

Quantitative Research Methods and Design

Sociology 6201, Fall 2022

Tuesdays, 6:00pm to 8:50pm

Lab Location: GAB 550A

Discussion Location: To Be Announced

Professor: William “Buddy” Scarborough

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Office: Sycamore Hall 288C

Office Hours: Thursdays 9am to 12pm. Please schedule an appointment.

COURSE DESCRIPTION

This course has three aims, each of which contribute to students’ engagement with quantitative methods in the social sciences for the purpose of improving society and addressing social issues and social questions.

First, we will identify some of the most useful sources of data in the social sciences and learn how to use them. This will include covering the fundamentals of survey methodology as well as identifying a set of the most highly regarded public datasets. We will identify the strengths and limitations of these data and gain experience in accessing and analyzing them.

Second, we will cover a number of techniques used to describe and make inferences about social life. This will include descriptive statistics reporting, data visualization, and causal inference. The course will cover basic techniques as well as some more advanced approaches. More time will be spent on the fundamentals, but supplemental instruction is available for advanced methods.

Third, we will improve our writing. We will strengthen our framing of articles as well as our reporting of results. We will also discuss effective strategies for organizing and writing journal articles.

COMMUNICATION AND IMPORTANT INFO ON CLASS LOCATION

Please be sure to regularly check your e-mail and the course Canvas announcements, particularly prior to class on Tuesdays. My plan is to spend half of each class session in a classroom and the other half in a computer lab. We have the computer lab (GAB 550A) reserved for the semester. I have also reserved a separate classroom for each date when we meet. It is possible that classroom changes may occur. If so, they will be communicated through e-mail prior to class.

GUEST POLICY

Children and dependents are welcome in class. We meet in the evenings. This is difficult for those of us with caregiving responsibilities. Please do not hesitate if you need to bring your loved ones to class.

REQUIRED MATERIALS

Stata Statistical Software

We will be using Stata in this class for quantitative analysis. If you have never used Stata before, that is OK. We will use lab time to orient you to the software.

Stata is available in the computer lab we use in class. But you will also need it outside of class time to conduct your personal research and complete course assignments. I strongly suggest you purchase Stata. There are different versions with varying computational power. I recommend you purchase Stata SE or a version that is more powerful.

Stata SE can be used for larger datasets, such as the U.S. Census microdata (1 to more than 15 million observations) or the full GSS (nearly 3,000 variables). A student license is \$125 for a 6-month license, \$179 for a yearly license, or \$425 for a perpetual license.

Stata MP versions are like Stata SE, but improve computing speed which can be important when using large datasets and complex models. You probably don't need these versions yet.

To purchase Stata, visit this website and follow the prompts:

<https://www.stata.com/order/new/edu/gradplans/student-pricing/>

I do not recommend using the version of Stata that is available for your personal computer through UNT's remote access. It is not powerful enough for the work we will be doing (it is a lower-grade version of Stata) and the remote access is cumbersome, slow, and difficult to save your work on.

I realize many students get nervous about using different statistical software. Perhaps you are more comfortable with SPSS. Or you'd rather use R or SAS. As a researcher, you need to be familiar with multiple software programs for data analysis. We will use Stata because it is the most useful for our educational setting and for collaborative work.

Books

I recognize that Stata is expensive. To reduce the financial impact, I'll post all course readings on Canvas.

There are a few books that I believe are very helpful and are worth buying for students who have an interest in quantitative methods. These are not required for the course, but I'm listing them here for students who may be interested.

Survey Methodology:

Groves, Robert M., Floyd J. Fowler Jr, Mick P. Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau. 2009. *Survey Methodology*. 2nd edition. Hoboken, N.J: Wiley.

Guide to Stata:

Acock, Alan C. 2018. *A Gentle Introduction to Stata*. Sixth edition. College Station, Texas: Stata Press.

Very Useful Statistics Texts from Descriptives to OLS Regression

Gordon, Rachel A. 2012. *Applied Statistics for the Social and Health Sciences*. 1st edition. New York, NY: Routledge.

Gordon, Rachel A. 2010. *Regression Analysis for the Social Sciences*. 1st edition. New York, NY: Routledge.

Factor Analysis

Acock, Alan C. 2013. *Discovering Structural Equation Modeling Using Stata: Revised Edition*. College Station, TX: Stata Press.

Brown, Timothy A. 2015. *Confirmatory Factor Analysis for Applied Research, Second Edition*. New York ; London: The Guilford Press.

Latent Class Analysis

Collins, Linda M., and Stephanie T. Lanza. 2009. *Latent Class and Latent Transition Analysis: With Applications in the Social, Behavioral, and Health Sciences*. 1st edition. Hoboken, N.J: Wiley.

Multilevel Models (hierarchical models)

- Snijders, Tom A. B. 2011. *Multilevel Analysis: An Introduction To Basic And Advanced Multilevel Modeling*. Second edition. SAGE Publications Ltd.
- Rabe-Hesketh, Sophia, and Anders Skrondal. 2012. *Multilevel and Longitudinal Modeling Using Stata, Volume I: Continuous Responses, Third Edition*. 3rd edition. College Station, TX: Stata Press. (See other volumes of this text for non-linear modeling).

Fixed Effects

- Allison, Paul D. 2009. *Fixed Effects Regression Models*. 1st edition. Los Angeles: SAGE Publications, Inc.

Quasi-Experimental Methods

- William R. Shadish; Thomas D. Cook; Donald T. Campbell. 2001. *Experimental and Quasi-Experimental Designs: 2nd*. Houghton.

COMMUNICATION

Please be sure to check your e-mail regularly, particularly on Mondays and Tuesdays. Because we are using two separate spaces for the discussion and lab sections of our class, there may be instances where we move locations.

LAND ACKNOWLEDGEMENT

In recognition of the history and ongoing processes of colonialism by which the land where our class and the University of North Texas exists, I would like to acknowledge that this space is the occupied/unceded/seized territory of the Wichita, Caddo, Commanche, and Cherokee tribes. These tribes have stewarded this land through several generations, and we pay our respects to elders, both past and present.

Note: Land Acknowledgement Statement adapted from the UNT Division of Institutional Equity and Diversity

ASSIGNMENTS

There are three categories of assignments that factor into course grades.

Weekly Assignments: 40% of Grade

There will be an assignment distributed during class each week that is due before class the following week. The assignments will be designed to apply some of the skills we are learning in the class. For example, you may be asked to download and analyze data to identify a certain statistic (e.g., such as the gender wage gap in Dallas, TX). There will be opportunities for you to use these assignments to advance your personal research interest. Assignments will be discussed in class and submitted on canvas.

Summary of Article on Weeks that Review Useful Sources of Data: 20% of Grade

There are five weeks during the semester where we will focus on accessing and using different types of public data. These data are extremely valuable in the social sciences and have been used in a variety of ways. To broaden our understanding of what these data are capable of, I've compiled a long list of academic articles that use them. Alone or in groups of two, students will choose one article to read and present to the class. I will provide a guide for the information I expect them to report back to the class. Because our aim is to learn how to use data in meaningful ways, we will focus heavily on the variables used and the methods applied.

Presentations of articles will consist of one to three PowerPoint slides. Students may discuss the motivation and theoretical framing of the study in their own words. The slides should contain the variables used in the study and information on the methods applied. They may also present tables or figures to briefly describe the findings. Presentations should be informal and around five minutes. Additional details will be provided in class and on canvas.

Class Project: 40% of Grade

Students will complete a final project for the course that uses some of the data and methods we have covered. The type of project will depend on the students' academic or professional goals so that it advances these pursuits in the best way possible. I am open to many different types of papers. The only requirement is that it relates to course material. Examples of papers include the following:

- An empirical article
- A chapter from a dissertation
- A report documenting some type of social pattern or issue
- A research brief
- A policy brief

Regardless of the type of project, students should analyze data to generate new insight on a social issue or pattern. Some projects will focus on descriptive trends. One example of this is a report that shows how patterns of residential racial segregation vary across the U.S. Such a paper may include a series of graphs and maps generated by the students' original data analysis and described in their own words. Other projects may go beyond descriptive trends and seek to identify contributing factors, mechanisms, or causes of social issues and phenomena. An example of this would be a paper that uses some type of statistical inference (OLS with controls, fixed effects, or quasi-experimental methods) to test a hypothesis of what causes different levels of racial segregation. Students can choose whether their paper is descriptive or if it applies hypothesis testing for causal inference.

Timeline:

- November 8: Brief proposal for class project. Students will submit a one paragraph description of their idea. (2 points)
- November 15: Outline of paper is due (3 points)
- December 6: Presentation of projects (5 points)
- December 14: Final projects are due (30 points)

ATTENDANCE POLICY

UNT administrators suggested the following syllabus statement regarding attendance during the 2021-2022 academic year. I will continue to follow this approach during this semester.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any [symptoms of COVID-19](#) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus.

I will follow the suggested statement from UNT. I will also make every effort necessary to prioritize students' health and wellbeing. Students will not be penalized for missing class due to circumstances beyond their control or for prioritizing the health and wellbeing of themselves and/or their loved ones. If students miss class without communicating with me (either before or after the absence) it will negatively affect their grade (they will receive zeros on the weekly assignments for that class) because I will have no justification to make accommodations. If we communicate, we can build understanding and make a plan to overcome challenges.

If you are feeling unwell for any reason, or caring for a loved one for any reason, you can be excused from class and the relevant assignments. No doctor's notes are required. Just be sure to communicate with me before or after the absence.

GRADES

I use a typical rubric for the course with points being distributed across three categories: 1) Weekly assignments, 2) Summary of articles, and 3) Course project. Letter grades will be awarded based on the percentage of total points received (see table below).

Weekly Assignments	40% of Grade
Summary of Articles	20% of Grade
Course Project (includes proposal, outline, presentation, and final paper)	40% of Grade
Total	100%

Grading Rubric:

90%-100% points: A

80%-89.9% points: B

70%-79.9% points: C

60%-69.9% points: D

59.9% or below: F

LATE ASSIGNMENT POLICY

Assignments will be docked 25 percentage points for each day that they are late, starting the minute after it is due. Accommodations will be made for extenuating circumstances.

ADMINISTRATIVE DETAILS

Academic Integrity Standards and Consequences.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Students who engage in academic dishonesty will receive a zero in the assignment and potentially a zero in the course and administrative action from the university.

ADA Accommodation Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

Religious Holidays

If you wish to observe a religious holiday, notify me by the tenth day of the semester of the date when you will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, you should notify me at least five days in advance of the date when you will be absent. I will make every reasonable effort to honor the request, not penalize you for missing the class, and if an examination or project is due during the absence, give you an exam or assignment equivalent to the one completed by those students in attendance

COURSE SCHEDULE

Note: Readings are subject to change. All changes will be announced in class and through e-mail with advanced notice.

Week 1, August 30: Introduction

Warren, Rob. 2016. "One Thing I Learned By Editing *Sociology of Education - Education & Society*." *The Society Pages*.

Week 2, September 6: Survey Methodology

Groves, Robert M., Floyd J. Fowler Jr, Mick P. Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau. 2009a. "Inference and Error in Surveys." Pp. 39–65 in *Survey Methodology*. Hoboken, N.J: Wiley.

Groves, Robert M., Floyd J. Fowler Jr, Mick P. Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau. 2009b. "Target Populations, Sampling Frames, and Coverage Errors." Pp. 68–96 in *Survey Methodology*. Hoboken, N.J: Wiley.

Harnois, Catherine E. 2013. "Feminist Theory and Survey Research." Pp. 1–18 in *Feminist measures in survey research*. Los Angeles, CA: Sage.

Optional: Scarborough, William J. and Allyson Holbrook. "Surveying the Social Landscape." *Methods in Action* edited by Kristin Kenneavy and Catherine Harnois. Sage.

Weekly Assignment Due Before Next Class: Survey Construction & Fielding

Week 3, September 13: Federal Datasets: The U.S. Census, American Community Survey, and IPUMS USA

All Read:

U.S. Census Bureau. 2022. *American Community Survey Information Guide*. Washington, D.C.

US Census Bureau. 2022. "Guidance for Data Users Current Population Survey (CPS)."

Census.Gov. Retrieved July 26, 2022 (<https://www.census.gov/topics/population/foreign-born/guidance/cps-guidance.html>).

CPS Use in Monthly Labor Reports

U.S. Bureau of Labor Statistics. "Employment Situation Summary - 2022 Q02 Results." Retrieved July 26, 2022 (<https://www.bls.gov/news.release/empsit.nr0.htm>).

Koeze, Ella. 2021. "A Year Later, Who Is Back to Work and Who Is Not?" *The New York Times*, March 9.

Academic Articles Using IPUMS USA Data: In Groups, Students Choose 1 to read

Collins, William J., and Gregory T. Niemesh. 2019. "Unions and the Great Compression of Wage inequality in the US ad mi-century: evidence from local labor market." *The Economic History Review* 72(2): 691-715.

Faber, Jacob W. 2020. "We Built This: Consequences of New Deal Era Intervention in America's Racial Geography." *American Sociological Review* 85(5):739–75. doi: [10.1177/0003122420948464](https://doi.org/10.1177/0003122420948464).

Grigoryeva, Angelina, and Martin Ruef. 2015. "The Historical Demography of Racial Segregation." *American Sociological Review* 80(4):814–42. doi: [10.1177/0003122415589170](https://doi.org/10.1177/0003122415589170).

Inequality in the US at Mid-Century: Evidence from Local Labour Markets." *The Economic History Review* 72(2):691–715. doi: [10.1111/ehr.12744](https://doi.org/10.1111/ehr.12744).

Light, Michael T., and Julia T. Thomas. 2019. "Segregation and Violence Reconsidered: Do Whites Benefit from Residential Segregation?" *American Sociological Review* 84(4):690–725. doi: [10.1177/0003122419858731](https://doi.org/10.1177/0003122419858731).

- Mandel, Hadas, and Moshe Semyonov. 2016. "Going Back in Time? Gender Differences in Trends and Sources of the Racial Pay Gap, 1970 to 2010." *American Sociological Review* 81(5):1039–68. doi: [10.1177/0003122416662958](https://doi.org/10.1177/0003122416662958).
- McDaniel, Anne, Thomas A. DiPrete, Claudia Buchmann, and Uri Shwed. 2011. "The Black Gender Gap in Educational Attainment: Historical Trends and Racial Comparisons." *Demography* 48(3):889–914. doi: [10.1007/s13524-011-0037-0](https://doi.org/10.1007/s13524-011-0037-0).
- Percheski, Christine. 2008. "Opting Out? Cohort Differences in Professional Women's Employment Rates from 1960 to 2005." *American Sociological Review* 73(3):497–517. doi: [10.1177/000312240807300307](https://doi.org/10.1177/000312240807300307).
- Seltzer, Nathan. 2019. "Beyond the Great Recession: Labor Market Polarization and Ongoing Fertility Decline in the United States." *Demography* 56(4):1463–93. doi: [10.1007/s13524-019-00790-6](https://doi.org/10.1007/s13524-019-00790-6).
- Song, Xi, Catherine G. Massey, Karen A. Rolf, Joseph P. Ferrie, Jonathan L. Rothbaum, and Yu Xie. 2020. "Long-Term Decline in Intergenerational Mobility in the United States since the 1850s." *Proceedings of the National Academy of Sciences* 117(1):251–58. doi: [10.1073/pnas.1905094116](https://doi.org/10.1073/pnas.1905094116).

Academic Articles Using IPUMS CPS Data: In Groups, Students Choose 1 to read

- Collins, Caitlyn, Liana Christin Landivar, Leah Ruppanner, and William J. Scarborough. 2021. "COVID-19 and the Gender Gap in Work Hours." *Gender, Work & Organization* 28(S1):101–12. doi: [10.1111/gwao.12506](https://doi.org/10.1111/gwao.12506).
- Dias, Felipe A., Joseph Chance, and Arianna Buchanan. 2020. "The Motherhood Penalty and The Fatherhood Premium in Employment during Covid-19: Evidence from The United States." *Research in Social Stratification and Mobility* 69:100542. doi: [10.1016/j.rssm.2020.100542](https://doi.org/10.1016/j.rssm.2020.100542).
- Dwyer, Rachel E. 2013. "The Care Economy? Gender, Economic Restructuring, and Job Polarization in the U.S. Labor Market." *American Sociological Review* 78(3):390–416. doi: [10.1177/0003122413487197](https://doi.org/10.1177/0003122413487197).
- Perry, Samuel L., and Cyrus Schleifer. 2019. "Are Bivocational Clergy Becoming the New Normal? An Analysis of the Current Population Survey, 1996–2017." *Journal for the Scientific Study of Religion* 58(2):513–25. doi: [10.1111/jssr.12593](https://doi.org/10.1111/jssr.12593).

Additional Resources:

- Flood, Sarah, and José Pacas. 2022. *Using The Annual Social and Economic Supplement with Current Population Survey Panels*. 2016–4. Minneapolis, MN: IPUMS.
- IPUMS Tutorials: <https://www.youtube.com/watch?v=xDvAKuUss74>

Weekly Assignment Due Before Next Class: Univariate Statistics with Data from IPUMS USA &/or CPS

Week 4, September 20: Federal Data: The American Time Use Survey and the NHGIS

All Read:

ATUS Guide: <https://www.census.gov/programs-surveys/atus.html>

ATUS Diary Visualizer: <http://atusxvisualizer.com>

Academic Articles Using NHGIS: In Groups, Students Choose 1 to read

- Berger, Thor. 2018. "Places of Persistence: Slavery and the Geography of Intergenerational Mobility in the United States." *Demography* 55(4):1547–65. doi: [10.1007/s13524-018-0693-4](https://doi.org/10.1007/s13524-018-0693-4).
- Faber, Jacob William. 2019. "Segregation and the Cost of Money: Race, Poverty, and the Prevalence of Alternative Financial Institutions." *Social Forces* 98(2):819–48. doi: [10.1093/sf/soy129](https://doi.org/10.1093/sf/soy129).
- Muller, Christopher. 2018. "Freedom and Convict Leasing in the Postbellum South." *American Journal of Sociology* 124(2):367–405. doi: [10.1086/698481](https://doi.org/10.1086/698481).
- Reardon, Sean F., and Kendra Bischoff. 2011. "Income Inequality and Income Segregation." *American Journal of Sociology* 116(4):1092–1153. doi: [10.1086/657114](https://doi.org/10.1086/657114).
- Rich, Peter, Jennifer Candipan, and Ann Owens. 2021. "Segregated Neighborhoods, Segregated Schools: Do Charters Break a Stubborn Link?" *Demography* 58(2):471–98. doi: [10.1215/00703370-9000820](https://doi.org/10.1215/00703370-9000820).

Academic Articles Using ATUS Data: In Groups, Students Choose 1 to read

- Burgard, Sarah A., and Jennifer A. Ailshire. 2013. "Gender and Time for Sleep among U.S. Adults." *American Sociological Review* 78(1):51–69. doi: [10.1177/0003122412472048](https://doi.org/10.1177/0003122412472048).
- Kaplan, Greg, and Sam Schulhofer-Wohl. 2018. "The Changing (Dis-)Utility of Work." *Journal of Economic Perspectives* 32(3):239–58. doi: [10.1257/jep.32.3.239](https://doi.org/10.1257/jep.32.3.239).
- Morris, Eric A. 2019. "Do Cities or Suburbs Offer Higher Quality of Life? Intrametropolitan Location, Activity Patterns, Access, and Subjective Well-Being." *Cities* 89:228–42. doi: [10.1016/j.cities.2019.02.012](https://doi.org/10.1016/j.cities.2019.02.012).
- Musick, Kelly, Ann Meier, and Sarah Flood. 2016. "How Parents Fare: Mothers' and Fathers' Subjective Well-Being in Time with Children." *American Sociological Review* 81(5):1069–95. doi: [10.1177/0003122416663917](https://doi.org/10.1177/0003122416663917).
- Ruppanner, Leah, Ben Maltby, Belinda Hewitt, and David Maume. 2021. "Parents' Sleep Across Weekdays and Weekends: The Influence of Work, Housework, and Childcare Time." *Journal of Family Issues* 0192513X211017932. doi: [10.1177/0192513X211017932](https://doi.org/10.1177/0192513X211017932).
- Schneider, Daniel, and Orestes P. Hastings. 2017. "Income Inequality and Household Labor." *Social Forces* 96(2):481–506. doi: [10.1093/sf/sox061](https://doi.org/10.1093/sf/sox061).

Additional resources: NHGIS Tutorial: <https://www.youtube.com/watch?v=fmv2cjmiKZI>

Weekly Assignment Due Before Next Class: Merging Data with NHGIS or Analyzing Time Use Patterns with ATUS

Week 5, September 27: Attitudinal Data: The GSS and ANES

All Read:

Marsden, Smith, and Hout. 2020. "Tracking US Social Change Over a Half-Century: The General Social Survey at Fifty." *Annual Review of Sociology* 46: 109-134.

Academic Articles Using GSS Data: In Groups, Students Choose 1 to read

DellaPosta, Daniel. 2020. "Pluralistic Collapse: The 'Oil Spill' Model of Mass Opinion Polarization." *American Sociological Review* 85(3):507–36. doi: [10.1177/0003122420922989](https://doi.org/10.1177/0003122420922989).

Gauchat, Gordon. 2012. "Politicization of Science in the Public Sphere: A Study of Public Trust in the United States, 1974 to 2010." *American Sociological Review* 77(2):167–87. doi: [10.1177/0003122412438225](https://doi.org/10.1177/0003122412438225).

Hunt, Matthew O. 2007. "African American, Hispanic, and White Beliefs about Black/White Inequality, 1977-2004." *American Sociological Review* 72(3):390–415. doi: [10.1177/000312240707200304](https://doi.org/10.1177/000312240707200304).

Kiley, Kevin, and Stephen Vaisey. 2020. "Measuring Stability and Change in Personal Culture Using Panel Data." *American Sociological Review*. doi: [10.1177/0003122420921538](https://doi.org/10.1177/0003122420921538).

Martin-Caughey, Ananda. 2021. "What's in an Occupation? Investigating Within-Occupation Variation and Gender Segregation Using Job Titles and Task Descriptions." *American Sociological Review* 86(5):960–99. doi: [10.1177/00031224211042053](https://doi.org/10.1177/00031224211042053).

O'Brien, John, and Eman Abdelhadi. 2020. "Re-Examining Restructuring: Racialization, Religious Conservatism, and Political Leanings in Contemporary American Life." *Social Forces* 99(2):474–503. doi: [10.1093/sf/soaa029](https://doi.org/10.1093/sf/soaa029).

Academic Articles Using ANES Data: In Groups, Students Choose 1 to read

Baldassarri, Delia, and Andrew Gelman. 2008. "Partisans without Constraint: Political Polarization and Trends in American Public Opinion." *American Journal of Sociology* 114(2):408–46. doi: [10.1086/590649](https://doi.org/10.1086/590649).

Carriere, Kevin R., Margaret J. Hendricks, and Fathali M. Moghaddam. 2019. "Sophisticated but Scared: The Effects of Political Sophistication, Right-Wing Authoritarianism, and Threat on Civil Liberty Restrictions." *Analyses of Social Issues and Public Policy* 19(1):256–81. doi: [10.1111/asap.12186](https://doi.org/10.1111/asap.12186).

Jardina, Ashley. 2021. "In-Group Love and Out-Group Hate: White Racial Attitudes in Contemporary U.S. Elections." *Political Behavior* 43(4):1535–59. doi: [10.1007/s11109-020-09600-x](https://doi.org/10.1007/s11109-020-09600-x).

Lau, Richard R., and Caroline Heldman. 2009. "Self-Interest, Symbolic Attitudes, and Support for Public Policy: A Multilevel Analysis." *Political Psychology* 30(4):513–37. doi: [10.1111/j.1467-9221.2009.00713.x](https://doi.org/10.1111/j.1467-9221.2009.00713.x).

Park, Barum. 2018. "How Are We Apart? Continuity and Change in the Structure of Ideological Disagreement in the American Public, 1980–2012." *Social Forces* 96(4):1757–84. doi: [10.1093/sf/sox093](https://doi.org/10.1093/sf/sox093).

Wetts, Rachel, and Robb Willer. 2018. "Privilege on the Precipice: Perceived Racial Status Threats Lead White Americans to Oppose Welfare Programs." *Social Forces* 97(2):793–822. doi: [10.1093/sf/soy046](https://doi.org/10.1093/sf/soy046).

Weekly Assignment Due Before Next Class: Bivariate Statistics with GSS or ANES Data

Week 6, October 4: Experiments

All Read:

Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2001. "Randomized Experiments: Rationale, Designs, and Conditions Conducive to Doing Them." Pp. 246–78 in *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston: Cengage Learning.

Academic Articles Using Experiments: In Groups, Students Choose 1 to read

- Correll, Shelley J., Cecilia L. Ridgeway, Ezra W. Zuckerman, Sharon Jank, Sara Jordan-Bloch, and Sandra Nakagawa. 2017. "It's the Conventional Thought That Counts: How Third-Order Inference Produces Status Advantage." *American Sociological Review* 82(2):297–327. doi: [10.1177/0003122417691503](https://doi.org/10.1177/0003122417691503).
- Correll, Shelley J., Stephen Benard, and In Paik. 2007. "Getting a Job: Is There a Motherhood Penalty?" *American Journal of Sociology* 112(5):1297–1339. doi: [10.1086/511799](https://doi.org/10.1086/511799).
- Doan, Long, Annalise Loehr, and Lisa R. Miller. 2014. "Formal Rights and Informal Privileges for Same-Sex Couples: Evidence from a National Survey Experiment." *American Sociological Review* 79(6):1172–95. doi: [10.1177/0003122414555886](https://doi.org/10.1177/0003122414555886).
- Kang, Sonia K., Katherine A. DeCelles, András Tilcsik, and Sora Jun. 2016. "Whitened Résumés: Race and Self-Presentation in the Labor Market." *Administrative Science Quarterly* 61(3):469–502. doi: [10.1177/0001839216639577](https://doi.org/10.1177/0001839216639577).
- Krysan, Maria, Mick P. Couper, Reynolds Farley, and Tyrone A. Forman. 2009. "Does Race Matter in Neighborhood Preferences? Results from a Video Experiment." *American Journal of Sociology* 115(2):527–59. doi: [10.1086/599248](https://doi.org/10.1086/599248).
- Pager, Devah, Rebecca Goldstein, Helen Ho, and Bruce Western. 2022a. "Criminalizing Poverty: The Consequences of Court Fees in a Randomized Experiment." *American Sociological Review* 87(3):529–53. doi: [10.1177/00031224221075783](https://doi.org/10.1177/00031224221075783).
- Pager, Devah, Rebecca Goldstein, Helen Ho, and Bruce Western. 2022b. "Criminalizing Poverty: The Consequences of Court Fees in a Randomized Experiment." *American Sociological Review* 87(3):529–53. doi: [10.1177/00031224221075783](https://doi.org/10.1177/00031224221075783).
- Pedulla, David S. 2016. "Penalized or Protected? Gender and the Consequences of Nonstandard and Mismatched Employment Histories." *American Sociological Review* 81(2):262–89. doi: [10.1177/0003122416630982](https://doi.org/10.1177/0003122416630982).
- Scarborough, William J., Danny L. Lambouths, and Allyson L. Holbrook. 2019. "Support of Workplace Diversity Policies: The Role of Race, Gender, and Beliefs about Inequality." *Social Science Research* 79:194–210. doi: [10.1016/j.ssresearch.2019.01.002](https://doi.org/10.1016/j.ssresearch.2019.01.002).
- Schachter, Ariela. 2016. "From 'Different' to 'Similar': An Experimental Approach to Understanding Assimilation." *American Sociological Review* 81(5):981–1013. doi: [10.1177/0003122416659248](https://doi.org/10.1177/0003122416659248).
- Thébaud, Sarah, Sabino Kornrich, and Leah Ruppanner. 2021. "Good Housekeeping, Great Expectations: Gender and Housework Norms." *Sociological Methods & Research* 50(3):1186–1214. doi: [10.1177/0049124119852395](https://doi.org/10.1177/0049124119852395).
- Tilcsik, András. 2011. "Pride and Prejudice: Employment Discrimination against Openly Gay Men in the United States." *American Journal of Sociology* 117(2):586–626. doi: [10.1086/661653](https://doi.org/10.1086/661653).
- Weisshaar, Katherine. 2018. "From Opt Out to Blocked Out: The Challenges for Labor Market Re-Entry after Family-Related Employment Lapses." *American Sociological Review* 83(1):34–60. doi: [10.1177/0003122417752355](https://doi.org/10.1177/0003122417752355).

Weekly Assignment Due Before Next Class: Hypothesis Testing with Experiments

Week 7, October 11: OLS Regression & Descriptive Visualizations

All Read:

- Gordon, Rachel A. 2015a. "Chapter 1: Examples of Social Science Research Using Regression Analysis." Pp. 3–28 in *Regression Analysis for the Social Sciences*. New York: Routledge.
- Gordon, Rachel A. 2015b. "Chapter 5: Basic Concepts of Bivariate Regression." Pp. 104–64 in *Regression Analysis for the Social Sciences*. New York: Routledge.
- Gordon, Rachel A. 2015c. "Chapter 6: Basic Concepts of Multiple Regression." Pp. 165–213 in *Regression Analysis for the Social Sciences*. New York: Routledge.
- Ruppanner, Leah, Caitlyn Collins, Liana Christin Landivar, and William J. Scarborough. 2021. "How Do Gender Norms and Childcare Costs Affect Maternal Employment Across US States?" *Gender & Society* 35(6):910–39. doi: [10.1177/08912432211046988](https://doi.org/10.1177/08912432211046988).

Weekly Assignment Due Before Next Class: Data Visualization from Descriptives, Mapping, to OLS Predicted Outcomes

Week 8, October 18: Latent Variables

All Read:

- Acock, Alan C. 2013. "Introduction to Confirmatory Factor Analysis." Pp. 1–58 in *Discovering Structural Equation Modeling Using Stata: Revised Edition*. College Station, Tex: Stata Press.
- Ridgeway, Cecilia L., Rachel M. Korn, and Joan C. Williams. 2022. "Documenting the Routine Burden of Devalued Difference in the Professional Workplace." *Gender & Society* 08912432221111168
- Roos, J. Micah, Michael Hughes, and Ashley V. Reichelmann. 2019. "A Puzzle of Racial Attitudes: A Measurement Analysis of Racial Attitudes and Policy Indicators." *Socius* 5:2378023119842738.
- Scarborough, William J., Joanna R. Pepin, Danny L. Lambouths, Ronald Kwon, and Ronaldo Monasterio. 2021. "The Intersection of Racial and Gender Attitudes, 1977 through 2018." *American Sociological Review* 86(5):823–55.

Weekly Assignment Due Before Next Class: Using and Constructing Latent Variables

Week 9, October 25: Methods Overview: Panel Data and Causal Inference

All Read:

Allison, Paul D. 2009a. "Introduction." Pp. 1–5 in *Fixed Effects Regression Models*. Los Angeles: SAGE Publications, Inc.

Allison, Paul D. 2009b. "Linear Fixed Effects Models: Basics." Pp. 6–27 in *Fixed Effects Regression Models*. Los Angeles: SAGE Publications, Inc.

All Read Panel Data Analysis:

Waldfogel, Jane. 1997. "The Effect of Children on Women's Wages." *American Sociological Review*.

All Read Interrupted Times Series:

Tran, Nguyen K., Neal D. Goldstein, Jonathan Purtle, Philip M. Massey, Stephen E. Lankenau, Joanna S. Suder, and Loni P. Tabb. 2020. "The Heterogeneous Effect of Marijuana Decriminalization Policy on Arrest Rates in Philadelphia, Pennsylvania, 2009-2018." *Drug and Alcohol Dependence* 212:108058.

All Read Instrumental variable:

Sharkey, Patrick, Gerard Torrats-Espinosa, and Delaram Takyar. 2017. "Community and the Crime Decline: The Causal Effect of Local Nonprofits on Violent Crime." *American Sociological Review* 82(6):1214–40.

All Read Regression Discontinuity:

Bernardi, Fabrizio. 2014. "Compensatory Advantage as a Mechanism of Educational Inequality: A Regression Discontinuity Based on Month of Birth." *Sociology of Education* 87(2):74–88.

Weekly Assignment Due Before Next Class: Research Ideas for Panel Data or Causal Inference

Week 10, November 1: Organic Data

All Read:

Johnson, Timothy, and Tom Smith. 2015. "Big Data and Survey Research: Supplement or Substitute?" in *Seeing Cities Through Big Data: Research Methods and Applications in Urban Informatics*. New York: Springer.

Academic Articles Using Organic Data: In Groups, Students Choose 1 to read

- Chykina, Volha, and Charles Crabtree. 2018. "Using Google Trends to Measure Issue Salience for Hard-to-Survey Populations." *Socius* 4:2378023118760414. doi: [10.1177/2378023118760414](https://doi.org/10.1177/2378023118760414).
- DiMaggio, Paul, Manish Nag, and David Blei. 2013. "Exploiting Affinities between Topic Modeling and the Sociological Perspective on Culture: Application to Newspaper Coverage of U.S. Government Arts Funding." *Poetics* 41(6):570–606. doi: [10.1016/j.poetic.2013.08.004](https://doi.org/10.1016/j.poetic.2013.08.004).
- Felmlee, Diane, Daniel DellaPosta, Paulina d. C. Inara Rodis, and Stephen A. Matthews. 2020. "Can Social Media Anti-Abuse Policies Work? A Quasi-Experimental Study of Online Sexist and Racist Slurs." *Socius* 6:2378023120948711. doi: [10.1177/2378023120948711](https://doi.org/10.1177/2378023120948711).
- Foy, Steven L., and Rashawn Ray. 2019. "Skin in the Game: Colorism and the Subtle Operation of Stereotypes in Men's College Basketball." *American Journal of Sociology* 125(3):730–85. doi: [10.1086/707243](https://doi.org/10.1086/707243).
- Gross, Neil, and Marcus Mann. 2017. "Is There a 'Ferguson Effect?' Google Searches, Concern about Police Violence, and Crime in U.S. Cities, 2014–2016." *Socius* 3:2378023117703122. doi: [10.1177/2378023117703122](https://doi.org/10.1177/2378023117703122).
- Heiberger, Raphael H., Sebastian Munoz-Najar Galvez, and Daniel A. McFarland. 2021. "Facets of Specialization and Its Relation to Career Success: An Analysis of U.S. Sociology, 1980 to 2015." *American Sociological Review* 86(6):1164–92. doi: [10.1177/00031224211056267](https://doi.org/10.1177/00031224211056267).
- Henricks, Kasey, and Ruben Ortiz. 2022. "The Irrelevance of Innocence: Ethnoracial Context, Occupational Differences in Policing, and Tickets Issued in Error." *Socius* 8:23780231221084776. doi: [10.1177/23780231221084774](https://doi.org/10.1177/23780231221084774).
- Kozlowski, Austin C., Matt Taddy, and James A. Evans. 2019. "The Geometry of Culture: Analyzing the Meanings of Class through Word Embeddings." *American Sociological Review* 84(5):905–49. doi: [10.1177/0003122419877135](https://doi.org/10.1177/0003122419877135).
- Roose, Henk, Willem Roose, and Stijn Daenekindt. 2018. "Trends in Contemporary Art Discourse: Using Topic Models to Analyze 25 Years of Professional Art Criticism." *Cultural Sociology* 12(3):303–24. doi: [10.1177/1749975518764861](https://doi.org/10.1177/1749975518764861).
- Scoville, Caleb, Andrew McCumber, Razvan Amironesei, and June Jeon. 2022. "Mask Refusal Backlash: The Politicization of Face Masks in the American Public Sphere during the Early Stages of the COVID-19 Pandemic." *Socius* 8:23780231221093160. doi: [10.1177/23780231221093158](https://doi.org/10.1177/23780231221093158).
- Smirnova, Michelle. 2018. "Small Hands, Nasty Women, and Bad Hombres: Hegemonic Masculinity and Humor in the 2016 Presidential Election." *Socius* 4:2378023117749380. doi: [10.1177/2378023117749380](https://doi.org/10.1177/2378023117749380).
- Sterling, Joanna, John T. Jost, and Curtis D. Hardin. 2019. "Liberal and Conservative Representations of the Good Society: A (Social) Structural Topic Modeling Approach." *SAGE Open* 9(2):2158244019846211. doi: [10.1177/2158244019846211](https://doi.org/10.1177/2158244019846211).

Weekly Assignment Due Before Next Class: Introduction to R and Web Scraping

Reminder: Paper Proposal due next class (November 8)

Week 11, November 8: Organization of Quantitative Articles

All Read:

- White, Lynn. 2005. "Writes of Passage: Writing an Empirical Journal Article." *Journal of Marriage and Family* 67(4):791–98. doi: [10.1111/j.1741-3737.2005.00175.x](https://doi.org/10.1111/j.1741-3737.2005.00175.x).
- Mustillo, Sarah A., Omar A. Lizardo, and Rory M. McVeigh. 2018. "Editors' Comment: A Few Guidelines for Quantitative Submissions." *American Sociological Review* 83(6):1281–83. doi: [10.1177/0003122418806282](https://doi.org/10.1177/0003122418806282).
- Yavorsky, Jill E., Lisa A. Keister, Yue Qian, and Michael Nau. 2019. "Women in the One Percent: Gender Dynamics in Top Income Positions." *American Sociological Review* 84(1):54–81. doi: [10.1177/0003122418820702](https://doi.org/10.1177/0003122418820702).

Proposal of Paper is Due

Reminder: Paper outline is due next class (November 15)

Week 12, November 15: Writing

All Read:

- Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article: Second Edition*. Second edition. Chicago: University of Chicago Press.
Chapters 7 and 8 for class. Read whole book at some point.

Graff, Gerald, and Cathy Birkenstein. 2021. *They Say / I Say*. Fifth edition. W. W. Norton & Company.

Outline of paper is due

Week 13, November 22: No class, Holiday.

Week 14, November 29: Using Data for Good, Never Evil

All Read:

- Haraway, Donna. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." *Feminist Studies* 14(3):575–99. doi: [10.2307/3178066](https://doi.org/10.2307/3178066).
- Bonilla-Silva, Eduardo, and Tukufu Zuberi. 2008. "Chapter 1: Toward a Definition of White Logic and White Methods." in *White Logic, White Methods: Racism and Methodology*. 3-27: Rowman & Littlefield.
- Zuberi, Tukufu. 2008. "Chapter 7: Deracializing Social Statistics: Problems in the Quantification of Race." in *White Logic, White Methods: Racism and Methodology*. 127-136: Rowman & Littlefield.
- Stewart, Quincy, and Alyasah Sewell. 2011. "Chapter 10: Quantifying Race: On Methods for Analyzing Social Inequality." Pp. 209–34 in *Rethinking Race and Ethnicity in Research Methods*, edited by J. H. Stanfield II. New York: Routledge.

Reminder: Project presentations due next class (December 6)

Week 15, December 6: Presentations

Students present on final paper.

Final projects are due on Wednesday, December 14 by 11:59pm.