Instructor: Dan Black
Office: Keller #3047
Drop-in office hours: Tuesday-Thursday, 10:00 to 10:50
Also, by appointment: please contact my administrator Lydia Veliko at lydiav@uchicago.edu to schedule an appointment.
Email: danblack@uchicago.edu

Teaching Assistants

Angela Wyse, Head TA  awyse@uchicago.edu
Jieyi Chen  jieyi@uchicago.edu
Carolyn Liu  crliu@uchicago.edu
Sam Zuckert  szuckert@uchicago.edu

Class Time: Tuesday-Thursday: 2:00 to 3:20, Room 1022

Harris Integrity Policy for Problem Sets Involving Programming Code
Academic dishonesty will not be tolerated. If you commit plagiarism, you may receive an F and be referred to the Area Disciplinary Committee. All work must be your own. Do not:
- Show other students your code
- Ask for another student’s code
- Use online solutions to textbook questions
- Copy large portions of code from online repositories (e.g., replication code)

Every submission begins with “This submission is my work alone and complies with the 31202 integrity policy. Add your initials to indicate your agreement: **__**”

How should you collaborate? You can clarify ambiguities in problem set questions, discuss conceptual aspects of problem sets, show output on screen (e.g. a graph or table), and show helpful documentation files.

Course Objectives
- To introduce students to statistics that are useful in the analysis of public policy data
- To provide students with basic training in the necessary computation skills to analyze data

The specific skills are as follows:
1. Learn the basic properties of the basic functions of probabilities: cumulative distribution functions (cdf’s), probability mass functions (pmf’s), and probability density functions (pdf’s).
2. Learn the basic descriptive statistics: means, standard deviation (variance), skewness, covariances, correlation coefficients, and quantiles. Learn when these parameters are informative.
3. Learn that “parameters” are fixed values and that “estimates of parameters” are random variables.
4. Learn how to calculate estimates of these basic statistics in both Stata and R.
5. Learn the basics of hypotheses testing. Learn how to construct both null and alternative hypotheses.
6. Learn to draw the distinctions between exact and asymptotic tests. Learn when asymptotic tests will perform well and when they will not.
7. Learn how to use simulations to help understand complex statistical problems. Learn how to program estimates using simulations.
8. Learn how and when to use the bootstrap to improve on asymptotic tests. Learn how to program bootstrap estimations.
9. Understand the basics of sample design including both stratification and clustering.
10. Understand the problems associated with both unit and item nonresponse and the assumptions behind the “correction” of these problems.
11. Understand the consequences of measurement error.
12. Understand how experiments allow you to draw causal inference.

Text

Optional: If you really want to make statisticians rich by buying standard textbooks, previous students have found these handy:


- John Rice, Mathematical Statistics and Data Analysis is used in Stat 244 and is fine (but expensive).


- Charles Wheelan’s Naked Statistics: Stripping the Dread from Data. If you want something with virtually no math, but good intuitive explanations, try this one. Charlie used to teach at the Harris School.

Other Resources

- Carl T. Bergstrom and Jevin D. West. Calling Bullshit New York: Random House, 2020. An excellent approach to understanding when you are being misled and how to combat misinformation.
There are hundreds of statistics books. They seldom make the bestseller lists, but they are often excellent.

There are lots of very interesting online guides to the software used in this class. They include:

**R resources:**

http://r4ds.had.co.nz/
https://www.statmethods.net/

**Stata:**

http://data.princeton.edu/stata/
http://tutorials.iq.harvard.edu/Stata/StatalIntro/StatalIntro.html
http://web.mit.edu/14.31/www/stata.html
http://www.stata.com/links/video-tutorials/

**Grades**

We will assign grades for this course on the basis of homework assignments given through the term and a midterm.

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<thead>
<tr>
<th>Scheduled</th>
<th>Fraction of grade</th>
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<tbody>
<tr>
<td><strong>Homeworks</strong></td>
<td>Various</td>
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<tr>
<td><strong>Midterm</strong></td>
<td><strong>November xx</strong></td>
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<td><strong>Total</strong></td>
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If you believe that your grade on an assignment is incorrect or unfair, please submit your concerns in writing to the head TA within a week of its being returned. Explain fully in writing why you believe what the problems are. The TA who is responsible for the relevant question will respond in writing. If you still have concerns, you may submit them in writing to me.

Core courses at the Harris School are graded on a curve, but we have been given permission to grade Advanced Stats using a more generous curve. For an advance course we will use:

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<thead>
<tr>
<th>Grade</th>
<th>Fraction</th>
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<tr>
<td>A</td>
<td>1/3</td>
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A- 1/3
B+ and below 1/3

**Homework:** Homework will be done individually. To have some people to talk with about the homeworks, I will assign homework groups where you are free to discuss issues. Groups will change over the quarter.

**Professional behavior:** The Harris School expects faculty, staff, and students to behave always in a professional manner. Students engaged in unprofessional behavior will be reported to Academic and Student Affairs for disciplinary action. Please report any inappropriate behavior to your instructors.

**Title IX Reporting Responsibilities:** Your instructor and TAs for this class are designated as “responsible employees” under the US law known as Title IX. We have a duty to report incidents of sexual harassment, including sexual violence, domestic violence, dating violence, and stalking, or other misconduct to appropriate school officials.
# Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
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<tr>
<td><strong>September</strong></td>
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<tr>
<td>27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L1 – Models</td>
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<tr>
<td>29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L1 – Models</td>
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<tr>
<td><strong>October</strong></td>
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<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L2 – Random variables</td>
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<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L2 – Random variables</td>
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<tr>
<td>11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L3 – Multivariate distributions</td>
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<td>13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L3 – Multivariate distributions</td>
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<td>18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L4 – Summary statistics</td>
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<td>20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L4 – Summary statistics</td>
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<tr>
<td>25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L5 – Central limit theorem &amp; simulations</td>
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<tr>
<td>27&lt;sup&gt;th&lt;/sup&gt;</td>
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<td><strong>November</strong></td>
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<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>L6 – Hypothesis Testing</td>
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<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L7 – The bootstrap</td>
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<td>L7 – The bootstrap</td>
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<td>15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L8 – The science of data</td>
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<td>17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L8 – The science of data</td>
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<td>22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>Thanksgiving break</strong></td>
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<tr>
<td>24&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Thanksgiving break</strong></td>
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<tr>
<td>29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>L9 – Experiments</td>
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<tr>
<td><strong>December</strong></td>
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<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>L9 – Experiments</td>
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<td>xx</td>
<td>Final Homework Project Due</td>
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Reading assignments

**Lecture 1:**
Readings:
P. Krugman, The Accidental Theorist
http://www.slate.com/articles/business/the_dismal_science/1997/01/the_accidental_theorist.html


M. Friedman, “The Methodology of Positive Economics” (1953)

Video:
Newton’s model

**Lecture 2:**
Readings:
Wooldridge, Appendix B

Videos:
Bored Work: Discrete distributions
Binomial distribution
Making your own distributions

**Lecture 3:**
Readings:
Wooldridge, Appendix B

**Lecture 4:**
Readings:
Wooldridge, Appendix B

Video:
Regression

**Lecture 5:**
Readings:
Wooldridge, Appendix C
Lecture 6:
Readings:
Wooldridge, Appendix C

Lecture 7:
Readings:

Lecture 8:
Readings:


Lecture 9:
Readings:

Video:
Internal and external validity