GOVT 301-08 Research Methods
Remote and asynchronous

Spring 2021

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Course Meetings: Remote and asynchronous, which means we will not meet as a full group.

Office Hours on Zoom: M, 1:00-3:00pm, and by appointment. Zoom link is available on Blackboard.

1. Course description

Welcome to GOVT 301! This is a course about discovery. It will be one of your most important courses at William & Mary because it will help you learn how to take the burning questions you have about government and politics and then embark on intellectual journeys to answer them. As a result of your work in GOVT 301, not only will you learn how to scrutinize the ideas of others and test your own assumptions, but you also will develop the skills and habits of mind required to create new knowledge for others to consider. Specifically, as a result of your hard work and our working together to help you reach your potential, by the end of the semester you will know how to:

- ask researchable empirical questions about the world;
- embed your questions in a larger context to better understand their implications and connect with others;
- identify methods that can help you gather evidence to answer your questions; and
- recognize the advantages and limits of the various methods you might choose to answer your questions.

Learning how to do these things well requires much practice. To that end, nearly every class session will stress active discussion and experimentation with the ideas and methods we will be learning. You won't just hear a bunch of lecturing from me. Putting your energy and best efforts into your work in GOVT 301 will allow you to complete the semester well-prepared to begin your own independent research projects (e.g., seminar paper for a class, independent study, honors thesis, Monroe project, etc.), to be a valuable research assistant for W&M faculty members, and to be a competitive applicant for graduate school and for jobs and internships that involve doing original research or critically analyzing the research of others.

2. Course materials

There are no required books to purchase. All readings are available via Blackboard.

We will use the statistical computing program Stata in this class. You can gain access to it in three ways, and I will offer advice on all of these options.

- Purchase via download a 6-month license for $48.00 – Purchasing creates the most convenient access as you can use Stata anywhere you can turn on your computer with no internet connection required.
- Access it from any public W&M computer on campus – This approach will be a good option if you are able to consistently find an available public machine at W&M and practice safe social distancing.
- Access it remotely via Virtual Desktop – Accessing Stata this way allows you to run the program virtually off the servers that W&M IT maintains. It is a little more complicated and can be somewhat slow depending on the strength of your internet access, but it does work well on the W&M campus network.

Stata does provide many helpful resources for free. I will offer instruction in how to use the program and in addition to that information I'd encourage you to check out these items:

- Stata "cheat sheets" free to download – https://www.stata.com/bookstore/stata-cheat-sheets/
- Stata's YouTube channel: https://www.youtube.com/channel/UCVk4G4nEtBS4tLOyHqustDA
- Additional resources for learning Stata – https://www.stata.com/links/resources-for-learning-stata/

3. Class operations

3.1 Our remote asynchronous environment

We will operate in a remote asynchronous (RA) manner and as a result our course will not physically meet in person at set days and times. Still, we will maintain a course schedule with key milestones tied to different dates on the calendar. This syllabus provides an overview of the plan and schedule. As the semester rolls on, I will provide you with much guidance and mentoring to help you succeed in our learning environment. More details will appear for each week on our course Blackboard site.

In addition to those logistical points, I also wanted to say that I look forward for opportunities to meet you even though we won't be seeing each other in person in a traditional classroom setting. Although our work will be remote and asynchronous, it won't be impersonal. I'll be incorporating various strategies in the course to ensure that we're able to engage with one another in the coming days, weeks. and months.

As with any course I teach, my main request to you, as a student, is that you engage the course material, your own assumptions, your classmates, and me by thinking hard and by doing assigned readings and activities with care. If everyone approaches the work with that mindset we all will enjoy the semester a great deal and also learn quite a bit about doing research, about our own assumptions, and about the perspectives of others.

3.2 Learning and COVID-19

Teaching and learning amidst the pandemic continues to stress our physical and mental health. I recognize that some of you are learning in incredibly challenging circumstances and I will do my best to be supportive to help you succeed. I had good luck working with students last spring and this past fall, so do not hesitate to call on me for help. To that end, graded assignments will come with deadlines and it will be important for your success that you attend all classes. Still, if you find yourself challenged to keep up given concerns about the pandemic for yourself or others if you happen to be a care-giver, please communicate with me and I can work with you to be accommodating. I consider this class to be important, but I also want to make sure you are prioritizing your health and the health of others.

3.3 A typical weekly schedule

To help you organize your time, I will work hard to have the course unfold in a predictable way each week. The overall plan will demand approximately 4½ hours of your time for "in-class" learning, not including time needed to complete course assignments. Those hours typically will break down like this:

100-120 minutes of readings or non-lecture videos to view to prepare for class

150 minutes of class
- 60-75 minutes of video lecture: 4-5 videos @ 15-20 minutes each
- 30-45 minutes of a hands-on learning activity for you to complete that complements the lecture
- 30-45 minutes of other types of engagement activities, or more hands-on learning to help reinforce your understanding of course material.

As you plan your week, I would strongly encourage you to set aside specific times that you devote to GOVT 301 and stick to that schedule. Treating it like a regular class in your schedule (e.g., block off MW from 10-11:20am, or some other times) will help you to keep up and succeed.

Descriptions of the hands-on and other activities will appear on Blackboard for each week. I will do my best to keep to this overall plan, and I invite your suggestions or reactions along the way if for certain weeks things seem to veer too much from the plan that I am promising here.

4. Class grading and expectations

4.1 Assignments and grading

Weight (%)	Item
10	Activities (2½ % each)
	Implicit bias assessment and reflection
	Human subjects training
	Government Omnibus Project participation
	Class discussant participation
10	Statistical computing exercise
55	Research design project
	Research topic paper (5%)
	Literature review paper (15%)
	Framework and data collection paper (15%)
	Final research design paper (20%)
25	Take-home final exam

I will base final course grades on the following scale, with partial-percents typically rounded to the nearest full percent: A 100-93, A– 92-90, B+ 89-88, B 87-83, B– 82-80, C+ 79-78, C 77-73, C– 72-70, D+ 69-68, D 67-63, D– 62-60, F <60. Please keep a copy of all work you submit until I have processed final grades.

4.2 Brief description of assignments

More details on these assignments will appear on Blackboard. Here is a quick summary for now.

Activities (10%). These four activities will help you develop the habits of mind and skills to help strengthen your ability to do empirical research.

- Implicit bias assessment and reflection. There are several different ways to assess implicit bias. This activity will have you work with one well-known tool to better consider the implicit biases you might bring to your own work. I will ask that you complete the assessment, but I will not require you to share with me the specific results. Instead, I will ask you to simply show me that you completed the assessment and to reflect on the overall experience.
- Human subjects training. William & Mary and other universities require researchers to complete training that certifies their ability to work ethically and properly with human subjects in ways that uphold key values and also federal law. After completing this training you will possess that certification and will be ready to be a research assistant to faculty members or be prepared to conduct your own independent research that involves human subjects.
- Government Omnibus Project participation. (NOTE: Due date to be announced.) The Department of Government runs a collaborative subject pool for survey and experimental research that our students and faculty conduct. To help introduce you to the field of political science and earn credit for this course, you will participate as a subject in a research project this semester. Doing so will contribute to research projects of your fellow W&M students and faculty members in Government and help you see examples of empirical research in real time. An alternative assignment will available for students who do not want to participate in the Omnibus Project or who are not old enough to participate (you must be 18 years of age).
- Class discussant participation. (NOTE: Schedule and format to be announced.) Part of becoming an effective researcher is developing the skills to discuss research with other people. To help you practice those skills, for each class topic on the syllabus a small number of you will be assigned the role of discussant. (I'll set a schedule so you know which topics you have this role.) While all class members will be able to ask questions and offer insights about our various topics, we will especially count on the discussants to help us explore key issues, concepts, or examples by having them raise questions or offer interpretations. That means on the topics where you are one of the discussants you should offer these ideas to the group.

Stata exercise (10%). After we take some class time to introduce and practice using Stata there will be a statistical computing exercise for you to complete and turn in. The exercise will help you learn the program and also prepare you for our future work. The final exam also will include a Stata activity for you to complete, so this exercise will help you hone your skills.

Research design project (55%). Across the semester you will be working towards developing a research design, which you could then carry out in a subsequent setting such as a research seminar, independent study, honors thesis, or collaboration with a faculty member. Each of these assignments will help you build toward the final research design that is due at the semester's end.

- Research topic paper (5%). This first assignment will help you begin your research journey in this class. It will provide you an opportunity to begin identifying the topic of your research design.
- Literature review paper (15%). In this assignment you will review the literature to identify how previous researchers have engaged your research topic. Doing so will enable you to pose a specific question.
- Framework and data collection paper (15%). In this paper you will articulate the theoretical framework that guides your project and the hypotheses that the framework generates. Then you will consider possible methods for collecting data that you could use to test your hypotheses.
- Final research design paper (20%). In this final paper you will pull together, revise, and extend the work you've completed in your three previous papers to complete a final research design. You will not have to actually carry out the research plan you describe because there will not be time for that before the semester ends. Still, I do hope you consider pursuing your project, or something like it, in a future class or research experience.

Take-home final exam (20%). There will be a comprehensive take-home final exam will cover various substantive topics and also include a statistical computing exercise for you to complete using Stata.

4.3 Accommodations for students with disabilities

William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Students who may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services (SAS) staff at 221-2509 or at sas@wm.edu. An official letter from SAS is required before students can receive an accommodation.

4.4 Honor Code

I begin by assuming academic misconduct will not become an issue in this class. Still, for any questions about policies regarding cheating, plagiarism, or other types of academic dishonesty please see the William & Mary Honor Council's web site and the discussion of the Honor Code in the Student Handbook. If I discover a student violating the Honor Code I will initiate an Honor Council proceeding and, at a bare minimum, recommend that the student receive an F for the course.

4.5 What you can expect from me

I set high expectations for my students but I also follow the norm of reciprocity. In other words, if I am setting high expectations for you, then you should have high expectations of me. To that end, I promise several things.

- First, I recognize that your time is precious. As a result, I will not ask you to do things that waste your time. All—yes, *all*—of the ideas and methods I will teach you in this class are things that I use regularly in my own scholarship and in my applied policy work for foundations and other organizations. If you ever are wondering why we are doing something or how it is relevant to your becoming an excellent researcher do not hesitate to ask.
- Second, I will give you timely, honest feedback on your work. That includes in on-line discussions, office hours, email exchanges, and on your written work. In doing so, I will be setting high standards, but you can count on me to make my expectations clear. And although my standards are high, I know that you can meet them. The reason is because you already have made it over the very high bar of gaining admission to William & Mary! Knowing that you have executed that hurdle makes me confident that all of you can succeed in this class.
- Third, I promise to treat you with respect. I will act in good faith in my interactions with you and the entire class. Of course, because I am human I know that I am bound to make mistakes or be clumsy from

time to time, be it in the explanations, examples, or other things I say or provide. When I do those things and they seem confusing or rub you the wrong way, please let me know. I am glad to hear what you are thinking and to talk with you about it. Of course, I recognize it can be difficult to do that from a student's perspective, but I offer that invitation sincerely and in good faith. I am always trying to be the best professor (and best human!) I can be and I very much appreciate when students help me as I continue to strive toward that goal. I hope you enter class with this same mindset, as well, as you approach our material and engage with your classmates and me.

5. Class schedule

- We will adjust this schedule as needed. However, no major new assignments or readings will appear. If due dates are moved they will provide more time rather than less time to complete class work.
- All times noted below are Eastern time.

Week of 1/27 – 1/29

Course introduction

Studying government and politics scientifically
- Christopher Howard. 2017. *Thinking Like a Political Scientist.* Chicago: University of Chicago Press. pp. 1-4. [henceforth, "Howard"]

Week of 2/1 – 2/5

Module 1. Laying the foundation for an empirical research project

M1.1 Looking in the mirror
- Stereotype threat: Claude M. Steele. 2010. *Whistling Vivaldi*. New York: WW Norton. Ch. 1. An introduction: At the root of identity.
- Implicit bias: Project Implicit https://implicit.harvard.edu/implicit/education.html. On this page, read the parts called "Overview," "About the IAT," "Ethical Considerations," and "Frequently Asked Questions."
- Research as truth-seeking and advocacy: Maryam Z. Deloffre. 2016. On advocacy, activism, and political science. *Duck of Minerva*. November 21. https://duckofminerva.com/2016/11/on-advocacy-activism-and-political-science.html.

M1.2 Identifying a research topic
- Howard, pp. 13-14 and 25-29
- Gary King, Robert O. Keohane, and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press. pp. 14-19. [henceforth "KKV"]

ACTIVITY DUE by F, 2/5 at 12:00noon: Implicit bias assessment and reflection. See Blackboard for instructions.
F, 2/5 – Last day of add/drop

Week of 2/8 – 2/12

M1.3 Reviewing the literature to develop a research question
- Jeffrey W. Knopf. 2006. Doing a Literature Review. *PS: Political Science & Politics* 39(1): 127-132.
- Lauren Davenport. 2020. The Fluidity of Racial Classifications. *Annual Review of Political Science* 23: 221-240.

PAPER DUE by W, 2/10 at 12:00noon: Research topic paper. See Blackboard for instructions.

M1.4 From questions to concepts to theory
- Howard, pp. 64-71
- Jenny Irons. 2019. Shifting the Lens: Why Conceptualization Matters in Research on Reducing Inequality. New York: William T. Grant Foundation.
- Marcus Holmes. 2013. The force of face-to-face diplomacy: Mirror neurons and the problem of intentions. *International Organization* 67(4): 829-861

F, 2/12 – Spring break day

Week of 2/15 – 2/19

M1.5 Using theory to generate research hypotheses
- Steven Levitsky and Daniel Ziblatt. 2018. *How Democracies Die*. New York: Penguin Random House. Ch. 1 Fateful Alliances.

Module 2. Introduction to statistical computing and data description

M2.1 Measurement
- John Gerring. 2012. *Social Science Research Methodology*. New York: Cambridge University Press. pp. 81-86 (validity and reliability) and 167-172 (measurement scales).
- Deborah Stone. 2018. The 2017 James Madison Award Lecture: The Ethics of Counting. *PS: Political Science and Politics* 51(1): 7-16.

Week of 2/22 – 2/26

M2.2 Statistical computing in Stata / M2.3 Describing one variable in Stata
- Howard, pp. 174-179
- Tour of Stata 15 interface: https://www.youtube.com/watch?v=nV5WfR92LIM&index=3&list=PLN5IskQdgXWnHC_5-ebmFZUNdpKcoLtDT
- Descriptive statistics (watch 0:00 – 3:00; you can skip the rest): https://www.youtube.com/watch?v=kKFbnEWwa2s

M2.3 Describing one variable (cont.)
- Tabulating discrete variables (watch 0:00–4:20): https://www.youtube.com/watch?v=3WpMRtTNZsw
- Histograms (watch entire): https://www.youtube.com/watch?v=nPqNZVToGx8
- Box plots (watch entire): https://www.youtube.com/watch?v=y6dngL80xuo
- Bar chart by discrete category (watch entire): https://www.youtube.com/watch?v=jNjAdtQwW6M
- Elizabeth Pelletier and Paul Manna. 2017. Learning in harm's way: Neighborhood violence, inequality, and American schools. *Annals of the American Academy of Political and Social Science* 674(1): 217-239.

Week of 3/1 – 3/5

M2.4 Describing relationships between two variables in Stata

- Howard, pp. 179-187
- Tables and cross tabulations (watch 4:17–8:55): https://www.youtube.com/watch?v=3WpMRtTNZsw
- Scatter plots (watch entire): https://www.youtube.com/watch?v=GhVGpe3lb3E
- Pearson correlation (watch 0:00–2:40): https://www.youtube.com/watch?v=o7ko844ff-g
- Simple Linear Regression (watch entire): Don't worry about the discussion of statistical significance. We'll get to that later. https://www.youtube.com/watch?v=HafqFSB9x70.
- Elizabeth Pelletier and Paul Manna. 2017. Learning in harm's way: Neighborhood violence, inequality, and American schools. *Annals of the American Academy of Political and Social Science* 674(1): 217-239.

PAPER DUE by W, 3/3 at 12:00noon: Literature review paper. See Blackboard for instructions.

Th, 3/4 – Spring break day

Week of 3/8 – 3/12

M2.4 Describing relationships between two variables in Stata (cont.)

- No new reading or videos. Review previous ones as needed

M2.5 Data description in Stata practice

- No new reading or videos. Review previous ones as needed

Week of 3/15 – 3/19

Module 3. Collecting Data

M3.1 Gathering data ethically

Obligations to the subjects of your research

- Beth Duff-Brown. 2017. Stanford researchers explore legacy of Tuskegee syphilis study. *Stanford News*. January 6. https://news.stanford.edu/2017/01/06/stanford-researchers-explore-legacy-tuskegee-syphilis-study-today/
- Sarah Elizabeth Parkinson and Elisabeth Jean Wood. 2015. Transparency in intensive research on violence: Ethical dilemmas and unforeseen consequences. *Qualitative & Multi-Method Research Newsletter* 13(1): 22-27.
- Richard Van Noorden. 2020. The ethical questions that haunt facial-recognition research. *Nature*. November 18. https://www.nature.com/articles/d41586-020-03187-3

Obligations to other researchers

- Gary King. 1995. Replication, replication. *PS: Political Science and Politics* 28(3): 444-452.

W, 3/17 – Spring break day

M3.2 Interviews

- Beth Leech. 2002. Asking Questions: Techniques for Semistructured Interviews. *PS: Political Science & Politics* 35(4): 665-68.
- Paula M. Pickering, 2003. Gaining access: Courting minorities in postwar Bosnia. In Martha Feldman et al. (eds.) *Gaining Access: The Inside Story*. Lanham, MD: Altimira Press. http://pmpick.people.wm.edu/research/GainingAccess.pdf
- Layna Mosley (ed.) 2013. Appendix: Sample materials for interview research. *Interview Research in Political Science*. Ithaca, NY: Cornell University Press. [Note: Entire book is available from Swem Library as an e-book.]

EXERCISE DUE by F, 3/19 at 12:00noon: Stata exercise. See Blackboard for instructions.

Week of 3/22 – 3/26

M3.3 Surveys

- Kenneth Fernandez. Survey design essentials:
  --Methods of collecting survey data. https://www.youtube.com/watch?v=9cuOyAR-Y9I
  --Seven tips for good survey questions.
  https://www.youtube.com/watch?v=Iq_fhTuY1hw&feature=youtu.be
- Pew Research Center. Methods 101. How is polling done around the world?
  https://www.youtube.com/watch?v=CV0ZCQyI9M4&list=PLZ9z-Af5ISavJpPlvdMU4T-etIDOUmldk&index=2
- Daniel Cox. 2020. Could social isolation among some Trump supporters help explain why polls underestimated Trump again? *FiveThirtyEight*. November 24.
  https://fivethirtyeight.com/features/could-social-alienation-among-some-trump-supporters-help-explain-why-polls-underestimated-trump-again/
- Skim over these websites, then read more carefully one that interests you.
  --World Values Survey. http://www.worldvaluessurvey.org/wvs.jsp
  --American National Election Studies: https://electionstudies.org/
  --Afrobarometer survey: http://www.afrobarometer.org/
  --Eurobarometer survey: http://ec.europa.eu/commfrontoffice/publicopinion/index.cfm

M3.4 Coding text from documents and other sources

- Steven L. Wilson and Yoshiko M. Herrera. 2019. Teaching computerized content analysis for undergraduate research papers. *PS: Political Science and Politics* 52(3): 536-542.
- Comparative Agendas Project
  --About: https://www.comparativeagendas.net/pages/About
  --Datasets / Codebooks: https://www.comparativeagendas.net/datasets_codebooks. Skim over a few of the items in each sections. Then click a specific item and read the codebook for that item to see what the researchers coded and how they did it.
- Wesleyan Media Project
  --About: http://mediaproject.wesleyan.edu/about/
  --Project background: http://mediaproject.wesleyan.edu/about/project-background/
  --Codebook for 2018 data: https://mediaproject.wesleyan.edu/wp-content/uploads/2020/12/WMP-2018-releasecodebook_v1.0.pdf. Read the codebook to see what the researchers coded and how they did it.

Week of 3/29 – 4/2

M, 3/29 – Last day to withdraw from a course

M3.5 Experimental designs in controlled settings

- Rose McDermott. The ten commandments of experiments. *PS: Political Science and Politics* 46(3): 605-610.
- Ismail K. White, Chryl N. Laird, and Troy D. Allen. 2014. Selling out?: The politics of navigating conflicts between racial group interest and self-interest. *American Political Science Review* 108(4): 783-800

ACTIVITY DUE by W, 3/31 at 12:00noon: Human subjects training. See Blackboard for instructions.

M3.6 Experimental designs in the field

- Susan D. Hyde. 2010. Experimenting in democracy promotion: International observers and the 2004 presidential elections in Indonesia. *Perspectives on Politics* 8(2): 511-27
- Philip Roessler, Peter P. Carroll, Flora Myamba, Cornel Jahari, Blandina Kilama, and Daniel L. Nielson. 2020. The economic impact of mobile phone ownership on low-income households. Under review. https://roesslerphilip.files.wordpress.com/2020/07/economic-impact-of-mobile-phone-ownership.pdf. Read pp. 1-19. You can skip the remaining supplementary information.

Week of 4/5 – 4/9

T, 4/6 – Spring break day
W, 4/7 – Spring break day

Module 4. Using data to make inferences

M4.1 Inference, uncertainty, and identifying causal relationships

- Howard, pp. 66-72.
- Larry D. Schroeder, David L. Sjoquist, and Paula E. Stephan. 2017. *Understanding Regression Analysis*. Thousand Oaks, CA: Sage. Ch. 3 Hypothesis testing (excerpt). pp. 31-35.

Week of 4/12 – 4/16

M4.2 Statistical inferences about a single variable

- One-sample t-test in Stata: https://www.youtube.com/watch?v=HwzCyqW-0dc

M4.3 Statistical inferences about the relationship between two variables: Regression framework for dummy, ordinal, and continuous variables.

- Michael A. Bailey. 2016. *Real Stats: Using Econometrics for Political Science and Public Policy*. New York: Oxford University Press. Ch. 4 Hypothesis testing and interval estimation (excerpt). pp. 91-96.
- Re-watch and focus on hypothesis testing discussion: Simple Linear Regression in Stata: https://www.youtube.com/watch?v=HafqFSB9x70

PAPER DUE by F, 4/16 at 12:00noon: Framework and data collection paper. See Blackboard for instructions.

Week of 4/19 – 4/23

M4.4 Statistical inferences about the relationship between two variables: Cross-tabulation framework for categorical variables

- Tables and Cross-Tabulations in Stata: https://www.youtube.com/watch?v=3WpMRtTNZsw

M4.5 Statistical inferences about the relationship between a dependent variable and many independent variables: Multiple regression framework

- Michael A. Bailey. 2016. *Real Stats: Using Econometrics for Political Science and Public Policy*. New York: Oxford University Press. Ch. 5 Multivariate OLS (excerpt). pp. 128-136.
- Multiple linear regression in Stata: https://www.youtube.com/watch?v=NbSjQ0n-Gss

M4.6 Statistical inference practice

- No new reading or videos. Review previous ones as needed.

Week of 4/26 – 4/30

M, 4/26 – Spring break day

M4.7 Qualitative case comparisons

- John Gerring. 2008. Ch. 28 Case selection for case-study analysis: Qualitative and quantitative techniques. In Janet M. Box-Steffensmeier, Henry E. Brady, and David Collier (eds.) *The Oxford Handbook of Political Methodology*. New York: Oxford University Press. Read pp. 645-648; then read 2 additional sections from 648-675 that you think are most relevant to your research project; then read pp. 675-679.
- Daniel N. Posner. 2004. The political salience of cultural difference: Why Chewas and Tumbukas are Allies in Zambia and adversaries in Malawi. *American Political Science Review* 98(4): 529-545.

M4.8 Qualitative cases, process tracing, and causal mechanisms

- David Collier. 2011. Understanding process tracing. *PS: Political Science and Politics.* 44(4): 823-830.
- Paul Manna. 2006. *School's In: Federalism and the National Education Agenda* Washington, DC: Georgetown University Press. Ch. 5. Borrowing strength, federalism, and education agendas.

PAPER DUE by F, 4/30 at 12:00noon: Final research design paper. See Blackboard for instructions.

Week of 5/3 – 5/7

Course conclusion

Writing about results using effective figures and tables

- Edward Tufte. 2010. *Beautiful Evidence* talk (excerpt). May 21. https://www.youtube.com/watch?v=Th_1azZA2OY
- Examples from Tufte: Skip reading the text here. Instead, look at some of the data figures (starting with Figure 3-5) and data tables (starting with Table 3-1) and see if you can identify any common features that help the figures or the tables to present data in an effective way. https://www.edwardtufte.com/bboard/q-and-a-fetch-msg?msg_id=0003uf

Reason and the politicization of evidence

- RAND Truth Decay project. Watch video: https://www.rand.org/research/projects/truth-decay.html
- Soroush Vosoughi, Deb Roy, and Sinan Aral. 2018. The spread of true and false news online. *Science* 359(6380): 1146-1151.

****Final Exam: Due by Tuesday, May 18 at 10:00pm. See Blackboard for instructions on completing the exam and on how to submit.****