

LSC # Approved
Action 7-15-91

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- () Professor David D. Chambers Department of Pol. Sci. Phone X2776
 (✓) Writing Workshop? (If not at IUP, where? when? IUP May 21-23, 1990)
 (✓) Proposal for one W-course (see instructions below)
 (✓) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSE

- () Department Contact Person _____ Phone _____
 () Course Number/Title _____
 () Statement concerning departmental responsibility _____
 () Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- () Professor(s) _____ Phone _____
 () Course Number/Title _____
 () Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) David D. Chambers 25 June 1990
 Department Chairperson John F. Sutton 25 June 1991
 College Dean Bob Z. Lee 6/25/91
 Director of Liberal Studies Chad DeLHM

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.

II. Copy of the course syllabus.

III. Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.
Please number all pages.

**The Uses of Writing in PS 300
Research Methods in Political Science**

PS 300, Research Methods in Political Science, is proposed for identification as a Writing Intensive (W) course. Although the course is offered in both fall and spring semesters, the designation will apply only the section offered in the fall. The reason for this separation is that Dr. Chambers teaches the fall offering. Since the designation here proposed is a Type I, Professor Commitment, designation it will only apply to the course when offered by Chambers.

PS 300 is "strongly recommended for all students in political science" (1990/91 Political Science Undergraduate Handbook, p. 9). Enrollment is limited to political science majors and minors. The course has an enrollment cap of 25 students. Most students in the class are either sophomores or juniors. The course does count toward a political science major or minor.

Apart from the "normal" notetaking done by students, three types of writing are used in the course.

1. IN-CLASS WRITING EXERCISES. In-class writing exercises serve four primary functions. First, they help students focus their reading attention on particularly significant elements and better understand how those elements apply to the structure and execution of research. Second, they are designed to help students better understand the meaning and application of important research concepts introduced and elaborated in class lectures and discussions. They afford students an opportunity to think clearly about issues and thereby contribute to an improvement in class discussion and enhance the quality and value of student questions. Third, because statistical techniques and computer applications are critical components of the course, these exercises help students develop necessary data analysis skills. Finally, exercises are useful precursors to formal writing assignments (writing/analysis problems). They become devices to assist students in the early phases of each stage in the construction and execution of their required mini-research projects.

In-class writing exercises will be collected occasionally so that the instructor can develop a sense of class progress. Although they are not graded they contribute to students' final grades in two ways. First, completion of in-class writing exercises is a factor in the determination of a students participation grade (20% of the final grade). Second, because in-class writing assists students in the development of skills and the creation of research projects, the exercises obviously make significant contributions to the two remaining components of the final grade, quizzes and writing/analysis problems.

A representative sampling of in-class writing exercises is included as part of this proposal.

2. WRITING FOR EVALUATION-WEEKLY QUIZZES. Twelve short quizzes are administered during the course of the semester (every Friday). These are designed to evaluate student proficiency with the major topic covered in readings and lectures during a week. Quizzes test student grasp and understanding of important concepts as well as their analytic and interpretation competence. Usually students are required to write paragraph responses to pointed questions or to evaluate the use and interpretation of statistical techniques. Students are given approximately 20 minutes in which to complete a quiz. Quizzes are worth 25 total points. A student's 10 best quizzes are counted in the computation of the course grade (25% of the final grade). Grading is numeric and is largely based on content, although writing clarity is very important in use and interpretation paragraphs.

A representative sampling of weekly quizzes is included as part of this proposal.

3. WRITING TO DESCRIBE RESEARCH AND SUMMARIZE FINDINGS. Over the course of the semester students' will prepare four essays of five to ten pages in length. Although rough drafts are not required students are encouraged to work from them. The instructor offers to read and comment on these draft at the students' discretion. The instructor is also available to confer with students on any aspect of essay development. Finally, the instructor provides students with the opportunity to review "A" and "B+" papers from previous semesters.

The essays required are cumulative. That is, each essay builds on the previous essay to lead students through the entire research process-from the selection and definition of a research question, to the identification and operationalization of important variables, the creation of testable hypotheses, and the selection, application, and interpretation of relevant statistics. In preparation for each essay, students are given in-class writing exercises designed to enhance their competence in the skills required for the essay. In addition, students are provided with "real world" prose examples of the kind of writing required for reviewing the results of research projects.

Letter grades (pluses and minuses are used) are assigned to these essays. Students are afforded a re-write opportunity on the first essay. These essays are to be well-written, correctly punctuated, spell-checked, and coherent. Grades are assigned on the basis of writing, organization, content, and creativity. These essay account for 55% of a student's final grade.

A copy of each writing/analysis problem is included with this proposal.

INDIANA UNIVERSITY OF PENNSYLVANIA
Department of Political Science

Political Science 300
Research Methods in Political Science

Fall, 1991
Dr. Chambers

This course will provide students with a working knowledge of statistical techniques commonly applied to the study of political phenomena and an understanding of the basic assumptions, limitation, and the theoretical foundations of these various techniques. Specifically, the course will focus on measurement principles, research design and data collection, univariate distributions, sampling, bivariate analysis, and multivariate analysis. Students will design and conduct individual research applying several of these techniques and the SPSS/PC+ computer program. Finally, through the use of a series of progressive writing assignments, students will develop the capacity to clearly and concisely review, in article form, the results of their research.

Required Texts

The following required texts are available for purchase from the Coop Bookstore:

- David Nachmias and Chava Nachmias, Research Methods in the Social Sciences 3rd edition, St. Martin's Press, 1987.
- Marija J. Norusis, SPSS/PC+ Studentware, SPSS Inc, 1988.
- W. Phillips Shively, The Craft of Political Research 3rd edition, Prentice-Hall, 1990.

Course Requirements

Participation. Class work is an extremely important part of this course. Students are expected to participate in class discussions and to prepare, in advance, all reading assignments. Participation includes a number of in-class group activities and writing exercises. These are designed to enhance student understanding of key concepts. The writing exercises will occasionally be collected and evaluated by the instructor. Failure to participate will result in grade penalties.

Reading Assignments. Students must complete all reading assignments. Classroom discussions and activities will presume a knowledge of these readings. In addition all assignments and quizzes will presume a knowledge of reading assignments. Failure to prepare will result in grade penalties.

Quizzes. Each Friday, a short quiz will be given covering the reading assignments and classroom discussions for that week. The first quiz will be administered on 13 September and the last on 6 December. Twelve (12) quizzes will be given, the best ten (10) will be used in computing the final grade. Make-up quizzes will not be given. A student who is prevented from taking a quiz by circumstances entirely beyond his or her control may be excused from that quiz but only after consulting with the instructor.

Problems. Students will complete four (4) writing/analysis assignments during the course. Essays will be five to ten pages in length (page ceilings will be set for each). These are used to enhance students' ability to conceptualize questions, focus research, define and operationalize important variables, and interpret statistical results. Information about each problem will be provided in class. Students will be given approximately two weeks in which to complete each problem.

Grades

General Information. The minimum standard for a passing grade in this course is completion and submission of four writing/analysis problems. Due dates will be strictly enforced and grade penalties will be assessed against late work (one-half letter grade per late day).

Grade Distribution. Instructor evaluation of student performance is weighted as follows:

Class Participation	20%
Writing/Analysis Problems	55%
Quizzes	25%

Office Information

Dr. Chambers' office is located in Keith Hall Annex, Room 103-W. Office hours are:

2:00 p.m. - 3:30 p.m. - Monday
 9:00 a.m. - 10:30 a.m. - Wednesday, Friday
 3:30 p.m. - 5:00 p.m. - Tuesday
 1:30 p.m. - 3:00 p.m. - Thursday

If these times are not convenient, an appointment can be arranged for another mutually convenient time.

Course Outline

- I. Course Overview - September 5**
- II. Introduction to Political Research - September 6, 9, 11, 13**
 Nachmias and Nachmias, chapters 1-3
 Shively, chapter 1-2*
- III. Research Design - September 16, 18, 20, 23**
 Nachmias and Nachmias, chapters 5, 6
 Norusis, chapters 1-4
 Shively, chapter 6
- IV. Measurement - September 25, 27, 30**
 October 2, 4
 Nachmias and Nachmias, chapters 7, 18
 Shively, chapters 5, 6, 10, 12
- V. Data Collection and Processing - October 7, 9, 11, 14, 16, 18**
 Nachmias and Nachmias, chapters 9-11
 Norusis, chapters 5, 6
- VI. Univariate Distributions - October 21, 23, 25, 28, 30**
 November 1, 4, 6, 8
 Nachmias and Nachmias, chapter 15
 Norusis, chapters 7-9
- VII. Bivariate Analysis - November 11, 13, 15, 18, 20, 22, 25, 27**
 Nachmias and Nachmias, chapters 16, 17
 Norusis, chapters 13-17, 19
 Shively, chapter 9
- VIII. Multivariate Analysis - December 2, 4, 6, 9**
 Norusis, chapters 20-23

*** NOTE:** Shively's book will be of greatest value if read in its entirety during the first two weeks of class. The chapter references cited here can then serve as the basis for a review of what has already been read.

Name _____

Total Points _____

**PS 299 - Research Methods
First Quiz - 14 September**

1. Justify the following statement: "The logical structure for scientific explanation and prediction is the same. The only difference is the vantage point of the observer." (5 points)

2. Give an example of an inductive explanation. (5 points)

3. According to Shively, social research can be distinguished by two features. Identify and describe each. (5 points)

4. Identify a major problem associated with deductive explanation. (5 points)

5. In what way does the scientific approach to the acquisition and verification of knowledge differ from the rationalistic approach? (5 points)

NAME _____

TOTAL POINTS _____

PS 299 - RESEARCH METHODS QUIZ
26 OCTOBER

1. What is the chief advantage associated with the computation and use of the range? [1 point]

2. What is the primary problem associated with range as a useful gauge of distribution variation? [2 point]

3. How does the interquartile range resolve the problem identified in #2 above? [2 points]

4. If you were told that a particular distribution had an interquartile range of 5.1, what would it tell you about that distribution? (Hint: How does one interpret an interquartile range?) [5 points]

5. Interpret the notation in the following equation. [10 points]

$$AD = \frac{\sum |x_i - \bar{X}|}{N}$$

NAME _____

TOTAL POINTS _____

**PS 299 - RESEARCH METHODS
QUIZ - 2 NOVEMBER**

1. Review the test score data that follow. Provide the information missing from the table. Then, calculate all appropriate statistics. Show your computations, partial credit will be given for appropriate form even where answers are incorrect.

X_i	$(X_i - \bar{X})$ (3 points)	$(X_i - \bar{X})^2$ (3 points)	z-score (4 points)
4			
6			
6			
8			
10			
12			
16			
18			
$\Sigma X_i =$	$\Sigma (X_i - \bar{X}) =$	$\Sigma (X_i - \bar{X})^2 =$	

2. Compute the following:

N (1 point) =

\bar{X} (2 points) =

s^2 (2 points) =

s (2 points) =

3. Interpret the variance (2 points).

4. Interpret the standard deviation (2 points).

5. What is a z-score and why is it valuable (4 points)?

****NOTE**** You may find the following formulae useful in calculating the statistics required in the following section.

$$\frac{(X_j - \bar{X})}{s}$$

$$\frac{\sum(X_j - \bar{X})^2}{N}$$

$$\sqrt{s^2}$$

$$\frac{\sum X_j}{N}$$

NAME _____

TOTAL POINTS _____

PS 299 - RESEARCH METHODS
TENTH QUIZ - 8 DECEMBER

Below is the bivariate table for two variables. The variable POSTLIFE is a measure of a person's belief in life after death and is measured as either "Yes" (1) or "No" (2). LIFE measures how exciting people believe their lives to be and is measured on a scale including "Exciting" (1), "Routine" (2), and "Dull" (3). Examine these data and answer the questions that follow. Please note that all applicable equations appear at the bottom of the next page. **REMEMBER, SHOW ALL YOUR CALCULATIONS!**

Crosstabulation: POSTLIFE Belief in life after death
By LIFE Is life exciting or dull?

LIFE→	Count	POSTLIFE			Row Total
		Exciting (1)	Pretty routine (2)	Dull (3)	
POSTLIFE					
Yes	1	531	489	50	1070
No	2	104	157	15	276
Column Total		635	646	65	1346
		47.2	48.0	4.8	100.0

Number of Missing Observations = 127

1. Describe the relationship thought to exist between these two variables. State the relationship in the form of a testable hypothesis. (5 points)

2. Calculate and interpret Chi-square (χ^2) for these data. (5 points each).

5. Select, calculate, and interpret (with respect to the hypothesis stated in #1 above) the most appropriate ordinal measure of association for these data. You must justify your selection of measure. (5 points for each.)

NOTE: YOU MAY FIND IT NECESSARY TO USE ONE OR MORE OF THE FOLLOWING EQUATIONS TO COMPLETE THIS QUIZ.

$$t_a = \frac{Ns - Nd}{T} \quad \gamma = \frac{Ns - Nd}{Ns + Nd} \quad d_{yx} = \frac{Ns - Nd}{Ns + Nd + Ty} \quad t_b = \frac{Ns - Nd}{\sqrt{(Ns + Nd + Ty)(Ns + Nd + Tx)}}$$

$$T = \frac{N(N-1)}{2} \quad t_c = \frac{2m(Ns - Nd)}{N^2(m-1)} \quad \chi^2 = \sum \frac{(f_o - f_e)^2}{f_e} \quad f_e = \frac{(\text{Row Total})(\text{Column Total})}{N}$$

$$df = (\text{Number of Rows} - 1)(\text{Number of Columns} - 1)$$

IN-CLASS WRITING/ANALYSIS EXERCISES

A sampling of in-class writing exercises used in PS 300, Research Methods in Political Science:

1. (NOTE: This exercise is handed out on the first day of class. Students then prepare paragraph responses to be handed in stages over the first three class sessions. The responses are used to identify both "mind-set" obstacles and writing problems. This assists me in developing lectures and additional writing exercises during the first several weeks of class.)

Respond to the following questions. Your response to each should be no more than one paragraph in length. You are to submit responses in the specified order. Because I want to know how really feel about the issues raised by the questions, you need not write your name on the responses you submit. Finally, please pay strict attention to the "mechanics" of good writing (punctuation, spelling, sentence and paragraph coherence, clarity) as you understand them.

SESSION TWO (date)

- Why did you enroll for this course?
- What do you hope to gain from the course?
- Why do you think a background in statistics is important to a political scientist?

SESSION THREE (date)

- What do you like about mathematics?
- What do you dislike about mathematics?
- Do you feel competent in mathematics (why/why not)?

SESSION FOUR (date)

Below you will find 20 examination scores. It was a 25 point exam. Calculate the mean score, the median score, and the mode. Now, tell what each means.

Scores: 25, 21, 18, 15, 22, 23, 14, 20, 14, 12, 8, 24,
17, 21, 20, 10, 22, 9, 22, 21

2. In two or three clearly written, well organized paragraphs, defend or challenge the following proposition: At least one research methods course should be required of all political science majors.

3. What is, to you, the most interesting of all political phenomena? Write twenty questions about it? Which question will yield the most valuable answer? How do you define "valuable"?

4. Politics has been defined as "the art of deciding who gets what, when and how". Is this a good conceptual definition? If so, what qualifies it as a good definition? If not, identify the specific problems.

5. Using the question you selected last class period, write a thesis statement. Define, in primitive or derivative terms, each of the concepts used in your statement.

6. The class is divided into teams of 3-5 members. I then describe a "strange" phenomenon to the entire class. Each team is then asked to "brain storm" Using a method introduced in a previous lecture entitled "Tell Yourself a Story", each team is asked to brain storm about the phenomenon. After a reasonable amount of discussion time, each team is then asked to select and defend their most likely explanation, identify and define major concepts, identify and describe the operationalization of necessary variables, and describe a research project that will test their explanation. Each team presents and defends its selection orally using discussion notes prepared by a team scribe.

7. Read the article abstract carefully and answer the questions that follow.

Most studies of contextual influences on political attitudes and behavior have treated geographical areas as the operative social environment. As early research on social influence processes noted, the conditions that promote consensus among inhabitants of a common environment are likely to be present in formal organizations that encourage face-to-face interaction. Churches possess many of the characteristics that should maximize behavioral contagion and are thus fertile ground for the dissemination of common political outlooks. This expectation is tested by assessing the link between theological and political conservatism in 21 Protestant congregations. The theological climate in the churches is found to contribute strongly to the members' political conservatism over and above the personal commitment of respondents to traditional Christian values and a variety of social and attitudinal variables. As churches constitute the single most widespread form of voluntary organizational affiliation in the United States, their potential political impact appears to be considerable.

- a. What is the unit of analysis?
- b. What is the principle hypothesis?
- c. Identify the dependent variable(s).
- d. Identify the independent variable(s).
- e. Identify the control variable(s).
- f. Why does the author undertake this research?

NOTE: The class is given this exercise after some introductory lectures on the basic structure of the research process. It is repeated, in a slightly expanded form, at the end of the unit. This time, a short journal article that students have been given the weekend to read is used as the basis for the exercise.

PS 299 - RESEARCH METHODS
PROBLEM ONE

Kenneth Hoover notes that calling "a thing by a precise name is the beginning of understanding, because it is the key to the procedure that allows the mind to grasp reality and its many relationships." The procedure of which Hoover speaks is the method of the scientific approach. Ultimately this approach, he argues, is simply a way of checking the "correctness" of the names we select (concepts) and testing the linkages that exist between named things and empirical reality. Defining terms is, thus, among the most basic and most important tasks a researcher performs. On that task hangs the success of the research.

Your first assignment is to perform the naming task. In order to complete this assignment you must be able to distinguish between a **conceptual definition** and an **operational definition**. Carefully review the contents of chapter two in Nachmias and Nachmias (pay special attention to pp. 29-38). Once you are certain you understand the distinctions and the rules governing each form, you are to develop and map a research strategy of your own. This problem is best completed in four stages.

The **first stage** is to decide on an interesting research question. It does not matter what question you choose so long as it focuses on a political phenomenon that is of interest to you. If you have difficulty deciding on a question, you might review textbooks and articles used in a previous course you found especially interesting. Or, you might come speak with me about your problem. Often an interesting question will emerge from a simple conversation about things political. Once you have selected a question phrase and define it so that it is clear and unambiguous. This is the conceptual stage of the definition process. You should also tell why you think the question forms the basis for interesting and valuable research. Relate the question back to some broader theory of politics. Discuss how a better understanding of the question leads to greater theory clarity or validity.

Stage two requires that you move your conceptually defined topic into the realms of the empirical world. Here you should do two things. First, operationally define each significant concept in your topic. That is,

demonstrate how each concept can be observed, measured, and tested. Second, you are to derive several testable hypotheses from the operationalization of your research topic. Remember these are testable statements of fact that allow you to empirically examine your topic. You should hold the number of hypotheses to three or four. Further you should explain how each hypothesis relates back to your topic and why it focuses attention on significant issues. Again, make certain each hypothesis is clear and unambiguous.

Stage three requires the identification of an appropriate data set. Given the difficulties of locating an actual data set, you should describe the characteristics of the data set most appropriate to your research topic. Discuss various ways of collecting the data you need focusing on the one you prefer (make certain you justify your preference). You should also specify the measurement instrument to be used in gathering your data. Here you must consider both the validity and reliability of the method you choose (a discussion of how both can be maximized in terms of your specific research goals).

Finally, in **stage four**, you should identify a theory of social or political behavior to which you might link the research you describe here. How does a study of the topic either strengthen that theory or call it into question? Another way of dealing with this issue is to place your research into the classification table offered in chapter one of Shively's book. Make certain that you fully explain and justify your classification.

Your assignment should be typed (please use double spacing). I expect your paper to be clearly written and well organized. You should pay strict attention to the rules of grammar, punctuation, spelling, sentence structure, and paragraph structure. Failure to attend to these mechanics of good writing will result in grade penalties. (I suggest that you prepare and work from a rough draft.) Your assignment should not exceed seven pages in length. The assignment is due in class on **22 October**. If you have questions you should arrange to see me as soon as possible.

**SECOND ESSAY ASSIGNMENT
PS 299 - RESEARCH METHODS
PART I**

Before attempting this portion of the assignment:

REVIEW: Chapters 5 and 6 in Norusis. Make certain that you understand the structure of Figure 6.1 on p. 72.

READ: Chapters 7 and 8 carefully.

BE FAMILIAR WITH: Appendices A and D.

Once you feel confident of your grasp of the information contained within these chapters and appendices, complete the exercise as follows:

1. Using the DISPLAY command obtain a printed description of the variables contained in the system file 'GSS84.SYS'.
2. For five variables of your choice obtain bar charts and frequency tables. Use the FREQUENCIES command. Make certain you select variables for which such information is meaningful. And, make certain you ask for all review statistics.
3. Select a variable that has more than five categories and obtain a frequency table printed in condensed format. Again, request that all review statistics be generated.

You should obtain printed output for each of the above described components. This portion of the assignment you will submit at the beginning of class on **19 November**.

Second Essay Assignment
PS 299 - Research Methods

Part II

In this portion of the current assignment, you are to use the same format you used to complete the first essay assignment. This time, however, the GSS84 file will be the focus of your efforts. Using the file's twenty-two socio-economic variables, derive a question that will form the basis for actual, SPSS-assisted research. Before you proceed with this assignment, carefully review the contents of chapters two and three in Nachmias and Nachmias. Once you are certain you understand the components of each stage of the research process proceed with this problem.

STEP ONE. Select a **research question** and define each of the concepts that frame it (conceptual definition). Your definitions should be clear and unambiguous. Defend the topic you select as interesting or valuable research. Why do you think the research you propose should be undertaken? Also, try and relate the topic back to some broader "theory" of social, political, or economic behavior. Discuss how a better understanding of the topic leads to greater theory clarity.

STEP TWO. Select **variables** (they must be part of the GSS84 file) that are valid operationalizations of the concepts you describe in step one. Defend your selection of these variables as valid. If one or more of the variables you select is an inferential measure (that is, an indirect means of operationalizing a concept) you must demonstrate why such a treatment is necessary and how important information can be inferred from the selected variable(s). Make certain you specify which variable is the dependent variable and which are the independent variables. You should select one dependent and at least three independent variables.

STEP THREE. Derive several (at least three) **testable hypotheses**. Remember, these are testable statements of fact that allow you to empirically examine your question. Explain how each hypothesis relates back to your research question and why each focuses attention on necessary issues. Make certain that each hypothesis is clear and unambiguous.

As always, your assignment should be typed (please use double spacing). I expect your essay to be clearly written and well organized. It should not exceed five pages in length. You are to pay strict attention to grammar, usage, punctuation, spelling, and sentence and paragraph structure. **I will not perform these basic editing functions for you.** Failure to attend to these "mechanics" of good writing will result in grade penalties. This assignment, parts I and II, is due in class on **3 December**. If you have any questions you should arrange to see me as soon as possible.

FINAL PROBLEM
PS 299 - Research Methods

In this problem you will bring together your knowledge of the bivariate distribution and its attendant statistics and the SPSS/PC+ subprogram CROSSTABS in the preparation of a short research project. Your work should progress through three stages.

STAGE ONE: Review chapter 16 in Nachmias and Nachmias to make certain that you understand the bivariate distribution and the appropriate use and interpretation of the various (nominal, ordinal, interval) bivariate measures of association (chapter 5 may also be helpful). In addition, review the treatment of Chi-square as a means of hypothesis testing. You will find this discussion on pages 507-510.

STAGE TWO: This problem requires the further use of SPSS/PC+. If you feel you need to review fundamentals re-read chapters 5-8 in Norusis. Once you feel comfortable with these basics, move into chapters 9-12. Pay particular attention to the uses of subprogram CROSSTABS. Make certain you understand how to use this subprogram to construct and generate bivariate tables and appropriate summary statistics.

STAGE THREE: Now you will use your knowledge of bivariate associations and CROSSTABS to execute the "small" research project using the GSS84 data you developed in the previous problem. Here you are to test the hypotheses you constructed in that earlier assignment and draw conclusions about their validity/acceptability. Use this examination to show the tie between the hypotheses and the research problem you posed. How does your statistical analysis aid in a better understanding of the problem or issue you selected? All the statistics you require can be generated by the subprograms FREQUENCIES and CROSSTABS. I expect all your results to be reviewed in a well-written paper (5-7 pages in length). While you do not need to include all of your computer printouts, you must include relevant summary tables and statistics. As always, I expect your paper to be clear and well organized. You are to pay strict attention to the rules of grammar, punctuation, spelling, and sentence and paragraph structure. Failure to attend to these mechanics will result in grade penalties. I suggest you prepare and work from a rough draft.

This assignment is due on or before 19 December by 4:30 p.m.. **DO NOT LEAVE THIS ASSIGNMENT UNTIL THE LAST MINUTE! BEGIN IMMEDIATELY!**