intro

adam okulicz-kozaryn
adam.okulicz.kozaryn@gmail.com

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outline

2 questions about yourself

- specific research interests?
  - using any data yet?
  - or what data you need?
- what do you expect from this class?

- (if another person similar to you, work together!)

approach: applied, examples, hands-on

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

1st and 2nd half

- 1st half basics, and some math, go fast:
- ○ basics, data, theory, general
- 2nd half more application, focus on paper
- ○ more research oriented topics for the paper
- ○ BUT developing your own research project does take time, so we start with it

grading/extra credit

- i will be strict about grade scale:
○ you get the grade that your interval indicates
  (see canvas for your grade so far)
- but there is opportunity for extra credit, eg:
○ answer extra credit questions during the class
○ have an early presentation of your research
○ tell me about useful course materials: books, datasets,
  websites, etc
○ engage civically (see at the end of syllabus)

statistics is everywhere (Wheelan, 2013, ch1)

- statistics is everywhere
- we use it all the time
- it makes sense of, and simplifies world

rather consumers, less producers

- only 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/

simplify! be applied and local

- simplify! narrow down! i always say it and people never follow
- by the end of capstone you have about 6mo, you wont pull off a big complicated project
- do sth smaller, local, and applied
- say we know that higher ed increases eco dev in general
- but how about in Camden county

quantitative v qualitative

- 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
- note: IRB approval and collecting your own data takes
  months, and so is discouraged for master's students
- do email me right away if you plan on qualitative research

collaborate

- these days soc sci research is collaborative, usually people collaborate on research, it is not single authored; so in this class we will try to foster that, do see if other folks doing something similar and work together
- in general do collaborate outside of this class, too, with other faculty, practicioners, etc

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.