**Methods and Statistics in Political Science**

Political Science 221  
Davidson College

Sections A (CRN 13783) and B (CRN 14398)   
Sloan 201  
Monday, Wednesday, Friday  
1:30 – 2:20 p.m.    
Fall 2012

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| Dr. Graham Bullock Chambers 2262 Office phone: 704-894-2314 Email: grbullock@davidson.edu | Dr. Patrick Sellers Chambers 2039  Office Phone: 704-894-2078 Email: pasellers@davidson.edu |
| Office Hours: M: 12 - 1 p.m. 2:30 - 3 p.m. (Sellers) T: 3 - 4 p.m. (Bullock) W: 2:30 - 4 p.m. (Bullock) Th: 3 - 4 p.m. (Bullock) F: 12 - 1 p.m. 2:30 - 3 p.m. (Sellers) And by appointment | [Additional course materials](http://www.davidson.edu/academic/political/sellers/pol221/Assignments.htm)  [Sample tables for regression](http://www.davidson.edu/academic/political/sellers/pol221/Research%20projects/Sample%20tables.docx) |

The world of politics offers a nearly infinite array of interesting and important problems. Why did Mitt Romney win the 2012 Republican presidential primary? Was Europe's adoption of a common currency a merely superficial change or an important development fundamentally affecting the region's political and economic institutions? Why is religious fundamentalism thriving in Islamic countries? For these and many other questions, potential answers may be difficult to sort out. It is even harder to demonstrate conclusively that one of those answers is more "correct" than another. This course will help you think more carefully and systematically about political questions, their potential answers, and the types of evidence needed to evaluate those answers.

To encourage such careful, systematic thinking, the course focuses on the analytical framework of social science. We explore how this framework can guide both quantitative and qualitative analysis (i.e., research without "number crunching"), from historical analysis to single or comparative case studies. However, the application of social science principles is not universal and can be controversial; we will also discuss some of these controversies.

With the growing availability of surveys and other large data sets, politicians and political scientists are increasingly turning to quantitative analysis. We begin with a discussion of social science and elementary ways to describe data (means, medians, etc.). We then turn to stastical inference, hypothesis testing, and basic statistical tests. The semester concludes with several weeks on regression, one of the most common types of statistical analysis. Statistics often creates fear in the minds of political science majors, particularly those who chose the major in order to avoid all contact with numbers! This course can alleviate such "stats anxiety." Students are NOT required to have an extensive background in math or calculus. Instead, they should understand basic math functions (addition, subtraction, multiplication, and division) and be willing to learn and apply additional math concepts.

**Learning Outcomes and Course Benefits**

Mastery of the course concepts can benefit students in many ways. The course has four expected learning outcomes.  By the end of the course, students will be able to:

1. Describe a wide range of methodological concepts, including inductive vs. deductive reasoning, thick vs. thin descriptions, precision vs. accuracy, inference, selection bias, reliability, replicability, validity, falsifiability, counterfactuals, multicollinearity, and reverse causality.
2. Use these methodological concepts to analyze research conducted in the field of political science.
3. Describe, conduct, and critique a wide range of statistical analyses, including basic descriptive statistics, sampling, hypothesis testing, t-tests, chi-squared tests, and bivariate and multivariate regressions.
4. Understand and analyze the use of these statistical analyses in the field of political science.

More broadly, an understanding of social science and statistical principles can help in other courses by making it easier to understand political science research presented in those courses. You will be able to impress your friends and professors by posing and answering important questions about that research: Why were the particular cases chosen for analysis? Were these the best cases? Does the evidence presented persuasively support the author's argument?  The concepts from this course can also make it easier for students to do their own research for seminar papers and honors theses, and to understand and evaluate claims made by politicians, interest groups, and the media.  Finally, the course can prove helpful after graduation.  In addition to developing their analytical and statistical abilities, students must demonstrate their skills of written and verbal expression and learn a statistical computer program (Stata). After graduation, these skills can make a student more attractive to potential employers.

**Course Requirements**

Each student’s grade for the course will be based on several components.

* ***W*eekly Online Quizzes** (10%) will be due before class on most Mondays of the semester.  Students will answer several short questions posted in Moodle, about the content or application of the assigned reading for the day. Each student's average will drop his or her lowest quiz score.
* ***A*ssignment #1** (10%) will be due in class on Friday, September 28.
* **Assignment #2** (10%) will be due in class on Friday, October 12.
* **A Mid-Term Examination** (25%) will be held in class on Friday, October 26.
* **Assignment #3** (15%) will be due in class on Friday, November 30.
* **A Final Examination** (30%) will be held during the self-scheduled Exam Period (December 14-20).

**Course structure:** The course is structured into six units – Introduction, Data Description, Statistical Inference, Basic Statistical Techniques, Statistical Regression Tools, and Synthesis. Within each unit, each week is focused on a key topic related to the overall unit.  Within each week, Monday classes will normally focus on specific statistical skills, Wednesday classes on applying those skills to research articles in political science, and Friday classes on broader research design concepts and skills.  On most Mondays during the semester, the class will split into two groups, with one group meeting in Studio D (in the CTL in the Library), and the other group meeting in the Language Resource Center (in the basement in the south end of Chambers, closest to Davidson Concord Road).

**Lateness policy**: Work that is handed in after class on the day an assignment is due will be penalized 1/3 of a grade for each day it is late. If you hand in an A+ paper at noon on the day the paper is due, you will receive an A. But no matter how late a paper is, it is always to your advantage to hand it in. Computer failure is not an acceptable excuse for lateness. Back up your work. If you are having printer trouble, email the assignment as an attachment. Do not assume you have secured our permission for something unless you have spoken to us in person or received an e-mail or voice mail message from us.

**Extensions**: Please do not ask for extensions because you have “too much work;” everyone does, and it’s unfair to give extensions to those who ask, while those who don’t ask end up with less time to do a good job. Also, no extensions will be granted for extracurricular commitments. Look at your personal schedules in advance, and plan your work accordingly.

**Honor Code**: Anything you hand in is pledged work. But as a reminder of the honor code's importance, we would like you to write out the honor code in full on the cover sheet of any work you hand in. ("On my honor I pledge that I have neither given nor received help on this work, nor am I aware of any violation on the part of others.") Please make sure you understand the honor code, especially the definition of plagiarism. If you have any questions, doubts, or concerns about any aspect of the honor code, please talk to us. If you are unsure how to cite material used in an essay, please discuss it with us. Students must complete the two exams individually. Students may work together to study for exams, as well as to complete daily problems and other assignments. But, each student must submit his or her individual answers for all assignments. We strongly encourage group effort; working together makes it easier to understand the problem and get the right answer!

**Grading**: The numerical grade for any assignment turned in may range from outstanding (in the 90-to-100 range) to failing (55 or lower). Note that the failure to turn in any assignment will result in a numerical grade of 0 for that assignment. When calculating final course grades, we will calculate the overall numerical averages and convert them to letter grades, where A: >=93; A-: >=90, <93; B+: >=87, <90; B: >=83, <87; etc.

**Assigned Readings**: In an attempt to help students save the $150 pricetag of assigned books in previous versions of the course, we have attempted to find reading materials from on-line sources or from book chapters that we could copy and make available through Moodle (moodle.davidson.edu). Links to the on-line sources are found in the course outline below. The scanned-in chapters are available in Moodle.

We realize that some students would prefer actual textbooks to the on-line materials that we are providing. If so, those students can purchase (through Amazon.com) the four books below that we have used in previous versions of the course.

* Applied Regression: An Introduction, by Michael Lewis-Beck
* The Essentials of Political Analysis, by Philip Pollock
* A Stata Companion to Political Analysis, by Philip Pollock
* The Craft of Political Research, by Phillips Shively

**Course Outline**

The course outline below provides the readings and online resources that students are expected to review before each class.  Materials listed on a particular day should be reviewed before class on that day. Links are provided for the resources and articles available online, and materials only available on Moodle are so noted.

## Unit I: Introduction to Methods and Statistics in Political Science

**Week 1: Introduction to Methods and Statistics in Political Science**

### Monday, August 27: Introduction to the Course

No Readings Due.

### Wednesday, August 29: The Science in Social Science

King, Gary, Robert O. Keohane, and Sidney Verba. “The Science in Social Science.” In Designing Social Inquiry, 3–28. illustrated ed. Princeton: Princeton University Press, 1994. Available on Moodle  
Grigsby, Ellen. 2012. Analyzing Politics: An Introduction to Political Science, Fifth Edition. Cengage Learning, 12-25, 31-40. Available on Moodle

### Friday, August 31: Characteristics of Good Research

Hill, Kim Quaile. “The Lamentable State of Science Education in Political Science.” PS: Political Science and Politics 35, no. 1 (March 1, 2002): 113–116. <http://www.jstor.org/stable/1554774>   
King, Gary. “Replication, Replication.” PS: Political Science and Politics 28, no. 3 (September 1, 1995): 444–452. <http://www.jstor.org/stable/420301>

## Unit II: Data Description

**Week 2: Data Description**

### Monday, September 3: Data Description Skills

StatTrek. “Patterns in Data: How to describe data patterns in statistics.” StatTrek.com. Text (2) and video (11:17). <http://stattrek.com/statistics/charts/data-patterns.aspx?Tutorial=AP>   
Creative Heuristics. “Types of Data: Nominal, Ordinal, Interval/Ratio.” YouTube. Video (6:20). <http://www.youtube.com/watch?v=hZxnzfnt5v8&feature=related>   
Online Stat Book. Introduction to Statistics: Levels of Measurement. YouTube. Video (12:30). <http://www.youtube.com/watch?v=B0ABvLa_u88&feature=related>   
Wadsworth Cengage Learning. “Scale of Measurement.” Wadsworth.com. Slides with text and graphics (34).  <http://www.wadsworth.com/psychology_d/templates/student_resources/workshops/stat_workshp/scale/scale_01.html>   
Duval. Bob. “Levels of Measurement.” Polsci.wvu.edu. Text (2). <http://www.polsci.wvu.edu/duval/ps601/Notes/Levels_of_Measure.html#Levels%20of%20Measurement>   
Bates, K. “Level of Measurement Referesher.” Courses.csusm.edu. Text (1). <http://courses.csusm.edu/soc201kb/levelofmeasurementrefresher.htm>   
Wikipedia. “Descriptive Statistics.” Wikipedia.org. Text (1). <http://en.wikipedia.org/wiki/Descriptive_statistics>   
Khan Academy. “Mean, Median, and Mode.” Khanacademy.org. Video (3:55).<http://www.khanacademy.org/math/statistics/v/mean-median-and-mode>   
Devoto, Paul. “Measures of Central Tendency Rap.” Youtube.com. Video (3:57). <http://www.youtube.com/watch?v=1jVZi0cNHls>   
Niles, Robert. “Standard Deviation.” Robertniles.com. Text (2).<http://www.robertniles.com/stats/stdev.shtml/>   
Lane, David M. ”Standard Deviation and Variance.” Davidmlane.com. Text (2). <http://davidmlane.com/hyperstat/A16252.html>

### Wednesday, Sept. 5: Data Description Application

Fenno, Richard F. “Political Representation.” In Congress at the Grassroots: Representational Change in the South, 1970-1998, 1–11. Univ of North Carolina Press, 2000.

### Friday, Sept. 7: Data Description and Research Design

Coppedge, M. “Thickening Thin Concepts and Theories: Combining Large N and Small in Comparative Politics.” Comparative Politics (1999): 465–476.  
Annenberg Foundation. “Statistics as Problem Solving.” Learner.org. A Problem Solving Process. Text (1) and video (1:35); Data Measurement and Variation. Text (2) and video (1:42); Bias in Measurement. Text (1) and video I (2:00) and video II (2:00); Bias in Sampling. Text (2).          
<http://www.learner.org/courses/learningmath/data/session1/index.html>­\*

\*If using Firefox, may need to install Windows Media Player plug-in from <http://www.interoperabilitybridges.com/windows-media-player-firefox-plugin-download>.

## Unit III: Statistical Inference

**Week 3: Sampling and the Central Limit Theorem**

### Monday, Sept. 10: Statistical Skills

Khan Academy. “Statistics: Sample vs. Population Mean.” Khanacademy.org. Video (6:42). <http://www.khanacademy.org/math/statistics/v/statistics--sample-vs--population-mean>   
Creative Heuristics. “Sampling: Simple Random, Convenience, Systematic, Cluster, Stratified.” Youtube.com. Video (4:54). <http://www.youtube.com/watch?v=be9e-Q-jC-0&feature=related>   
Khan Academy. “Central Limit Theorem.” Khanacademy.org. Video (9:49). <http://www.khanacademy.org/math/statistics/v/central-limit-theorem>   
Lind, Marchal, and Wathen. “Central Limit Theorem.” Highered.mcgraw-hill.com. Simulation. <http://highered.mcgraw-hill.com/sites/dl/free/0073401765/401798/CentralLimitApp.html>\*   
Online Stat Book. “Sampling Distributions.” Onlinestatbook.com. Simulation. <http://onlinestatbook.com/stat_sim/sampling_dist/index.html>\*

\*May require installation of Java Runtime Environment (<http://www.java.com/en/download/index.jsp>).

### Wednesday, Sept. 12: Application Skills

Walsh, Elias, Sarah Dolfin, and John DiNardo. 2009. “Lies, Damn Lies, and Pre-Election Polling.” American Economic Review 99(2): 316–322.  
Hillygus, D. S. 2011. “The Evolution of Election Polling in the United States.” Public Opinion Quarterly 75(5): 962–981.

### Friday, Sept. 14: Research Design Skills

Collier, David. 1995. “Translating quantitative methods for qualitative researchers: The case of selection bias.” American Journal of Political Science 89(2): 461–466.  
Ames, Barry et al. 2005. “Hide the Republicans, the Christians, and the Women: A Response to ‘Politics and Professional Advancement Among College Faculty.’” The Forum 3(2): Article 7 (8 pages).

**Week 4: Confidence Intervals**

### Monday, Sept. 17: Statistical Skills

Pollard, Patrick. “Normal Distributions and Z Scores.” Youtube.com. Video (10:20). <http://www.youtube.com/watch?v=mai23vW8uFM>   
Easy Calculation. “Z Table.” Easycalculation.com. Table. <http://easycalculation.com/statistics/normal-ztable.php>   
Online Stat Book. “Confidence Intervals.” Onlinestatbook.com. Simulation. <http://www.ruf.rice.edu/~lane/stat_sim/conf_interval/>   
United States Census Bureau. “A Basic Explanation of Confidence Intervals.” Census.gov. Text (1). <http://www.census.gov/did/www/saipe/methods/statecounty/ci.html>

### Wednesday, Sept. 19: Application Skills

Clinton, J. D., S. Jackman, and D. Rivers. 2004. “‘ The Most Liberal Senator’? Analyzing and Interpreting Congressional Roll Calls.” PS: Political Science & Politics 37(4): 805–812.

### Friday, Sept. 21: Research Design Skills

Marenin, Otwin. 1997. “Victimization surveys and the accuracy and reliability of official crime data in developing..” Journal of Criminal Justice 25(6): 463.  
  
**Week 5: Hypothesis Testing**

### Monday, September 24: Statistical Skills

QuantConcepts. “Basics of Hypothesis Testing.” Youtube.com. Video (11:00). <http://www.youtube.com/watch?v=UApFKiK4Hi8&feature=related>   
Houston, David. “Hypothesis Examples.” Web.utk.edu. Text (1). <http://web.utk.edu/~dhouston/pols512/hypotheses.pdf>   
Online Stat Book. “Logic of Hypothesis Testing.” Onlinestatbook.com. 11 sections, each with text and video. <http://onlinestatbook.com/2/logic_of_hypothesis_testing/logic_hypothesis.html>

### Wednesday, September 26: Application Skills

Kriner, Douglas L., and Andrew Reeves. 2012. “The Influence of Federal Spending on Presidential Elections.” American Political Science Review: 1–19.

### Friday, September 28: Research Design Skills

Pollock, P. H. 2011. “The ‘how else’ question: making controlled comparisons.” In The Essentials of Political Analysis, Washington, DC: CQ Press, p. 78–97. Available on Moodle

## Unit IV: Basic Statistical Techniques

**Week 6: Single Sample Means, Proportions Tests, and the t-distribution**

### Monday, October 1: Statistical Skills

Khan Academy. “Z Statistics vs. T Statistics.” Khanacademy.org. Video (6:39). <http://www.khanacademy.org/math/statistics/v/z-statistics-vs--t-statistics>    
Shaddick, Gavin. “Some quick probability table exercises.” People.bath.ac.uk. Text (2).      <http://people.bath.ac.uk/masgs/stats4biologists/tutorials/normalprobtables.pdf>   
Lane, David. “Testing a Single Mean.”  Onlinestatbook.com. Text and video.   
<http://onlinestatbook.com/2/tests_of_means/single_mean.html>   
StatTrek. “Hypothesis Test for a Mean. Stattrek.com. Text (5).<http://stattrek.com/hypothesis-test/mean.aspx?Tutorial=AP>.   
StatTrek. “Hypothesis Test for a Proportion.” Stattrek.com. Text (5). <http://stattrek.com/hypothesis-test/proportion.aspx?Tutorial=AP>   
SUCLA Academic Technology Services. “Stata Annotated Output: T-Test.” <http://www.ats.ucla.edu/stat/stata/output/ttest_output.htm>.

### Wednesday, October 3: Application Skills

Ritchey, Ferris. 2007. Delaney County example from The Statistical Imagination: Elementary Statistics for the Social Sciences, McGraw-Hill, p. 340–350. Available on Moodle

### Friday, October 5: Research Design Skills

Pollock, P. H. 2011. “The ‘how else’ question: making controlled comparisons.” In The Essentials of Political Analysis, Washington, DC: CQ Press, p. 82–84.  
  
**Week 7: Difference of means Tests (Independent and Dependent Samples)**

### Monday, October 8: Statistical Skills

StatTrek. “Hypothesis Test: Difference Between Paired Means.” Stattrek.com. Text (5). <http://stattrek.com/hypothesis-test/paired-means.aspx>.   
StatTrek. “Hypothesis Test: Difference Between Means.” Stattrek.com. Text (5). <http://stattrek.com/hypothesis-test/difference-in-means.aspx?Tutorial=AP>

### Wednesday, October 10: Application Skills

Cooper, C. A., and M. Schwerdt. “Depictions of Public Service in Children’s Literature: Revisiting an Understudied Aspect of Political Socialization.” Social Science Quarterly 82, no. 3 (2001): 616–632.

### Friday, October 12: Research Design Skills

Wikipedia. [Fundamental Problem of Causal Inference](http://en.wikipedia.org/wiki/Correlation_does_not_imply_causation#Determining_causation).

**Week 8**: **Significance and the Chi-Squared Test**

### Monday, October 15: FALL BREAK – NO CLASS

### Wednesday, October 17: Statistical Skills

StatTrek. “Two-Way Tables in Statistics.” Stattrek.com. Text (5). <http://stattrek.com/statistics/two-way-table.aspx?Tutorial=AP>   
Eisenberg, J. D. “Simple Explanation of Chi-Squared.” Youtube.com. Video (5:12).  
<http://www.youtube.com/watch?v=VskmMgXmkMQ>   
Stat Tools. “Chi Square Test: Tables of Probability.” Stattools.net. Table.  
<http://www.stattools.net/ChiSqTest_Tab.php>

### Friday, October 19: Research Design Skills

Mansfield, Edward D, and Jack Snyder. “Democratization and the Danger of War.” International Security 20, no. 1 (1995): 5–38.  
Review of material covered in the class so far.  
  
**Week 9: Review of Units 1-III and Mid-Term Examination**

### Monday, October 22: Research Design Skills

Kastellec, Jonathan, and Eduardo Leoni. 2005. “Using Graphs Instead of Tables in Political Science.” Perspectives on Politics 5(4): 755–771.

### Wednesday, October 24: Practice Problems and Identifying the Appropriate Test

Readings to be announced.

### Friday, October 26: Mid-Term Examination (In-Class)

No new readings assigned.

## Unit V: Statistical Regression Tools

**Week 10: Regression I (Bivariate and Correlation)**

### Monday, October 29: Statistical Skills

Roberts, Donna. “Scatter Plots and Correlation.” Regentsprep.org. Text (4). <http://www.regentsprep.org/regents/math/algebra/AD4/scatter.htm>   
Miller, Steven. “Bivariate Regression.” Bama.ua.edu. Text (4). <http://bama.ua.edu/~svmiller/psc202-bivariate-regression.pdf>   
Online Stat Book. “Regression: Linear Fit Demonstration.” Onlinestatbook.com. Simulation. <http://onlinestatbook.com/2/regression/linear_fit_demo.html>

### Wednesday, October 31: Application Skills

Segal, J. A., and A. D. Cover. “Ideological Values and the Votes of US Supreme Court Justices.” The American Political Science Review (1989): 557–565.

### Hurwitz, J., and M. Peffley. “Public Perceptions of Race and Crime: The Role of Racial Stereotypes.” American Journal of Political Science (1997): 375–401. <http://www.jstor.org/stable/2111769>

### Friday, November 2: Research Design Skills

Geddes, Barbara. 2003. “How the Cases You Choose Affect the Answers.” In Paradigms and Sand Castles: Theory Building and Research Design in Comparative Politics, Ann Arbor, MI: University of Michigan Press, p. 89–129.  
  
**Week 11: Regression II (Multivariate; Controls)**

### Monday, November 5: Statistical Skills

Caplan, Bryan. 1998. “Multiple Regression.” Econfaculty.gmu.edu. Text (2). <http://econfaculty.gmu.edu/bcaplan/e345/MET4.html>   
SUCLA Academic Technology Services. “Stata Annotated Output: Regression Analysis.” <http://www.ats.ucla.edu/stat/stata/output/reg_output.htm>

### Wednesday, November 7: Application Skills

Gibson, J. L. “Truth, Justice, and Reconciliation: Judging the Fairness of Amnesty in South Africa.” American Journal of Political Science (2002): 540–556. <http://www.jstor.org/stable/3088398>

### Friday, November 9: Research Design Skills

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. Designing Social Inquiry. illustrated ed. Princeton University Press, pgs. 118-124.  
  
**Week 12: Regression III (Multicollinearity)**

### Monday, November 12: Statistical Skills

Taylor, Jeremy. 2010. “Top Ten Confusing Stats Terms Explained in ‘Plain English.’” Statsmakemecry.com. Text (2).<http://www.statsmakemecry.com/smmctheblog/2010/8/18/top-ten-confusing-stats-terms-explained-in-plain-english-9-m.html>   
Ethington, Bunty. “Multicollinearity.” Umdrive.memphis.edu. Text (3). <https://umdrive.memphis.edu/yxu/public/Multicollinearity.pdf>

### Wednesday, November 14: Application Skills

Walsh, Elias, Sarah Dolfin, and John DiNardo. 2009. “Lies, Damn Lies, and Pre-Election Polling.” American Economic Review 99(2): 316–322.

### Friday, November 16: Research Design Skills

King, Gary, Robert O. Keohane, and Sidney Verba. 1994. Designing Social Inquiry. illustrated ed. Princeton University Press, pgs. 29-31.  
  
**Week 13: Group Exercise: Designing a Research Project**

### Monday, November 19: Research Design Group Exercise

We will break into groups to discuss specific research topics, questions, hypotheses, and methods that you are interested in possibly researching in the future.

### Wednesday, November 21: THANKSGIVING BREAK

No class or assigned readings.

### Friday, November 23: THANKSGIVING BREAK

No class or assigned readings.  
  
**Week 14: Regression IV (Predicted Values; Dummy Variables; Interactions; Outliers)**

### Monday, November 26: Statistical Skills

Macquarie University Psychology Department. “Testing and Interpreting Interactions in Regression – In a Nutshell.”  Psy.mq.edu.au. Text (6). <http://www.psy.mq.edu.au/psystat/documents/interaction.pdf>   
Princeton University Data and Statistical Services. “Working with DummyVariables.” Dss.princeton.edu. Text (1). <http://dss.princeton.edu/online_help/analysis/dummy_variables.htm>   
Skrivanek, Smita. “The Use of Dummy Variables in Regression Analysis.” Moresteam.com. Text (2). <http://www.moresteam.com/whitepapers/download/dummy-variables.pdf>   
Stata Learning Modules: <http://www.ats.ucla.edu/stat/stata/sk/modules_sk.htm>

### Wednesday, November 28: Application Skills

Jackman, R.W. 1987. "The Politics of Economic Growth in the Industrial Democracies, 1974-1980: Leftist Strength or North Sea Oil?" Journal of Politics 49(1): 242-256.

### Friday, November 30: Research Design Skills

Gill, Jeff. 1999. “The Insignificance of Null Hypothesis Significance Testing.” Political Research Quarterly 52(3): 647–674.  
Schwab, A. et al. 2010. “Researchers Should Make Thoughtful Assessments Instead of Null-Hypothesis Significance Tests.” Organization Science 22(4): 1105–1120.

## Unit VI: Course Synthesis

**Week 15: Methods and Statistics Synthesis**

### Monday, December 3: Methods Synthesis

Noel, Hans. 2010. “Ten Things Political Scientists Know that You Don’t.” The Forum 8(3). http://www.bepress.com/forum/vol8/iss3/art12 (Accessed August 12, 2011).

### Wednesday, December 5: Statistics Synthesis

Tarrow, Sidney. 1995. “Bridging the Quantitative-Qualitative Divide in Political Science.” American Political Science Review 89(2): 471–474.

### Friday, December 7: Evaluations and Final Exam Details

Details about final exam