

University of Wisconsin-Madison

Sociology 693: Practicum in Analysis and Research Spring 2024

Instructor: Professor Christine Schwartz

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Office: 4462 Social Science Building

Office hours: By appointment (please email or use <https://cschwart.youcanbook.me>)

Time: Wednesdays 3:00-5:00pm

Location: Social Science 6109

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.

Readings. I will provide copies of readings electronically 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:

15 %	Internship oral presentation
15 %	Internship written report
20 %	Research project analysis assignments (steps to final product)
15 %	Research project oral presentation
20 %	Research project written report
15 %	Class participation (includes peer reviews)

Research project grades will be based on timeliness and completeness of analysis assignments, with some consideration for degree of difficulty. 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. Grades for all components will also incorporate responsiveness to feedback on prior drafts and assignments. **Written assignments are to be turned in on time by via the course website on Canvas.** *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 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 7.5 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.

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](http://www.students.wisc.edu/doso/academic-integrity/) 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 associate chair Chad Goldberg (cagoldberg@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).

Basic Needs Security. Some college students experience difficulties affording groceries or accessing sufficient food to eat every day. Some college students lack a safe and stable place to live. Some college students experience challenges balancing schoolwork with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. Please ask for what you need. You can also contact the Dean of Students for support (doso@studentaffairs.wisc.edu).

Family Commitments. Some of you may have care responsibilities for children or other family members. At some point during the semester, those caregiving responsibilities may come into

conflict with the course schedule or make it difficult to complete your assigned work. Please ask for what you need.

Digital Access and Equity. Digital devices (like laptops and cell phones) are becoming increasingly important to success in college. In this course, you need a digital device to access readings and complete and submit assignments. I recognize that some students are unable to afford the cost of purchasing digital devices and that other students rely on older, more problem-prone devices that frequently break down or become unusable. I also recognize that those technology problems can be a significant source of stress for students. DoIt provides loaner laptop and WiFi hotspots both for the short-term and on a semester basis (<https://it.wisc.edu/services/computer-lending-program/>). In addition, you may contact the Dean of Students Office to request assistance. If you contact me, as well, I can help you write a message to the Dean of Students and also work with you to develop a plan for completing work in this course. If problems are persistent and/or interfere with your ability to complete the work for this course, please let me know.

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 may have a few sessions in rooms other than the regular classroom.

Spring 2024 notes. Because we have a smaller class this semester, we will be having fewer formal presentations and lectures and will be doing more in-class discussions, workshopping, and flipped classroom exercises. In past years, one of our class sessions has been devoted to hearing from a panel of former CAR students about their career experiences. This semester, we

will be combining forces with Sociology's Undergraduate Colloquium course to hear from CAR alumni so that they speak to a larger audience. These special sessions are:

- **Mon Mar 11** 12:00-1:00pm. Interviewing and networking. Aaron Anderson, Marketing Insights at Facebook (CAR 2006), Sewell Social Science 6310.
- **Mon Apr 22** 12:00-1:00pm. Conversation with Allie DeLonay, Data Scientist at SAS (CAR 2013), Sewell Social Science 6310.

Please mark your calendars. Students are required to attend unless an avoidable conflict is communicated in advance to Professor Schwartz.

In addition, on the first day of class we will discuss students' goals for the semester and will choose which of the following topics to cover:

- Graduate school panel: Overview of programs and tips for applications from CAR alumni
- Computing across multiple statistical platforms: Stata, SAS, R, Python
- Hands-on practice with real-world RA tasks
- Write and receive feedback on a cover letter
- Mock interviews
- How to write a high-quality research paper: Dissecting recent articles

Jan 24 3:00-3:30. Introductions and semester overview
 3:30-3:45. Internship report instructions
 3:45-5:00. Constructing research questions; examples and discussion

Read:

Jensen & Auyero, "Teaching and Learning the Craft: The Construction of Ethnographic Objects"

Jan 31 3:00-3:30. How to write constructive and useful peer reviews
 3:30-4:00. Sam Risley (CAR 2023), Social Science Analyst, Department of Housing and Urban Development
 4:00-5:00. Group discussion or individual meetings on research ideas

Due: (a) Draft internship report (Upload to Canvas before class, goes to instructor & peer reviewer)
 (b) Brief summary of possible research questions and data sources (2 or 3 possibilities for discussion) (Upload to Canvas before class)

Feb 7 3:00-3:30. Getting ready: Internship presentations, Analysis plans
 3:30-5:00. Preparing resumes and writing cover letters
 Field trip to Successworks (University Book Store)
 Beth Karabin (ekarabin@wisc.edu), Career & Internship Specialist, SuccessWorks
 Individual meetings on research projects

Read: SuccessWorks [resume examples](#) especially “Advanced Data Science” resume

Due: (a) Peer reviews of draft internship reports (copies to instructor and author)

(b) Revised research question and data source

(c) Draft resume (upload to Canvas & bring print copy)

Feb 14 3:00-4:00. Internship presentations
4:00-5:00. **Stata** example, Part I (bring laptops)
Defining your sample, constructing variables, weighting

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

Due: (a) Powerpoint (or other presentation software) slides to cschwartz@ssc.wisc.edu by 2 pm

(c) Draft analysis plan and variables (upload to Canvas)

Feb 21 3:00-3:30. The importance of documentation & organization
3:30-5:00. **Stata** example Part II (bring laptops)
Defining your sample, constructing variables, weighting, regressions

Read: Long, Chapter 2 (Planning, Organizing, and Documenting)

Due: (a) Final internship report

Feb 28 3:00-4:00. Weighting descriptive statistics, missing data. Review of descriptive statistics (Table 1 and figures)
4:00-5:00. Flipped classroom: Table 1 and Figure 1

Read: Papageorgiou, et al. “[Statistical primer: How to deal with missing data in scientific research.](#)”

Optional other resources: Johnson & Young. “Toward best practices in analyzing data sets with missing data...”; Allison “[Missing Data](#)” Chapter 20. [on Canvas]

Winship & Radbill “Sampling weights and regression analysis” *Sociological Methods and Research* 1994

Due: (a) Revised analysis plan

(b) Basic descriptive statistics (output)

(b) Final resume

Mar 6 3:00-4:00. Informational interviews. Career Conversations [SuccessWorks module](#)
4:00-5:00. Individual meetings on Table 1 & Figure 1

Due: (a) Draft Table 1 and figure

Special session

Mar 11 12:00-1:00. Interviewing and networking. Aaron Anderson, Marketing Insights, Facebook, (CAR 2006), Sewell Social Science 6310.

Mar 13 3:00-4:00. Introductions and methods sections
4:00-5:00. Networking

Read: Cuba, Chapter 1 (The Practice of Writing)
Cuba, Chapter 8 (Revising)
Manning and Smock “‘Swapping’ Families...” (abstract only)
Borders et al. “Are Adopted Children...” (abstract only)

Due: (a) Revised Table 1 and figure

Mar 20 3:00-4:00 Review of methods and statistics for academic writing
4:00-5:00 Multivariate statistics: Tables & writing

Read: Data visualization TBA

Due: (a) Draft introduction & methods (copies to instructor and peer reviewer #2)

Mar 27 Spring recess – no class

Apr 3 3:00-4:00. Methods and statistics for academic writing, Part II
4:00-5:00. Group discussion of projects and individual meetings

Due: (a) Draft tables and bullet point interpretations (multivariate statistics)

Apr 10 3:00-5:00. Basics of Tableau, Dylan Coe, Software Training for Students (bring laptops)

Before class install Tableau Desktop and Tableau Prep Builder: <https://www.tableau.com/academic/students>. Tableau offers a free 1-year license to people with a .edu email address.

Due: (a) Peer reviews of introduction & methods sections (copies to instructor and author)

Apr 17 No class – Professor Schwartz at conference. Attend special sessions on March 11 & April 22.

Due: (a) Revised tables and figure(s)
(b) Revised introduction & methods section

Special session

Apr 22 12:00-1:00. Conversation with Allie DeLonay, Data Scientist at SAS (CAR 2013), Sewell Social Science 6310.

Apr 26 3:00-4:00. Bringing the threads together: final comments on projects
4:00-5:00. Effective presentations: Watch and discuss “How to speak so that people want to listen” & “Your body language may shape who you are”

Due: (a) Draft results section, including tables and figure(s)

May 3 3:00-5:00. Research presentations

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

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

Final project due: Wednesday, May 8, 11:59pm (Canvas)