

**POLS 300: Research Methods in Politics and Public Policy**  
**Occidental College**  
**Updated January 16, 2025**

Spring Semester, 2025  
Monday, Wednesday, and Friday  
11:45 AM-12:40 PM  
Room: Johnson 103

**Instructor:** Dr. Isaac Hale  
**Email:** [halei@oxy.edu](mailto:halei@oxy.edu)  
**Office Hours:** Monday, Wednesday, and Friday: 10:00-11:00 AM  
**Office:** Johnson Hall 308

**Student Preceptor:** Evan Lieber  
**Email:** [elieber@oxy.edu](mailto:elieber@oxy.edu)  
**Office Hours:** Tuesday and Thursday: 4:00-5:00 PM  
**Office:** Politics Suite (3<sup>rd</sup> floor Johnson)

## Course Description

If what you care about is politics, why take a class on research methods? Many of you may be asking yourselves this very question as you begin this class! Many of us are drawn to political science because of the big topics it can help explain: war & peace, election outcomes, representation, policymaking, etc. However, it is almost certain that you have checked out an election forecast (like *FiveThirtyEight*), heard an argument about how demographics shape politics, or witnessed a pundit proclaim confidently what the causes and implications of our political climate are. All of these are examples of political data being used (or misused!). Understanding politics at more than a surface level requires more than reading the newspaper, watching cable news, or following your favorite influencer on TikTok. Today, being a sophisticated political analyst means not only having knowledge about politics but also being able to interpret and explain political data.

To this end, this introductory research methods class is designed to teach you the basics of contemporary political analysis. We will learn how theoretical concepts are measured, how we can collect data, and the basics of data visualization. We will also learn how we can assess hypotheses about real-world political phenomena. This class will teach you how to test for associations between variables and how to determine whether that relationship might be *causal*.

To succeed in this class, you will need to complete three problem sets as well as design, implement, and present a poster project. You will also need to keep up with the assigned reading (listed at the end of the syllabus), which is highly pertinent to the subjects covered in class.

It is important to note that this class is *NOT* a “pure” statistics course. Yes, we will learn many important statistical concepts, but we will not be spending our time writing proofs, doing math by hand, or learning the nuts-and-bolts of every statistical concept explored in class. In short, do not feel afraid if math is not your favorite subject! If you maintain a positive attitude, work hard, come to class, and ask questions, you will most likely succeed. Do not be shy to speak up, even if you are not certain about something. There is no penalty for asking a question – and almost always other students will have the same question!

## Course Objectives

The student learning outcomes for this course are as follows:

- Identify best practices for research design, including rigorous hypothesis testing
- Gain knowledge about a wide variety of quantitative and qualitative methods, including surveys, interviews, observational studies, and large-N statistical analysis
- Unpack the logic and meaning of core statistical concepts, including probability, correlation, and causation
- Acquire programming skills in Stata, including data management, data visualization, and regression
- Improve data literacy, including the student's ability to identify misleading presentations of data
- Produce and present a poster demonstrating the student's mastery of the preceding objectives. This poster is intended to improve students' independent research skills and focus their research agendas.

## Required Texts

There are two required texts for this course.

- Lisa Daniels & Nicholas Minot, 2020. *An Introduction to Statistics and Data Analysis Using Stata: From Research Design to Final Report*. SAGE Publications.
- Charles Wheelan, 2013. *Naked Statistics: Stripping the Dread from the Data*. WW Norton & Company.

You may access all other readings through the Canvas portal for this class or via hyperlinks in the syllabus.

## Core Program Requirements

POLS 300 fulfills a Math/Science (CPMS) core program requirement.

## Course Preceptor

We are fortunate to have POLS 300 veteran Evan Lieber joining us as a preceptor. He took the course in spring 2023 and is well versed in the concepts and tools we will be engaging with in this course. Consider Evan as an additional resource – you can attend his office hours and email him questions (as you would me). He will also assist us in class on programming days. Please note that any concerns about grading, student conduct, or assignment deadlines should be communicated directly to me.

## Class Expectations

### *Credit Hour Policy*

POLS 300 is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

### *Lab Days*

We will have in-class programming labs throughout the semester (usually on Fridays). We will be learning how to use Stata for data visualization, data management, and statistical analysis. Please bring your laptop to class on programming days. These labs will provide you with the skills necessary for your poster project.

### ***Software***

This is *not* a “pure” statistics course; however, we cover a large amount of statistical material in this class. As such, you will need to learn to use a software package called Stata. Stata is a powerful tool for statistical analysis, data management, and data visualization. It is widely used in political science and economics.

To interface with Stata through Oxy (and free of charge!), you must access it through ITS’s Virtual Computer Lab. To learn all about the Virtual Computer Lab, visit:

[www.oxy.edu/academics/faculty/resources-faculty/academic-continuity-planning/virtual-computer-lab](http://www.oxy.edu/academics/faculty/resources-faculty/academic-continuity-planning/virtual-computer-lab).

It is crucial that you run Stata on your personal laptop *before* January 31<sup>st</sup> (the first lab day). We will not have time in class to get Stata running on your computer, so please contact ITS or come to my office hours before January 31<sup>st</sup> if you are having difficulty. A guide to accessing Stata is posted to the class Canvas page.

### ***Lecture Slides***

Slides will be used in class on most days. Slides will be posted to Canvas following the class session.

### ***Online Access***

All readings and documents for this course can be accessed through the Canvas website or via hyperlinks in the syllabus schedule. Messages will be sent by me via Canvas, so make sure you have email notifications for Canvas messages activated.

### ***Email***

I welcome questions and comments by email. When you email me, you should compose your email as you would any piece of professional correspondence. I will respond to your emails as quickly as possible, but please do not expect a quick response to emails sent on weekends or after 5pm on any day.

### ***Laptops and Other Electronics***

On programming days, we will practice Stata in the classroom and will also be learning some statistics. Students are expected to bring their laptops with them to class on programming days. If you need a computer for this course, you may request a loaner laptop [via this web portal](#). The laptops are set up with access to the virtual computer lab software (e.g., SPSS, Stata, Matlab, etc.).

On normal class days (labs are an exception!), laptops are not allowed in class. [Numerous studies confirm that](#) students who take notes by hand retain more information over time and that laptop bans improve student engagement in smaller classes. It is also far less distracting to others when there is not constant typing and visual distraction going on during a lecture/discussion. As such, laptops, phones and other electronic devices are not allowed in non-lab class days.

If you have a documented learning disability that is helped by typing your notes, contact me and I will be happy to consider an exception. Furthermore, if you have a [very compelling](#) reason why you strongly prefer to take notes during lectures with a laptop, you may write me an email letting me know, and we can discuss the matter individually. Any laptops approved for use in-class must not be used for web surfing during class.

You may bring an e-reader, tablet, or another “lie-flat” device to access readings in class. You may not use it for tasks such as surfing the web or email. You are encouraged to bring printouts or e-reader copies of the readings to class.

### ***Desk Name Tag (yes, this is required)***

To facilitate discussion, I ask that you place a name tag on the desk in front of you in class each day. Although attendance will not be taken, showing up to class with your desk name tag will affect your participation grade. One way to make this name tag is to take an 8½ x 11-inch piece of construction paper or lightweight cardboard, fold it in half lengthwise (so it's now 4¼ x 11 inches), and write your name on one side so that your name is upright when you put the folded piece of paper like a tent on the desk in front of you. Please write your full name (**FIRST AND LAST**—using whatever name you prefer to be called as your first name) in **LARGE, VERY DARK, BOLD** letters. I will bring nametag supplies on the first day of class.

## **Grading**

Grading for this course will be calculated as follows:

Poster Project (5x graded components)	60%
Problem Sets (3x)	30%
Class Participation	10%
<b>Total:</b>	<b>100%</b>

The final letter grade will be assigned according to the standard table:

93-100: A	87-89: B+	77-79: C+	67-69: D+
90-92: A-	83-86: B	73-76: C	60-66: D
	80-82: B-	70-72: C-	00-59: F

If you are 0.5 points or less from the next letter grade at the end of the course, the grade submitted to the registrar will be rounded up to the next letter grade. You will not be able to see this rounding on Canvas.

All graded items listed above are detailed in the sections that follow.

## **Poster Project**

The poster presentation comprises the largest portion of your grade and will require you to complete multiple assignments throughout the term:

1. **Research question** (5%): what do you want to know about your topic? Ask a question that defines the problem or issue you want to study. This should be no longer than one paragraph (and need not be that long!). I will give you feedback on your research question that you can use to “sharpen” (or change) your question before pursuing the next step.
2. **Research design** (5%): Complete the research design worksheet posted on Canvas. You will identify the data set you will use to address your question as well as your dependent and independent variables.
3. **Literature review** (10%): what have others said about your topic? Provide an annotated bibliography of 5-6 sources (peer-reviewed articles or books). For each source, you should have approximately four sentences of description that summarize the authors’ argument, their data, how they analyzed their data, and what they found.
4. **Brief** (10%): a 750-word (maximum!) essay that A) summarizes key facts people need to know about your topic/problem, B) explains (in words) your preliminary findings from analyzing your

data, and C) describes what you think the takeaways are. Good briefs will use concise sentences, informal language, and make clear why your topic is relevant to current politics/policy.

5. **Poster presentation** (30%): your poster draws together the previous elements and presents them in a visual form to your classmates. Your poster should have a catchy headline, you're your research question, list your hypotheses, and have eye-catching, easy-to-read charts, visuals, sidebars, and bullets describing the key facts (what is currently known about your topic). It should be precise and include citations. Your 36"x48" poster will be printed through DOCS at my expense, and during the final exam period, we will have an in-person poster session where you take turns asking and answering questions of each other's posters. Your black-and-white poster PDF is due in Canvas by Wednesday, April 16<sup>th</sup> at 11:59 am (noon). Posters will be presented in-person in TBA LOCATION on the last day of class, April 28<sup>th</sup>, from 11:45-1:30.

Rubrics and more detailed information on the poster presentation components will be provided throughout the class.

## Problem Sets

In this course you will have three problem sets wherein you will practice using Stata and applying tools taught in the class. Instructions for each assignment will be provided in class as well as posted on Canvas. All assignments must be submitted on Canvas. Each problem set will be worth 10% of your final grade.

For all submissions, please be sure to include any Stata code you used in a .do file uploaded to Canvas. This way I can easily see your answers as well as check on the code if something went wrong.

## Participation

Your participation grade will be based on the overall effort you put into the class, including the effort you put into your assignments, your attendance in class (and having a desk tag!), and your participation in discussions. Come to class, participate in class discussions, earn a good participation grade, and get more out of the class. It is a win-win. You are also encouraged to bring up news stories, relevant examples, and "dank" methods memes.

## Extra Credit Meme

You may earn extra credit by creating and submitting a meme related to course content. The extra credit is worth up to one point on your final grade (e.g., raising an 89% final grade to a 90%). In order to receive full credit, the meme must be used correctly! I suggest using <https://knowyourmeme.com> to make sure you are using your meme correctly. You can create memes using meme generators such as <https://imgflip.com/memegenerator>. Your meme will be shared in class, so be creative!

- The optional meme is due Wednesday, April 23<sup>rd</sup> at midnight (11:59 PM)

## Assignment Deadlines

The following are the due dates for every assignment you will submit in this course. **There is no final exam.** Assigned readings are listed at the end of the syllabus.

Each of the following assignments is due at **midnight** (11:59 PM), with the exception of the in-person presentation of the poster on April 28<sup>th</sup> (11:45 – 1:30, TBA LOCATION) and the poster PDF (which is due on Canvas at **noon** on April 16<sup>th</sup>):

<b>Assignment</b>	<b>Due Date</b>
Run Stata on your laptop	Sunday, January 26 <sup>th</sup>
<i>Poster project:</i> research question	Friday, February 7 <sup>th</sup>
Problem set 1	Friday, February 21 <sup>st</sup>
<i>Poster project:</i> research design worksheet	Friday, February 28 <sup>th</sup>
Problem set 2	Friday, March 7 <sup>th</sup>
<i>Poster project:</i> literature review	Friday, March 21 <sup>st</sup>
Problem set 3	Friday, March 28 <sup>th</sup>
<i>Poster project:</i> brief	Friday, April 4 <sup>th</sup>
<i>Poster project:</i> PDF due on Canvas	Wednesday, April 16 <sup>th</sup> ( <b>at noon</b> )
Optional extra credit meme	Wednesday, April 23 <sup>rd</sup>
<i>Poster project:</i> presentation	Monday, April 28 <sup>th</sup> ( <b>at 11:45 AM</b> )

## Late Submissions

Do not wait until the night before it is due to begin to work on an assignment. Life is complicated and full of unexpected surprises. Plan for uncertainty by managing your time efficiently. Even if your work is not complete because something unexpected interfered, submit what you have accomplished prior to the emergency. After-the-fact extensions will be granted only under extreme circumstances, and at my sole discretion. If you know in advance that you will miss an assignment deadline, you may submit a partially completed assignment early — and then appeal for an extension.

Assignments submitted late will have 10% deducted from their final score for every day they are late. This penalty begins immediately following the day and time the assignment is due and will not be prorated. Late poster PDFs will not be accepted due to printing deadlines.

## Grade Appeals

If you are not satisfied with the grade you receive on an assignment, please take the following steps:

- 1) Review any comments/feedback I have provided. Check your Canvas submission.
- 2) If you still have questions, come to my office hours, or contact me by email.
- 3) If you still believe that the grade you received is in error, submit a one-paragraph written request for a regrade by email. If the request is approved, your work will receive a completely new evaluation by me. Your score may increase, decrease, or stay the same.

## Disabilities

Occidental College (Oxy) complies with the Americans with Disabilities Act of 1990 as amended, Section 504 of the Rehabilitation Act of 1973 as amended, and other applicable state and federal law prohibiting discrimination against individuals with disabilities.

- All accommodation requests including academic, housing (ESA & Service Animal) and temporary accommodations are managed by the Disability Services Office. It is a student's responsibility to request accommodations via the [Disability Services](#) website. For information about additional accommodations and support services, students can email [accessibility@oxy.edu](mailto:accessibility@oxy.edu).
- Oxy's Psychological Testing Program: We offer low cost psychological testing for students who qualify. Any student who thinks they may have a learning, or psychological disability may contact Disability Services at [accessibility@oxy.edu](mailto:accessibility@oxy.edu) to learn more about psychological testing.
- Academic Success Coaching: Disability Services offers Academic Success Coaching for all students who struggle with organization, time management, etc. Please contact [accessibility@oxy.edu](mailto:accessibility@oxy.edu) for more information.

## Academic Dishonesty

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own; students are expected to give proper credit to the ideas and work of others.

Generally speaking, you must cite the person at the end of the sentence in which you use another person's idea. When you use a specific phrase, you must put that phrase in quotation marks and cite the original author at the end of the sentence in which you use the phrase. If you wish to submit a piece of writing that you have used in another class, you must receive my permission before doing so.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

Refer to [Student Handbook](#) for the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment.

## Support Services

A number of services are available here at Occidental College to make sure that you excel in your academically and socially.

There are a number of opportunities for **academic support**. Please visit the following website at <https://www.oxy.edu/academics/student-success> to see the variety of services offered, including writing support, tutoring, research assistance, language tutoring, and academic coaching.

The Emmons Wellness Center provides **medical services and counseling**. Visit their website for information on specific services provided: <https://www.oxy.edu/student-life/resources-support/emmons-wellness-center>

## **Accommodations for Reasons of Faith and Conscience**

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations>

## **Sexual Harassment and Assault Resources**

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE ([survivoradvocate@oxy.edu](mailto:survivoradvocate@oxy.edu))
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life ([myoung@oxy.edu](mailto:myoung@oxy.edu))
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at: <https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at [afulcher@oxy.edu](mailto:afulcher@oxy.edu) or call 323-259-1338.

## Weekly Topics & Readings

The list below indicates reading assignments and class topics. All readings are in the textbooks, available on Canvas, or hyperlinked below. You should do each day's readings before that day's class. I will generally keep us on schedule but note that discussions may bleed over from one class to the next.

Date	Topics	Readings Due
Wed, Jan 22	Course Introduction (AKA “why should we care about methods?”)	<ul style="list-style-type: none"> <li>• CANVAS: read the syllabus!</li> <li>• <i>Naked Statistics: Stripping the Dread from the Data</i>, Introduction               <ul style="list-style-type: none"> <li>◦ This book will henceforth be shorthanded in the syllabus to “<i>Naked Statistics</i>”</li> </ul> </li> </ul>
Fri, Jan 24	The Scientific Method	<ul style="list-style-type: none"> <li>• <i>An Introduction to Statistics and Data Analysis Using Stata: From Research Design to Final Report</i>, chapter 1               <ul style="list-style-type: none"> <li>◦ This book will henceforth be shorthanded in the syllabus to “<i>Statistics and Data Analysis Using Stata</i>”</li> </ul> </li> <li>• <i>Naked Statistics</i>, chapter 1</li> </ul>
Week 2		
Mon, Jan 27	Research Questions	<ul style="list-style-type: none"> <li>• CANVAS: Janet B. Johnson, H. T. Reynolds, and Jason D. Mycoff. 2015. “Chapter 3: Beginning the Research Process,” in <i>Political Science Research Methods</i>. CQ Press.</li> </ul>
Wed, Jan 29	Introducing Political Science Datasets	<ul style="list-style-type: none"> <li>• Read about a few Varieties of Democracy (V-DEM) “graphs of the week”: <a href="https://www.v-dem.net/gow_list">https://www.v-dem.net/gow_list</a></li> <li>• Explore Congressional Election Study (CES) questions: <a href="https://cooperativeelectionstudy.shinyapps.io/ccsearch/">https://cooperativeelectionstudy.shinyapps.io/ccsearch/</a></li> <li>• Explore World Values Survey (WVS) questions (you will need to select countries and years): <a href="https://www.worldvaluessurvey.org/WVSONline.jsp">https://www.worldvaluessurvey.org/WVSONline.jsp</a></li> </ul>
Fri, Jan 31	<b>Programming Day!</b>  TOPIC: Stata basics	<ul style="list-style-type: none"> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 4</li> </ul>

Week 3		
Mon, Feb 3	Measurement (part 1)	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 2</li> <li>• Nick Huntington-Klein. 2022. <a href="#">“Chapter 3: Describing Variables,”</a> in <i>The Effect: An Introduction to Research Design and Causality</i>. Routledge. <ul style="list-style-type: none"> <li>◦ Read through section 3.4 (you may skip section 3.5, “Theoretical Distributions”)</li> </ul> </li> </ul>
Wed, Feb 5	Measurement (part 2)	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 3</li> <li>• Seva Gunitsky. <a href="#">“How Do You Measure ‘Democracy?’”</a> In <i>Washington Post: The Monkey Cage Blog</i> <ul style="list-style-type: none"> <li>◦ Alternate access link: <a href="https://archive.ph/fTbeL">https://archive.ph/fTbeL</a></li> </ul> </li> </ul>
Fri, Feb 7	<b>Programming Day!</b>  TOPIC: variables	<ul style="list-style-type: none"> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 5</li> </ul>
Week 4		
Mon, Feb 10	Correlation, Causation, and Experiments (part 1)	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 4</li> <li>• Nick Huntington-Klein. 2022. <a href="#">“Chapter 6: Causal Diagrams,”</a> in <i>The Effect: An Introduction to Research Design and Causality</i>. Routledge.</li> </ul>
Wed, Feb 12	Correlation, Causation, and Experiments (part 2)	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 13</li> <li>• <i>Harvard Business Review</i>, <a href="#">“Beware Spurious Correlations”</a></li> </ul>
Fri, Feb 14	<b>Programming Day!</b>  TOPIC: descriptive statistics	<ul style="list-style-type: none"> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 6</li> <li>• <a href="#">“Descriptive Information and Statistics   Stata Learning Modules.”</a> UCLA: Statistical Consulting Group.</li> </ul>
Week 5		
Mon, Feb 17	<b>President’s Day – NO CLASS</b>	
Wed, Feb 19	Probability	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 5</li> <li>• <i>Naked Statistics</i>, chapter 5 ½</li> <li>• <i>Naked Statistics</i>, chapter 6</li> </ul>
Fri, Feb 21	<b>Programming Day!</b>  TOPIC: bivariate relationships	<ul style="list-style-type: none"> <li>• <a href="#">“Overview of Graph Tway Plots   Stata Learning Modules.”</a> UCLA: Statistical Consulting Group.</li> <li>• <a href="#">“Correlation   Stata Annotated Output.”</a> UCLA: Statistical Consulting Group.</li> <li>• <a href="#">“Using IF with Stata Commands   Stata Learning Modules.”</a> UCLA: Statistical Consulting Group.</li> </ul>

Week 6		
Mon, Feb 24	The Central Limit Theorem	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 8</li> </ul>
Wed, Feb 26	Inference	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 9</li> </ul>
Fri, Feb 28	<b>Programming Day!</b>  TOPIC: t-tests	<ul style="list-style-type: none"> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 8</li> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 9</li> </ul>
Week 7		
Mon, Mar 3	Regression (part 1)	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 11</li> </ul>
Wed, Mar 5	Regression (part 2)	<ul style="list-style-type: none"> <li>• <a href="#">“Interpreting Regression Output”</a> Princeton University Library.</li> </ul>
Fri, Mar 7	<b>Programming Day!</b>  TOPIC: bivariate regression	<ul style="list-style-type: none"> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 12, read through section 12.4 (stop before section 12.5 “multiple regression analysis”)</li> <li>• YOUTUBE: <a href="#">“Simple linear regression in Stata®”</a> StataCorp LLC.</li> </ul>
Week 8		
<b>SPRING BREAK – NO CLASS</b>		
Week 9		
Mon, Mar 17	Regression (part 3)	<ul style="list-style-type: none"> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 12</li> <li>• YOUTUBE: <a href="#">“STATA Tutorials: Multiple Linear Regression.”</a> Department of Methodology LSE.</li> </ul>
Wed, Mar 19	Avoiding Regression Pitfalls	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 12</li> <li>• CANVAS: Robert Matthews. 2000. “Storks deliver babies (p=0.008).” <i>Teaching Statistics</i> 22:36-38</li> </ul>
Fri, Mar 21	<b>Programming Day!</b>  TOPIC: multivariate regression	<ul style="list-style-type: none"> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 12</li> <li>• YOUTUBE: <a href="#">“STATA Tutorials: Multiple Linear Regression.”</a> Department of Methodology LSE.</li> </ul>

Week 10		
Mon, Mar 24	Survey Methods and Sampling	<ul style="list-style-type: none"> <li>• <i>Naked Statistics</i>, chapter 10</li> <li>• Scott Keeter. “<a href="#">Public Opinion Polling Basics</a>.” Pew Research Center.</li> </ul>
Wed, Mar 26	Survey Design	<ul style="list-style-type: none"> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 2</li> <li>• <i>Statistics and Data Analysis Using Stata</i>, chapter 3</li> </ul>
Fri, Mar 28	<p><b>Programming Day!</b></p> <p>TOPIC: subsetting, collapsing, and survey weights</p>	<ul style="list-style-type: none"> <li>• “<a href="#">Subsetting Data   Stata Learning Modules</a>.” UCLA: Statistical Consulting Group.</li> <li>• “<a href="#">Collapsing Data Across Observations   Stata Learning Modules</a>.” UCLA: Statistical Consulting Group.</li> <li>• Brian Schaffner. 2018. “<a href="#">Chapter 4: Design Weights</a>,” in <i>Advanced Survey Data Analysis &amp; Survey Experiments</i></li> </ul>
Week 11		
Mon, Mar 31	Observational Studies	<ul style="list-style-type: none"> <li>• CANVAS: J. T. Dickovick and Jonathan Eastwood. 2016. “Chapter 1: The Comparative Approach: An Introduction,” in <i>Comparative Politics: Integrating Theories, Methods, and Cases</i>. Oxford University Press.</li> </ul>
Mon, Apr 2	Data Visualization	<ul style="list-style-type: none"> <li>• Review example posters at: <a href="https://urc.ucdavis.edu/photo-galleries/uc-davis-academic-posters">https://urc.ucdavis.edu/photo-galleries/uc-davis-academic-posters</a></li> </ul>
Fri, Apr 4	<p><b>Programming Day!</b></p> <p>TOPIC: visualizing regression models</p>	<ul style="list-style-type: none"> <li>• Ben Jann. 2022. “<a href="#">Getting started – How to use coefplot</a>.”</li> </ul>
Week 12		
Mon, Apr 7	<p><b>Programming Day!</b></p> <p>TOPIC: poster workshop</p>	<ul style="list-style-type: none"> <li>• No assigned reading.</li> <li>• We will be working on the poster during class</li> </ul>
Wed, Apr 9	<p><b>Programming Day!</b></p> <p>TOPIC: poster workshop</p>	<ul style="list-style-type: none"> <li>• No assigned reading.</li> <li>• We will be working on the poster during class</li> </ul>
Fri, Apr 11	<p><b>Programming Day!</b></p> <p>TOPIC: poster workshop</p>	<ul style="list-style-type: none"> <li>• No assigned reading.</li> <li>• We will be working on the poster during class</li> </ul>

Week 13		
Mon, Apr 14	<b>Programming Day!</b> TOPIC: poster workshop	<ul style="list-style-type: none"> <li>• No assigned reading.</li> <li>• We will be working on the poster during class</li> </ul>
Wed Apr 16	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li>• Finish that poster! You must upload the PDF to the Canvas assignment <b>by noon (11:59 AM), no exceptions</b></li> <li>• Professor Hale will be at the Western Political Science Association meeting in Seattle</li> </ul>
Fri, Apr 18	<b>NO CLASS</b>	<ul style="list-style-type: none"> <li>• Professor Hale will be at the Western Political Science Association meeting in Seattle</li> </ul>
Week 14		
Mon, Apr 21	Qualitative Methods: an Overview	<ul style="list-style-type: none"> <li>• CANVAS: Janet B. Johnson, H. T. Reynolds, and Jason D. Mycoff. 2015. "Chapter 8: Making Empirical Observations," in <i>Political Science Research Methods</i>. CQ Press.</li> </ul>
Wed, Apr 23	Data Visualization Disasters	<ul style="list-style-type: none"> <li>• CANVAS: Carl Bergstrom and Jevin West. 2020. "Chapter 7: Data Visualization," in <i>Calling Bullshit: The Art of Skepticism in a Data-Driven World</i>. Random House.</li> <li>• <i>Optional</i>: extra credit meme due at midnight</li> </ul>
Fri, Apr 25	Wrapping up	<ul style="list-style-type: none"> <li>• No assigned reading.</li> </ul>
Week 15		
Mon, Apr 28	<b>Poster Presentation Day!</b>	<ul style="list-style-type: none"> <li>• Poster Session from 11:45-1:30 at <b>LOCATION TBA</b></li> <li>• There will be snacks!</li> <li>• There is no final exam – enjoy your summer break!</li> </ul>

Thanks to Dr. Rachel Bernhard and Dr. Chris Hare, whose syllabi served as references.