Sociology 693 **Practicum in Analysis and Research** Spring 2020

Time: Wednesday 3:00-5:30
Room: 6109 Social Science (unless otherwise noted)
Instructor: Christine Schwartz
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Email: cschwart@ssc.wisc.edu
Office hours: Monday 1-2pm, or by appointment

The Practicum in Analysis and Research is a course for students participating in the Sociology Department's Concentration in Analysis and Research. The course is designed to complement the Concentration's required internship; only students who have completed or are currently engaged in internships may enroll. The seminar provides hands-on experience in quantitative data analysis and interpretation, and in research reporting (including writing, use of tables and/or graphs, and oral presentations). Students will also explore career options and strategies in social science research.

Text and Readings. Readings will also be assigned from the following book.

Delwiche L.D. and S.J. Slaughter. 2019. *The Little SAS Book* (6th edition) Cary, NC: SAS Institute.

I will also provide copies of supplementary readings as necessary.

Assignments and Grades. The research internship is pass/fail, based on evaluations by internship supervisors; students who do not satisfactorily complete the internship will not receive credit for 693. Seminar assignments and grading are summarized below:

20 % analysis assignment
20 % analysis written report
15 % internship written report
15 % analysis oral presentation
15 % internship oral presentation
15 % class participation (includes peer reviews)

Analysis grades will be based on timeliness and completeness of analysis assignments, with some consideration for degree of difficulty. You should expect to spend approximately six hours per week on work outside of class. Written reports and oral presentations will be graded in terms of substantive content and writing/presentation quality. Class participation includes attendance, participation in discussions, peer reviews, and other contributions such as advising other class members on analytic problems. **All written assignments are to be turned in <u>on time</u> by via the course website on Canvas.** *<u>If you are having trouble with a particular assignment, please contact me so that we can work through the problem before the assignment is due. Many of the</u>*

assignments are cumulative parts of the research project so if you fall behind, it is difficult to catch up.

Credits. This is 3-credit class. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor-student meeting times and approximately six hours per week of work outside of class. This includes reading, analysis and written assignments for the semester-long research project, written peer-review feedback, and regular meetings with the instructor to discuss progress on your project.

Accommodations. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: http://www.mcburney.wisc.edu/. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's web page for details: https://kb.wisc.edu/page.php?id=21698.

Academic honesty. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the Office of the Dean of Students at
http://www.students.wisc.edu/doso/academic-integrity/
According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students website. If you have questions about the rules for any of the assignments or exams, please ask your instructor.

Sexual harassment and misconduct. Professional conduct and appropriate behavior are critical to create a safe learning environment for students and instructors alike. Here is a statement about sexual harassment from the University:

What is Sexual Harassment?
Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is a condition of employment, academic progress, or participation in a university program; or
- submission to or rejection of such conduct influences employment, academic or university program decisions; or
- the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

Tangible Action or Quid Pro Quo (This for That) Sexual Harassment and Hostile Environment Sexual Harassment are both illegal and unacceptable.

One practical implication is that instructors (faculty or graduate students) may not date students to whom they will be assigning grades. If you believe that you have been harassed, contact your instructor, the chair of the Department of Sociology (socchair@ssc.wisc.edu), or the associate chair Joe Conti (jconti@ssc.wisc.edu).

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. https://diversity.wisc.edu/

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (socchair@ssc.wisc.edu).

Learning objectives. Beyond the specific substantive and methodological content covered in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of sociology:

- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *Prepare for Graduate School and the Job Market:* Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications.
- *Improve project management skills*: Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

Class schedule. (Schedule is subject to change. Please pay attention to room in which class is meeting – we have a few sessions in rooms other than the regular classroom).

Jan 22 Introductions and semester overview

Jan29 Introduction to Python
Alex Lehmkuhl - Software Training for Students
(Class held in STS lab in B1144A DeLuca Biochemistry building-420 Henry Mall)
Due: Draft internship report (copies to instructor and peer reviewer #1)

Feb 5 Possible research topics and data sources (Professor Schwartz in class for introductory remarks)
Accessing electronic data and analysis projects
Charlie Fiss, Data Library Core (3:00-4:00)
Due: (a) Peer reviews of draft internship reports (copies to instructor and author)
(b) Brief summary of possible research questions and data sources (2 or 3 possibilities for discussion) (email to instructor before class)

Feb 12 Internship presentations
Read: Cuba, Chapter 6 (Oral Presentations) pp. 152-162
Due: (a) Powerpoint (or other presentation software) slides to cschwart@ssc.wisc.edu by 2 pm
(b) Meet with instructor between 2/5 and 2/12 to discuss analysis plans (ideas)

Feb 19 Review of research methods and basic statistics

Read: Chapters 1, 2, and 5 - Retherford, R.D. and M.K. Choe. 1993. *Statistical Models for Causal Analysis*
Due: (a) Final internship report

Feb 26 SAS: Windows & Computer Lab Training: Reading data, managing data
Doug Hemken – Social Science Computing Cooperative
Read: Chapters 1-3 – Little SAS book
See SAS Reading Assignments for optional online readings
Due: Draft analysis plan

Mar 4 SAS: Creating and checking variables, Univariate Analysis
Doug Hemken – Social Science Computing Cooperative
Read: Chapter 4 – Little SAS book
See SAS Reading Assignments for optional online readings
Due: Draft codebook - data for analysis

Mar 11 SAS: Multivariate Analysis
Doug Hemken – Social Science Computing Cooperative
Read: Chapters 7-8 – Little SAS book
See SAS Reading Assignments for optional online readings
Due: Descriptive statistics, analytic sample, incl. constructed variables

Mar 18 Spring recess – no class

Mar 25 Scientific writing
Emily Loney, UW Writing Center
Read: Cuba, Chapter 1 (The Practice of Writing)
Cuba, Chapter 8 (Revising)
Manning and Smock "`Swapping' Families…"
Borders et al. "Are Adopted Children…"
Due: (a) Draft introduction & methods (copies to instructor and peer reviewer #2)
(b) Draft tables and figures (descriptive and bivariate statistics)

Apr 1 Effective presentations
TBD, UW Writing Center
Due: (a) Final analysis plan
(b) Peer reviews - draft introduction & methods (copies to instructor and author)

Apr 8 Preparing resumes and writing cover letters
Amy Yang - Career and Internship Specialist, SuccessWorks
(https://careers.ls.wisc.edu/)
Due: (a) Draft tables and figures (multivariate statistics)
(b) Resume draft (copies to instructor and peer reviewer #3)

Apr 15 CAR alumni panel (speakers TBA)

Due: (a) Draft results and conclusions, including tables and graphs (copies to instructor and peer reviewer #4)
(b) Peer reviews of resume draft (copies to instructor and author)

Apr 22 Introduction to Microsoft Access – Professor Schwartz out of town at conference
Instructor TBA - Software Training for Students
(Class held in STS lab in B1144A DeLuca Biochemistry building-420 Henry Mall)

Due: (a) Peer reviews - draft results and conclusions (copies to instructor and author)
(b) Final resume

Apr 29 Research presentations

Due: (a) Powerpoint (or other presentation software) slides to cschwart@ssc.wisc.edu by 2 pm
(b) Final research report & data documentation

Reread: Cuba, Chapter 6 (Oral Presentations) pp. 152-162

HANDOUTS IN ASSIGNMENT PACKET

Syllabus & Preliminary Schedule

Internship Report

Analysis Project and Analysis Plan

Data Documentation

SAS Reading Assignments

Analysis: Defining and Describing Data

Peer Reviews

Bivariate Associations

Multivariate Analyses

Report on Quantitative Analysis: Introduction, Sample & Measures

Report on Quantitative Analysis: Analysis, Results & Conclusions

Tables and Graphs

Guidelines for Research Presentation