

SOC 606: Quantitative Methods
Thursdays 9:30-12:15
Maxwell 303

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This is a graduate course on quantitative methodology and research design for the social sciences. The emphasis will be on learning to design and implement quantitative social research methods and making important research design decisions. This will not be a data analysis class, although we will do some basic data analysis during labs in order to illustrate some of the principles discussed in terms of research design. The objectives of the course are to:

- Introduce common philosophies of science
- To practice writing empirical research questions
- To understand the issues of conceptualization and measurement in quantitative research
- To understand several approaches to sampling and their relative strengths and limitations
- To practice evaluating and critiquing published scholarly research
- To introduce and assess the strengths and weaknesses of a variety of quantitative research methods
- To understand the ethical issues involved in research involving human subjects
- To write, revise, and present a research proposal

Required texts

Becker, Howard Saul. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. University of Chicago Press.

Babbie, Earl R. 2015. *The Practice of Social Research*. 14 edition. Boston, MA: Wadsworth Publishing.

All other readings will be posted on Blackboard.

Electronic Requirements

Blackboard will also be used to post and turn in assignments, and students are expected to utilize Blackboard throughout the semester.

Course Expectations and Assignments

Careful reading and participation are mandatory for this course. Classroom time will be primarily seminar-style discussion, with a few “mini-lectures” from me to introduce key material. Because the course is discussion-based, it is absolutely necessary for you to complete the readings prior to each class and be prepared to discuss them. Paper assignments, quizzes, and presentations will complement the readings and discussion.

Exercises: Each student will complete six exercises to practice applying the research design principles covered in class. These will be due in class on the date specified in the schedule. They

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must also be submitted online through Blackboard. Details on each exercise are posted on Blackboard.

Labs: We will do two brief labs this semester to practice applying the concepts from class. We will work on the labs together in the Sociology computer lab on the day they are scheduled, and students are expected to submit the labs online through Blackboard by midnight the day they are scheduled.

Exams: We will have two take-home short answer exams. They must be submitted online in Blackboard by the end of the class period in which they are scheduled.

Research Proposal: You will pick a research topic of interest to you and develop a research proposal addressing that topic. If you are working on a thesis or dissertation proposal, this is a great opportunity to develop that proposal. Otherwise, you can select a topic of your interest and develop a proposal on that topic. You will also submit a rough draft of the proposal and present your proposal on the final day of class. Details on the research proposal are posted on Blackboard.

Extra Credit: No extra credit will be given in this course.

Late Policy: All assignments will be turned in online through the Blackboard system. Assignments must be submitted before the start of class. For each day that an assignment is late I will subtract 15 points from the assignment's grade. All students are required to take exams during the scheduled class time, makeup exams will not be given.

Grades

Grades will be assessed according to the following standards and weights:

A =	93+
A- =	90-92
B+ =	87-89
B =	84-86
B- =	80-83
C+ =	77-79
C =	74-76
C- =	70-73
D =	60-69
F =	Below 60

Rough Draft and Peer Review	5%
Research Proposal	25%
Exam 1	10%
Exam 2	10%
Exercise 1	5%
Exercise 2	5%
Exercise 3	5%
Exercise 4	10%
Exercise 5	5%

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Exercise 6	10%
Lab 1	5%
Lab 2	5%
	100%

Conduct Ground Rules

This class will involve many debates and discussions. We will not always all agree, and that is fine, but it is important for each of us to be respectful and appropriate. If you ever feel uncomfortable with comments from another student or from me, please let me know as soon as possible and we will find a solution. **I absolutely do not tolerate bullying or bigotry of any kind in my classroom.** Racial, ethnic, gender, religious, sexual orientation, or other slurs or derogatory language will result in you being asked to leave class immediately and will be resolved according to the University guidelines for resolution of discrimination and harassment.

Academic Integrity

Syracuse University's Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The standard sanction for a first offense by a graduate student is suspension or expulsion. For more information and the complete policy, see <http://academicintegrity.syr.edu>.

TurnItIn.com

All assignments will be evaluated using TurnItIn.com to check for instances of plagiarism or other cheating. I encourage you to "pre-check" your work yourself using TurnItIn so that you can be sure you have not inaccurately cited or used existing work.

Blackboard

This class will rely heavily on the Blackboard system for readings, assignments, and discussion boards. Students are expected to be familiar with the Blackboard system and any questions should be directed to the ITS Help Desk: (315) 443-2677. You are responsible for meeting all deadlines for assignments through Blackboard and you should allow adequate time for trouble-shooting software or system issues. **I will not accept technology-related problems as an excuse for late or incomplete work.**

Email Policy

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Email to instructors should be polite and appropriate. Please include a clear topic in the subject line, a proper greeting, and sign the message with your complete name. Please take the time to proofread your email and make sure that it is suitable for a professor. You should allow 24 hours for a response to messages, and I will answer email during normal weekday business hours. Email is the most appropriate way to reach me with brief questions, expected absences, and technical questions. For significant substantive questions about course material I encourage you to attend office hours. If email does not adhere to these standards, I reserve the right not to respond.

Religious Holiday Observances

Syracuse University recognizes the diverse faith traditions represented among its campus community and supports the rights of faculty, staff, and students to observe these traditions. Faculty are asked to make appropriate accommodation for students' observance needs by providing an opportunity to make up any examination, study, or work requirement that is missed because of an absence due to a religious observance, **provided the instructor has been notified no later than the end of the second week of classes.**

Accommodations for Students with Disabilities

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), located in Room 309 of 804 University Avenue, or call [\(315\) 443-4498](tel:3154434498) for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. For more information, see <http://disabilityservices.syr.edu/faculty-staff/contact-us/>

Campus Resources

The Writing Center: The writing center offers classes and one-on-one meetings to help you with any kind of writing. Call (315) 443-5289 or go to <http://wc.syr.edu/> for more information.

LGBT Resource Center: The Syracuse University Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Center strives to serve people with marginalized genders and sexualities by offering support, building community, and educating members of the Syracuse University community. Call 315-443-3983 or go to <http://lgbt.syr.edu/> for more information.

Student Support Services: If you have, or think you might have, a special need that requires accommodations, Student Support Services can offer help. Call 315-443-3867 or go to <http://oss.syr.edu/> for more information. Please also let me know.

Counseling Services: Sometimes we all need a little extra help. If you ever want to talk to someone about your health, stress, depression, or problems, the University offers counseling services. Please call 315.443.4715 or go to <http://counselingcenter.syr.edu/> for more information.

Sexual Assault Services: If you have been sexually assaulted or if you have questions concerning sexual assault or abuse, the Counseling Center offers information and support. Please call 315-443-

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4715 or http://counselingcenter.syr.edu/SexualAssaultRelationshipViolence/sexual_assault.html for more information.

Technology Help Desk: The ITS Help Desk can help you solve many computing problems, including help with the Blackboard system. Please call (315) 443-2677 or email help@syr.edu for assistance.

		Readings	Assignments
18-Jan	Introduction, Research Questions	Babbie chapter 1-2, chapter 4 Becker chapter 1 "Tricks" Podcast: "Happy Birthday, Good Dr. Sacks"	
25-Jan	Philosophies of Science, Approaches to Research Reading and Reviewing	Johnson, Burke and Robert Gray. 2010. "A History of Philosophical and Theoretical Issues for Mixed Methods Research." In A.Tashakkori & C. Teddlie (Eds.) Handbook of Mixed Methods in Social and Behavioral Research, second edition. Thousand Oaks: Sage. Ferree, Myra Marx. 2004. "An Essay on the Art of Reviewing: Some Thoughts for New ASR Reviewers." Clemens, Elisabeth S., Walter W. Powell, Kris McIlwaine, and Dina Okamoto. 1995. "Careers in Print: Books, Journals, and Scholarly Reputations." American Journal of Sociology 101(2):433-94.	Exercise 1: Extension or replication exemplar
1-Feb	Research Ethics	Babbie chapter 3 ASA Code of Ethics Lewis-kraus, Gideon. 2016. "The Trials of Alice Goffman." The New York Times, January 12. Retrieved January 3, 2017 (http://www.nytimes.com/2016/01/17/magazine/the-trials-of-alice-goffman.html). Campos, Paul. 2015. "Alice Goffman's Implausible Ethnography." The Chronicle of Higher Education. Retrieved January 3, 2017 (http://www.chronicle.com/article/Alice-Goffmans-Implausible-/232491/?key=dNq0W69K7F9tzZ9oJVIImQon0Oa6NNGJ3lzNI9YM6sRsczMAkZ4i24MDfNhyLHTPUUGN0Y3o1RFJRS0xJYnBYSjJfemtDSmXmcFlHZk4wYzhxeGxnY2UtdnhhQQ). *Note: You can view Goffman's TED talk online for additional perspective	Exercise 2: Ethics exemplar

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8-Feb	Sampling	<p>Babbie chapter 7</p> <p>Becker chapter 3 "Sampling"</p> <p>Seawright, Jason and John Gerring. 2008. "Case Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options." <i>Political Research Quarterly</i> 61(2):294–308.</p>	Exercise 3: Sampling exemplar
15-Feb	Experimental Designs	<p>Babbie chapter 8</p> <p>Barrett, Christopher B. and Michael R. Carter. 2010. "The Power and Pitfalls of Experiments in Development Economics: Some Non-Random Reflections." <i>Applied Economic Perspectives and Policy</i> 32(4):515–48.</p> <p>Exemplar: Emerson, Michael O., Karen J. Chai, and George Yancey. 2001. "Does Race Matter in Residential Segregation? Exploring the Preferences of White Americans." <i>American Sociological Review</i> 66(6):922–35.</p>	
22-Feb	Exam 1		Exam 1
1-Mar	Surveys	<p>Babbie chapter 9</p> <p>Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions." http://dx.doi.org/10.1146/annurev.soc.29.110702.110112. Retrieved January 3, 2017 (http://www.annualreviews.org/eprint/rU4UOoizjrXROhijkRIS/full/10.1146/annurev.soc.29.110702.110112).</p> <p>Dillman, Don A. 2002. "Presidential Address: Navigating the Rapids of Change: Some Observations on Survey Methodology in the Early Twenty-First Century." <i>Public Opinion Quarterly</i> 66(3):473–94.</p>	Exercise 4: Survey design drafting
8-Mar	Measurement, Validity and Reliability, Composite Measures	<p>Babbie chapter 5-6</p> <p>Becker chapter 4 "Concepts"</p> <p>Bandalos, Deborah L. and Sara J. Finney. 2010. "Factor Analysis: Exploratory and Confirmatory." in Hancock, Gregory R., Ralph O. Mueller, and Laura M. Stapleton, eds. 2010. <i>The Reviewer's Guide to Quantitative Methods in the Social Sciences</i>. 1 edition. New York: Routledge.</p>	Exercise 5: Measurement exemplar
15-Mar	SPRING BREAK		SPRING BREAK
22-Mar	Univariate Analysis	<p>Babbie chapter 14</p> <p>Labovitz, Sanford. 1972. "Statistical Usage In Sociology." <i>Sociological Methods & Research</i> 1(1):13–37.</p>	Lab 1: Univariate analysis with Stata Secondary data set selection due

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29-Mar	Secondary Data and Evaluation Research	<p>Babbie chapter 11-12</p> <p>Exemplar: Brauner-Otto, Sarah R., William G. Axinn, and Dirgha J. Ghimire. 2007. "The Spread of Health Services and Fertility Transition." <i>Demography</i> 44(4):747-70.</p> <p>Freedman, David A. 1991. "Statistical Models and Shoe Leather." <i>Sociological Methodology</i> 21:291-313.</p> <p>Leahey, Erin. 2005. "Alphas and Asterisks: The Development of Statistical Significance Testing Standards in Sociology." <i>Social Forces</i> 84(1):1-24.</p>	
5-Apr	Secondary Data Presentations		Exercise 6: Secondary data report
12-Apr	Bivariate and Multivariate Analysis Inference and Statistical Significance	<p>Babbie chapter 15-16</p> <p>Freese, Jeremy. 2007. "Replication Standards for Quantitative Social Science." <i>Sociological Methods & Research</i> 36(2):153-72.</p>	Lab 2: Bivariate and multivariate analysis with Stata
19-Apr	Exam 2		Exam 2
26-Apr	Peer Review and Presentations	<p>Becker, Howard. 1986. "Terrorized by the literature." in Becker, Howard S. and Pamela Richards. 2007. <i>Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article</i>. Chicago: University Of Chicago Press.</p>	Rough Draft proposal due for Peer Review during class Proposals presented during class
8-May	Proposals due		

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