SS 302: Honors Social Science

(Spring 2025)

Current March 13, 2025

Professor Kenneth Greene	Class meets: T TH 11-12:30
Office: Batts 4.112	Class location: PAR 101
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Office hours: T TH 12:30-2	

This course introduces the methods used in most social science disciplines for making *causal* arguments (i.e., why outcomes of interest occur or do not occur). After learning about the building blocks of causal analysis, we will examine three empirical research strategies: 1) experiments, 2) "large N" or quantitative studies that use statistics, and 3) "small N" studies that typically analyze qualitative data. Along the way, students will learn to code in R, an open-source statistical analysis software. The goals of the course are to provide students with the analytic tools to critically evaluate social science research and causal arguments found in everyday life and the practical tools to conduct analyses of quantitative data. By the end of the course, students should have a foundation for researching and writing thesis projects that use one of the core social science methods.

How to succeed in this course*:* The content of this course builds throughout the semester. It is crucial to keep up consistently and ensure that you understand the content of each session before moving on. Specifically, I offer the following advice:

- Attend all sessions live and focus during lectures.
- Take detailed notes.
- Ask questions to clear up uncertainties right away. Do not plan to make sense of the material later, only when you need it for graded assignments. You are encouraged to raise questions at any point during lecture and to come to office hours. I can answer some questions by e-mail, but even seemingly simple ones can require a lot of time to type out a comprehensive answer, so please make this a last resort.
- Quiz yourself on the content after every lecture to make sure you understand the material. I suggest re-writing your notes as part of this process. One exposure to the material is rarely sufficient.
- The amount of reading is light but the content is dense. I encourage you to read each selection at least twice. Read as you would read a math book, not as you would a novel.
- Watch recorded lectures again, as needed.
- Establish a course buddy and meet regularly to discuss the material. You may also form study groups.
- Optionally participate in the unmoderated online discussion group on Canvas.
- Complete the self-guided and non-graded practices noted in the syllabus with the symbol ⇒. You should definitely do the ones that are concrete. Some are optional thought experiments that ask you to consider something beyond the readings.
- Plan your semester so that you do not fall behind. Keeping up consistently is crucial for this course.

Course policies

Office hours: Office hours will be held in person with the option to schedule online. These hours are for you and I encourage you to use them. I promise that I'm easy to talk with. Book appointments using https://kgreene-0.youcanbook.me/. If you prefer to meet online, book using the link and then email me to ensure I know it's an online appointment. Online meetings will be at https://utexas.zoom.us/j/9445305226.

Lecture recordings and slides. Sessions will be available through Lectures Online. Lecture slides will be posted to Canvas.

Grading. Plus/minus grading will be used. Final grade percentages of $\geq 0.5\%$ will be rounded up to the next whole number. The final grade will be determined as follows:

Graded assignments	Percent of grade
Exam 1 (March 4)	20%
Exam 2 (April 24)	20%
Homework (10 @ 4% each, due dates below)	40%
Attendance (22 @ 0.75% for each session)	16.5%
Entrance survey (Jan 23)	1%
Reflection 1-pager (Jan 23)	1%
Exit survey (April 22)	1%
R Tutorial (Jan 28)	0.5%

Calculation of final grades	
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	Below 60%

Exams. There are two exams, held in-class. Early exams will not be given. Exam 1 may be postponed for up to six days due to a recognized emergency. Please notify me ahead of time unless you are truly unable to do so.

Homework assignments. There will be 10 graded homework assignments. Each assignment is 4% of the final grade, regardless of the number of points on any particular assignment. Late assignments cannot be accepted except in rare cases of a recognized emergency and if you get approval from me *before* the original due date.

Attendance. Students receive 0.75% of their final grade up to a maximum of 16.5 percentage points for attending at least 22 of the 24 subsequent sessions starting January 21. Exam dates are not included. You may miss up to two sessions with no penalty and without asking permission but note that it is *essential* that you catch up immediately if you miss a session.

Student surveys. There are two surveys for you to fill out – one toward the start of the semester and one toward the end of the semester. They will only take a few minutes and each is worth 1% of the final grade. The surveys ask some personal questions and are not anonymous. If you want an alternative assignment, please contact me at least one week before the survey due date.

Reflection 1-pager. Type about a page on why it is important for you to learn social science research methods. Is it important so that you can understand the readings in your other classes? To prepare you for graduate school or law school? To become a more critical consumer of news, advertising, and arguments found in everyday life? If it's only important to fulfill a requirement and graduate, write that and say more about the lack of importance for understanding research for other aspects of your life. The point of the assignment is for you to think about why you are here and what you want to get out of the course. We would love to read your genuine thoughts, not what you think we might want to see. Nothing you write will impact your other grades in the course in any way. This assignment is worth 1% of your final grade.

R Tutorial. Complete the online R Tutorial available here for 0.5% toward your final grade.

Participation. Participation is not graded, but questions, comments, and clarification requests are strongly encouraged during lectures. Verbal participation in class is one of the few ways (other than body language, snoring, etc.) that I can gauge whether you understand the material.

Flag. An application for the Quantitative Reasoning (QR) flag is under review. To receive QR Flag credit, at least one student in the course will have to file a request. Once approved, all students will receive QR Flag credit. If you are also a GOV major, this course may satisfy your "Tools" requirement. Let me know and I will look into it.

Special Needs: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, http://www.utexas.edu/diversity/ddce/ssd/. Those who have official university accommodations or are absent due to religious observance will be accommodated to the very best of our abilities. Please let me know at the beginning of the semester so that we can plan accordingly and schedule alternative rooms, if necessary.

Absence for Religious Holidays. Please notify me ahead of time.

Guns: Pursuant to SB11 (http://www.legis.state.tx.us/tlodocs/84R/billtext/pdf/SB00011F.pdf) and UT-Austin Campus Carry Policy (https://campuscarry.utexas.edu/ and https://www.policies.utexas.edu/policies/campus-concealed-carry), persons with a current legally valid Concealed Carry License may carry a concealed legal handgun on or about their person in this class. Neither open carry nor permitless carry are allowed on campus. Please take note of the following:

1. All legal provisions associated with concealed carry on-campus must be followed without fail at all times. In addition to SB11 and UT-Austin Campus Carry policy, please review applicable law curated by TX DPS (http://www.txdps.state.tx.us/InternetForms/Forms/CHL-16.pdf).

   Please take special note of two of the many legal provisions:
   a. Holstering requirements: “A license holder who carries a handgun on campus must carry it in a holster that completely covers the trigger and entire trigger guard area. The holster must have sufficient tension or grip on the handgun to retain it in the holster even when subjected to unexpected jostling” (UT-Austin HOP 8-1060, VII-A-2).
   b. “On or about your person means a person licensed to carry a handgun must carry a handgun in a manner that the handgun is close enough to the license holder that he or she can reach it without materially changing position” at <u>all</u> times (UT-Austin HOP 8-1060, IV).

2. Open carry, including partially or wholly visible guns, is not permitted on campus at any time except “under circumstances in which the actor would have been justified in the use of force or deadly force” (SB11, Section 4 and Texas Penal Code, Section 46.035(a-1)). Violation is a Class A misdemeanor or a third-degree felony.

Readings

- Elena Llaudet and Kosuke Imai, *Data Analysis for Social Science: A Friendly and Practical Introduction*. Princeton NJ: Princeton University Press, 2022. ISBN 978-0691199436. Currently available for $12-$30. Note that there is another book with a similar name by a different author.
- All other required readings will be uploaded to Canvas or linked directly from this syllabus.

Equipment

- Laptops are needed. Students will install and run R, an open-source statistical analysis software, for use in class and to complete homework assignments. If you do not have a laptop, please contact me immediately.

SCHEDULE

1. Introduction (January 14)

- Read this syllabus before coming to the first class-meeting, taking note of all policies and due dates. Pay close attention to the section called "How to succeed in this course".
- Adam Grant, *Think Again: The Power of Knowing What You Don't Know.* New York: Viking Press, 2021, pp. 15-31.
- Listen to *Hidden Brain*, Episode 32: The Scientific Process, May 24, 2016. 28 minutes.

Homework 1 ("Asking 'Why' Questions") available January 14, due January 20.

2. Elements of Social Science Arguments (January 16)

- Kenneth F. Greene, "A Primer on Writing a Social Science Thesis"
- Janet Buttolph Johnson, Richard Joslyn, and H.T. Reynolds, *Political Science Research Methods*, 9th edition, CQ Press, 2020, pp. 73-86.
- Required if you do not have a foundation in social science from other courses; optional if you do: Johnson, Joslyn, and Reynolds, 2020, pp. 1-23, but skip the book outline on pp. 3-4.

⇒ Practice: Think about studies you know that fit each type listed on the Primer. If you are considering a social science thesis, think about which type of types on the Primer it might be.

THEME 1: FUNDAMENTALS OF CAUSAL ANALYSIS

3. Criteria for Causality (January 21)

∧ Re-read the syllabus section above called "How to succeed in this course".

∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.

- Early Babbie, *The Practice of Social Research 13th edition*, Belmont, CA: Wadsworth, 2013, pp. 89-97.
- *Sheryl Gay Stolberg, "Science, Studies, and Motherhood," in *The New York Times*, April 22, 2001.
- *Associated Press, "How Grade Delay Affects Children," October 7, 1997.
- *Associated Press, "Math adds up to College, Report Says".
- *Bethany L. Peters and Edward Stringham "No booze? You may lose: Why drinkers earn more money than nondrinkers" *Journal of Labor Research*, 27, 3, 2006, pp 411–42. Just read the one paragraph abstract here or this brief news report on the study here.
- Patrick Lyons, "You Gotta Believe," *The New York Times,* July 4, 1997, p. D4.

⇒ Practice: a) Review and memorize the criteria for causality. b) Before class, see if you can identify which criterion the readings with asterisks violate. c) Pay special attention to confounds. If you have time, find or think up your own examples of spurious correlations due to a confound. Examples could come from causal claims made in news articles, material in other social science classes, or from an example you invent. Note that the "Mets" example above and the "bizarre correlations" below are almost certainly due to coincidence (an issue we will discuss later) rather than confounds.

- Optional: Gina Kolata "We're So Confused: The Problems with Food and Exercise Studies" *New York Times*, Aug 11, 2016. Ky Harlin "The 10 Most Bizarre Correlations" *Buzzfeed*, April 11, 2013. (These are mainly for fun. The spurious correlations we worry about are ones that aren't obviously silly and that researchers think could be causal but are instead caused by confounds.)

Homework 2 ("Seeing Social Science") available January 21, due January 27.

Reflection one-pager due January 23

Entrance survey due January 23

4. Introduction to R and RStudio (January 23)

- ∧ Re-read the syllabus section above called “How to succeed in this course”.
- ∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- • Llaudet and Imai, 1-1.6
- ⇒ Practice: a) Make sure you know the R code introduced in cyan in the reading, and b) ensure that you have downloaded the required software and DSS files.

Complete the R Tutorial available here by January 28.

5. Getting Started with R (January 28)

- ∧ Re-read the syllabus section above called “How to succeed in this course”.
- ∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- • Llaudet and Imai, 1.7-1.10
- ⇒ Practice: a) Make sure you know the R code in cyan and the social science concepts in red and the R code in cyan, b) review the cheatsheet section 1.10 in the reading, and c) ensure that you can run the code described in the reading.

Homework 3 (“R, The Pirates' Favorite Statistical Analysis Software”) available January 28, due February 3.

THEME 2: EXPERIMENTS

6. Experimental Designs (January 30)

- ∧ Re-read the syllabus section above called “How to succeed in this course”.
- ∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- • Llaudet and Imai, 2-2.4.1
- ⇒ Practice: a) Make sure you know the social science concepts in red, b) review the cheatsheet section 2.7.1, and c) a thought exercise: consider the ability to observe the counterfactual in natural sciences like chemistry and physics vs. in the social sciences. How does this difference influence the research methods we use?
  - ○ Optional but encouraged: Frederick Mosteller, "The Tennessee Study of Class Size in the Early School Grades" *Future of Children* 5, 2, 1994: 113-127. Just read the highlighted sections and see if you can pick out the elements that appear in Llaudet and Imai - the treatment, outcome, and ATE. We want to be able to do this for other social science articles without the help of a textbook.
  - ○ Truly optional: debates about the veracity of findings from a field experiment on domestic violence field experiment, 6 pages in three articles by Boffey (1984); Goleman (1991); Sherman and Harris (2014).

7. Analyzing Experiments (February 4)

- ∧ Re-read the syllabus section above called “How to succeed in this course”.
- ∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- • Llaudet and Imai, 2.5-2.7
- ⇒ Practice: a) Make sure you know the R code in cyan and the social science concepts in red and the R code in cyan, b) review the cheatsheet section 2.7.2, and c) ensure that you can run the code described in the reading.

Homework 4 (“Analyzing Simple Experiments”) available February 4, due February 10.

8. Types of Experiments (February 6)

- ∧ Re-read the syllabus section above called “How to succeed in this course”.
- ∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Donald Green, *Social Science Experiments: A Hands-on Introduction*. New York: Cambridge University Press 2021. Chapter 4: "A Tour of Social Science Experiments" pp. 42-62.
- Stanley Milgram, “Some Conditions of Obedience and Disobedience to Authority” *Human Relations* 18, 1965, pp. 57-76. Additionally, you could watch *Obedience* (DVD 6963). It does not substitute for the reading but is an excellent companion documentary that will show you how the experiment worked.
- ⇒ Practice: a) Sketch out what a field experiment version of Milgram might look like. b) What would it do better and what would it do worse than a lab experiment? c) How would you measure "obedience" in the "real world" (i.e., outside the lab)?
  - Optional: Shanto Iyengar “Laboratory Experiments in Political Science” in J. Druckman, D. Green, J. Kuklinski, and A. Lupia (eds.), *Cambridge Handbook of Experimental Political Science*. Cambridge: Cambridge University Press, 2011, pp. 73-88.
  - Optional: Paul Sniderman, "The Logic and Design of the Survey Experiment An Autobiography of a Methodological Innovation” in Druckman et al. (see previous citation).
  - Optional: Alan Gerber “Field Experiments in Political Science” in in Druckman et al. (see previous citation).
  - Optional: Harold Gosnell, *Getting out the Vote: An Experiment in the Stimulation of Voting*. Chicago: University of Chicago Press, 1927, pp. 1-6 and pp. 12-22.
  - Optional: Thad Dunning “Improving Causal Inference: Strengths and Limitations of Natural Experiments” Political Research Quarterly 61, 2, June 2008, pp. 282-293.

Homework 5 (“Reading Social Science”) available February 11, due February 17.

THEME 3: LARGE N ANALYSIS

9. Sampling, Survey Research, and Exploring One Variable at a Time (February 11)

- ∧ Re-read the syllabus section above called “How to succeed in this course”.
- ∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Llaudet and Imai, 3-3.4.6
- ⇒ Practice: a) Ensure that you know the many new R code elements presented, b) Complete "Describing Data Practice Problems" on Canvas, c) Look at the two crosstabs on p. 65. Why do the entries in cell [0, 1] differ? What do they each mean?
  - Optional: Sara Hobolt, "The Brexit Vote: A Divided Nation, A Divided Continent" *Journal of European Public Policy* 23, 6, 2016: 1259-1277.
  - Optional: Anthony Salvanto, *Where Did You Get This Number? A Pollster's Guide to Making Sense of the World*. New York: Simon and Shuster, 2018. For an overview, listed to Salvato interview on *Think* at http://think.kera.org/.

10. Correlation: Exploring the Relationship Between Two Variables (February 13)

- ∧ Re-read the syllabus section above called “How to succeed in this course”.
- ∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Llaudet and Imai, 3.5-3.7 (the section on Z-scores is optional).
- ⇒ Practice: Review the cheatsheet section 3.7.

Homework 6 (“Descriptive Statistics and Correlation”) available February 13, due February 21.

11. Prediction using Linear Regression 1 (February 18)

- ∧ Re-read the syllabus section above called “How to succeed in this course”.
- ∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Llaudet and Imai, 4-4.4.1
- ⇒ Practice: Complete "OLS Practice Problems 1" on Canvas.

- Optional: J. Vernon Hernderson, Adam Storeygard, and David Weil, "Measuring Economic Growth from Outer Space" *American Economic Review* 102, 2, 2012: 994-1028.

12. Prediction using Linear Regression 2 and Controlling for Variables using Crosstabs (February 20)

∧ Re-read the syllabus section above called "How to succeed in this course".
∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Llaudet and Imai, 4.6-4.7

⇒ Practice: a) Complete "OLS Practice Problems 2" on Canvas. b) Review the cheatsheet section 4.9.

Homework 7 ("Prediction and Explanation using Regression") available February 21, due February 28.

13. Approaching Explanation Using Multiple Linear Regression (February 25)

∧ Re-read the syllabus section above called "How to succeed in this course".
∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Llaudet and Imai, 5-5.7

⇒ Practice: a) How does multiple regression control for a variable? b) Is multiple regression using observational data as good at identifying causes (i.e., internal validity) as a randomized experiment - why or why not? c) Compare the external validity of studies using observational and experiments - which is better? Does you answer change if you consider lab or field experiments? d) Review the cheatsheet section 5.7.

14. Pre-exam review (February 27)

- Kenneth F. Greene "Strengths and Weaknesses of Various Social Science Research Methods". Skip the entries on Small N comparisons and case studies.

15. Exam 1 in class (March 4)

16. Conceptualization and Measurement (March 6)

∧ Re-read the syllabus section above called "How to succeed in this course".
∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Jarol B. Mannheim, Richard C. Rich, and Lars Willnat, *Empirical Political Analysis*, 5th edition, (New York: Longman Press), 2002, pp. 51-56 and pp. 62-67.
- Janet Buttolph Johnson, Richard Joslyn, and H.T. Reynolds, *Political Science Research Methods*, 9th edition, CQ Press, 2020, pp. 86-92, skip section on reliability.
- Pamela Paxton "Women's Suffrage in the Measurement of Democracy: Problems of Operationalization" *Studies in Comparative International Development* 35, 3, 2000: 92-106. Before diving in, read the abstract a few times. Then, read the highlighted sections.

⇒ Practice: Think of a core concept in one of your other social science courses from this or a prior semester (examples include democracy, inequality, race, party identification, political representation, political participation). What are two different reasonable conceptual definitions? What are plausible operational definitions that follow from these conceptual definitions? Are they the only ones possible? For each, what is a reasonable indicator? Now, step back and ask how well the concrete indicator fits the initial concept. Does it fulfill the criteria for face and content validity? Do you imagine it would fulfill the criteria for construct validity?

- Optional: read the highlighted sections of James H. Kuklinski, Michael D. Cobb and Martin Gilens "Racial Attitudes and the 'New South'" *The Journal of Politics* 59, 2 (May, 1997), pp. 323-349.
- Optional: Malcolm Gladwell, "Examined Life: What Stanley Kaplan Taught us about the S.A.T." *The New Yorker*, December 17, 2001. This is an indirect example of "construct validity".

17. Post-exam review (March 11)

- No readings.

18. Probability (A Random Lecture) (March 13)

∧ Re-read the syllabus section above called “How to succeed in this course”.

∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.

- Llaudet and Imai, 6-6.6
- Watch the following videos. Note that when Sal refers to the "probability distribution", he is talking about the distribution of a variable in the population.
  - Sampling distributions
  - Central Limit Theorem
  - Sampling distribution of the sampling mean (skip part 2 and don't worry about skew and kurtosis)

⇒ Practice: Demonstrate the Central Limit Theorem on your own. Obtain a bag of Skittles or equivalent. Put an equal number of each color (N>=3) in a bowl. Resist eating for now. Pick out a random sample of N=10 Skittles without replacement and record the proportion of red ones you got. Replace all Skittles and repeat 10 times. Now create a histogram by plotting the proportion of reds from each draw. Does it look like a normal curve? If yes, eat Skittles. If no, take more random samples before eating.

19. Confidence Intervals and Statistical Significance Tests (March 25)

∧ Re-read the syllabus section above called “How to succeed in this course”.

∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.

- Llaudet and Imai, 7-7.2.3
- Watch the following videos:
  - Confidence intervals and margin of error
  - Confidence interval simulation

⇒ Practice: See “Confidence intervals practice” in the Practice folder on the course Canvas site.

- Optional to see the use of CIs in practice: David Broockman, Joshua Kalla, Alexander Guerrero, Mark Budolfson, Nir Eyal, Nicholas Jewell, Monica Magalhaes, and Jasjeet Sekhon, "Broad cross-national public support for accelerated COVID-19 vaccine trial designs" *Vaccine* 39 (2021) pp. 309-316. This article demonstrates the use of surveys to measure attitudes about vaccine trials. Figure 3 shows the results as 95% confidence intervals.
- Optional alternative introduction to the meaning and calculation of CIs: David Moore, *The Basic Practice of Statistics*, pp. 296-327.

Homework 8 (“Hypothesis Tests”) available March 25, due March 31.

20. Hypothesis Tests (March 27)

∧ Re-read the syllabus section above called “How to succeed in this course”.

∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.

- Llaudet and Imai, 7.3-7.6.3
- Watch the following videos:
  - Hypothesis test for a regression slope coefficient
  - Hypothesis test for difference in means. Use R instead of a graphing calculator.
  - Hypothesis test for difference in proportions

THEME 4: SMALL N ANALYSIS

21. Small N Comparative Research 1 (April 1)

∧ Re-read the syllabus section above called “How to succeed in this course”.

∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.

- David Collier, “The Comparative Method,” in Ada Finifter (ed.), *Political Science: The State of the Discipline II*, American Political Science Association, 1993, pp. 105-119.
- Irving Copi, “Causal Connections: Mill’s Methods of Experimental Inquiry,” in *Introduction to Logic*, Second edition. New York: MacMillan, 1961, pp. 355-366, AND pp. 368-371, AND pp. 385-388.

22. Small N Comparative Research 2 (April 3)

∧ Re-read the syllabus section above called “How to succeed in this course”.
∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Jean Dreze and Amartya Sen, “China and India” *Hunger and Public Action.* Oxford: Clarendon Press, 1989, pp. 204-225.

⇒ Practice: See “Reading Small N comparative research” in the Practice folder on the course Canvas site.
- Optional: James Mahoney, “Nominal, Ordinal, and Narrative Appraisal in Macrocausal Analysis” *American Journal of Sociology* 4 (January 1999), pp. 1154-1164.

Homework 9 (“Making Comparisons”) available April 3, due April 9.

23. Single Case Studies (April 8)

∧ Re-read the syllabus section above called “How to succeed in this course”.
∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Steven Levitsky, “Institutionalization and Peronism: The Concept, the Case, and the Case for Unpacking the Concept” *Party Politics* 4 (1), 1998, pp. 77-92.
- John Gerring, "The Case Study: What it is and What it Does" in C. Boix and S. Stokes (eds.) *The Oxford Handbook of Political Science*. Oxford: University of Oxford Press, 2009, pp. 90-122.
- Jerome Kirk and Marc Miller, *Reliability and Validity in Qualitative Research* (Beverly Hills: Sage), 1986, pp. 23-26 AND pp. 28-32.
- Optional: Henry Brady, “Data Set Observations versus Causal Process Observations: The 2000 U.S. Presidential Election” in H. Brady and D. Collier (eds.) *Rethinking Social Inquiry*, Oxford: Rowman and Littlefield, 2005, pp. 267-271.

Homework 10 (“Student Project Presentations”) in class between April 10 and April 17.

24. Student Project Presentations (April 10)

∧ Re-read the syllabus section above called “How to succeed in this course”.
∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Readings TBD

25. Student Project Presentations (April 15)

∧ Re-read the syllabus section above called “How to succeed in this course”.
∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Readings TBD

26. Student Project Presentations (April 17)

∧ Re-read the syllabus section above called “How to succeed in this course”.
∧ Ensure that you truly understand all prior material covered in class. Clear it up right away if not.
- Readings TBD

Student exit survey. Available on Canvas. Due April 22.

27. Pre-exam 2 Review (April 22)

- Kenneth F. Greene "Strengths and Weaknesses of Various Social Science Research Methods"

28. Exam 2 in-class (April 24)