

**Course Subject, Number and Title**

SOC/C&E SOC 995, “Research: Methodology Trainees” (aka Demography Training Seminar)

Credits

1-2 credits

Course Description

Enroll Info: Method trainee or cons inst

Requisites

Graduate/ professional standing

Course Designations and Attributes

Course Designation: Grad 50% - Counts toward 50% graduate coursework requirement

Repeatable for Credit: Yes, unlimited number of completions

Meeting Time and Location

Wednesdays, 2:00-3:15PM (unless otherwise stated in schedule below)

Room 8417, Sewell Social Science Building

Instructional Modality

Hybrid: Most sessions in person, some zoom for talks from outside speakers, as marked on syllabus.

Permanent Zoom Link

<https://go.wisc.edu/k2lb12>

Instructor Title and Name

Professor Felix Elwert, Ph.D.¹

Instructor Availability

All office hour meetings for the semester will be virtual, held on Wednesdays, 11:00AM-noon. You can sign up for my office hours here: <https://felix-elwert.youcanbook.me>. The system will send you a zoom link. There is no need to e-mail me when you make, reschedule, or cancel an appointment. The online system will notify us both.

Instructor Email/Preferred Contact

elwert@wisc.edu

¹ I thank Prof. Jordan Conwell and Prof. Michal Engelman (previous Soc995 instructors) for preparing the template for this course.

How Credit Hours are met by the Course

Sociology 955 is a training seminar for graduate students affiliated with the Center for Demography and Ecology and the Center for Demography of Health and Aging. Given its focus on graduate training and professionalization, the course does not have many readings and assignments although in any given semester there are weeks when students are required to complete readings (e.g., journal articles, manuscripts in progress, or other documents) or written and oral assignments (e.g., conference abstracts, presentations, or other exercises) before class discussions. You will receive advanced notification (usually 1-2 weeks) before readings and assignments are due. Regular attendance, constructive discussion of presentations and engagement with speakers, and reading assigned texts as necessary are all parts of the expected work of the seminar to be completed by all participants. **Please note that one credit is the normal load and does not require consent; registering for 2 credits demands consent of the instructor.**

Students registered for one credit are expected to attend regularly and engage in constructive discussion of the work being presented by faculty, fellow students and visiting scholars. They are also expected to participate in professional training exercises. Consistent with the course credits and the [UW-Madison Credit Hour Policy](#), the total time students will spend in course meetings (75 minutes weekly), reading, completing training exercises, and meeting with visiting scholars will total 45 hours for the semester.

Students registered for two credits are expected to fulfill all expectations of the one-credit course. In addition, they will complete a separate project (discuss with instructor). Consistent with the course credits and the [UW-Madison Credit Hour Policy](#), the total time students will spend engaging in course learning activities will be 90 hours for the semester. **Registration for two credits requires consent of instructor.**

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement via: 1) direct instruction (by instructor and regularly scheduled guest speakers); 2) providing feedback on student work (PAA abstracts, job talks); and 3) facilitating discussion of course content.

Course Learning Outcomes

Beyond the specific substantive and methodological content of this course, it also aims to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- **Critically Evaluate Published Research:** Students will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- **Communicate Skillfully:** Students will write abstracts and make oral presentations that build arguments and assess evidence in a clear and effective manner.

- **Critically Think about Society and Social Processes:** Students 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 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 and to learn how to present their ideas.
- **Work Effectively in Groups:** Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.
- **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.
- **Learn New Research Methods:** Students will acquire new methodological skills not yet taught in required methods sequences.

Grading

Grades for the course will be assigned on a Satisfactory/Unsatisfactory basis, contingent on attendance and participation in required activities.

The formal requirements of the seminar include the following:

- 1) **Attendance:** Weekly attendance is required.
- 2) **Read articles and other materials circulated before discussion-based sections.** Materials will be circulated at least 6 days before each session.
- 3) **Complete an Individual Development Plan each fall.** Consider your current goals in terms of experience, skills, and research areas to be developed, and discuss plans and strategies for moving forward with your advisor. Use these conversations as an opportunity to formulate and regularly update your 5-years academic plan. Make sure you and your advisor share an understanding of your respective roles in funding, carrying out, writing up and publishing this research and place these in your IDP.
- 4) **Prepare at least one abstract for submission to the Population Association of America Meeting in the fall.** These abstracts will be subject to peer reviews and critiques at a dedicated seminar session each fall. Abstracts should follow the format recommended by PAA and discussed in seminar.
- 5) **If your abstract is accepted for presentation, prepare and give a practice conference talk at a designated session in the spring semester.** Your presentation should follow the PAA guidelines and be 12-15 minutes in length. You will have an opportunity to answer questions from faculty and fellow graduate students, and receive constructive comments about both the substance and delivery of your presentation.
- 6) **Get your IRB certification if you have not yet done so.** Go through the website for submitting a proposal and see what is expected. See also UW resources & contacts on *IRB Insider* <https://kb.wisc.edu/sbsedirbs/68245>

- 7) **If you are on the academic job market, give a practice job talk.** The date should be arranged with the instructor to coincide with the beginning of your discipline's interview season.
- 8) **If you are enrolled for 2 credits:** Prepare to lead a presentation on your research and a discussion on methodological issues or developments in your subarea in the seminar.

Schedule (Subject to Announced Change by Instructor)

Canvas Course URL: <https://canvas.wisc.edu/courses/268934>

Course schedule: <https://www.ssc.wisc.edu/cdha/seminars/training.html>

This semester's schedule is listed below. If you would like to present research in progress or suggest a topic for professional development in a future semester, please let me know. Requests received earlier, when the schedule is more flexible, are more likely to be accommodated.

The schedule is coded:

R: Reading(s) are required for students to get the most out of the session. Students will have access to readings at least one week prior to the session via Canvas or email attachments to the class list.

Z: Zoom meeting (all other meetings are in-person)

R: Readings are posted on the Canvas course website

Z: zoom meeting (in-person otherwise)

Date	Read	Mode	Topic	Speaker(s)
1/26			Introductions	
2/2	R		Causal Decompositions of Group Disparities	Felix Elwert (UW soc)
2/9			Coding: Best Practices	Jenna Nobles (UW soc)
2/16 10:30-noon	R	Z	Structural Racism and Quantitative Causal Inference (joint with R&E Workshop—DIFFERENT TIME!!)	Nick Graetz (Princeton soc) & Courtney Boen (UPenn soc) https://uwmadison.zoom.us/j/95591558477 (One-time zoom link)
2/23			Principles of Design	Olivia Riley (UW Design Lab)
[3/1 3-4:30PM optional]			Poster Design Workshop <i>Location:</i> UW Writing Center Optional for Poster presenters	UW Design Lab
3/2			PAA Practice posters - Somalis Chy: Adult Caregiving and Emerging Adults' Human Capital Development and Well-being - Jason Robey: A Generational Shift: Race and the Lifetime Risk of Incarceration Revisited - Yue Qin: Adult children's intergenerational mobility and older adults' self-rated health: A US-China comparison.	Felix Elwert, TBA
3/9			PAA Practice talks Trisha Chanda: To work or not to work: how parenting affects employment decisions of divorced mothers in WI	Nobles, Schwartz, Ros Pilarz, Grodsky, Carlson

			- Anita Li: Is It Daddy Time Yet? Men's Employment Hours during the Transition into Fatherhood, from 1989 to 2020 - Fiona Weeks: Racial differences in birth care experiences and birth hospital characteristics	
3/16			No class—Spring Break	
3/23			PAA Practice posters Julia, Lauren, Vikas - Angela Ablaberdieva: The Impact of Perinatal Mental Illness, Opioid Use Disorder, and Dual Diagnosis on Early CPS Referral - Li Hsu: Gender and Wage Trajectory over the Life Course: Evidence from Taiwan - Emma Rommel: Converging destinies? Patterns of educational attainment following divorce and nonmarital childbearing in two U.S. cohorts	Elwert, Schwartz, Grodsky, Ros Pilarz
3/30			PAA Practice talks - Iris Chao: Flexible Fertility Preferences in the Lowest-Low Fertility Context: Evidence from China. - Megan Agnew: Constructing Residential Histories to Examine Life Course Contextual Exposure in a	Felix Elwert, Oh, Hart, Bea, Ros Pilarz, Carlson

			Geographically Diverse Sample Shiro Furuya: Retirement Makes You Old? Causal Effect of Retirement on Biological Age	
4/6			No class--PAA	-----
4/13	R		Inference for Just-identified Instrumental Variables	Jack Porter (UW econ)
4/20	R	Z	Ethics session: Correcting for Multiple Hypothesis Testing	Damian Clarke (U of Chile, econ) https://go.wisc.edu/k2lb12
4/27			TBA	
5/4	R	Z	Backward Paper Writing	Jon Zelner & Ella August (U Michigan, epi) https://go.wisc.edu/k2lb12

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

- See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

Consistent with University policy, all absences for religious observances will be excused.

COVID-19

At the time of this writing, broadly speaking, the University requires that all students, employees, and visitors wear masks when inside campus buildings; is offering Covid-19 vaccines to all eligible students and employees; requires weekly testing from unvaccinated students and employees. The University's current campus health and safety guidance can be found at covidresponse.wisc.edu. Please consult this link regularly for details and updates.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educationl interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture

materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

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. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

DIVERSITY & INCLUSION STATEMENT

[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.

COURSE EVALUATIONS

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.