

# Political Science 2000

## Methods in Political Science

MWF 12:00-12:50

W Lab1 - 4:15-5:30 & Lab 2 - 5:45-7:00

McGannon Hall, Room 118L

### Professor Information

Morgan L.W. Hazelton, J.D., Ph.D.

Email: [morgan.hazelton@slu.edu](mailto:morgan.hazelton@slu.edu)

The best way to reach me is by email. I endeavor to be attentive to emails and generally will respond within 8 hours during on weekdays (during waking hours) and within 24 hours on weekends.

Office: McGannon 153

Office Phone: 314.977.5169

Office Hours: Mon., 2:00 to 3:00; Wed., 2:30 to 3:30; or, by appointment. <https://slu.zoom.us/j/97529061115?pwd=TENQSjVlcFNvanphWkpVQTF1NG1Bdz09>

### Course Description

#### Catalog Description

Behaviorist-traditionalist dichotomy, the nature of science, application of scientific methods, quantification of political phenomena, function of theory and theory building, surveys and computers.

## Additional Description

How powerful is the Supreme Court? Are parliamentary systems more representative of voter's preferences than presidential systems? How do demographic features influence how individuals participate in the political process? How do institutional rules influence which legislation is passed by Congress? In this class we will consider how one would go about answering such questions. In doing so, you will learn about a variety of approaches, including qualitative and quantitative methods. Theoretical and ethical concerns will guide our inquiries into empirical methods. You will learn to use statistical software and analyze data. Additionally, you will hone your skills regarding research design.

## Learning Outcomes & Course Objectives

- integrate knowledge from multiple disciplines to address complex questions
  - recognize the pervasiveness and myriad forms of mathematics and/or statistics which have aided in human and humane progress
  - develop, plan, and defend appropriate methodological means to answer meaningful questions related to Political Science.
- assess evidence and draw reasoned conclusions
  - consume empirical evidence in a sophisticated manner, including ability to identify methodological shortcomings.
- communicate effectively in writing, speech, and visual media
  - communicate effectively in mathematical and/or statistical ways by forming arguments and conveying results obtained through the application of quantitative tools
- understand the role of empirical research in the field of Political Science.
  - understand the role of theory in empirical research.
  - identify and describe major qualitative and quantitative approaches to the study of Political Science.
  - assess strengths and weaknesses of the major qualitative and quantitative approaches to the study of Political Science.
- discern the ethical concerns regarding research and means of addressing such concerns.
- carry out analyses using relevant software.

# Course Materials

## Textbooks:

1. BAG - Baglione, Lisa A. 2019. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods* (4th Ed.). Washington, D.C.: CQ Press.
2. EPA - Pollock, Philip H. III. 2019. *The Essentials of Political Analysis* (6th Ed.). Washington, D.C.: CQ Press.
3. SCPA - Pollock, Philip H. III. 2018. *A STATA Companion to Political Analysis* (4th Ed.). Washington, D.C.: CQ Press.

## Electronic Reserves (<http://eres.slu.edu/>) - Password: Methods2021

1. CCEI - Aberbach, Joel D. and Bert A. Rockman. 2002. "Conducting and Coding Elite Interviews." *PS: Political Science and Politics* Vol. 35(4): 673-676.
2. CH- Druckman, James N., Donald P. Green, James H. Kuklinski, and Arthur Lupia. 2001. "Introduction: Experimentation in Political Science," in *Cambridge Handbook of Experimental Political Science*. Cambridge University Press. Pages 1-12.
3. CR - Verba, Sidney. 1996. "The Citizen as Respondent: Sample Surveys and American Democracy." *American Political Science Review* 90(1): 1-7.
4. DSI - King, Gary, Robert O. Keohane, and Sidney Verba. 1994. Excerpt from Ch. 1, *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press.
5. RR - Mansbridge, Jane. 2003. "Rethinking Representation." *American Political Science Review* 97(4): 515-528.

## Online

1. BR. *The Belmont Report*. <https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-FINAL.pdf>.
2. CFR. 45 Code of Federal Regulation, Part 46, Subparts A-D. <https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=83cd09e1c0f5c6937cd9d7513160fc3f&pitd=20180719&n=pt45.1.46&r=PART&ty=HTML>
3. PB - Scott, Dylan. 2014. "Profs Bumble Into Big Legal Trouble After Election Experiment Goes Way Wrong." *Talking Points Memo*. <https://talkingpointsmemo.com/dc/montana-election-mailer-state-seal-stanford-dartmouth-professors>
4. QHQD- Vannette, David L. *The Qualtrics Handbook of Question Design*. [https://success.qualtrics.com/rs/542-FMF-412/images/Handbook\\_Question\\_Design.pdf](https://success.qualtrics.com/rs/542-FMF-412/images/Handbook_Question_Design.pdf). (You will need to enter contact information.)
5. WPS - Drezner, Daniel W. 2014. "When Political Scientists Practice Experimental Political Science." *The Washington Post*.

[https://www.washingtonpost.com/posteverything/wp/2014/10/28/  
when-political-scientists-practice-experimental-political-science](https://www.washingtonpost.com/posteverything/wp/2014/10/28/when-political-scientists-practice-experimental-political-science)

Other materials (such as handouts) will be provided via Canvas.

## Requirements and Evaluation

### Class Participation & Attendance

#### Preparation & Discussion

Students are expected to be prepared to discuss the assigned materials every class. Discussion is an essential part of the learning process during which we deepen our understanding of the material, draw conceptual connections, and apply theoretical and legal frameworks to new scenarios. You are expected to be prepared to discuss the assigned materials every class. Students will be graded on their participation based on well reasoned answers, taking part in conversations, thoughtfulness in comments, and active listening. Disagreement and debate is a part of healthy intellectual discourse, and is strongly encouraged. Students must, however, remain civil with and respectful to all members of the class at all times.

#### Absences

Class participation is an essential part of this class, and, thus, your attendance is very important. If you must miss class for a legitimate reason, such as illness, family emergency, or University-sponsored activity, you should contact me via email as soon as possible (which means at least one hour before the missed class whenever possible). Given the current circumstances, I will be inclined to grant all reasonable requests. The most important factor is communicating to me your need for an excuse. If you have more than two unexcused absences, your class participation grade, which is *worth 10% of your final grade*, will be lowered by 2% for each additional day. For example, if you have three total unexcused absences, your class participation grade will be no more than 0% (of the total 10%) and your overall grade in the class can be no more than 90%.

#### Distance Education Etiquette

Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts - and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

### *Synchronous Video Contexts (Zoom, etc.)*

- Mute your microphone when you are not speaking. Remember to “un-mute” yourself just prior to speaking. Identify yourself when you begin speaking.
- Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.
- If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.
- Use the “Raise Hand” and “Chat” (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.
- Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.
- Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.
- Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know - as well as that you cannot.
- Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

### *Non-Video & Asynchronous Contexts (Canvas, Canvas, Online Chats, Discussion Boards, etc.)*

- When using the “Chat” or “Discussion Board” (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered “professional” (they are not like texts to your friends). Remember that course context and all related written work - including chat and discussion board transcripts - can be recorded and retrieved.
- Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.
- Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class’ diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital

status, geography, etc. Consider the diversity you can see or know - as well as that you cannot.

- Respect others' time and life circumstances, which often don't allow for an immediate response to a question or comment.

## Assignments

### General Policies

All assignment should be in 12 point font, double spaced with 1-inch margins. Unless otherwise instructed, all assignments are due via Canvas by the start of the relevant class.

Students will be penalized 10% per day on unexcused late assignments. For an example, a brief that would normally receive a 91% would be recorded as 71% if the student turned it in two days late without a legitimate reason. Late penalties are capped at 50% if the late assignment is turned in before the last day of class.

### Homework Assignments

Most weeks you will have a homework assignment over theoretical and applied matters pertaining to the material. You will be asked to use various software to answer some of these questions. You may work with other students and consult outside materials in answering the questions, but you must write your own answers and cite sources where appropriate. I will drop your lowest homework grade. *These assignments will collectively account for 20% of your final grade.*

### Research Design

There is one major project for this class which will culminate in a research design. This design will be worth 30% of your overall grade. This is not a book review or a summary of a specific research topic, but a plan for original research. This is not something you will throw together at the last second. Your project should focus on a topic in Political Science that interests you. The specific topic of the paper will be of your choosing (with my prior approval).

To help you produce the highest quality work, various assignments pertaining to the project will be due throughout the semester, including the research question and annotated bibliography, literature review, research plan, full research design, and presentation. Additional information regarding these assignments will be provided to you.

1. Research Question and Bibliography: During the third week of the course, there will be mandatory meetings to discuss potential topics. After the meetings you will prepare

a single, well crafted research question, and a 5 page (double spaced) annotated bibliography containing a minimum of 10 articles or books you will use in your research. *Due Sept. 24 – 5% of your final grade.*

2. Literature Review: A 5 page (double spaced) review of literature that will be a review of previous scholarly work in your research area. The literature review should **not** be an annotated bibliography with different formatting. Instead, it will be an integration of the existing literature. *Due Oct. 15 – 5% of your final grade.*
3. Research Plan: A 5-7 page (double spaced) plan for your analysis that begins with an outline of your theory, hypotheses, and how you will test your hypotheses. Be sure to discuss the type of data you would need to conduct your analysis, and identify how you would get this data. *Due Nov. 12 – 5% of your final grade.*
4. Full Research Design: A complete and polished 12-15 page (double spaced) research design that includes an introduction, literature review, theory section, and a data and methods section. *Due Nov. 29 – 10% of your final grade.*
5. Presentation: A 7 minute presentation with visual aids regarding your research design followed by a question and answer period. *Nov. 29; Dec. 1, 3 & 6 – 5% of your final grade.*

## Value Statement

The value statement is a one to two page statement regarding what values the student brings to research and how such values inform their research. The statement should be typed and double-spaced with 1-inch margins in all directions. *Nov. 19 – 5% of your final grade.*

## Exams

There will be two exams in this course: a mid-term and final. The purpose of the exams is to test your mastery of the material in terms of both factual knowledge and conceptual understanding. The exams will consist of various question types that may include: multiple choice, definition recall, short answer, short essay, and mathematical computation. The final will be cumulative for the entire course. *Midterm: Oct. 22 – 15% of your final grade. Final: Dec. 13 – 20% of your final grade.*

## Course Evaluations

Students are required to fill out a course evaluation at the end of the course.

## Grading

Your grade for this course will consist of the following components and relative weights:

<b>Type</b>	<b>Item</b>	<b>Grade Value</b>
<i>Verbal</i>	Class Participation	10%
	Presentation	5%
<i>Written</i>	Homework (10)	20% (2% each)
	Research Question/Annotated Bibliography	5%
	Literature Review	5%
	Research Plan	5%
	Full Research Design	10%
	Value Statement	5%
<i>Examination</i> ( <i>Written</i> )	Midterm Exam	15%
	Final Exam	20%

Barring unusual circumstances, I will provide feedback and grades to you on assignments, on-call days, and exams within one week of you completing the items. If for some reason I need longer than one week, I will let you know that is the case and when you can expect the feedback and grades before the week has ended. Regarding Class Engagement, I will provide you with feedback and a grade every three weeks (excluding the midterm week).

Grades will be assigned by the following scale:

<b>Percent of Pts</b>	<b>Letter Grade</b>
≥ 93	A
≥ 90	A-
≥ 87	B+
≥ 83	B
≥ 80	B-
≥ 77	C+
≥ 73	C
≥ 70	C-
≥ 60	D
< 60	F

The above scale represents the highest requirements for a particular letter grade. That is, I may, at my discretion, alter the grading scale to require fewer percentage points to obtain a particular letter grade. If you are taking the course on a pass/fail basis, please see me to discuss the requirements for a passing grade. Students auditing the course are expected to attend class and participate in our discussions. Grades of “Incomplete” will only be given after extensive consultation with a student and only in the most exceptional of circumstances.

# Important Matters

## Mandatory Statement on Face Masks (2021-2022)

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

**Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class.** This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

### When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
  - dismissal from the course(s)
  - removal from campus housing (if applicable)
  - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

**ADA Accommodations for Face Mask Requirements** Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved

ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

## 2021-2022 Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences

**Note: Accordingly, no consumption of any food will be allowed in class.**

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's Interim Policy on Face Masks may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to

the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

## **Academic Integrity and Honesty**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

## **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about

an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

## **Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

## **Disability Services Academic Accommodations**

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official

course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

## **University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

## **Basic Needs Security**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

# Course Schedule

What follows is a *tentative* outline of the topics to covered and when we will cover them. I may modify this schedule as necessary based on the dynamics of this particular class. If the schedule is modified, I will provide you with appropriate notice.

Week	Topic	Assignments
<b>Week 1 Introduction</b>		
Aug. 25	Why Should I Be Excited? Lab 1	No Lab
Aug. 27	Central Role of Theory	RR
<b>Week 2 Overview of Research</b>		
Aug. 30	Plurality of Methods	DSI & EPA Intro
Sept. 1	Ethical Considerations Lab 2	BR & CFR BAG 2 Library Resources Sign up Topic Meetings
Sept. 3	Overview of Qualitative Methods	Handout 1 HW 1 Due
<b>Week 3 Qualitative Methods</b>		
Sept. 6	Labor Day	<i>Topic Meetings</i> No Class
Sept. 8	Qualitative Research: Guest Speaker - Dr. Bowen Lab 3	Research Designs (On Canvas) BAG 3
Sept. 10	Interviews	Handout 2
<b>Week 4 Qualitative Methods</b>		
Sept. 13	Interviews	CCEI HW 2 Due
Sept. 15	Surveys Lab 4	Handout 3 QHQD
Sept. 17	Surveys	CR

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>Week 5 Definitions &amp; Measurement</b>		
Sept. 20	Game Theory & Spatial Model	Handout 4 HW 3 Due
Sept. 22	Operational Definitions Lab 5	EPA 1 SCPA 1
Sept. 24	Operational Definitions	EPA 1 Research Question & Ann. Bib. Due
<b>Week 6 Definition, Measurement &amp; Variables</b>		
Sept. 27	Measuring Variables	EPA 2 HW 4 Due
Sept. 29	Describing Variables Lab 6	EPA 2 SCPA 2 & 3
Oct. 1	Proposing Explanations & Framing Hypotheses Literature Reviews	EPA 3 BAG 4
<b>Week 7 Explanations, Hypotheses, &amp; Comparisons</b>		
Oct. 4	Making Comparisons	EPA 3 HW 5 Due
Oct. 6	Relationships/Patterns Experimental Designs & Controlled Comparisons Lab 7	EPA 3 EPA 4 SCPA 4
Oct. 8	Experimental Designs: Guest Speaker - Dr. Nanes	SH; PB; WPS
<b>Week 8 Foundations of Statistical Inference</b>		
Oct. 11	Experimental Designs & Three Scenarios	EPA 4 HW 6 Due
Oct. 13	Cross-tabulation, Graphing, & Interactions Lab 8	EPA 5 SCPA 5
Oct. 15	Mean Comparison	EPA 5
<b>Week 9 Midterm</b>		
Oct. 18	Review	Literature Review Due
Oct. 20	Review Lab 9	Review
Oct. 22	Midterm	Midterm Exam

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>Week 10 Foundations of Statistical Inference</b>		
Oct. 25	Foundations	EPA 6 HW 7 Due
Oct. 27	Foundations Lab 10	EPA 6 SCPA 6
Oct. 29	Fall Break	No Class
<b>Week 11 Tests of Significance</b>		
Nov. 1	BAG 5 & 7; FRQ 3 Tests of Significance	BAG 5 & 7; FRQ 3 EPA 7 HW 8 Due
Nov. 3	Tests of Significance Lab 11	EPA 7 SCPA 7
Nov. 5	Tests of Significance	EPA 7
<b>Week 12 Significance &amp; Association</b>		
Nov. 8	Tests of Significance	EPA 7 HW 9 Due
Nov. 10	Measure of Association Lab 12	EPA 7 SPCA 8
Nov. 12	Correlation & Bivariate Regression	EPA 8 Research Plan Due
<b>Week 13 Linear Regression</b>		
Nov. 15	$R^2$	EPA 8 HW 10 Due
Nov. 17	Dummy Variable Regression Lab 13	EPA 8 SCPA 9
Nov. 19	Multivariate Regression	EPA 8 Value Statement Due
<b>Week 14 Linear Regression</b>		
Nov. 22	Multivariate Regression	EPA 8
Nov. 24	Thanksgiving	No Class
Nov. 26	Thanksgiving	No Class

<b>Week</b>	<b>Topic</b>	<b>Assignments</b>
<b>Week 15 Culmination</b>		
Nov. 29	Presentations	Full Research Design Due HW 11 Due
Dec. 1	Presentations Lab 14	Make Up
Dec. 3	Presentations	
<b>Week 16 Review</b>		
Dec. 6	Presentations	
Dec. 8	Review No Lab	
Dec. 10	Review	
<b>Week 17 Finals</b>		
Dec. 13	Final Exam: 12:00 - 1:50pm	