

intro

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outline

2 questions about yourself

- ◇ specific research interests? using any data yet?
- ◇ what do you expect from this class?
- ◇ (if another person similar to you and work together!)

bad math, good statistics?

- ◇ actually, i don't like math
- ◇ i never did, and I'll never will
- ◇ probably like most of you

- ◇ but i love statistics
 - (because it makes sense of the world; math doesn't)

- ◇ wheelan is the same, see book's intro

approach: applied, examples, hands-on

- ◇ you're encouraged to collaborate (prep for class, ps)
- ◇ free to choose topics/data
 - (as long as there are any research methods!)
- kill 2 birds with one stone:
- ideally, bring your own data and analyze it,
- or bring research done by others that interests you
- don't worry, as long as you have any research interest
- you'll find data and especially research about it
- ◇ we'll go over finding research and data sources
 - mostly just google scholar and google!
 - let's try it! <https://scholar.google.com/>

1st and 2nd half

- ◇ 1st half basics, and some math, go fast:
 - basics, data, theory, general
- ◇ 2nd half more application, focus on paper
 - after: more applied and specific topics
 - and more research oriented topics for the paper

recommended/extra/bonus

- ◇ only slides and assigned readings
 - (mostly Wheelan and Trochim, and what i say in the class!)
 - are required and tested/graded
 - but it will be easier to follow if you do additional readings (and they are fun, too)
- ◇ many materials are marked extra/bonus/[*]

grading/extra credit

- ◇ i will be strict about grade scale:
 - you get the grade that your interval indicates (see grading table in the syllabus)
- ◇ but there is opportunity for extra credit, eg:
 - answer extra credit questions during the class
 - have an early presentation of your research
 - find typos/false statements in class materials
 - tell me about useful course materials: books, datasets, websites, etc

statistics is everywhere (Wheelan, 2013, ch1)

- ◇ statistics is everywhere
- ◇ we use it all the time
- ◇ it makes sense of and simplifies world
 - but also, it does not give the full picture
 - and may be often misleading!
- ◇ eg grades: A, B, C, F; GPA, etc
 - some of the smartest people I know
 - are dropouts or get bad grades
 - largely because they cannot navigate the system (Tough, 2014)
- ◇ reverse is true as well: many educated are not so smart!

consumers, not producers :(

- ◇ we won't use statistical software
- ◇ we'll try to understand research, not do it
 - still will do some rudimentary calculations and research
 - if you are interested in doing research professionally
 - sign up for our PhD program!
 - <http://dppa.camden.rutgers.edu/degrees/phd/>
- ◇ and come to bonus Python labs offered in this class
- ◇ if you plan to collect data, or use confidential data
 - like student scores, start early! it takes time to get it!!
 - and seek IRB: <https://orra.rutgers.edu/formsandtemplatesartsci>

wrap-up

- ◇ end every class discussing what we covered and quick look at next week
- ◇ end with a review Q&A,
- ◇ give some examples (essp in pub pol and pub adm) for concepts covered
- ◇ students will discuss concepts from the class
- ◇
- ◇ quick look at next class

bibliography I

LEVITT, S. D. AND S. J. DUBNER (2010): Freakonomics, vol. 61, Sperling & Kupfer.

TOUGH, P. (2014): "Who Gets to Graduate?" New York Times.

WHEELAN, C. (2013): Naked statistics: stripping the dread from the data, WW Norton & Company.