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 are encouraged to collaborate (prep for class, ps, paper)

⋄ free to choose data/topics 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.