PS102: Thinking like a Social Scientist

Prof. Ronald Mitchell  
Department of Political Science and Program in Environmental Studies

|  |  |
| --- | --- |
| Time: Tues/Thurs 8:30-9:50 | Office Hours: Virtual office hours will be Tues/Thurs 11:30-1:00 via the Chat option in Canvas. Or send questions via email. |
| [rmitchel@uoregon.edu](mailto:rmitchel@uoregon.edu); 541-346-4880 | Course website on Canvas |

# Course Description

*WARNING: This syllabus surely contains errors resulting from switching to an online format on short notice. Email me at* [*rmitchel@uoregon.edu*](mailto:rmitchel@uoregon.edu) *if anything in this syllabus is confusing or reflects an in-person-class assumption.*

Social science research involves the systematic study of human behavior, experience, and society. All of us pay attention to social behaviors and society as a regular part of life. It becomes “social science” when do it systematically and do it as part of a larger social effort to understand the social world around us. In everyday life, we do this in several ways:

* We observe patterns across many behaviors and events and seek to explain what causes them and what effects they have. Social scientists call these “quantitative” methods.
* We observe unique historical events and seek to explain what causes them and what effects they have. Social scientists call these “qualitative” methods.
* We observe social norms, institutions, practices, and beliefs and seek to explain what causes them and what effects they have. Social scientists call these “interpretive” methods.

These different social science methods allow us to better respond to, and in some cases influence, the world around us by allowing us to be more careful, explicit, and systematic in our efforts to understand, explain, and improve the world. “Thinking like a social scientist” does not require becoming a stuffy academic. It means learning skills that can help you become a more conscious and critical thinker.

Many non-academic careers use social science research methods, sometimes without realizing it. Consider how police and policy-makers approach problems of crime. Police data-crunchers sort through lots of quantitative data to look for patterns of crime, including “white collar” crimes like corporate racism, sexism, and discrimination. Detectives act like qualitative researchers in trying to solve particular crimes. Criminal lawyers, activists, and politicians act like interpretive social scientists when they ask questions like, “Why is this a crime? What makes it a crime? Is it a serious crime? Should it be a crime?”

This course will introduce you to these different modes of thinking, and show how “thinking like a social scientist” can improve your ability to understand and have a positive impact in the world. It will prepare you for further study in any social science (including anthropology, economics, geography, law, political science, and sociology) and will clarify the value of studying the social sciences for many careers.

# Covid-19/Coronavirus and this course

As the Covid-19 situation is changing fast, both this syllabus and my teaching will need to adjust along the way. We will all just have to “learn as we go.” My goal is to help you learn as much as possible under the circumstances. Given that there WILL be frustrations, I hope we can all try to be flexible, compassionate, and patient with each other. Some challenges I think we will face, and initial thoughts about addressing them are below. Please make better suggestions

* The big challenge will be teaching over 200 students online in a class designed for in-person teaching.
* Using Zoom to give lectures. It will take a while to figure out the technology. I will provide tested instructions via email and on Canvas – I will ensure they work, but only if you follow them!
* Students in different time zones. While most students are in Oregon, California, or Washington, some will be in other time zones (including overseas). I expect to address this by giving a “live” lecture for most students but recording it for those who can’t make it.
* Taking our responsibilities seriously. I take teaching seriously and I know all of you take learning seriously. Going online shouldn’t change that: let’s all show up for class and approach classes the same we did a year ago. You are all serious students – learning in the age of coronavirus will require you to be even more thoughtful and serious.
* Ongoing changes and adjustments: Readings, lectures, and assignments \*will\* change during the term. Check Canvas daily to ensure you are reading appropriate readings and know what’s next in the class.

# Using Zoom

Zoom instructions (both “Setting up Zoom” and “Using Zoom”) will be linked on the Canvas PS102 homepage. Things to know about how I will use Zoom in this course:

#### Notes on Zoom terminology: Zoom uses “business” terms – here is are the corresponding teaching terms

* “Meeting” = URL to the Virtual Classroom we will use
* “Host” = Professor or GE
* “Participant” = Student
* “Poll” = Quiz

#### Attending class:

* The Canvas PS102 homepage will have an “Attend Class Now” link to the correct Zoom URL. You do not need to remember the URL – just sign into Canvas and click that link.
* When Joining the meeting (class), enter your full UO email (e.g., [yourname@uoregon.edu](mailto:yourname@uoregon.edu)) NOT your real name or your non-UO email. Your full UO email is the only way we can give you credit for attending class.
* Attend class live (8:30am-9:50am, US West Coast timezone) if:
  + you live in the US West Coast timezone,
  + you live anywhere else but that time can work for you
* Watch recorded video (available after 11am that day, US West Coast timezone)
  + you live where timezone issues prevent it
  + you are affected by the Covid situation in a way that prevents attending live.
  + There will be a “View Past Recorded Lectures” link to the correct Zoom URL. You do not need to remember the URL – just sign into Canvas and click that link.

#### Because this is a lecture-format course with numerous students, I have set Zoom settings as follows:

* Video of you will be OFF during class
* Audio of you will be OFF during class
* Chat will be ON but “Private chat” between students will be OFF during class.
* Interactions during class will be through (for all these, I will create an option for students watching recordings asynchnrously)
  + Quizzes (called “Polls” in Zoom) – these will count toward your grade.
  + Surveys (also “Polls”) – these will not count toward your grade.
  + Chat – available but discouraged for questions. Instead, please send email to your GE or the Professor after class ends. I will not respond to Chats during class but a GE will monitor the Chat to help students having technology problems.

#### Attending office hours:

* The Canvas PS102 homepage will have an “Attend Office Hours Now” link to the correct Zoom URL. You do not need to remember the URL – just sign into Canvas and click that link.

# Required Course Materials

There are no required books for the course. Each class session will have several (mostly-brief) readings that will be available via Canvas. Class depends on active student participation so, please, do the readings before class.

# Expected Learning Outcomes

* Understand the logic and methods of quantitative, qualitative, and interpretive thinking in social science as well as the differences between them.
* Identify the common practices for conducting research of each of these three methods.
* Identify examples of the use of these modes of thought in non-research settings, when non-academics are “thinking like social scientists.”
* Develop the knowledge and skills needed to write a social-science research paper.

# Estimated Student Workload / How Grades Will Be Determined

Student workload involves 120 hours for this 4-credit course. Time and percent for components are detailed below.

|  |  |  |
| --- | --- | --- |
| Class component | Percentage | Hours |
| Reading: required/no points  All class elements and your grade depend on doing readings, which are intended as additional to class lectures. Raise questions about readings in section or via email. | 0% | 30 |
| Plagiarism assignment: required/no points  Read Canvas assignment links, my plagiarism policy (below), and ask questions. | 0% | 1 |
| Quizzes (best 2 of 3) as scheduled: Three (3) 10 question quizzes about readings and lectures will be given during the term. They will be done in Zoom or on Canvas with a 48 hour window. No makeups. Top two scores count: take 3 and lowest score gets dropped; take 2 and no effect on grade; take 1 or 0, lose points. | 10%  (5% each) | 3 total  (1 hr prep each) |
| TWO (2) Response Papers: Responses of 600 words or less to prompts related to the class lectures and readings. Dates & assignments will be on Canvas in advance. | 20%  (10% each) | 10  (5 each) |
| TWO (2) Short Research Papers: Papers of 1,200 words or less. Dates and topics will be on Canvas in advance. | 30%  (15% each) | 20  (10 each) |
| Class Participation: Students are expected, each week to a) attend two lectures live or watch lecture recordings asynchronously AND  b) attend 1 section live or do corresponding work asynchronously. I will provide more guidance as we sort out what “participation” means in this new context. | 10% | 40 (30 lecture, 10 section) |
| Takehome Final exam: Format likely to consist of essay to be submitted online plus an online quiz. Deadline will be as in the UO final exam schedule. See: [http://registrar.uoregon.edu/calendars/final\_exam](http://registrar.uoregon.edu/calendars/final_exam%20) | 30% | 16 |

### Assignment of final grades

Students will receive grades based on the following criteria:

* A+: if given at all, given to those few students whose performance stood out as significantly stronger than all other students in the course
* A: all assignments completed in ways that demonstrate a particularly strong and nuanced understanding of almost all course concepts and the ability to clearly connect theories from the course to empirical evidence
* B: all assignments completed in ways that demonstrate solid understanding of most course concepts and the ability to adequately connect theories from the course to empirical evidence
* C: completed assignments demonstrate only a basic understanding of course concepts and/or one or more assignments missing
* D: many assignments are missing and completed assignments demonstrate little understanding of material
* F: assignments completed account for less than 80% of total grade.

Expected distribution of grades: ~20% As, ~35% Bs, ~35% Cs, ~7% Ds, ~3% Fs.

# Course Policies

### Coronavirus accommodations

Coronavirus circumstances will require accommodations be made for many of you.

* I will be flexible about accommodating your needs due to coronavirus or other considerations. I assume you will not request accommodation otherwise.
* Please request accommodation via email in advance if possible but as soon as possible after the fact if not. I will be most accommodating to those who request it promptly. I may be less accommodating for end-of-term requests for accommodation of situations that were known about earlier in the term.

### Late assignments

Help me help you pass the course by turning in all assignments on time. Late assignments lose 2 points/day: assignments received before midnight of the 1st day after being due lose 2 of 100 points, before midnight of the 2nd day 4 points, etc. Turn in all assignments, even if late. Missing ANY assignment makes passing this course difficult.

### Grade complaints

Contested grades will first be read by a second GE. If the second GE assigns the same grade, no grade change will occur. If the second GE assigns either a higher or lower grade, the professor will read the assignment and independently assign the final grade, which can be either higher or lower.

### Academic Integrity, Plagiarism, Fabrication, Cheating, and Misconduct:

By enrolling in this course, you agree to abide by the University’s Student Conduct Code. You must read the three webpages linked on Canvas for Assignment #1. Understanding these documents is a course REQUIREMENT that you MUST complete by the end of week 1. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with the professor before problems arise. I will flunk all students who plagiarize and will report them to University authorities. Unfortunately, I have done so two or three times in the past few years.

### Creating an environment conducive to learning

Civility and tolerance: My primary goal as a faculty member is to create an inclusive learning environment in which everyone feels safe to express their views, whatever they may be, so long as they do so in ways that are respectful of others. In light of the divisions that became visible in the 2016 election, I seek to create a learning environment in which those who voted for our current President and those who did not can BOTH feel free to express their political opinions. One cannot identify a person’s political views by race, religion, attire, gender, favorite music, or type of skateboard: in 2016, at least 1 in 10 (and often 3 in 10) of every demographic group voted differently than the rest of that group http://www.nytimes.com/interactive/2016/11/08/us/politics/election-exit-polls.html

Being the faculty member for a class gives one considerable power (directly over grades and in more subtle ways). Therefore, I will try to be cautious in how I express my views and in how I respond to students expressing theirs. I will try my best to keep my own political biases in check so as to help everyone in the class feel safe expressing their views, regardless of which side of the political aisle they stand on. My biases will come through at points – I apologize for that and encourage you to call me out (in a respectful way) when they do. I invite each of you to express your political views, whatever they may be, in a way that is respectful of all people, whether they are in our classroom or not. I encourage you to disagree with me and to challenge me to separate relatively-objective theories and facts from more-subjective values. In my view, democracy works when differences of opinion are expressed with enough clarity and respect that I change my mind and, perhaps, I also change the minds of others. I ask for your help in creating a learning environment in which mutual and inclusive respect extends to all people regardless of who they are or what their political views are, so long as those views are expressed respectfully.

Disabilities: Both I as a professor and the University of Oregon are committed to creating inclusive learning environments. Please notify me if any aspects of my instruction methods or course design result in barriers to your participation. If you have a preferred gender pronoun, please let me know what it is. If you have a disability, I encourage you to contact Accessible Education Center in 164 Oregon Hall at 346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) If you have already been in contact with Accessible Education Center and have a notification letter, please provide me with a statement from Accessible Education Center during the first week of class so that we can make appropriate arrangements. University policy requires that students present a notification letter from AEC to receive testing accommodations (see <http://aec.uoregon.edu/students/current.html> ).

### Prohibited Discrimination and Harassment Reporting

I personally strongly support the University’s policy on discrimination and harassment, as reflected in the following statement from the University of Oregon at <https://titleix.uoregon.edu/syllabus>

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at [safe.uoregon.edu](http://safe.uoregon.edu). To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at [respect.uoregon.edu](https://titleix.uoregon.edu/respect.uoregon.edu) or [aaeo.uoregon.edu](https://titleix.uoregon.edu/aaeo.uoregon.edu) or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment> Specific details about confidentiality of information and reporting obligations of employees can be found at [titleix.uoregon.edu](https://titleix.uoregon.edu/).

Mandatory Reporting of Child Abuse: UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>.

Course Schedule and Readings [.](#_ENREF_1)

# Introduction and basic concepts

[Week 1 - Tuesday.](#_ENREF_2) Introduction: What are the social sciences?

No readings. Come to class having thought about the following questions

* What are the social sciences?
* How do the social sciences study what they study?
* How are the social sciences similar to or different from the natural sciences?

[Week 1 - Thursday.](#_ENREF_3) What social phenomena are worth explaining? Identifying dependent variables

* [Pomeroy, R. 2014. Ibn al-Haytham: The Muslim Scientist Who Birthed the Scientific Method. *RealClear Science*](#_ENREF_4)
* [King, G., et al. 1994. Designing social inquiry: scientific inference in qualitative research (Chap. 1a). Princeton: Princeton University Press](#_ENREF_5)
* [Chesney, R. and D. Keats Citron 2019. Deep Fakes: A Looming Challenge for Privacy, Democracy, and National Security. *California Law Review* 107](#_ENREF_6)
* [Greene, D. L. 2020. How To Spot 2020 Election Disinformation (can you tell fact from fiction?). *National Public Radio Morning Edition*](#_ENREF_7)

[Week 2 - Tuesday.](#_ENREF_8) What are the LIKELY causes of a social phenomenon? Identifying independent variables

* [King, G., et al. 1994. Designing social inquiry: scientific inference in qualitative research (Chap. 1b). Princeton: Princeton University Press](#_ENREF_9)
* [Rothchild, I. 2006. Induction, Deduction and the Scientific Method. 1-13. Madison, WI: Society for the Study of Reproduction](#_ENREF_10)

[Week 2 - Thursday.](#_ENREF_11" \o "Week 2 - Thursday,  #9047) How do you identify ACTUAL causes of a specific social phenomenon? The scientific method

* [King, G., et al. 1994. Designing social inquiry: scientific inference in qualitative research (Chap. 2 and 3). Princeton: Princeton University Press](#_ENREF_12)
* [Postlethwait, J., et al. 1993. The Scientific Method as Common Sense. *Biology! Bringing Science to Life*, edited by J. Postlethwait, J. Hopson and R. Veres: 16-17. New York: McGraw-Hill](#_ENREF_13)

[Week 3 - Tuesday.](#_ENREF_14" \o "Week 3 - Tuesday,  #9048) The value of theories, concepts, and mental models: The Tragedy of the Commons

* [Hardin, G. 1968. The tragedy of the commons. *Science* 162 (3859): 1243-1248](#_ENREF_15)
* [Axelrod, R. 1984. The Live-and-Let-Live System in Trench Warfare in World War I. *The evolution of cooperation*: 73-87. New York: Basic Books](#_ENREF_16)
* [Benjamin, D. 2001. Fisheries are Classic Example of the “Tragedy of the Commons”. *PERC Report 19:1*](#_ENREF_17)

# Quantitative approaches to social science research

[Week 3 - Thursday.](#_ENREF_18) Covid-19, Social Science, and Mental Models

* BEFORE class: read websites below and write down your “theory and mental model” of WHY infection OR death rates for Covid-19 vary across:
  + Age
  + Existing medical conditions
  + Sex/gender
  + Country
  + Racial groups
  + Example: “Covid-19 *death* rates are higher for older people than younger people because their immune systems are more vulnerable. By contrast, Covid-19 *death* rates are higher in country X than country Y because Country X is more rural than country Y, with fewer hospitals and doctors available for its rural population.”
  + You should notice that your “mental model” to explain differences in *infection* rates between two groupsis not the same as your mental model to explain differences in *death* rates between those groups. You should also notice that your mental model to explain differences across sex/gender is not the same as your mental model to explain differences across country, or race, or medical conditions.
  + This is not an assignment.
* NOTE: You will probably need to disable ad blockers temporarily to access these websites.
* Differences in death rates by ***age***, ***sex/gender***, and ***existing conditions***
  + <https://www.worldometers.info/coronavirus/coronavirus-age-sex-demographics/>
* Differences in infection rates and death rates by ***sex/gender***
  + <https://www.nytimes.com/2020/04/07/health/coronavirus-new-york-men.html>
  + <https://www.washingtonpost.com/health/2020/04/04/coronavirus-men/>
* Differences in infection rates and death rates ***by country***
  + <https://globalhealth5050.org/covid19/>
  + <https://www.vox.com/2020/4/1/21203198/coronavirus-deaths-us-italy-china-south-korea>
* Differences in infection rates and death rates by ***racial groups***
  + <https://www.washingtonpost.com/nation/2020/04/07/coronavirus-is-infecting-killing-black-americans-an-alarmingly-high-rate-post-analysis-shows/?arc404=true>
  + <https://www.nytimes.com/2020/04/07/us/coronavirus-race.html>

[Week 4 - Tuesday.](#_ENREF_19) Quantitative analysis part 1

* [Gonick, L. and W. Smith 1993. The Cartoon Guide to Statistics. 7-26. New York: HarperMacmillan](#_ENREF_20)
* [Brians, C. 2016. From Abstract to Concrete: Operationalization and Measurement. *Empirical Political Analysis (8th edition)*, edited by C. Brians: 88-105. New York: Routledge](#_ENREF_21)

[Week 4 - Thursday.](#_ENREF_22) Quantitative analysis part 2

* [Ragin, C. C. and L. M. Amoroso 2011. Using Quantitative Methods to Study Covariation. *Constructing Social Research (2nd ed.)*, edited by C. C. Ragin and L. M. Amoroso: 163-188. Los Angeles: Sage](#_ENREF_23)
* [Best, J. 2001. Damned Lies and Statistics: Untangling Numbers from the Media, Politicians and Activists. 9-29 and 30-61. Berkeley: UC Press](#_ENREF_24)
* [Mcalaney, J., et al. 2015. Personal and Perceived Peer Use of and Attitudes Toward Alcohol Among University and College Students in Seven EU Countries: Project SNIPE. *Journal of Studies on Alcohol and Drugs* 76 (3): 430-438](#_ENREF_25) – we will try to do a brief version of this experiment in class.

[Week 5 - Tuesday.](#_ENREF_26" \o "Week 5 - Tuesday,  #9037) Explaining crime and trying to reduce it

* [DeAngelo, G. and B. Hansen 2014. Life and Death in the Fast Lane: Police Enforcement and Traffic Fatalities. *Economic Policy* 6 (2): 231-257](#_ENREF_27)
* [Wainwright, T. 2016. Narconomics: How to run a drug cartel. 239-253. New York: PublicAffairs](#_ENREF_28)

# Qualitative approaches to social science research

[Week 5 - Thursday.](#_ENREF_29) Can we learn by comparing a few cases?

* [Yin, R. K. 2014. Getting Started: How to Know Whether and When to Use the Case Study as a Research Method. *Case study research: Design and methods (5th ed)*, edited by R. K. Yin: 3-15. Los Angeles: Sage](#_ENREF_30)
* [Mill, J. S. 1970 (1888). Two Methods of Comparison. *Comparative Perspectives: Theory and Methods*, edited by A. Etzioni and F. Dubow: 205-213. Boston: Little, Brown](#_ENREF_31)

[Week 6 - Tuesday.](#_ENREF_32) Research with real people: Guest Lecture: Dr. Carolyn Craig, UO Research Compliance Office

* [Tuskegee University National Center for Bioethics in Research and Health Care n.d. About the USPHS Syphilis Study. *Tuskegee University National Center for Bioethics in Research and Health Care*](#_ENREF_33)
* [Zimbardo, P. G. 1972. Pathology of Imprisonment. *Society* 9 (1): 4-8](#_ENREF_34)
* [Homonoff, T. A. 2018. Can Small Incentives Have Large Effects? The Impact of Taxes versus Bonuses on Disposable Bag Use. *American Economic Journal: Economic Policy* 10 (4): 1-35](#_ENREF_35)

[Week 6 - Thursday.](#_ENREF_36) Why process “fingerprints” and counterfactuals are central to explanation

* [Mitchell, R. B. and T. Bernauer 1998. Empirical research on international environmental policy: designing qualitative case studies. *Journal of Environment and Development* 7 (1): 4-31](#_ENREF_37)
* [Fearon, J. D. 1991. Counterfactuals and hypothesis testing in political science. *World Politics* 43 (2): 169-195](#_ENREF_38)
* [Kramer, P. D. 2014. Why doctors need stories. *New York Times*](#_ENREF_39)

[Week 7 - Tuesday.](#_ENREF_40) Understanding theory, generating observable implications, assessing qualitative evidence

* [Goldhagen, D. J. 1996. Hitler's willing executioners: ordinary Germans and the Holocaust. New York: A.A. Knopf](#_ENREF_41)
* [Mann, C. 2007. America, found and lost. *National Geographic*](#_ENREF_42)

# Interpretive approaches to social science research

[Week 7 - Thursday.](#_ENREF_43) History, Story-Telling, and the Social Sciences

* [Freeman, R. 2008. How to ‘do’ history, or the ten ‘C’s of historical understanding.](#_ENREF_44)
* [Fota, A. 2019. What’s Wrong With This Diorama? You Can Read All About It. *New York Times*](#_ENREF_45)

[Week 8 - Tuesday.](#_ENREF_46) Understanding the “socially constructed” parts of our world

* [Geertz, C. 1973. Thick Description: Toward an Interpretive Theory of Culture. *The interpretation of cultures: selected essays*: 6-9. New York: Basic Books](#_ENREF_47)
* [Palmer, D. 2014. Explainer: What is post-modernism? *The Conversation*](#_ENREF_48)
* [Tannenwald, N. 1999. The nuclear taboo: the United States and the normative basis of nuclear non-use. *International Organization* 53 (3): 433-468](#_ENREF_49)

[Week 8 - Thursday.](#_ENREF_50) Topic TBD

* Readings TBD

[Week 9 - Tuesday.](#_ENREF_51) Interpretive ethnography

* Richard Fenno. 1978. Homestyle: House Members in Their Districts, Little, Brown and Co., “Introduction,” pp. xi-xv (5 pages).
* [Tilly, C. 2006. Afterword: Political Ethnography as Art and Science. *Qualitative Sociology* 29 (3): 409-412](#_ENREF_52)

[Week 9 - Thursday.](#_ENREF_53) Designing open-minded research and writing good research papers using different approaches

* [de Vaus, D. A. 2001. What is Research Design? *Research Design in Social Research*: 1-16. London: Sage](#_ENREF_54)
* [Parsons, C. and K. Ferree 2017. Writing a good social science paper. Eugene: University of Oregon](#_ENREF_55)

[Week 10 - Tuesday.](#_ENREF_56) The value of thinking like a social scientist in everyday life

* [Sides, J. 2013. Why study social science. *The Monkey Cage*](#_ENREF_57)
* [Scheinman, T. 2015. Not Just STEM: Why We Need to Fund the Social Sciences. *Pacific Standard*](#_ENREF_58)
* [Shah, R. 2011. Future Tech Jobs: We Need Social Science Graduates. *Forbes*](#_ENREF_59)

[Week 10 - Thursday.](#_ENREF_60) Wrap-up and review

* Final Exam Review Session

##### Format and deadline for Final Exam will be determined later in the term. See: <http://registrar.uoregon.edu/calendars/final_exam>

[.](#_ENREF_61)