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**CHANGE, CONTEXT, AND CAUSALITY:**
**INTERMEDIATE QUANTITATIVE DATA ANALYSIS FOR SOCIOLOGISTS**
**SOCY / QSS 54**
**Fall Quarter 2023**
MWF, 10:10-11:15am; x-period, Th 12:15-1:05pm
Location: *110 Moore*

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*Professor:* Jason Houle                                               *Office*: 308B Blunt Hall
*Email:* Jason.Houle@Dartmouth.edu
*Office Hours:* Schedule a virtual or in-person appointment @ www.calendly.com/jnhoule
>    ***Office hours are an open period in my schedule that I reserve for meeting with students in my courses. If you have any questions about the course material or assignments, or just want to chat, you should feel free to drop by my office hours anytime.

**Course Description:**
Sociologists and other social scientists are often interested in understanding causal and dynamic social processes such as:
>    *"How do the places we live, work, and play get under the skin and affect health and well-being across the life course?"*
>    *"Does upward social class mobility change one's political attitudes?"*
>    *"What social currents are responsible for changes in support for same-sex marriage across historical time?"*
>    *"Are long-standing racial inequalities declining, persisting, or increasing in recent years?"*

Many of these questions are methodologically difficult to answer with observational (non-experimental) data, and they require that we get a handle on the study of change, context, and causality. You likely have learned how to answer questions like these with standard OLS (linear) regression techniques and cross-sectional data, which remain useful tools in social scientists' methodological toolbox. But these techniques are also quite limited, and impose strict assumptions that do not allow us to meet many of our goals, adequately answer our questions, or provide stringent tests of our theories and hypotheses.

In this course, we'll pick up where introductory statistics courses leave off, and get an introduction to more advanced statistical methods for observational data, including but not limited to: regression for categorical dependent variables, fixed and random effects models, and hierarchical linear modeling. This course will be a mix of seminar and lecture, where we will be focused on understanding how we can use these methods to better meet our goals and answer our research questions. Put differently, this course is less focused on going "under the hood" and more focused on "how to drive"—specifically, we will interrogate the assumptions and use of these statistical methods in the social sciences and learn how to implement these methods using stata. This will include: discussion of core methodological assumptions and limitations, how to apply these statistical methods in different settings, and learning when specific methods are appropriate tools and when they are not. We will explore these issues through student-led discussions, hands-on data analysis, and dissecting the application of these methods in academic journal articles. As part of this course, you will be exposed to (and critique) a wide range of sociological research published in our major disciplinary journals. The course will culminate in an independent research project where students will analyze data and use the one or more of the modeling techniques discussed during the term to answer a sociological research question of their choosing. **SOCY/ECON/GOV/PSYCH 10 or QSS 15 and a basic familiarity with Stata is ***required*** for enrollment in this course. High school AP statistics credit is not sufficient for this course.**

## Course Readings

*Required Texts*
Firebaugh, Glenn. 2008. *Seven Rules for Social Research.* Princeton: Princeton University Press *(note: this is a handy reference that we will use throughout the course, but it is not a statistics textbook).* New copies of this book are available locally at Still North Books, and e-copies are available for less than $20. In addition, the library has e-copies available for free. If you would like a hard copy of the book and are not able to afford it, please let me know as soon as possible.

*Outside of the Firebaugh text, we will also rely on: 1) academic journal articles; and 2) annotated stata DO files as our primary course texts. **These are available on canvas and you should complete the readings for the day prior to each class period (including the Do files).**

*Optional Texts:*
Basic Statistics (resources for those looking for a refresher on introductory statistics)
Healey, Joseph. 2014. *Statistics: A Tool for Social Research, 10th edition.* Stamford, CT: Cengage.
Wheelan, Charles (Dartmouth '88). 2013. *Naked Statistics: Stripping the Dread from the Data.* New
  York: WW Norton.
Ziliak, Stephen T. and Deirdre N. McCloskey. 2008. *The Cult of Statistical Significance: How the
  Standard Error Costs Us Jobs, Justice, and Lives.* Ann Arbor: University of Michigan Press

STATA Guides (resources for those having trouble with STATA---see the section below for online resources)
Acock, Alan. 2012. *A Gentle Introduction to Stata* (Revised Third Edition). College Station, TX:
  Stata Press.
Long, J Scott, and Jeremy Freese. 2006. *Regression Models for Categorical Dependent
  Variables Using Stata,* 2nd ed. College Station: Stata Press.

A Deeper Dive (an elaboration of the methods discussed this term)
Allison, Paul. 2009. *Fixed Effects Regression Models.* Thousand Oaks: Sage
Angrist, Joshua and Jörn-Steffen Pischke. 2009. *Mostly Harmless Econometrics*. Princeton:
  Princeton University Press.
Raudenbush, Stephen and Anthony Bryk. 2002. *Hierarchical Linear Models: Applications and Data
  Analysis Methods.* Thousand Oaks: Sage.
Singer, Judith and John Willett. *Applied Longitudinal Data Analysis.* New York: Oxford University Press
**Additional optional readings (academic journal articles) are available on CANVAS. The full citation of these readings are listed at the end of the syllabus.

For a good application of statistics to everyday life, I highly recommend that you add these blogs to your daily reading:
  Family Inequality (Phil Cohen): http://familyinequality.wordpress.com/
  Five Thirty Eight (Nate Silver et al.): http://www.fivethirtyeight.com/
  Vox (Ezra Klein et al.) www.vox.com
  The Upshot (NYTimes) http://www.nytimes.com/upshot/
  Wonkblog (WaPo): http://www.washingtonpost.com/blogs/wonkblog/
  Statistical Modeling, Causal Inference, Social Science (Andy Gelman) http://andrewgelman.com/

## Statistical Software and Electronics
We will be using stata 16 or 17 for in-class demonstrations, problem sets, and the final project. stata is available for free on the Dartmouth Network (Mac/PC) and is also available on most public computers on campus. **If you are off campus, you can use Dartmouth's Global Protect VPN to access the keyserve**. For more information on stata resources and installing stata on your computer, see the following websites:

For Mac users: **https://services.dartmouth.edu/TDClient/1806/Portal/KB/ArticleDet?ID=64644**
For Windows users:  **https://services.dartmouth.edu/TDClient/1806/Portal/KB/ArticleDet?ID=64632**

For more information on using stata off campus, see:
https://services.dartmouth.edu/TDClient/1806/Portal/KB/ArticleDet?ID=64133

Please use these resources and the helpdesk for any installation questions.

In most classes, we will be using stata in order to demonstrate statistical techniques. For this reason, you are encouraged to bring your laptop to class to every class period.

In each class, we will be working from annotated stata DO files. These DO files are a primary text of the course, and as such you should download and read these DO files before each class period.

A brief note on stata: Becoming proficient in a programming language is **hard**. I will periodically provide stata refreshers during Xhours, and we will learn/practice new STATA commands during regular class periods. However, I highly recommend that you practice outside of class to hone your skills. Please see me during office hours with all stata related questions. In addition, here are some resources that will help you as you learn to code in stata:

*STATA Resources*
Jianjun Hua's research guides http://researchguides.dartmouth.edu/content.php?pid=316205&sid=2587562

UCLA Stata Resources
https://stats.idre.ucla.edu/stata/modules/

Princeton Stata Resources:
http://data.princeton.edu/stata/
http://dss.princeton.edu/training/StataTutorial.pdf
http://dss.princeton.edu/online_help/stats_packages/stata/

Stata Online Course and Cheat Sheets:
http://geocenter.github.io/StataTraining/
You may need a calculator to complete your assignments and to participate in in-class exercises. A basic and inexpensive calculator that has square-root and squaring functions is best for use in this class. The calculator that comes standard on your computer or phone is sufficient.

**Course Structure**

In a perfect world, we will meet in-person every class period and have a normal face-to-face class. My hope is that we will be fully "back to normal" in this term. But the virus may have other ideas, which could necessitate us to shift to a remote delivery without warning. For these reasons, pre-recorded lectures will be made available upon request. Otherwise, my expectation is that all students will be attending class regularly. All other course materials (handouts, powerpoints, etc) will be available on canvas.

To ensure that all students have a support system in place to succeed in this course, at the beginning of the term, I will assign you to a group of 4-5 students based on your responses to the introductory survey. This group will be your core peer support network in the course. Groups will work together to complete all course assignments. Groups will also work together to complete the final research project. Representatives from the group can meet with Prof Houle at any time. A limited number of students may be permitted to work on the final project independently, but will need to submit a proposal to Prof Houle to be permitted to do so. If you would like to pursue this option, you must talk to Prof Houle by the end of Week 1.

We will be using **Slack** for all virtual discussion this term. You will need to download Slack onto your machine, and join the **SOCY/QSS 54** workspace (click here for more information about Slack).

**COVID-19 Safety Regulations**

In accordance with current College policy, I mask use will be optional in the classroom this term. However, those who test positive for COVID-19 should not attend class, and all students who are identified as a close contact should mask for at least 10 days after exposure. If you refuse to comply with masking or other safety protocols, and to ensure the health and safety of our community, I am obligated to report you to the Dean's office for disciplinary action under Dartmouth's Standards of Conduct. Additional COVID-19 protocols may emerge. Pay attention to emails from the senior administrators at the College. I will communicate any changes and their resulting implications for our class community.

**For the health and safety of our class community, please: do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home.**

**Evaluation and Grading**

*Group Mini-Conferences (10%)* On the last day of each unit, a student group will be responsible for presenting the findings of one of the optional readings from the unit (listed at the end of this syllabus) to the class for 10-15 minutes max. Students can select any of the optional readings **listed in bold** at the end of the syllabus for each respective unit. Alternatively, students are welcome to present on an alternative reading/study, provided that I approve it in advance. Your goal in this mini-conference is to present the main points of one of the optional readings to the class (which your classmates will not have read). As part of these mini conferences, groups should focus on: 1) communicating the main points of the reading to the audience (what is the author asking/arguing? Why is this important?); 2) reflecting on how this article builds on/complicates/challenges what we have learned so far in this unit (and perhaps other units); 3) discuss the strengths and limitations of the use of the statistical method; and 4) the implications for future research. When presenting, keep in mind that you are effectively teaching new material to your fellow classmates, who will not have read the piece you selected for the day.

*Group Homework Assignments (20%):* There will be four homework assignments that cover Units 1-5 of the term. Each group will be responsible for turning in a single copy of the homework assignment. Group members are welcome to either a) complete assignments individually, and then meet to resolve any differences and submit a final draft or b) work together to complete an assignment in real time. Assignments will typically be due following the last class of each unit (with one exception). All completed assignments must include three elements: 1) a document that includes all written interpretation, fully-formatted tables, and figures; 2) an annotated DO file that shows you have estimated models and manipulated data correctly; 3) a log file that records the output from all analysis steps. Assignments will be posted on Canvas by Monday of the week before they are due (at the latest). Please feel free to troubleshoot the assignment with your classmates on Slack. *I will not assign homework assignments for Units 6-7, so that you can focus your time and energy on the final project.*

*Confidential Group Evaluations (0%):* Each student will complete confidential evaluations of their group mates at the end of each week, upon submitting key assignments (specifically: each homework, mini lecture, final presentation, and the final paper). Evaluations are required, and will be used to assess individual contributions to group assignments and will be factored into your grade for each assignment. Failing to complete the confidential group evaluation will result in a 10-percentage point reduction to your assignment grade. **More importantly, chronic absences will also lead to deductions on your homework and final project grade.**

**The idea here is simple: if you are not in class, and not engaging with the material, you will not be able to be an active and equal group member.**

*Individual In-class activities and lab assignments (5%):* Nearly all class sessions will operate as a lab session, where we will work through problems/examples together in Stata and/or dig into the assumptions of the methods that are being discussed that day. These activities are crucial to the success of the course, and therefore your participation in these activities is important. Consider this your class participation grade for the term. What does class participation entail? It means you must be an <u>active</u> participant in the class. This includes: 1) coming to class; 2) contributing to class discussion; 3) actively contributing to small group exercises. I understand that due to sickness or competing obligations, students may not be able to attend every class period. For this reason, I will drop the two lowest in-class grades. In essence, each student has two freebies. **Please see the confidential group evaluations section above for other potential grade deductions that could result from chronic class absences.**

*Group Final Research Paper (65%)* For the final writing assignment, you will write a standard sociological research paper—modeled on the academic articles we read this term—on the topic or question of your choice. You will draw on secondary literature (at least five <u>academic sociological</u> research articles) to address your research questions. You will conduct an original data analysis using one or more of the methods discussed in this course to answer your research question. More detailed instructions will follow. This paper will be completed in a series of steps, and you will receive feedback and review from myself and your classmates at each stage:

1) *½ - 1 -page research proposal (5%):* Your research proposal must include your research question, a testable hypothesis, and a description of the data and methods you plan to use to address/answer your research question. **Due Friday 9/30**
2) *Meeting with Prof Houle (5%):* After receiving feedback on your proposal, you must schedule a meeting with Prof Houle by **Fri 10/7** to discuss your plan for your project moving forward. If possible, I would prefer to meet during X hours or office hours. Please bring any questions you might have, as well as any ideas about potential data sources and methods, to this meeting.
3) *Data Analysis I (10%):* **Due Friday 10/21**
4) *Data Analysis II (10%):* **Due Wednesday 11/2**
5) *Presentation of Research Project (Poster Session) (10%)*
6) *Final Draft (25%)* **Due Tuesday 11/22 by 5pm (via email or Canvas)**

<u>I will use the following scale in assigning grades:</u>

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|---|---|---|---|---|---|---|---|
| 95%-100%: | A | 83%-88.9%: | B | 73%-76.9%: | C | Below 60%: | F |
| 92%-94.9% | A- | 80%-82.9% | B- | 70%-72.9% | C- | | |
| 89%-91.9%: | B+ | 77%-79.9%: | C+ | 60%-69.9%: | D | | |

Please note the following about grades: 1) I do not round grades; 2) I **do not negotiate final grades** unless an error was made 3) When grading, I follow the Dartmouth Scholarship Guidelines (http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html)

**Late Policy**
All students will receive one 24-hour extension on any class assignment of their choosing, no questions asked (with the exception of the final paper and scheduled presentations). Students should notify me via email if/when you plan to use their extension. After that, on any assignment, your grade will be reduced by 8 percentage points for each day late (e.g., 1 day late a grade of 100 would be reduced to a 92; 2 days, 84; and so on).

## Basic Needs
Your safety and wellbeing are more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing their food or housing or personal safety is urged to contact the Dean of the College for support. Please notify me if you are comfortable in doing so. This will enable me to provide any resources that I can.

## Disability Needs
Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; Getting Started with SAS webpage; student.accessibility.services@dartmouth.edu; 1-603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its Testing Center may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.See http://www.dartmouth.edu/~accessibility/ for more information.

## Statement of Mental Health and Resources
The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (http://www.dartmouth.edu/~upperde/), Counseling and Human Development (http://www.dartmouth.edu/~chd/), and the Student Wellness Center (http://www.dartmouth.edu/~healthed/).

Please also see the attached flyer at the back of the syllabus for information regarding Dartmouth's mental health resources (compiled by former students).

One final note: there are times this term where we will discuss material that may be sensitive or triggering to students. If the material for the day is triggering (and I will include warnings where appropriate), you are welcome to leave the classroom at any time with no further explanation.

## Academic Integrity
Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the Dartmouth community are expected to act in accordance with this principle. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the Dartmouth community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the Dartmouth Academic Honor Principle will be notified and reported to the appropriate authorities (http://student-affairs.dartmouth.edu/policy/academic-honor-principle). Cheating and other forms of dishonesty (such as plagiarizing) often result when students feel too much pressure to perform and that they do not have the tools to achieve their goals.  If you are falling behind or feeling overwhelmed, please come sit down and chat with me BEFORE you decide to cheat. For additional resources on the Academic Honor Code, plagiarizing, and proper citation of sources, please see the following link: http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth

## Religious Observance Policy
Dartmouth has a deep commitment to support students' religious observances and diverse faith practices. Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible—before the end of the second week of the term at the latest—to discuss appropriate course adjustments.

## Writing Center

The Writing Center is a free support service that is dedicated to helping students through all stages of the writing process and at any point in their undergraduate careers. In one-on-one appointments, peer tutors use facilitative approaches to engage students in active dialogue about writing and help them grow as writers. Tutors can help students develop strategies for generating ideas, find and evaluate research sources, outline and organize information, and revise completed drafts. Students may schedule an appointment with a peer tutor by visiting dartgo.org/writingcenter.

## Use of Generative AI Tools

Generative AI tools such as ChatGPT and similar technologies are rapidly becoming part of our professional lives. Used properly, these tools can enhance our work; used improperly, they can result in plagiarism, academic dishonesty, and false information. While I would prefer you not use these tools and instead commit to the productive struggle that is learning, I recognize that these tools are not going away. Rather than ban them, we will treat them similarly to other resources you use. Use of these tools is permitted in this course for the following activities:

Use of these tools is permitted in this course for the following activities:
- Brainstorming and refining your ideas
- Fine tuning your research questions
- Finding information on your topic
- Debugging stata code
- Drafting an outline to organize your thoughts
- Formatting references in ASA style
- Checking grammar, style, and clarity when revising drafts

The use of generative AI tools is not permitted in this course for the following activities:
- Writing entire sentences, paragraphs or papers to complete class assignments and exams. You are expected to compose your written assignments yourself.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.

If you use Generative AI tools on anything you submit for SOCY/QSS 54, you must provide sufficient documentation or attribution, just as you would for any other source or reference. In an appendix to your assignment, please include an explanation as to (a) your original prompt to the chatbot; (b) some examples of incorrect data that the chatbot provided to you; and, (c) how you reworked and revised so that your final document was both factually accurate and reflected your writing voice and style. Please exercise caution in using AI for research assistance, as all existing AI apps 'hallucinate' and supply false information. Do not rely on AI for accurate information, but always fact-check. Any violation of this policy is a violation of the Dartmouth Academic Honor Principle and will be reported to the Committee on Standards.

## TENTATIVE COURSE SCHEDULE

***Note: all readings should be completed <u>prior</u> to the start of the class period, **including all Stata DO files that are posted on canvas**. All datasets for the day should also be downloaded prior to class.

| Class | Topic | Readings | Assignment Due Dates |
|---|---|---|---|
| Mon 9/11 | Course Introduction | Wheelan Ch 11-12 | |
| Wed 9/13 | **Unit 1: Regression: Review and Expansion** I | Firebaugh, Ch 1. | |
| Thurs 9/14 | X Hour: Stata Basics Review / Q and A | Firebaugh, Ch 2; Stata basics video | |

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|---|---|---|---|
| Fri 9/15 | Regression: Review and Expansion II | Barkan 2014 | |
| Mon 9/18 | Regression: Review and Expansion III | Firebaugh, Ch 3. | |
| Wed 9/20 | Regression: Review and Expansion IV | Conley 2001 Dranove Technical Note | |
| Fri 9/22 | Regression: Review and Expansion V | O'Brien and Kiviat 2018 | |
| Mon 9/25 | **Unit 2: Stata Workflow** I | | HW #1 Due |
| Wed 9/27 | Stata Workflow II | Firebaugh Ch 4 | |
| Fri 9/29 | **Unit 3: Regression for Categorical DV's** I | Uggen and Manza 2002 | Research Proposal Due |
| Mon 10/2 | Regression for Categorical DV's II | Mize 2019 (Skim); | |
| Wed 10/4 | ***Open/Catchup Day*** | | |
| Fri 10/6 | Regression for Categorical DV's III | Stokes and Ellison 2010 | Schedule Meeting with Prof Houle by today |
| Mon 10/9 | Regression for Categorical DV's IV | Percheski and Kimbro 2017 | Mini Conference #1 |
| Wed 10/11 | **Unit 4: An Introduction to the Study of Change** I | Firebaugh Ch. 6 (through p. 195); Ryder 1965 (SKIM) | HW #2 Due |
| Fri 10/13 | An Introduction to the Study of Change II | Rest of Firebaugh Ch. 6; Linear Decomp Handout | |
| Mon 10/16 | ***Open/Catchup Day*** | | Mini Conference #2 |
| Wed 10/18 | **Unit 5: Fixed and Random Effects** I | Johnson 1995; Firebaugh Ch 5 (through p. 146) | HW #3 Due |
| Fri 10/20 | Fixed and Random Effects II | Sugie and Turney 2017 | |
| Mon 10/23 | Fixed and Random Effects III | Colen & Ramey 2014; | Data analysis I due |
| Wed 10/25 | Fixed and Random Effects IV | Firebaugh Warner and Massoglia 2013 (I am primarily concerned with the discussion of the hybrid model on p. 118-120, but all of the reading is a good review); Dowd 2020 | Mini Conference #3 |
| Fri 10/27 | **Unit 6: Hierarchical Linear Modeling** I | Freeman 2017 http://mfviz.com/hierarchical-models/; Ross and Mirowsky 2001 (SKIM); revisit Firebaugh Rule 5, p. 183-185 | HW #4 Due |
| Mon 10/30 | HLM II | Denney 2015 | |
| Wed 11/1 | HLM III | Houle and Berger 2017 | |
| Fri 11/3 | ***Open/Catchup Day*** | | Mini Conference #4; Data analysis II due |
| Mon 11/6 | **Unit 7: Natural/Quasi Experiments and Instrumental Variables** I | Firebaugh Ch. 5 (p.152-end) ; Kirk 2009 | |

| Wed 11/8 | Natural/Quasi Experiments and Instrumental Variables II | Sharkey et al. 2017 | Mini Conference #5; Posters due to Prof Houle by Thursday 11/9 @ 5pm |
|---|---|---|---|
| Fri 11/10 | ***NO CLASS*** | | |
| Mon 11/13 | Poster Session | | |
| **FINAL PAPER DUE VIA EMAIL BY Monday, 11/21 @ 5:00 PM** | | | |

## Required Chapters and Articles by Unit

*In addition to the Firebaugh book (7 Rules), we will also be reading and discussing a range of academic articles and chapters, noted above in the tentative course schedule. These articles are available on CANVAS, and the full citations are below:*

Unit 1: A Review and Expansion of Regression

Barkan Steven E. 2014. "Gender and Abortion Attitudes: Religiosity as a Suppressor Variable." *Public Opinion Quarterly* 78:940-950.

Conley, Dalton. 2001. "Decomposing the Black-White Wealth Gap: The Role of Parental Resources, Inheritance, and Investment Dynamics." *Sociological Inquiry* 71:39-66.

Dranove, David. 2012. "Practical Regression: Log vs. Linear Specification." *Kellogg School of Management Technical Note* #7-112-007.

O'Brien, Rourke L. and Barbara Kiviat. 2018. "Disparate Impact? Race, Sex, and Credit Reports in Hiring." *Socius* 4:1-20.

Wheelan, Charles (Dartmouth '88). 2013. *Naked Statistics: Stripping the Dread from the Data.* New York: WW Norton. (Ch 11-12)

Unit 3: Regression for Categorical DV's

Uggen, Christopher and Jeff Manza. 2002. "Democratic Contraction? Political Consequences of Felon Disenfranchisement in the United States." *American Sociological Review* 67:777-803.

Stokes, Charles E and Christopher G Ellison. 2010. "Religion and Attitudes Toward Divorce Laws Among U.S. Adults." *Journal of Family Issues* 31:1279-1304.

Mize, Trenton. 2019. "Best Practices for Estimating, Interpreting, and Presenting Nonlinear Interaction Effects." *Sociological Science* 6:81-117. (*SKIM*)

Percheski, Christine, and Rachel Tolbert Kimbro. 2017. "Deciding to Wait: Partnership Status, Economic Conditions, and Pregnancy During the Great Recession." *Sociological Science* 4:176-195.

Unit 4: An Introduction to the Study of Social Change

Ryder, Norman B. 1965. "The Cohort as a Concept in the Study of Social Change." *American Sociological Review* 6:843-861.

Unit 5: Fixed and Random Effects

Colen, Cynthia and David Ramey. 2014. "Is Breast Truly Best? Estimating the Effects of Breastfeeding on Long-Term Child Health and Wellbeing in the United States By Using Sibling Comparisons." 109:55-65.

Dowd, Jennifer Beam. 2020. "The Sturgis Biker Rally Did Not Cause 266,796 Cases of Covid-19." *Slate* (link to academic paper Dowd critiques: http://ftp.iza.org/dp13670.pdf)

Firebaugh, Glenn, Cody Warner, and Michael Massoglia. 2013. "Fixed Effects, Random Effects, and Hybrid Models for Causal Analysis." Pp. 113-132 in *Handbook of Causal Analysis for Social Research,* Stephen Morgan, ed. New York: Springer.

Johnson, David. 1995. "Alternative Methods for the Quantitative Analysis of Panel Data in Family Research: Pooled Time-Series Models." *Journal of Marriage and Family* 57:1065-1077.

Sugie, Naomi F and Kristin Turney. 2017. "Beyond Incarceration: Criminal Justice Contact and
    Mental Health." *American Sociological Review* 82:719-743.

Unit 6: Hierarchical Linear Modeling (HLM)

Denney, Justin, Tim Wadsworth, Richard Rogers, and Fred Pampel. 2015. "Suicide in the City:
    Do Characteristics of Place Really Influence Risk?" *Social Science Quarterly* 96:313-329.
Freeman, Michael. 2017. "An Introduction to Hierarchical Modeling"
    http://mfviz.com/hierarchical-models/
Houle, Jason and Lawrence Berger. 2017. "Children with Disabilities and Trajectories of
    Parents' Consumer Debt Across the Life Course." *Social Science Research* 64:184-196
Ross, Catherine E. and John Mirowsky. 2001. "Neighborhood Disadvantage, Disorder, and
    Health." *Journal of Health and Social Behavior* 42:258-276.

Unit 7: Natural Experiments and Instrumental Variables

Kirk, David S. 2009. "A Natural Experiment on Residential Change and Recidivism: Lessons
    from Hurricane Katrina." *American Sociological Review* 74:484-505.
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*
    82:1214-1240.

**OPTIONAL READINGS BY UNIT (readings in bold may be used for your mini conferences. The
remaining readings are for your own edification)**

Unit 1: A Review and Expansion of Regression

Addo, Fenaba, Jason Houle and Daniel Simon. 2016. "Young, Black, and (Still) in the Red;
    Parental Wealth, Race, and Student Loan Debt." *Race and Social Problems* 8:64-76.
Anthony, Denise. 2005. "Cooperation in Microcredit Borrowing Groups: Identity, Sanctions, and
    Reciprocity in the Production of Collective Goods." *American Sociological Review* 70:496-515.
**Bodovski, Katerina and George Farkas. 2008. "Concerted Cultivation and Unequal
    Achievement in Elementary School." *Social Science Research* 37:903-919.**
**Burgard, Sarah A and Jennifer A Ailshire. 2012. "Gender and Time for Sleep Among U.S.
    Adults." *American Sociological Review* 78:51-69.**

Downey, Liam and Marieke Van Willigen. 2005. "Environmental Stressors: The Mental Health Impacts of Living Near Industrial Activity" *Journal of Health and Social Behavior* 46:289-305.

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