
Week 5: Sep 23 – Sep 29	Probability 5.1. Basic probability 5.2. Binomial distribution 5.3. Poisson distribution 5.4. Normal distribution 5.5. Probability mapping Lab 3: Probability	**Read** Chapter 5, 6 **Homework 3:** - Due Saturday, 10-5 **Reading Quiz 4:** - Due Friday, 9-27 **Discussion 2:** - Post due Thursday, 9-26 - Comments Thursday, 10-3
Unit 2: Sampling and inferential tests of difference		
Week 6: Sep 30 – Oct 6	Data sampling 6.1. Sampling 6.2. Sampling design Midterm 1	**Read** Chapter 7 **Midterm 1:** - Due Friday, 10-4 **Discussion 3:** - Post due Thursday, 10-3 - Comments Thursday, 10-10
Week 7: Oct 7 – Oct 13	Estimation in sampling 7.1. Concepts in estimation 7.2. Central limit theorem 7.3. Confidence intervals 7.4. Sample size estimation Lab 4: Sampling	**Read** Chapter 8 **Homework 4:** - Due Saturday, 10-19 **Reading Quiz 5:** - Due Friday, 10-11

Week 8: Oct 14 – Oct 20	Inferential statistics and hypothesis testing 8.1. Hypothesis testing 8.2. One sample tests 8.3. Issues in inferential testing Lab 5: One sample tests	**Read** Chapter 9 **Homework 5:** - Due Saturday, 10-26 **Reading Quiz 6:** - Due Friday, 10-18
Week 9: Oct 21 – Oct 27	Inferential statistics: Two sample tests 9.1. Concepts of two sample tests 9.2. Two independent sample tests 9.3. Matched pair tests Lab 6: Two sample tests	**Read** Chapter 10 **Homework 6:** - Due Saturday, 11-2 **Reading Quiz 7:** - Due Friday, 10-25 **Discussion 4:** - Post due Thursday, 10-24 - Comments Thursday, 10-31
Week 10: Oct 28 – Nov 3	Analysis of variance: Multiple sample tests 10.1. Concepts of three or more samples 10.2. Analysis of variance 10.3. Kruskal-Wallis Lab 7: Multiple sample tests	**Read** Chapter 11 **Homework 7:** - Due Saturday, 11-9 **Reading Quiz 8:** - Due Friday, 11-1
Unit 3: Inferential tests of relationships		
Week 11: Nov 4 – Nov 10	Categorical difference tests 11.1. Goodness-of-fit 11.2. Contingency analysis Midterm 2	**Read** Chapter 12 **Midterm 2** - Due Friday, 11-8
Week 12: Nov 11 – Nov 17	Inferential spatial statistics 12.1. Concepts of inferential spatial statistics 12.2. Point pattern analysis 12.3. Area pattern analysis Lab 8: Inferential spatial statistics	**Read** Chapter 13, 14, 15 **Homework 8:** - Due Saturday, 11-23 **Reading Quiz 9:** - Due Friday, 11-15 **Discussion 5:** - Post due Thursday, 11-14 - Comments Thursday, 11-21
Week 13: Nov 18 – Nov 24	Correlation 13.1. The nature of correlation 13.2. Correlation tests Lab 9: Correlation and categorical difference	**Read** Chapter 16 **Homework 9:** - Due Saturday, 12-7 **Reading Quiz 10:** - Due Friday, 11-22
Thanks-giving	*Thanksgiving break – No class*	
Week 14: Dec 2 – Dec 8	Regression 14.1. Simple linear regression 14.2. Bivariate regression analysis 14.3. Residual analysis 14.4. Multivariate regression 14.5. Geographically weighted regression Lab 10: Regression	**Read** Chapter 17, 18 **Homework 10:** - Due Saturday, 12-14 **Reading Quiz 11:** - Due Friday, 12-6
Finals Week	Final exam	**Final exam:** - Due Friday, 12-13

Note: The GGS 300 course schedule is tentative and is subject to revision by the instructor