

Data Science Workshops

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Materials for the software workshops held at the Institute for Quantitative Social Science and Harvard Business School at Harvard University.

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Contributors

The contents of these workshops are the result of a collaborative effort from members of the Data Science Services team at IQSS and the Research Computing Services team at HBS. The main contributors are: Ista Zahn, Steve Worthington, Bob Freeman, Jinjie Liu, Yihan Wang, and Victoria Liublinska.

These workshops are a work-in-progress, please provide feedback! Email: help@iq.harvard.edu

Part I

General

Chapter 1

Data Science Tools

Topics

- Data science tool selection
- Data analysis pipelines
- Programming languages comparison
- Text editor and IDE comparison
- Tools for creating reports

1.1 Tools for working with data

Working with data effectively requires learning at least one programming or scripting language. You can get by without this, but it would be like trying to cook with only a butter knife; not recommended! Compared to using a menu-driven interface (e.g., SPSS or SAS) or a spreadsheet (e.g., Excel), using a programming language allows you to:

- reproduce results,
- correct errors and update output,
- reuse code,
- collaborate with others,
- automate repetitive tasks, and
- generate manuscripts, reports, and other documents from your code.

So, you need to learn a programming language for working with data, but which one should you learn? Since you'll be writing code you'll want to set up a comfortable environment for writing and editing that code. Which text editors are good for this? You'll probably also want to learn at least one markup language (e.g., LaTeX, Markdown) so that you can create reproducible manuscripts. What tools are good for this? These questions will guide our discussion, the goal of which is to help you decide which tools you should invest time in learning.

1.2 The puzzle pieces

As we've noted, working effectively with data requires using a number of tools.

1.2.1 Data analysis building blocks

The basic pieces are:

- a data storage and retrieval system,
- an editor for writing code,
- an interpreter or compiler for executing that code,
- a system for presenting results, and
- some “glue” to make all the pieces work together.

1.3 Examples

Before looking in detail at each of these building blocks we'll look at a few examples to get an intuitive feel for the basic elements.

1.3.1 Old-school example

In this example we're going to process data in a text file in a way that would be familiar to a statistician working forty years ago. Surprisingly, it's not much different from the way we would do it today. Programs come and go, but the basic ideas remain pretty much the same!

Specifically, we'll process the data in `1980_census.txt` by writing **fortran** code in the **vi** text editor and running it through the **fortran** compiler. Then we'll take the results and put them in to a **TeX** file, again using the **vi** editor to create the report. For “glue” we will use a terminal emulator running the bash shell. All of these tools were available in 1980, though some features have been added since that time.

OLD SCHOOL DEMO:

example	data storage	editor	program	report tool	glue
old school	ASCII text file	vi	fortran	TeX	Bourne (comptable) shell

1.3.2 Something old & something new

Next we're going to do the same basic process, this time using a modern text editor (**Atom**), a different programming language (**Python**), and a modern report generation system (**LaTeX** processed via **xelatex**). For the glue we're still going to use a shell.

OLD AND NEW DEMO:

example	data storage	editor	program	report tool	glue
old school	ASCII text file	vi	fortran	TeX	Bourne (compatable) shell
old and new	ASCII text file	Atom	python	LaTeX	Bash shell

1.3.3 A modern version

Finally, we'll produce the same report using modern tools. Remember, the process is basically the same: we're just using different tools.

MODERN DEMO:

example	data storage	editor	program	report tool	glue
old school	ASCII text file	vi	fortran	TeX	Bourne (compatable) shell
old and new	ASCII text file	Atom	python	LaTeX	Bash shell
modern	SQLite database	Rstudio	R	R Markdown	Rstudio

1.4 Data storage & retrieval

Data storage and retrieval is a fairly dry topic, so we won't spend too much time on it. There are roughly four types of technology for storing and retrieving data.

1.4.1 Text files

Storing data in text files (e.g., comma separated values, other delimited text formats) is simple and makes the data easy to access from just about any program. It is also good for archiving data since no specialized software is needed to read it. The main downsides are that retrieval is slow and often all-or-nothing, and the fact that storing metadata in plain text files is cumbersome.

1.4.2 Binary files

Many statistics packages and programming languages have a “native” binary data storage format. For example, Stata stores data in `.dta` files, and R stores data in `.rds` or `.Rdata` files. These storage formats usually more efficient than text files, and usually provide faster read/write access. They usually include a mechanism for storing metadata. The down side is that specialized software is required to read them (will Stata exist in 50 years? Are you sure?) and the ability to read them using other programs may be limited.

1.4.3 Databases

Storing data in a database requires more up-front planning and set up, but has several advantages. Databases provide fast selective retrieval and facilitate efficient storage and

flexible retrieval.

1.4.4 Distributed file storage

Data that is too large to fit on a single hard drive may be stored and analyzed on a distributed file system or database such as the *Hadoop Distributed File System* or *Cassandra*. When working with data on this scale considerable infrastructure and specialized tools will be required.

1.5 Programming languages & statistics packages

There are tens of programs for statistics and data science available. Here we will focus only on the more popular programs that offer a wide range of features. Note that for specific applications a specialized program may be better, e.g., many people use Mplus for structural equation models and another program for everything else.

1.5.1 Programming language features

Things we want a statistics program to do include:

- read/write data from/to a variety of data storage systems,
- manipulate data,
- perform statistical methods,
- visualize data and results,
- export results in a variety of formats,
- be easy to use,
- be well documented,
- have a large user community.

Note that this list is deceptively simple; each item may include a diversity of complicated features. For example, “read/write data from/to a variety of data storage systems” may include reading from databases, image files, .pdf files, .html and .xml files from a website, and any number of proprietary data storage formats.

1.5.2 Program comparison

Program	Statistics	Visualization	Machine learning	Ease of use	Power/flexibility	Fun
Stata	Good	Servicable	Limited	Very easy	Low	Some
SPSS	OK	Servicable	Limited	Easy	Low	None
SAS	Good	Not great	Good	Moderate	Moderate	None
Matlab	Good	Good	Good	Moderate	Good	Some
R	Excellent	Excellent	Good	Moderate	Excellent	Yes
Python	Good	Good	Excellent	Moderate	Excellent	Yes

Program	Statistics	Visualization	Machine learning	Ease of use	Power/flexibility	Fun
Julia	OK	Excellent	Good	Hard	Excellent	Yes

1.5.3 Examples: Read data from a file & summarize

In this example we will compare the syntax for reading and summarizing data stored in a file.

- Stata

```
import delimited using "https://github.com/IQSS/dss-workshops/raw/master/R/Rgraphics/dataSets/EconistData.csv"
sum

set more off
"EconomistData.csv"
Picked up _JAVA_OPTIONS: -Dawt.useSystemAAFontSettings=gasp -Dswing.aatext=true -Dsun.java2d.opengl=on
(6 vars, 173 obs)
sum
```

Variable	Obs	Mean	Std. Dev.	Min	Max
v1	173	87	50.08493	1	173
country	0				
hdirank	173	95.28324	55.00767	1	187
hdi	173	.6580867	.1755888	.286	.943
cpi	173	4.052023	2.116782	1.5	9.5
region	0				

- R

```
cpi <- read.csv("https://github.com/IQSS/dss-workshops/raw/master/R/Rgraphics/dataSets/EconomistData.csv")
summary(cpi)
```

X	Country	HDI.Rank	HDI
Min. : 1	Afghanistan	1	Min. : 0.2860
1st Qu.: 44	Albania	1	1st Qu.: 0.5090
Median : 87	Algeria	1	Median : 0.6980
Mean : 87	Angola	1	Mean : 0.6581
3rd Qu.: 130	Argentina	1	3rd Qu.: 0.7930
Max. : 173	Armenia	1	Max. : 0.9430
	(Other)	:167	
CPI	Region		
Min. : 1.500	Americas	:31	
1st Qu.: 2.500	Asia Pacific	:30	
Median : 3.200	East EU Cemt Asia	:18	
Mean : 4.052	EU W. Europe	:30	
3rd Qu.: 5.100	MENA	:18	

```
Max. : 9.500 SSA : 46
```

- Matlab

```
tmpfile = websave(tempname(), 'https://github.com/IQSS/dss-workshops/raw/master/R/Rgraphics/data/cpi = readtable(tmpfile);
summary(cpi)
```

```
tmpfile = websave(tempname(), 'https://github.com/IQSS/dss-workshops/raw/master/R/Rgraphics/data/cpi = readtable(tmpfile);
summary(cpi)
```

Variables:

Var1: 173×1 cell array of character vectors

Country: 173×1 cell array of character vectors

HDI_Rank: 173×1 double

Description: Original column heading: 'HDI.Rank'

Values:

Min	1
Median	96
Max	187

HDI: 173×1 double

Values:

Min	0.286
Median	0.698
Max	0.943

CPI: 173×1 double

Values:

Min	1.5
Median	3.2
Max	9.5

Region: 173×1 cell array of character vectors
'org_babel_eoe'

ans =

'org_babel_eoe'

- Python

```
import pandas as pd
cpi = pd.read_csv('https://github.com/IQSS/dss-workshops/raw/master/R/Rgraphics/dataSets/Economis.csv')
cpi.describe(include = 'all')
```

```
Python 3.6.2 (default, Jul 20 2017, 03:52:27)
[GCC 7.1.1 20170630] on linux
Type "help", "copyright", "credits" or "license" for more information.
      Unnamed: 0 Country      HDI.Rank        HDI          CPI Region
count    173.000000     173  173.000000  173.000000  173.000000    173
unique       NaN     173        NaN        NaN        NaN       6
top         NaN   Oman        NaN        NaN        NaN       SSA
freq        NaN       1        NaN        NaN        NaN      46
mean    87.000000     NaN  95.283237  0.658087  4.052023     NaN
std     50.084928     NaN  55.007670  0.175589  2.116782     NaN
min     1.000000     NaN  1.000000  0.286000  1.500000     NaN
25%    44.000000     NaN  47.000000  0.509000  2.500000     NaN
50%    87.000000     NaN  96.000000  0.698000  3.200000     NaN
75%   130.000000     NaN 143.000000  0.793000  5.100000     NaN
max    173.000000     NaN 187.000000  0.943000  9.500000     NaN
```

1.5.4 Examples: Fit a linear regression

Fitting statistical models is pretty straight-forward in all popular programs.

- Stata

```
regress hdi cpi
regress hdi cpi

      Source |      SS           df          MS      Number of obs =      173
-----+----- F(1, 171) = 168.85
      Model |  2.63475703           1  2.63475703  Prob > F = 0.0000
      Residual |  2.6682467          171  .015603782 R-squared = 0.4968
-----+----- Adj R-squared = 0.4939
      Total |  5.30300372          172  .030831417 Root MSE = .12492

-----+
      hdi |     Coef.    Std. Err.          t      P>|t| [95% Conf. Interval]
-----+
      cpi |  .0584696  .0044996  12.99  0.000  .0495876  .0673515
      _cons |  .4211666  .0205577  20.49  0.000  .3805871  .4617462
```

- R

```
summary(lm(HDI ~ CPI, data = cpi))
```

Call:

```

lm(formula = HDI ~ CPI, data = cpi)

Residuals:
    Min      1Q  Median      3Q     Max 
-0.28452 -0.08380  0.01372  0.09157  0.24104 

Coefficients:
            Estimate Std. Error t value Pr(>|t|)    
(Intercept) 0.42117   0.02056  20.49   <2e-16 ***  
CPI         0.05847   0.00450  12.99   <2e-16 ***  
---
Signif. codes:  0 ‘***’ 0.001 ‘**’ 0.01 ‘*’ 0.05 ‘.’ 0.1 ‘ ’ 1

Residual standard error: 0.1249 on 171 degrees of freedom
Multiple R-squared:  0.4968,    Adjusted R-squared:  0.4939 
F-statistic: 168.9 on 1 and 171 DF,  p-value: < 2.2e-16

```

- Matlab

```
fitlm(cpi, 'HDI~CPI')
```

```
fitlm(cpi, 'HDI~CPI')
```

```
ans =
```

```

Linear regression model:
HDI ~ 1 + CPI

```

Estimated Coefficients:

	Estimate	SE	tStat	pValue
	-----	-----	-----	-----
(Intercept)	0.42117	0.020558	20.487	6.7008e-48
CPI	0.05847	0.0044996	12.994	2.6908e-27

```

Number of observations: 173, Error degrees of freedom: 171
Root Mean Squared Error: 0.125
R-squared: 0.497, Adjusted R-Squared 0.494
F-statistic vs. constant model: 169, p-value = 2.69e-27
'org_babel_eoe'

```

```
ans =
```

```
'org_babel_eoe'
```

- Python

```

import statsmodels.formula.api as model
X = cpi[['CPI']]
Y = cpi[['HDI']]
model.OLS(Y, X).fit().summary()

<class 'statsmodels.iolib.summary.Summary'>
"""
               OLS Regression Results
=====
Dep. Variable:                  HDI   R-squared:           0.885
Model:                          OLS   Adj. R-squared:      0.884
Method: Least Squares          F-statistic:         1325.
Date:    Thu, 31 Aug 2017        Prob (F-statistic):  9.89e-83
Time:    23:16:45              Log-Likelihood:     8.1584
No. Observations:                 173   AIC:             -14.32
Df Residuals:                      172   BIC:            -11.16
Df Model:                           1
Covariance Type:            nonrobust
=====
      coef    std err          t      P>|t|      [0.025      0.975]
-----
CPI      0.1402     0.004     36.401      0.000      0.133      0.148
=====
Omnibus:                   10.423   Durbin-Watson:       1.616
Prob(Omnibus):                0.005   Jarque-Bera (JB):  11.099
Skew:                     -0.599   Prob(JB):        0.00389
Kurtosis:                      2.674   Cond. No.         1.00
=====

Warnings:
[1] Standard Errors assume that the covariance matrix of the errors is correctly specified.
"""

```

1.5.5 Examples: Extract links for .html file

Retrieving data from a website is a common task. Here we parse a simple web page containing links to files we wish to download.

- Stata

```

disp "Ha ha ha! No, you do not want to use Stata for this!"

disp "Ha ha ha! No, you do not want to use Stata for this!"
Ha ha ha! No, you do not want to use Stata for this!

```

- R

```

library(xml2)
index_page <- read_html("http://tutorials.iq.harvard.edu/example_data/baby_names/EW/")

```

```

all_anchors <- xml_find_all(index_page, "//a")
all_hrefs <- xml_attr(all_anchors, "href")
data_hrefs <- grep("\\.csv$", all_hrefs, value = TRUE)
data_links <- paste0("http://tutorials.iq.harvard.edu/example_data/baby_names/EW/", data_hrefs)
data_links

[1] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1996.csv"
[2] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1997.csv"
[3] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1998.csv"
[4] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1999.csv"
[5] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2000.csv"
[6] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2001.csv"
[7] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2002.csv"
[8] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2003.csv"
[9] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2004.csv"
[10] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2005.csv"
[11] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2006.csv"
[12] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2007.csv"
[13] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2008.csv"
[14] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2009.csv"
[15] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2010.csv"
[16] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2011.csv"
[17] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2012.csv"
[18] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2013.csv"
[19] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2014.csv"
[20] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2015.csv"
[21] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1996.csv"
[22] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1997.csv"
[23] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1998.csv"
[24] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1999.csv"
[25] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2000.csv"
[26] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2001.csv"
[27] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2002.csv"
[28] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2003.csv"
[29] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2004.csv"
[30] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2005.csv"
[31] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2006.csv"
[32] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2007.csv"
[33] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2008.csv"
[34] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2009.csv"
[35] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2010.csv"
[36] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2011.csv"
[37] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2012.csv"
[38] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2013.csv"
[39] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2014.csv"
[40] "http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2015.csv"

```

- Matlab

```

index_page = urlread('http://tutorials.iq.harvard.edu/example_data/baby_names/EW/');
all_hrefs = regexp(index_page, '<a href="(["]*\.\csv)">', 'tokens');
all_hrefs = [all_hrefs{:}]';
all_links = strcat('http://tutorials.iq.harvard.edu/example_data/baby_names/EW/', all_hrefs)

index_page = urlread('http://tutorials.iq.harvard.edu/example_data/baby_names/EW/');
all_hrefs = regexp(index_page, '<a href="(["]*\.\csv)">', 'tokens');
all_hrefs = [all_hrefs{:}]';
all_links = strcat('http://tutorials.iq.harvard.edu/example_data/baby_names/EW/', all_hrefs)

all_links =
40x1 cell array

'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1996.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1997.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1998.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1999.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2000.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2001.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2002.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2003.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2004.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2005.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2006.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2007.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2008.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2009.csv'
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'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2012.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2013.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2014.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2015.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1996.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1997.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1998.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1999.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2000.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2001.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2002.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2003.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2004.csv'
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'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2006.csv'
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'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2008.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2009.csv'

```

```

'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2010.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2011.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2012.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2013.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2014.csv'
'http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2015.csv'
'org_babel_eoe'

ans =
'org_babel_eoe'

• Python

from lxml import etree
import requests

index_text = requests.get('http://tutorials.iq.harvard.edu/example_data/baby_names/EW/').text
index_page = etree.HTML(index_text)
all_hrefs = [a.values() for a in index_page.findall("./a")]
data_links = ['http://tutorials.iq.harvard.edu/example_data/baby_names/EW/' +
              href[0] for href in all_hrefs if 'csv' in href[0]]
for link in data_links:
    print(link)

http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1996.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1997.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1998.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_1999.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2000.csv
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http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2011.csv
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http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2014.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/boys_2015.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1996.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1997.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1998.csv
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_1999.csv

```

```
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2000.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2001.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2002.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2003.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2004.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2005.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2006.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2007.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2008.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2009.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2010.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2011.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2012.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2013.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2014.csv  
http://tutorials.iq.harvard.edu/example_data/baby_names/EW/girls_2015.csv
```

1.6 Creating reports

Once you've analyzed your data you'll most likely want to communicate your results. For short informal projects this might take the form of a blog post or an email to your colleagues. For larger more formal projects you'll likely want to prepare a substantial report or manuscript for disseminating your findings via a journal publication or other means. Other common means of reporting research findings include posters or slides for a conference talk.

Regardless of the type of report, you may choose to use either a *markup language* or a WYSIWYG application like Microsoft Word/Powerpoint or a desktop publishing application such as Adobe InDesign.

1.6.1 Markup languages

A markup language is a system for producing a formatted document from a text file using information by the markup. A major advantage of markup languages is that the formatting instructions can be easily generated by the program you use for analyzing your data.

Markup languages include *HTML*, *LaTeX*, *Markdown* and many others. *LaTeX* and *Markdown* are currently popular among data scientists, although others are used as well.

Markdown is easy to write and designed to be human-readable. It is newer and somewhat less feature-full compared to *LaTeX*. Its main advantage is simplicity. *LaTeX* is more verbose but provides for just about any feature you'll ever need.

[MARKDOWN DEMO](#) [LATEX DEMO](#)

1.6.2 Word processors

Modern word processors are largely just graphical user interfaces that write a markup language (usually XML) for you. They are commonly used for creating reports, but care must be taken when doing so.

If you use a word processor to produce your reports you should

- use the structured outline feature,
- link rather than embed external resources (figures, tables, etc.),
- use cross-referencing features, and
- use a bibliography management system.

WORD PROCESSOR DEMO

1.7 Text editors & Integrated Development Environments

A text editor edits text obviously. But that is not all! At a minimum, a text editor will also have a mechanism for reading and writing text files. Most text editors do much more than this.

An IDE provides tools for working with code, such as syntax highlighting, code completion, jump-to-definition, execute/compile, package management, refactoring, etc. Of course an IDE includes a text editor.

Editors and IDE's are not really separate categories; as you add features to a text editor it becomes more like an IDE, and a simple IDE may provide little more than a text editor. For example, Emacs is commonly referred to as a text editor, but it provides nearly every feature you would expect an IDE to have.

A more useful distinction is between language-specific editors/IDEs and general purpose editors/IDEs. The former are typically easier to set up since they come pre-configured for use with a specific language. General purpose editors/IDEs typically provide language support via *plugins* and may require extensive configuration for each language.

1.7.1 Language specific editors & IDEs

Editor	Features	Ease of use	Language
RStudio	Excellent	Easy	R
Spyder	Excellent	Easy	Python
Stata do file editor	OK	Easy	Stata
SPSS syntax editor	OK	Easy	SPSS

LANGUAGE SPECIFIC IDE DEMO

1.7.2 General purpose editors & IDEs

Editor	Features	Ease of use	Language support
Vim	Excellent	Hard	Good
Emacs	Excellent	Hard	Excellent
VS code	Excellent	Easy	Very good
Atom	Good	Moderate	Good
Eclipse	Excellent	Easy	Good
Sublime Text	Good	Easy	Good
Notepad++	OK	Easy	OK
Textmate	Good	Moderate	Good
Kate	OK	Easy	Good

GENERAL PURPOSE EDITOR DEMO

1.8 Literate programming & notebooks

In one of the Early demos we say an example of embedding R code in a markdown document. A closely related approach is to create a *notebook* that includes the prose of the report, the code used for the analysis, and the results produced by that code.

1.8.1 Literate programming

Literate programming is the practice of embedding computer code in a natural language document. For example, using *RMarkdown* we can embed R code in a report authored using Markdown. Python and Stata have their own versions of literate programming using Markdown.

1.8.2 Notebooks

Notebooks go one step farther, and include the output produced by the original program directly in the notebook. Examples include *Jupyter*, *Apache Zeppelin*, and *Emacs Org Mode*.

NOTEBOOKS DEMO

1.9 Big data, annoying data, & computationally intensive methods

Thus far we've discussed popular programming languages, data storage and retrieval options, text editors, and reporting technology. These are the basic building blocks I recommend

using just about any time you find yourself working with data. There are times however when more is needed. For example, you may wish to use distributed computing for large or resource intensive computations.

1.9.1 Computing clusters at Harvard

Harvard provides a number of computing clusters, including Odyssey and the Research Computing Environment. Using these systems will be much easier if you know the basic tools well. After all, you're still going to need data storage/retrieval, you'll still need a text editor write code, and a programming language to write it in. My advice is to master these basics, and learn the rest as you need it.

1.10 Wrap up

1.10.1 Feedback

These workshops are a work-in-progress, please provide any feedback to: help@iq.harvard.edu

1.10.2 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
 - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
 - RCS consulting email: <mailto:research@hbs.edu>

Part II

R

Chapter 2

R Installation

Your professional conduct is greatly appreciated. Out of respect to your fellow workshop attendees and instructors, please arrive at your workshop on time, having pre-installed all necessary software and materials. This will likely take 15-20 minutes.

Before starting any of our R workshops, it is necessary to complete 4 tasks. Please make sure all these tasks are completed **before** you attend your workshop, as, depending on your internet speed, they may take a long time.

1. download and unzip **class materials**
2. download and install **R**
3. download and install **RStudio**
4. install the **tidyverse** suite of **R packages**



2.1 Troubleshooting session

We will hold a troubleshooting session during the 20 minutes prior to the start of the workshop. **If you are unable to complete all of the tasks, please stop by the training room during this session.** Once the workshop starts we will **NOT** be able to give you one-to-one assistance with troubleshooting installation problems. Likewise, if you arrive late, please do **NOT** expect one-to-one assistance for anything covered at the beginning of the workshop.

2.2 Materials

Download class materials for your workshop:

- R Introduction: <https://github.com/IQSS/dss-workshops/raw/master/R/Rintro.zip>
- R Regression Models: <https://github.com/IQSS/dss-workshops/raw/master/R/Rmodels.zip>
- R Graphics: <https://github.com/IQSS/dss-workshops/raw/master/R/Rgraphics.zip>
- R Data Wrangling: <https://github.com/IQSS/dss-workshops/raw/master/R/RDataWrangling.zip>

Extract materials from the zipped directory (Right-click -> Extract All on Windows, double-click on Mac) and move them to your desktop.

It will be useful when you view the above materials for you to see the different file extensions on your computer. Here are instructions for enabling this:

- Mac OS
- Windows OS

2.3 Software

You must install **both R and RStudio**; it is essential that you have these pre-installed so that we can start the workshop on time.

Mac OS X:

- Install R by downloading and running this .pkg file from CRAN.
- Install the RStudio Desktop IDE by downloading and running this .dmg file.

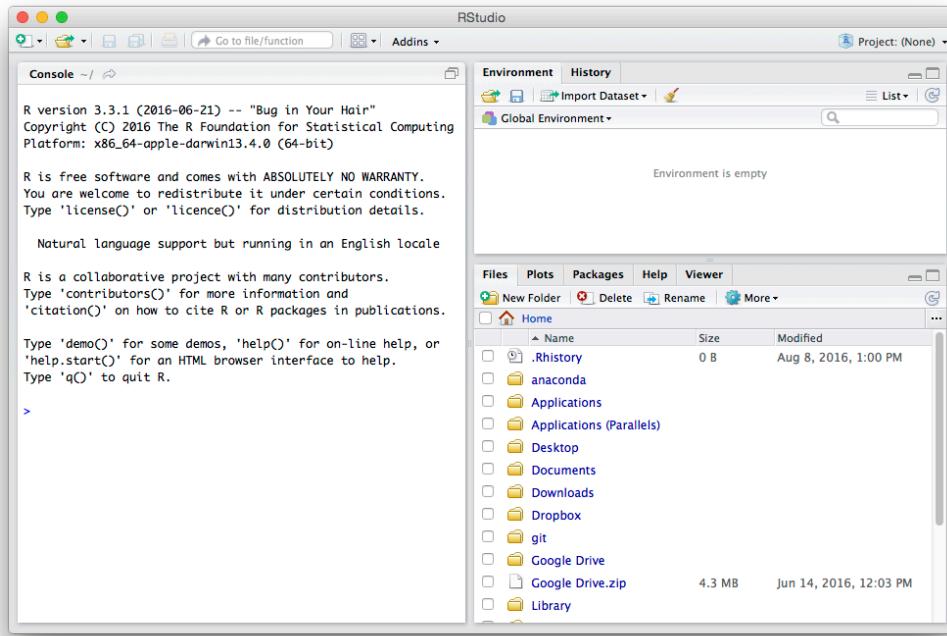
Windows:

- Install R by downloading and running this .exe file from CRAN.
- Install the RStudio Desktop IDE by downloading and running this .exe file.

Linux:

- Install R by downloading the binary files for your distribution from CRAN. Or you can use your package manager (e.g., for Debian/Ubuntu run sudo apt-get install r-base and for Fedora run sudo yum install R).
- Install the RStudio Desktop IDE for your distribution.

Success? After both installations, please launch RStudio. If you were successful with the installations, you should see a window similar to this (note that the R version reported may be newer):



If you are having any difficulties with the installations or your RStudio screen does not look like this one, please stop by the training room 20 minutes prior to the start of the workshop.

2.4 Installing the tidyverse

We will use the `tidyverse` suite of packages throughout these R workshops. Here are the steps for installation:

1. Launch an R session within RStudio

On Windows, click the start button and search for RStudio then click on it. On Mac, RStudio will be in your applications folder — double click on it.

2. Install `tidyverse`

In the left-hand side window (called the `console`), at the command prompt (`>`) type the following and press enter:

```
install.packages("tidyverse")
```

- If a choice appears that says something like:

Do you want to install from sources the package which needs compilation?

type No in the console.

- If you are running Windows OS, you may see a message that says:

```
WARNING: Rtools is required to build R packages, but is not currently
installed.
```

You can safely ignore this warning.

A number of messages will scroll by, and there will be a long minute or two pause where nothing appears to happen (but the installation is actually occurring). At last, the output parade should end with a message like:

```
The downloaded source/binary packages are in....
```

3. Check that installation was successful

We can check that `tidyverse` has installed correctly by connecting it to our current R session. Type the following in the console at the command prompt (>) and press enter:

```
library(tidyverse)
```

Success? If so, you should see the following message in the console (note that the version numbers reported may be newer):

```
> library(tidyverse)
— Attaching packages ————— tidyverse 1.3.0 —
✓ ggplot2 3.2.1   ✓ purrr  0.3.3
✓ tibble  2.1.3   ✓ dplyr   0.8.3
✓ tidyrr  1.0.0   ✓ stringr 1.4.0
✓ readr   1.3.1   ✓ forcats 0.4.0
— Conflicts ————— tidyverse_conflicts() —
✖ dplyr::filter() masks stats::filter()
✖ dplyr::lag()    masks stats::lag()
> |
```

If you do not see this message and encounter an error — try troubleshooting this in the next section.

2.4.1 Troubleshooting `tidyverse` installation

Sometimes, you may run into problems installing the `tidyverse` suite of packages. Here are some commonly encountered errors and suggestions for how to fix them:

1. **`tidyverse` is not available for R version...**
 - Solution: make sure you have the latest versions of both R (3.6.2) and RStudio (1.2.5033).
2. **there is no package `rlang`...**
 - Solution: run this command in the console at the command prompt (>):
 - `install.packages("dplyr")`

- If a choice appears that says something like `Do you want to install from sources the package which needs compilation?`, type `No` in the console.
- 3. there is no package broom...**
- Solution: run these commands in the console at the command prompt (`>`), **in this order**:
 - `install.packages("backports")`
 - `install.packages("zeallot")`
 - `install.packages("broom")`
 - `install.packages("tidyverse")`
 - If a choice appears at any point that says something like `Do you want to install from sources the package which needs compilation?`, type `No` in the console.
- 4. rlang and/or broom still do not work**
- Solution: load individual packages that we need from the `tidyverse` suite, by running the following commands in the console at the command prompt (`>`):
 - `library("dplyr")` # for the pipe function `%>%` and other SQL commands
 - `library("ggplot2")` # modern data visualization
 - `library("readr")` # to load CSV data files
 - `library("tidyverse")` # to reshape data frames with functions like `gather` or `spread`

If you have still not successfully installed `tidyverse` (or at least `dplyr`, `ggplot2`, `readr`, and `tidyverse`) after troubleshooting, please stop by the training room 20 minutes before the start of your workshop so we can help you. Without these packages, you will not be able to follow along with the workshop materials.

2.5 Installing rmarkdown (optional)

We can also install the `rmarkdown` package, which will allow us to combine our text and code into a formatted document at the end of the workshops. Installing this package is optional and will not affect your ability to follow along with the workshop.

1. Install rmarkdown

At the command prompt in the console (`>`), please run the following command and press enter:

```
install.packages("rmarkdown")
```

then wait for the stream of messages to end with:

```
The downloaded source/binary packages are in....
```

2. Check that installation was successful

We can check that `rmarkdown` has installed correctly by connecting it to our R session. Type the following in the console at the command prompt (`>`) and press enter:

```
library(rmarkdown)
```

Success? If so, in the console you should see just a command prompt (`>`) with no messages to the right of it.

If you see error or warning messages after the command prompt, the installation was not successful.

If all the above steps have been completed successfully, you should now be ready to start your workshop. If you ran into any problems, please stop by the training room 20 minutes before the start of your workshop.

2.6 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
 - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
 - RCS consulting email: <mailto:research@hbs.edu>

Chapter 3

R Introduction

Topics

- Functions
- Objects
- Assignment
- Finding help
- Importing packages
- Basic data manipulation
- Operations within groups of data
- Saving data

3.1 Setup

3.1.1 Class Structure

- Informal — Ask questions at any time. Really!
- Collaboration is encouraged - please spend a minute introducing yourself to your neighbors!

3.1.2 Prerequisites

This is an introductory R course:

- Assumes no prior knowledge of **how to use R**
- We do assume you know **why** you want to learn R. If you don't, and want a comparison of R to other statistical software, see our Data Science Tools workshop
- Relatively slow-paced

3.1.3 Goals

We will learn about the R language by analyzing a dataset of baby names. In particular, our goals are to learn about:

1. What R is and how it works
2. How we can interact with R
3. Foundations of the language (functions, objects, assignment)
4. The `tidyverse` package ecosystem for data science
5. Basic data manipulation useful for cleaning datasets
6. Working with grouped data
7. Aggregating data to create summaries
8. Saving objects, data, and scripts

This workshop will not cover how to iterate over collections of data, create your own functions, produce publication quality graphics, or fit models to data. These topics are covered in our R Data Wrangling, R Graphics, and R Regression Models workshops.

3.2 R basics

GOAL: To learn about the foundations of the R language. In particular:

1. What R is and how it works
2. R interfaces
3. Functions
4. Objects
5. Assignment
6. Getting help
7. `tidyverse` package ecosystem for data science

3.2.1 What is R?

- R is a free language and environment for statistical computing and graphics
- R is an interpreted language, not a compiled one, meaning that all commands typed on the keyboard are directly executed without requiring to build a complete program (this is like Python and unlike C, Fortran, Pascal, etc.)
- R has existed for over 25 years
- R is modular — most functionality is from add-on packages. So the language can be thought of as a *platform* for creating and running a large number of useful packages.

3.2.2 Why use R?

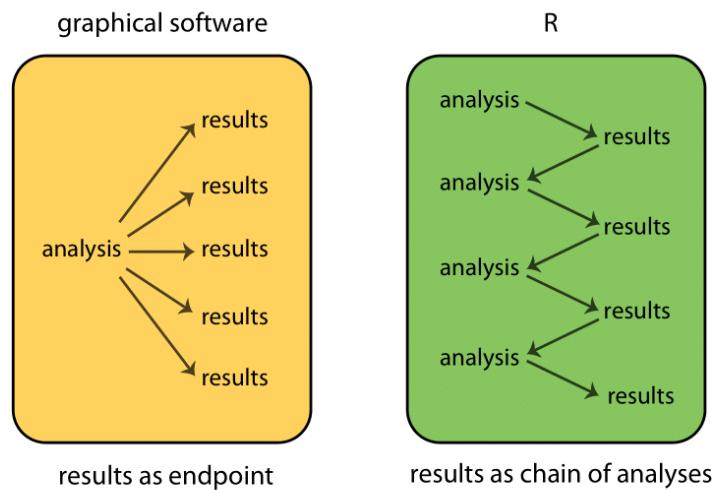
- The most popular software for data analysis
- Extremely flexible: can be used to manipulate, analyze, and visualize any kind of data
- Cutting edge statistical tools
- Publication quality graphics

- 15,000+ add on packages covering all aspects of statistics and machine learning
- Active community of users

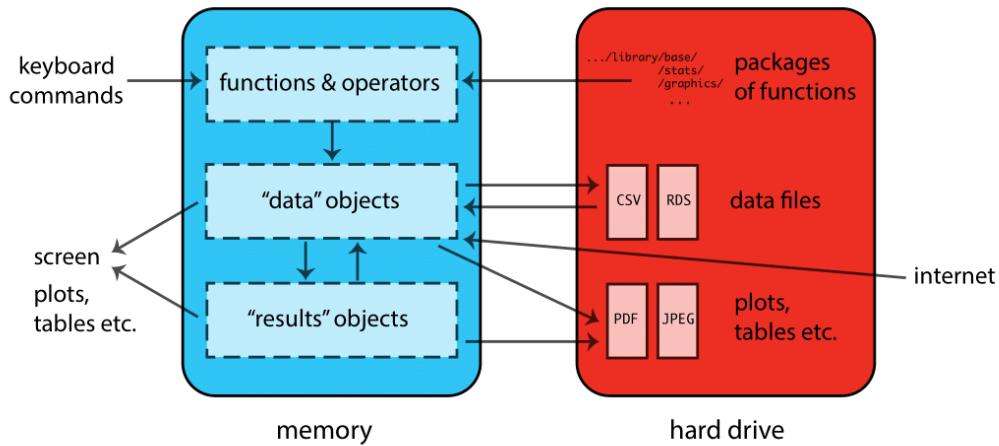
3.2.3 How does R work?

While graphical-based statistical software (e.g., SPSS, GraphPad) immediately display the results of an analysis, **R stores results in an object** (a data structure), so that an analysis can be done with no result displayed. Such a feature is very useful, since a user can extract only that part of the results that is of interest and can pass results into further analyses.

For example, if you run a series of 20 regressions and want to compare the different regression coefficients, R can display only the estimated coefficients: thus the results may take a single line, whereas graphical-based software could open 20 results windows. In addition, these regression coefficients can be passed directly into further analyses — such as generating predictions.



When R is running, variables, data, functions, results, etc., are **stored in memory** on the computer in the form of **objects** that have a name. The user can **perform actions** on these objects with **operators** (arithmetic, logical, comparison, etc.) and **functions** (which are themselves objects). Here's a schematic of how this all fits together:



3.2.4 Interfaces

3.2.4.1 Text editors, IDEs, & Notebooks

There are different ways of interacting with R. The two main ways are through:

1. **text editors or Integrated Development Environments (IDEs):** Text editors and IDEs are not really separate categories; as you add features to a text editor it becomes more like an IDE. Some editors/IDEs are language-specific while others are general purpose — typically providing language support via plugins. For these workshops we will use RStudio; it is a good R-specific IDE with many useful features. Here are a few popular editors/IDEs that can be used with R:

Editor / IDE	Features	Ease of use	Language support
RStudio	Excellent	Easy	R only
Jupyter Lab	Good	Easy	Excellent
VS code	Excellent	Easy	Very good
Atom	Good	Moderate	Good
Vim	Excellent	Hard	Good
Emacs	Excellent	Hard	Excellent

2. **Notebooks:** Web-based applications that allow you to create and share documents that contain live code, equations, visualizations, and narrative text. A popular notebook is the open source Jupyter Notebook that has support for 40+ languages.

3.2.4.2 Source code & literate programming

There are also several different **formats** available for writing code in R. These basically boil down to a choice between:

1. **Source code:** the practice of writing code, and possibly comments, in a plain text document. In R this is done by writing code in a text file with a `.R` or `.r` extension. Writing source code has the great advantage of being simple. Souce code is the format of choice if you intend to run your code as a complete script - for example, from the command line.
2. **Literate programming:** the practice of embedding computer code in a natural language document. In R this is often done using **Rmarkdown**, which involves embedding R code in a document that is authored using *Markdown* and which has a `.Rmd` extension. *Markdown* is easy to write and designed to be human-readable. Markdown is the format of choice if you intend to run your code interactively, by running small pieces of code and looking at each output. Many researchers use Markdown to write their journal papers, dissertations, and statistics/math class notes, since it is easy to convert into other formats later, such as HTML (for a webpage), MS Word, or PDF (via LaTex).

Here are some resources for learning more about Rmarkdown and RStudio:

- https://rmarkdown.rstudio.com/authoring_quick_tour.html
- <https://cran.r-project.org/web/packages/rmarkdown/vignettes/rmarkdown.html>
- https://rstudio.com/wp-content/uploads/2019/01/Cheatsheets_2019.pdf

3.2.5 Launch a session

Start RStudio and create a new project:

- On Windows click the start button and search for RStudio. On Mac RStudio will be in your applications folder.
- In Rstudio go to `File -> New Project`.
- Choose `Existing Directory` and browse to the workshop materials directory on your desktop.
- Choose `File -> Open File` and select the file with the word “BLANK” in the name.

3.2.6 Exercise 0

The purpose of this exercise is to give you an opportunity to explore the interface provided by RStudio. You may not know how to do these things; that’s fine! This is an opportunity to figure it out.

Also keep in mind that we are living in a golden age of tab completion. If you don’t know the name of an R function, try guessing the first two or three letters and pressing TAB. If you guessed correctly the function you are looking for should appear in a pop up!

1. Try to get R to add 2 plus 2.

```
##
```

2. Try to calculate the square root of 10.

```
##
```

3. R includes extensive documentation, including a manual named “An introduction to R”. Use the RStudio help pane. to locate this manual.

Click for Exercise 0 Solution

1. 2 plus 2

```
2 + 2
```

```
## [1] 4
```

or

```
sum(2, 2)
```

```
## [1] 4
```

2. square root of 10

```
sqrt(10)
```

```
## [1] 3.162278
```

or

```
10^(1/2)
```

```
## [1] 3.162278
```

3. Find “An Introduction to R”.

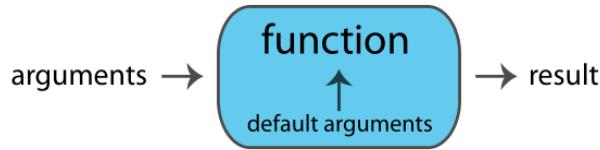
```
# Go to the main help page by running 'help.start()' or using the GUI
# menu, find and click on the link to "An Introduction to R".
```

3.2.7 Syntax rules

- R is case sensitive
- R ignores white space
- Variable names should start with a letter (A-Z and a-z) and can include letters, digits (0-9), dots (.), and underscores (_)
- Comments can be inserted using a hash # symbol
- Functions must be written with parentheses, even if there is nothing within them; for example: `ls()`

3.2.8 Function calls

Functions perform actions — they take some input, called **arguments** and return some output (i.e., a result). Here’s a schematic of how a function works:



The general form for calling R functions is

```
## FunctionName(arg.1 = value.1, arg.2 = value.2, ..., arg.n = value.n)
```

The arguments in a function can be objects (data, formulae, expressions, etc.), some of which could be defined by default in the function; these default values may be modified by the user by specifying options.

Arguments can be **matched by name**; unnamed arguments will be **matched by position**.

```
values <- c(1.45, 2.34, 5.68)
round(x = values, digits = 1) # match by name

## [1] 1.4 2.3 5.7
round(values, 1) # match by position

## [1] 1.4 2.3 5.7
round(1, values) # be careful when matching by position!

## [1] 1 1 1
round(digits = 1, x = values) # matching by name is safer!

## [1] 1.4 2.3 5.7
```

3.2.9 Assignment

Values can be assigned names and used in subsequent operations

- The **gets** `<-` operator (less than followed by a dash) is used to save values
- The name on the left **gets** the value on the right.

```
sqrt(10) ## calculate square root of 10; result is not stored anywhere

## [1] 3.162278
x <- sqrt(10) # assign result to a variable named x
```

Names should start with a letter, and contain only letters, numbers, underscores, and periods.

3.2.10 Asking for help

1. You can ask R for help using the `help` function, or the `?` shortcut.

```
help(help)
?help
?sqrt
```

The `help` function can be used to look up the documentation for a function, or to look up the documentation to a package. We can learn how to use the `stats` package by reading its documentation like this:

```
help(package = "stats")
```

2. If you know the name of the package you want to use, then Googling “R *package-name*” will often get you to the documentation. Packages are hosted on several different repositories, including:
 - CRAN: https://cran.r-project.org/web/packages/available_packages_by_name.html
 - Bioconductor: <https://www.bioconductor.org/packages/release/bioc/>
 - Github: <http://rpkgs.gepuro.net/>
 - R-Forge: https://r-forge.r-project.org/R/?group_id=1326
3. If you know the type of analysis you want to perform, you can Google “CRAN Task Views”, where there are curated lists of packages <https://cran.r-project.org/web/views/>. If you want to know which packages are popular, you can look at <https://r-pkg.org>.

3.2.11 Reading data

R has data reading functionality built-in – see e.g., `help(read.table)`. However, faster and more robust tools are available, and so to make things easier on ourselves we will use a *contributed package* instead. This requires that we learn a little bit about packages in R.

3.2.12 Installing & using packages

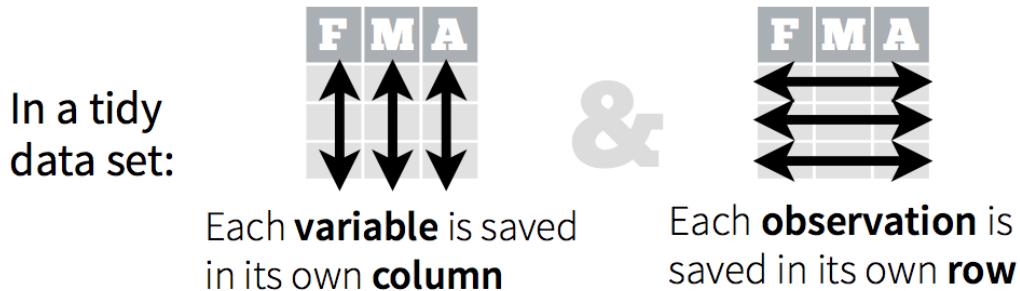
R is a modular environment that is extended by the use of **packages**. Packages are collections of functions or commands that are designed to perform specific tasks (e.g., fit a type of regression model). A large number of contributed packages are available (> 15,000).

Using an R package is a **two step process**:

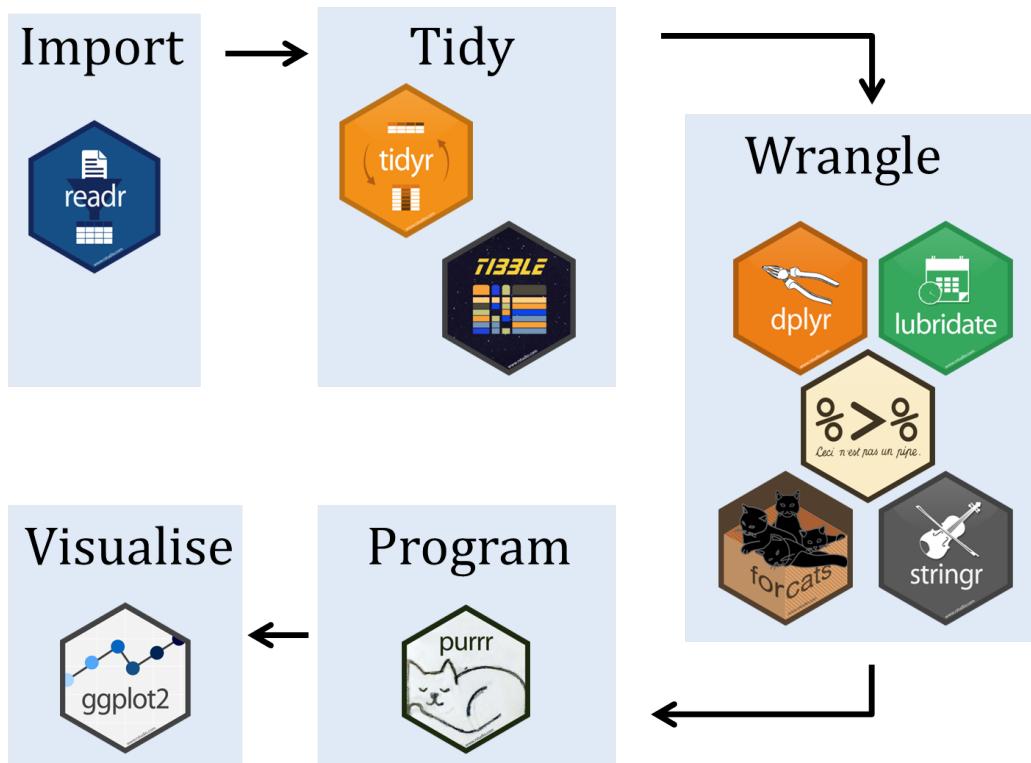
1. Install the package onto your computer using the `install.packages()` function. This only needs to be done the **first time** you use the package.
2. Load the package into your R session’s search path using the `library()` function. This needs to be done **each time** you use the package.

3.2.13 The tidyverse

While R's built-in packages are powerful, in recent years there has been a big surge in well-designed *contributed packages* for R. In particular, a collection of R packages called **tidyverse** have been designed specifically for data science. All packages included in **tidyverse** share an underlying design philosophy, grammar, and data structures. This philosophy is rooted in the idea of "tidy data":



A typical workflow for using **tidyverse** packages looks like this:



You should have already installed the **tidyverse** and **rmarkdown** packages onto your computer before the workshop — see R Installation. Now let's load these packages into the search path of our R session.

```
library(tidyverse)
library(rmarkdown)
```

3.2.14 Readers for common file types

To read data from a file, you have to know what kind of file it is. The table below lists functions from the `readr` package, which is part of `tidyverse`, that can import data from common plain-text formats.

Data Type	Function
comma separated	<code>read_csv()</code>
tab separated	<code>read_delim()</code>
other delimited formats	<code>read_table()</code>
fixed width	<code>read_fwf()</code>

Note You may be confused by the existence of similar functions, e.g., `read.csv` and `read.delim`. These are legacy functions that tend to be slower and less robust than the `readr` functions. One way to tell them apart is that the faster more robust versions use underscores in their names (e.g., `read_csv`) while the older functions use dots (e.g., `read.csv`). My advice is to use the more robust newer versions, i.e., the ones with underscores.

3.2.15 Baby names data

As an example project we will analyze the popularity of baby names in the US from 1960 through 2017. The data were retrieved from <https://catalog.data.gov/dataset/baby-names-from-social-security-card-applications-national-level-data>.

Here are the questions we will use R to answer:

1. In which year did your name (or another name) occur most frequently by `count`?
2. Which names have the highest popularity by `proportion` for each sex and year?
3. How does the percentage of babies given one of the top 10 names of the year change over time?

3.2.16 Exercise 1

Reading the baby names data

Make sure you have installed the `tidyverse` suite of packages and attached them with `library(tidyverse)`.

1. Open the `read_csv()` help page to determine how to use it to read in data.

```
##
```

2. Read the baby names data using the `read_csv()` function and assign the result with the name `baby_names`.

```
##
```

3. BONUS (optional): Save the `baby_names` data as a Stata data set `babynames.dta` and as an R data set `babynames.rds`.

```
##
```

[Click for Exercise 1 Solution](#)

1. Open the `read_csv()` help page to determine how to use it to read in data.

```
?read_csv
```

2. Read the baby names data using the `read_csv()` function and assign the result with the name `baby_names`.

```
baby_names <- read_csv("babyNames.csv")
```

3. BONUS (optional): Save the `baby_names` data as a Stata data set `babynames.dta` and as an R data set `babynames.rds`.

```
write_dta(baby_names, version = 15, path = "babynames.dta")
```

```
write_rds(baby_names, file = "babynames.rds")
```

3.3 Manipulating data

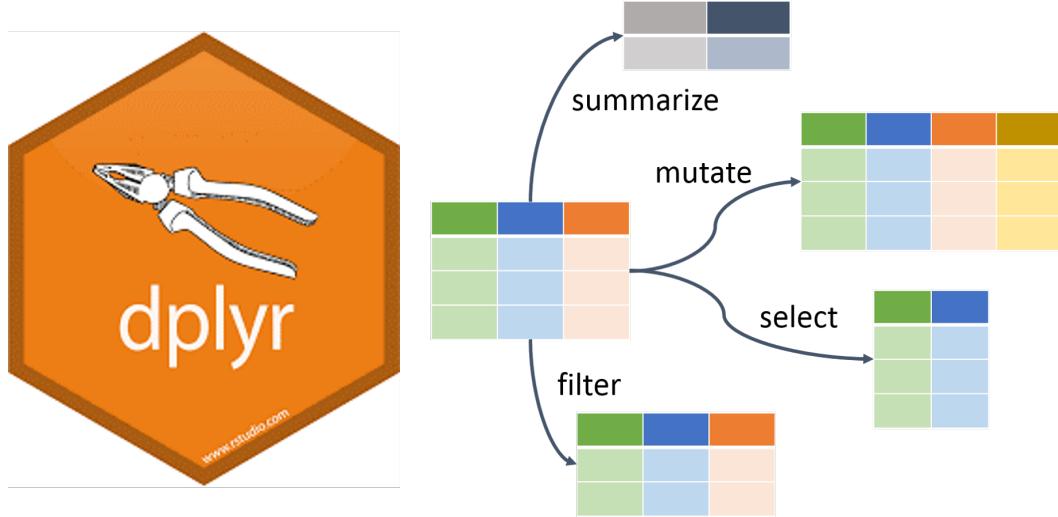
GOAL: To learn about basic data manipulation used to clean datasets. In particular:

1. Filtering data by choosing rows — using the `filter()` function
2. Selecting data by choosing columns — using the `select()` function
3. Arranging data by reordering rows — using the `arrange()` function
4. Using the pipe `%>%` operator to simplify sequential operations

In this section we will pull out specific names from the baby names data and examine changes in their popularity over time.

The `baby_names` object we created in the last exercise is a `data.frame`. There are many other data structures in R, but for now we'll focus on working with `data.frames`. Think of a `data.frame` as a spreadsheet. If you want to know more about R data structures, you can see a summary in our R Data Wrangling workshop.

R has decent data manipulation tools built-in – see e.g., `help(Extract)`. But, `tidyverse` packages often provide more intuitive syntax for accomplishing the same task. In particular, we will use the `dplyr` package from `tidyverse` to filter, select, and arrange data, as well as create new variables.



3.3.1 Filter, select, & arrange

One way to find the year in which your name was the most popular is to filter out just the rows corresponding to your name, and then arrange (sort) by Count.

To demonstrate these techniques we'll try to determine whether "Alex" or "Mark" was more popular in 1992. We start by filtering the data so that we keep only rows where Year is equal to 1992 and Name is either "Alex" or "Mark".

```
## Read in the baby names data if you haven't already
baby_names <- read_csv("babyNames.csv")

baby_names_alexmark <- filter(baby_names,
                               Year == 1992 & (Name == "Alex" | Name == "Mark"))

print(baby_names_alexmark) # explicit printing

## # A tibble: 4 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 Alex   Girls    366  1992
## 2 Mark   Girls     20  1992
## 3 Mark   Boys    8743  1992
## 4 Alex   Boys    7348  1992

baby_names_alexmark # implicit printing

## # A tibble: 4 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 Alex   Girls    366  1992
## 2 Mark   Girls     20  1992
```

```
## 3 Mark Boys 8743 1992
## 4 Alex Boys 7348 1992
```

Notice that we can combine conditions using & (AND) and | (OR).

In this case it's pretty easy to see that "Mark" is more popular, but to make it even easier we can arrange the data so that the most popular name is listed first.

```
arrange(baby_names_alexmark, Count)
```

```
## # A tibble: 4 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 Mark  Girls    20  1992
## 2 Alex  Girls    366 1992
## 3 Alex  Boys     7348 1992
## 4 Mark  Boys     8743 1992
```

```
arrange(baby_names_alexmark, desc(Count))
```

```
## # A tibble: 4 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 Mark  Boys     8743 1992
## 2 Alex  Boys     7348 1992
## 3 Alex  Girls    366  1992
## 4 Mark  Girls    20   1992
```

We can also use the `select()` function to subset the `data.frame` by columns. We can then assign the output to a new object. If we would just like to glance at the first few lines we can use the `head()` function:

```
baby_names_subset <- select(baby_names, Name, Count)
```

```
head(baby_names_subset)
```

```
## # A tibble: 6 x 2
##   Name   Count
##   <chr> <dbl>
## 1 Mary  51474
## 2 Susan 39200
## 3 Linda 37314
## 4 Karen 36376
## 5 Donna 34133
## 6 Lisa  33702
```

```
head(baby_names_subset, n = 6) # default is n = 6
```

```
## # A tibble: 6 x 2
##   Name   Count
##   <chr> <dbl>
## 1 Mary  51474
```

```
## 2 Susan 39200
## 3 Linda 37314
## 4 Karen 36376
## 5 Donna 34133
## 6 Lisa 33702
```

3.3.2 Logical & relational operators

In a previous example we used `==` to filter rows. Here's a table of other commonly used relational operators:

Operator	Meaning
<code>==</code>	equal to
<code>!=</code>	not equal to
<code>></code>	greater than
<code>>=</code>	greater than or equal to
<code><</code>	less than
<code><=</code>	less than or equal to
<code>%in%</code>	contained in

These relational operators may be combined with logical operators, such as `&` (and) or `|` (or). For example, we can create a **vector** (a **container for a collection of values**) and demonstrate some ways to combine operators:

```
x <- 1:10 # a vector
x

## [1] 1 2 3 4 5 6 7 8 9 10
x > 7 # a simple condition

## [1] FALSE FALSE FALSE FALSE FALSE FALSE FALSE TRUE TRUE TRUE
x > 7 | x < 3 # two conditions combined

## [1] TRUE TRUE FALSE FALSE FALSE FALSE FALSE TRUE TRUE TRUE
```

If we want to match multiple elements from two vectors we can use the `%in%` operator:

```
# x %in% vector
# elements of x matched in vector
x %in% c(1, 5, 10)

## [1] TRUE FALSE FALSE FALSE TRUE FALSE FALSE FALSE FALSE TRUE

Notice that logical and relational operators return logical vectors of TRUE and FALSE values.
The logical vectors returned by these operators can themselves be operated on by functions:
x > 7

## [1] FALSE FALSE FALSE FALSE FALSE FALSE FALSE TRUE TRUE TRUE
```

```
sum(x > 7)
## [1] 3
```

3.3.3 Exercise 2.1

Peak popularity of your name

In this exercise you will discover the year your name reached its maximum popularity.

Read in the “`babyNames.csv`” file if you have not already done so, assigning the result to `baby_names`. Make sure you have installed the `tidyverse` suite of packages and attached them with `library(tidyverse)`.

1. Use `filter` to extract data for your name (or another name of your choice).

```
##
```

2. Arrange the data you produced in step 1 above by `Count`. In which year was the name most popular?

```
##
```

3. BONUS (optional): Filter the data to extract *only* the row containing the most popular boys name in 1999.

```
##
```

Click for Exercise 2.1 Solution

1. Use `filter` to extract data for your name (or another name of your choice).

```
baby_names_george <- filter(baby_names, Name == "George")
```

2. Arrange the data you produced in step 1 above by `Count`. In which year was the name most popular?

```
arrange(baby_names_george, desc(Count))
```

```
## # A tibble: 97 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 George Boys 14063  1960
## 2 George Boys 13638  1961
## 3 George Boys 12553  1962
## 4 George Boys 12084  1963
## 5 George Boys 11793  1964
## 6 George Boys 10683  1965
## 7 George Boys  9942  1966
## 8 George Boys  9702  1967
## 9 George Boys  9388  1968
## 10 George Boys 9203  1969
## # ... with 87 more rows
```

3. BONUS (optional): Filter the data to extract *only* the row containing the most popular boys name in 1999.

```
baby_names_boys_1999 <- filter(baby_names,
                                Year == 1999 & Sex == "Boys")

filter(baby_names_boys_1999, Count == max(Count))

## # A tibble: 1 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 Jacob Boys  35361  1999
```

3.3.4 Pipe operator

There is one very special operator in R called a **pipe** operator that looks like this: `%>%`. It allows us to “chain” several function calls and, as each function returns an object, feed it into the next call in a single statement, without needing extra variables to store the intermediate results. The point of the pipe is to help you write code in a way that is easier to read and understand as we will see below.



There is no need to load any additional packages as the operator is made available via the `magrittr` package installed as part of `tidyverse`. Let’s rewrite the sequence of commands to output ordered counts for names “Alex” or “Mark”.

```
# unpiped version
baby_names_alexmark <- filter(baby_names, Year == 1992 & (Name == "Alex" | Name == "Mark"))
arrange(baby_names_alexmark, desc(Count))

## # A tibble: 4 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 Mark  Boys  8743  1992
## 2 Alex  Boys  7348  1992
## 3 Alex  Girls  366   1992
## 4 Mark  Girls   20   1992

# piped version
baby_names %>%
  filter(Year == 1992 & (Name == "Alex" | Name == "Mark")) %>%
  arrange(desc(Count))
```

```
## # A tibble: 4 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 Mark  Boys    8743  1992
## 2 Alex  Boys    7348  1992
## 3 Alex  Girls    366   1992
## 4 Mark  Girls     20   1992
```

Hint: try pronouncing “then” whenever you see `%>%`. Using pseudocode, we can see what the pipe is doing:

```
# unpiped version
filter(dataset, condition)

# piped version
dataset %>% filter(condition)

# what the pipe is doing
output_of_thing_on_left %>% becomes_input_of_thing_on_right
```

Advantages of using the pipe:

1. We can avoid creating intermediate variables, such as `baby_names_alexmark`
2. Less to type
3. Easier to read and follow the logic (especially avoiding using nested functions)

3.3.5 Exercise 2.2

Rewrite the solution to Exercise 2.1 using pipes. Remember that we were looking for the year your name reached its maximum popularity. For that, we filtered the data and then arranged by Count.

```
##
```

Click for Exercise 2.2 Solution

Rewrite the solution to Exercise 2.1 using pipes.

```
baby_names %>%
  filter(Name == "George") %>%
  arrange(desc(Count))
```

```
## # A tibble: 97 x 4
##   Name   Sex   Count Year
##   <chr> <chr> <dbl> <dbl>
## 1 George Boys  14063  1960
## 2 George Boys  13638  1961
## 3 George Boys  12553  1962
## 4 George Boys  12084  1963
## 5 George Boys  11793  1964
## 6 George Boys  10683  1965
```

```
##  7 George Boys  9942  1966
##  8 George Boys  9702  1967
##  9 George Boys  9388  1968
## 10 George Boys  9203  1969
## # ... with 87 more rows
```

3.4 Plotting data

GOAL: Plot baby name trends over time – using the `qplot()` function

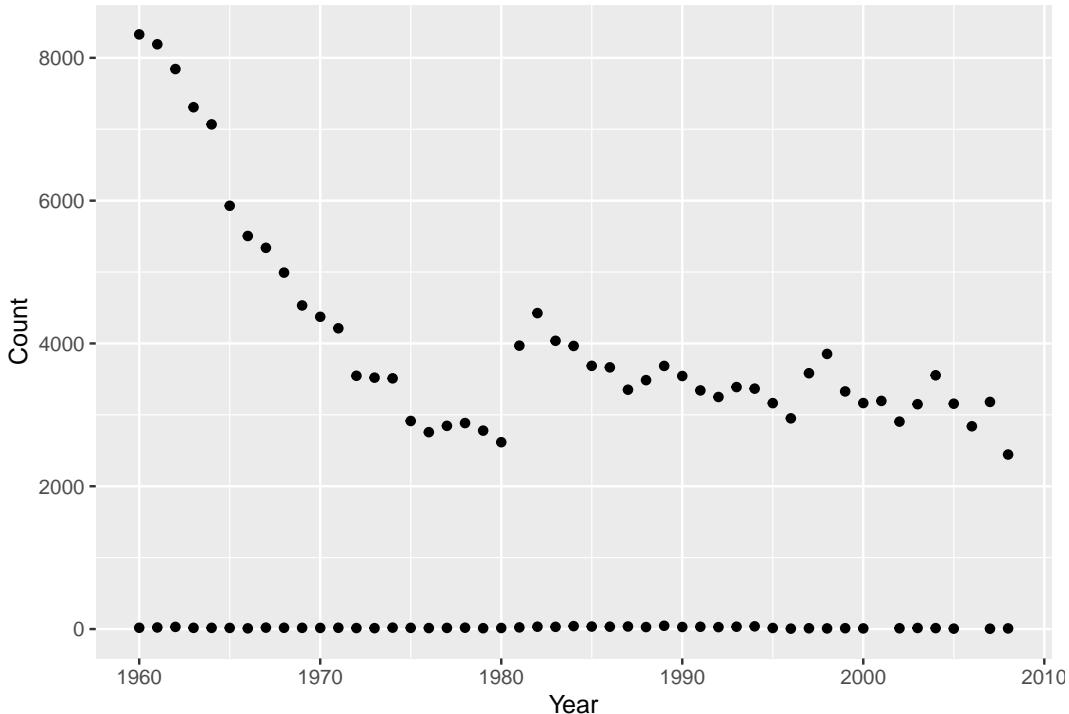
It can be difficult to spot trends when looking at summary tables. Plotting the data makes it easier to identify interesting patterns.

R has decent plotting tools built-in – see e.g., `help(plot)`. However, again, we will make use of a *contributed package* from `tidyverse` called `ggplot2`.

For quick and simple plots we can use the `qplot()` function from `ggplot2`. For example, we can plot the number of babies given the name “Diana” over time like this:

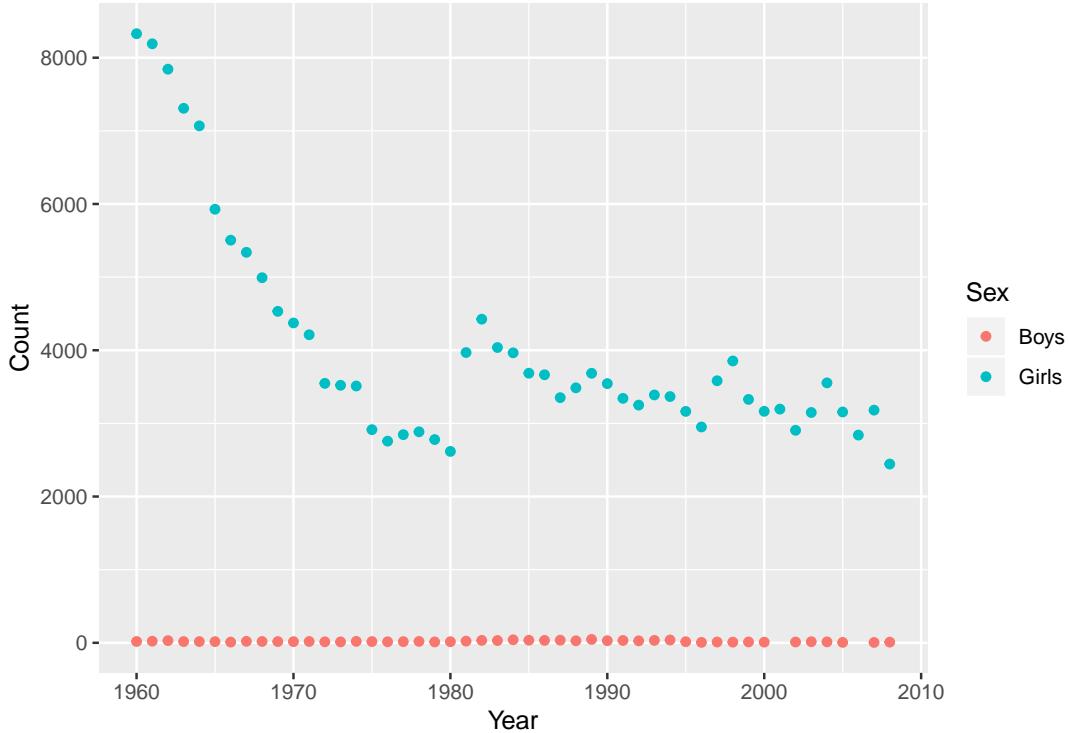
```
baby_names_diana <- filter(baby_names, Name == "Diana")

qplot(x = Year, y = Count,
      data = baby_names_diana)
```



Interestingly, there are usually some gender-atypical names, even for very strongly gendered names like “Diana”. Splitting these trends out by `Sex` is very easy:

```
qplot(x = Year, y = Count, color = Sex,
      data = baby_names_diana)
```



3.4.1 Exercise 3

Plot peak popularity of your name

Make sure the `tidyverse` suite of packages is installed, and that you have attached them using `library(tidyverse)`.

1. Use `filter` to extract data for your name (same as previous exercise)

```
##
```

2. Plot the data you produced in step 1 above, with `Year` on the x-axis and `Count` on the y-axis.

```
##
```

3. Adjust the plot so that it shows boys and girls in different colors.

```
##
```

4. BONUS (Optional): Adjust the plot to use lines instead of points.

```
##
```

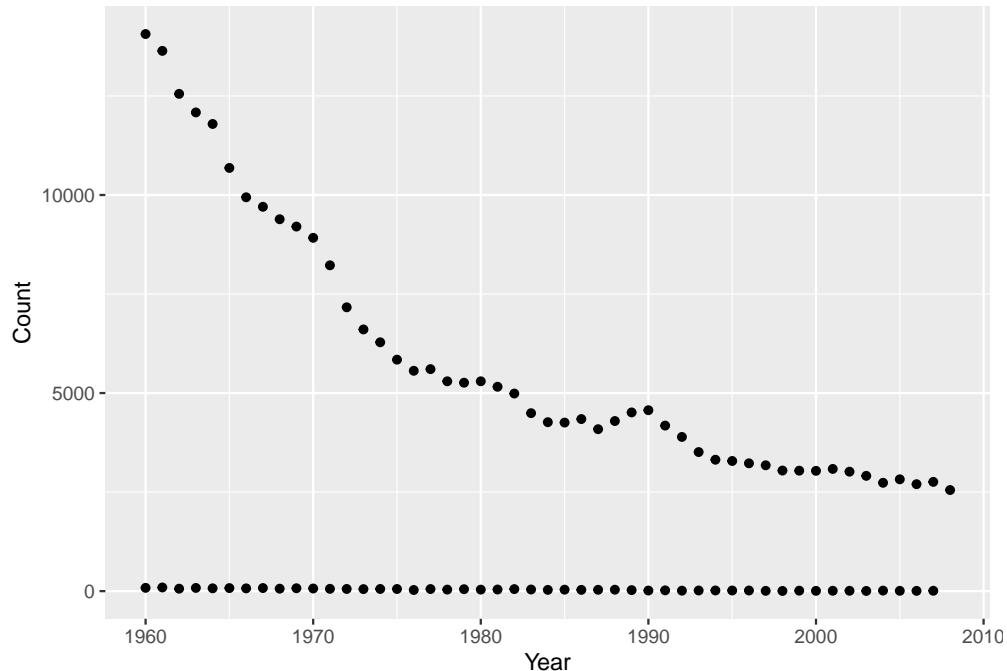
Click for Exercise 3 Solution

1. Use `filter()` to extract data for your name (same as previous exercise).

```
baby_names_george <- filter(baby_names, Name == "George")
```

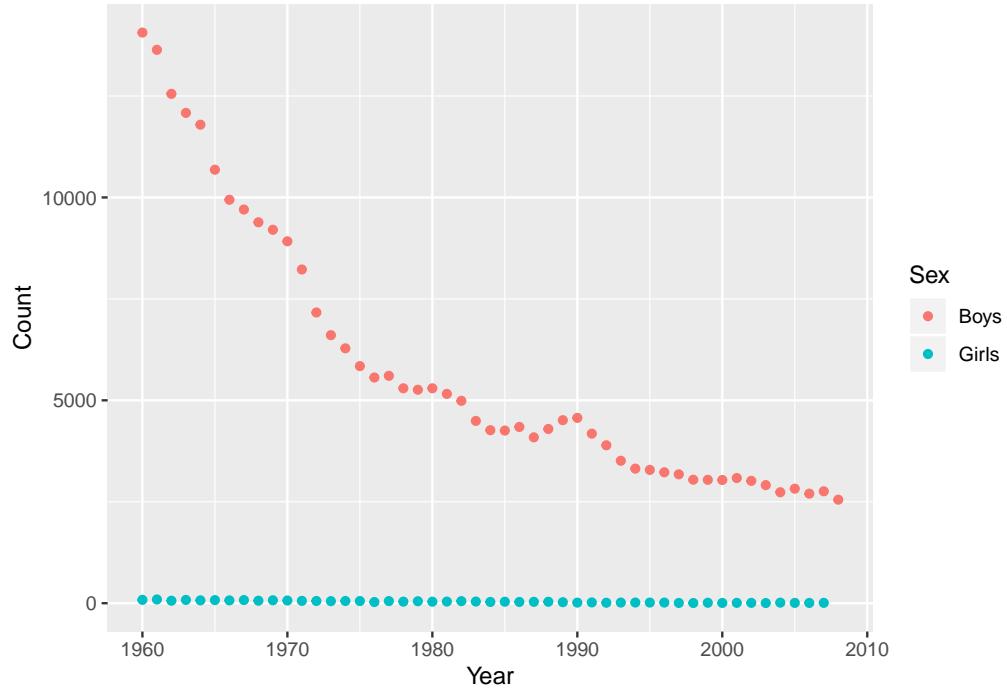
2. Plot the data you produced in step 1 above, with `Year` on the x-axis and `Count` on the y-axis.

```
qplot(x = Year, y = Count, data = baby_names_george)
```



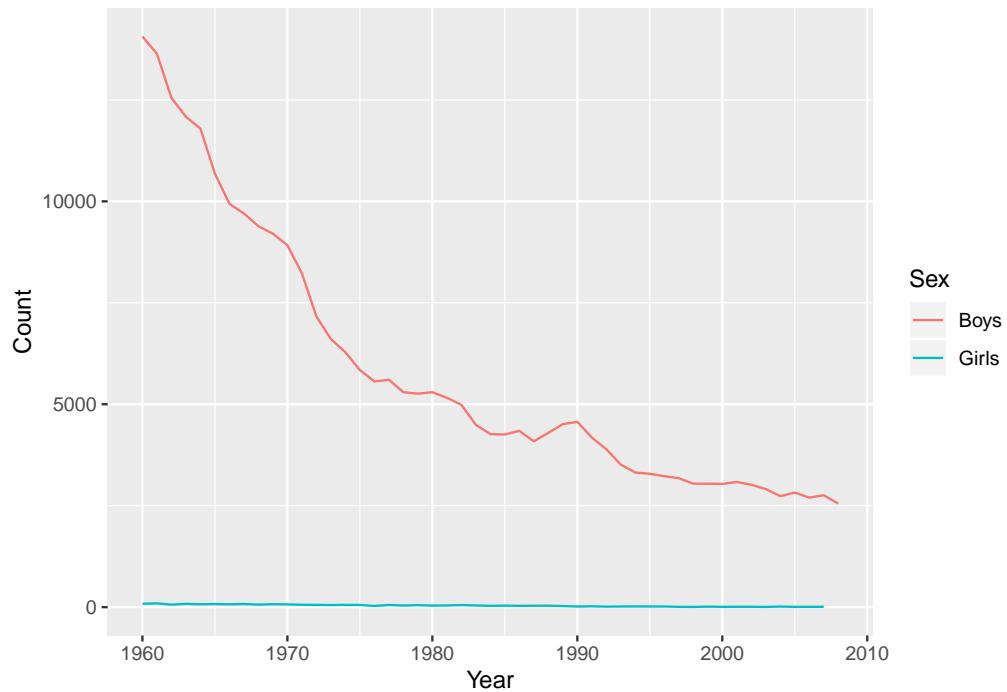
3. Adjust the plot so that it shows boys and girls in different colors.

```
qplot(x = Year, y = Count, color = Sex, data = baby_names_george)
```



4. BONUS (Optional): Adjust the plot to use lines instead of points.

```
qplot(x = Year, y = Count, color = Sex, data = baby_names_george, geom = "line")
```



3.5 Creating variables

GOAL: To learn how to create new variables with and without grouped data.
In particular:

1. Creating new variables (columns) — using the `mutate()` function
2. Creating new variables within groups — by combining the `mutate()` and `group_by()` functions
3. Recode existing variables — by combining the `mutate()` and `case_when()` functions

We want to use these skills to find out which names have been the most popular.

3.5.1 Create or modify columns

So far we've used `Count` as a measure of popularity. A better approach is to use proportion to avoid confounding popularity with the number of babies born in a given year.

The `mutate()` function makes it easy to add or modify the columns of a `data.frame`. For example, we can use it to rescale the count of each name in each year:

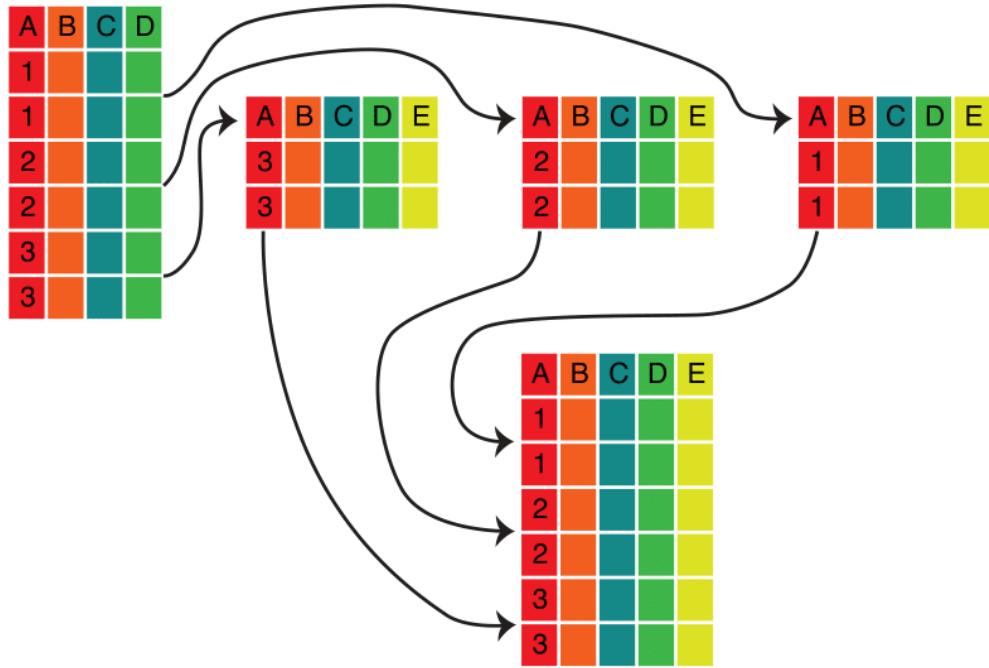
```
baby_names <- baby_names %>% mutate(Count_1k = Count/1000)
head(baby_names)
```

```
## # A tibble: 6 x 5
##   Name   Sex   Count Year Count_1k
##   <chr> <chr> <dbl> <dbl>    <dbl>
## 1 Mary   Girls  51474  1960     51.5
## 2 Susan  Girls  39200  1960     39.2
## 3 Linda  Girls  37314  1960     37.3
## 4 Karen  Girls  36376  1960     36.4
## 5 Donna  Girls  34133  1960     34.1
## 6 Lisa   Girls  33702  1960     33.7
```

3.5.2 Operating by group

Because of the nested nature of our data, we want to compute proportion or rank **within** each `Sex` by `Year` group. The `dplyr` package has a `group_by()` function that makes this relatively straightforward. Here's the logic behind this process:

```
data_frame %>% group_by(A) %>% mutate(E = rank(B + C))
```



Note that the `group_by()` function converts a **data frame** into a **grouped data frame** — that is, a data frame with metadata identifying the groups. The data remain grouped until you change the groups by running `group_by()` again or remove the grouping metadata using `ungroup()`.

Here's the code that implements the calculation:

```
baby_names <-
  baby_names %>%
    group_by(Year, Sex) %>%
    mutate(Rank = rank(Count_1k)) %>%
    ungroup()

head(baby_names)

## # A tibble: 6 x 6
##   Name   Sex   Count Year Count_1k Rank
##   <chr> <chr> <dbl> <dbl>     <dbl> <dbl>
## 1 Mary   Girls 51474  1960      51.5  7331
## 2 Susan  Girls 39200  1960      39.2  7330
## 3 Linda  Girls 37314  1960      37.3  7329
## 4 Karen  Girls 36376  1960      36.4  7328
```

```
## 5 Donna Girls 34133 1960      34.1 7327
## 6 Lisa  Girls 33702 1960      33.7 7326
```

3.5.3 Recoding variables

It's often necessary to create a new variable that is a recoded version of an existing variable. For example, we might want to take our `Count_1k` variable and create a new variable that divides it into `low`, `medium`, and `high` categories. To do this, we can use the `case_when()` function within the `mutate()` function:

```
baby_names <-
  baby_names %>%
  mutate(Count_levels = case_when(
    Count_1k <= 10 ~ "low",
    Count_1k > 10 & Count_1k <= 40 ~ "medium",
    Count_1k > 40 ~ "high"
  ))

head(baby_names)

## # A tibble: 6 x 7
##   Name  Sex  Count Year Count_1k  Rank Count_levels
##   <chr> <chr> <dbl> <dbl>     <dbl> <dbl> <chr>
## 1 Mary  Girls 51474 1960      51.5 7331 high
## 2 Susan Girls 39200 1960      39.2 7330 medium
## 3 Linda Girls 37314 1960      37.3 7329 medium
## 4 Karen Girls 36376 1960      36.4 7328 medium
## 5 Donna Girls 34133 1960      34.1 7327 medium
## 6 Lisa  Girls 33702 1960      33.7 7326 medium
```

3.5.4 Exercise 4

Most popular names

In this exercise your goal is to identify the most popular names for each year.

1. Use `mutate()` and `group_by()` to create a column named `Proportion` where `Proportion = Count/sum(Count)` for each `Year X Sex` group. Use pipes wherever it makes sense.

```
##
```

2. Use `mutate()` and `group_by()` to create a column named `Rank` where `Rank = rank(desc(Count))` for each `Year X Sex` group.

```
##
```

3. Filter the baby names data to display only the most popular name for each `Year X Sex` group. Keep only the columns: `Year`, `Name`, `Sex`, and `Proportion`.

```
##
```

4. Plot the data produced in step 3, putting `Year` on the x-axis and `Proportion` on the y-axis. How has the proportion of babies given the most popular name changed over time?

```
##
```

5. BONUS (optional): Which names are the most popular for both boys and girls?

```
##
```

Click for Exercise 4 Solution

1. Use `mutate()` and `group_by()` to create a column named `Proportion` where `Proportion = Count/sum(Count)` for each `Year X Sex` group.

```
baby_names <-  
  baby_names %>%  
    group_by(Year, Sex) %>%  
    mutate(Proportion = Count/sum(Count)) %>%  
    ungroup()  
  
head(baby_names)  
  
## # A tibble: 6 x 8  
##   Name   Sex   Count Year Count_1k  Rank Count_levels Proportion  
##   <chr> <chr> <dbl> <dbl> <dbl> <chr>          <dbl>  
## 1 Mary   Girls  51474  1960    51.5  7331  high        0.0255  
## 2 Susan  Girls  39200  1960    39.2  7330  medium      0.0194  
## 3 Linda  Girls  37314  1960    37.3  7329  medium      0.0185  
## 4 Karen  Girls  36376  1960    36.4  7328  medium      0.0180  
## 5 Donna  Girls  34133  1960    34.1  7327  medium      0.0169  
## 6 Lisa   Girls  33702  1960    33.7  7326  medium      0.0167
```

2. Use `mutate()` and `group_by()` to create a column named `Rank` where `Rank = rank(desc(Count))` for each `Year X Sex` group.

```
baby_names <-  
  baby_names %>%  
    group_by(Year, Sex) %>%  
    mutate(Rank = rank(desc(Count))) %>%  
    ungroup()  
  
head(baby_names)  
  
## # A tibble: 6 x 8  
##   Name   Sex   Count Year Count_1k  Rank Count_levels Proportion  
##   <chr> <chr> <dbl> <dbl> <dbl> <chr>          <dbl>  
## 1 Mary   Girls  51474  1960    51.5     1  high        0.0255  
## 2 Susan  Girls  39200  1960    39.2     2  medium      0.0194  
## 3 Linda  Girls  37314  1960    37.3     3  medium      0.0185
```

```
## 4 Karen Girls 36376 1960      36.4      4 medium      0.0180
## 5 Donna Girls 34133 1960      34.1      5 medium      0.0169
## 6 Lisa  Girls 33702 1960      33.7      6 medium      0.0167
```

3. Filter the baby names data to display only the most popular name for each Year X Sex group.

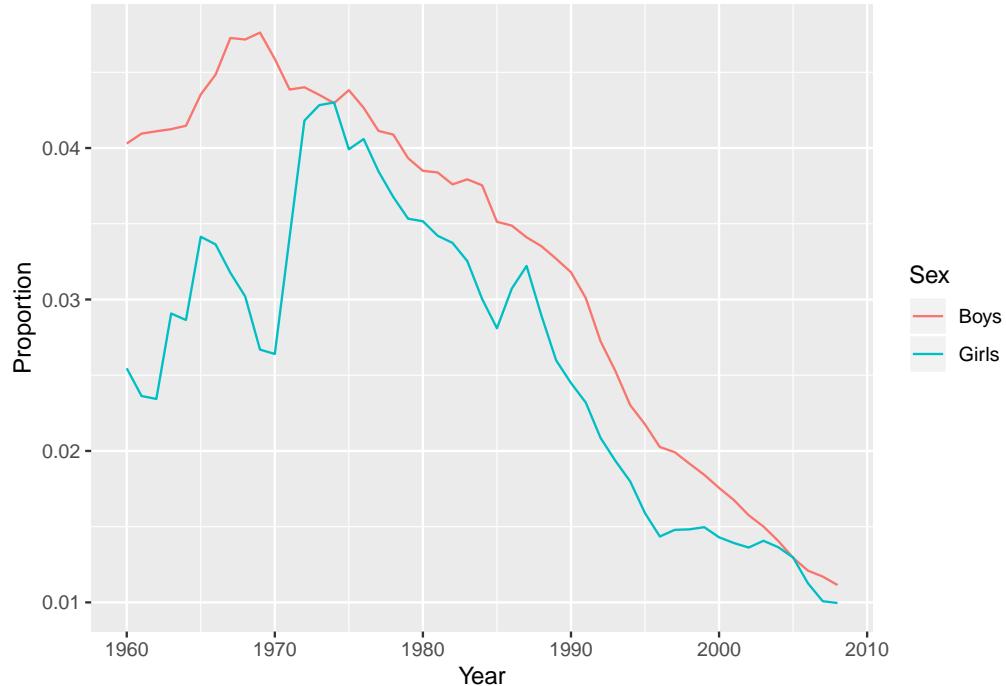
```
top1 <-
  baby_names %>%
  filter(Rank == 1) %>%
  select(Year, Name, Sex, Proportion)

head(top1)
```

```
## # A tibble: 6 x 4
##   Year Name   Sex   Proportion
##   <dbl> <chr> <chr>     <dbl>
## 1 1960 Mary   Girls    0.0255
## 2 1960 David  Boys     0.0403
## 3 1961 Mary   Girls    0.0236
## 4 1961 Michael Boys    0.0409
## 5 1962 Lisa   Girls    0.0234
## 6 1962 Michael Boys    0.0411
```

4. Plot the data produced in step 3, putting Year on the x-axis and Proportion on the y-axis. How has the proportion of babies given the most popular name changed over time?

```
qplot(x = Year,
       y = Proportion,
       color = Sex,
       data = top1,
       geom = "line")
```



5. BONUS (optional): Which names are the most popular for both boys and girls?

```
girls_and_boys <- inner_join(filter(baby_names, Sex == "Boys"),
                             filter(baby_names, Sex == "Girls"),
                             by = c("Year", "Name"))

girls_and_boys <- mutate(girls_and_boys,
                        Product = Count.x * Count.y,
                        Rank = rank(desc(Product)))

filter(girls_and_boys, Rank == 1)

## # A tibble: 1 x 16
##   Name Sex.x Count.x Year Count_1k.x Rank.x Count_levels.x Proportion.x Sex.y
##   <chr> <chr>    <dbl> <dbl>      <dbl> <dbl> <chr>                <dbl> <chr>
## 1 Tayl~ Boys     7688  1993      7.69    51 low                 0.00392 Girls
## # ... with 7 more variables: Count.y <dbl>, Count_1k.y <dbl>, Rank.y <dbl>,
## #   Count_levels.y <chr>, Proportion.y <dbl>, Product <dbl>, Rank <dbl>
```

3.6 Aggregating variables

GOAL: To learn how to aggregate data to create summaries with and without grouped data. In particular:

1. Collapsing data into summaries — using the `summarize()` function

2. Creating summaries within groups — by combining the `summarize()` and `group_by()` functions

You may have noticed that the percentage of babies given the most popular name of the year appears to have decreased over time. We can compute a more robust measure of the popularity of the most popular names by calculating the number of babies given one of the top 10 girl or boy names of the year.

To compute this measure we need to operate within groups, as we did using `mutate()` above, but this time we need to collapse each group into a single summary statistic. We can achieve this using the `summarize()` function.

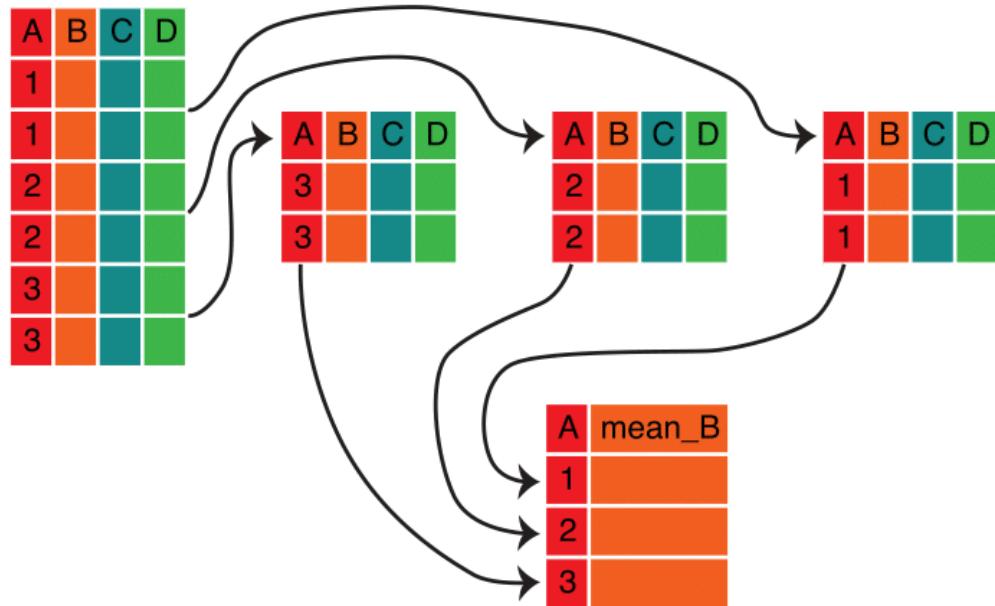
First, let's see how this function works without grouping. The following code outputs the total number of girls and boys in the data:

```
baby_names %>%
  summarize(Girls_n = sum(Sex=="Girls"),
            Boys_n = sum(Sex=="Boys"))
```

```
## # A tibble: 1 x 2
##   Girls_n Boys_n
##       <int>   <int>
## 1     641084  407491
```

Next, using `group_by()` and `summarize()` together, we can calculate the number of babies born each year. Here's the logic behind this process:

```
data_frame %>% group_by(A) %>% summarize(mean_B = mean(B))
```



Note that, unlike with the `mutate()` function, the `summarize()` function returns a data frame with fewer rows than the original, because of aggregation.

Here's the code that implements the calculation:

```
bn_by_year <-
  baby_names %>%
  group_by(Year) %>%
  summarize(Total = sum(Count)) %>%
  ungroup()
```

```
head(bn_by_year)
```

```
## # A tibble: 6 x 2
##   Year   Total
##   <dbl>   <dbl>
## 1 1960 4154377
## 2 1961 4140244
## 3 1962 4035234
## 4 1963 3958791
## 5 1964 3887800
## 6 1965 3626029
```

3.6.1 Exercise 5

Popularity of the most popular names

In this exercise we will plot trends in the proportion of boys and girls given one of the 10 most popular names each year.

1. Filter the `baby_names` data, retaining only the 10 most popular girl and boy names for each year.

```
##
```

2. Summarize the data produced in step one to calculate the total Proportion of boys and girls given one of the top 10 names each year.

```
##
```

3. Plot the data produced in step 2, with year on the x-axis and total proportion on the y axis. Color by `Sex` and notice the trend.

```
##
```

[Click for Exercise 5 Solution](#)

1. Filter the `baby_names` data, retaining only the 10 most popular girl and boy names for each year.

```
most_popular <-
  baby_names %>%
  group_by(Year, Sex) %>%
  filter(Rank <= 10)

head(most_popular, n = 10)
```

```
## # A tibble: 10 x 8
## # Groups:   Year, Sex [1]
##   Name     Sex   Count Year Count_1k Rank Count_levels Proportion
##   <chr>    <chr> <dbl> <dbl>    <dbl> <dbl> <chr>           <dbl>
## 1 Mary     Girls  51474  1960     51.5    1 high            0.0255
## 2 Susan    Girls  39200  1960     39.2    2 medium          0.0194
## 3 Linda    Girls  37314  1960     37.3    3 medium          0.0185
## 4 Karen    Girls  36376  1960     36.4    4 medium          0.0180
## 5 Donna    Girls  34133  1960     34.1    5 medium          0.0169
## 6 Lisa     Girls  33702  1960     33.7    6 medium          0.0167
## 7 Patricia Girls  32102  1960     32.1    7 medium          0.0159
## 8 Debra    Girls  26737  1960     26.7    8 medium          0.0132
## 9 Cynthia  Girls  26725  1960     26.7    9 medium          0.0132
## 10 Deborah Girls  25264  1960     25.3   10 medium         0.0125
```

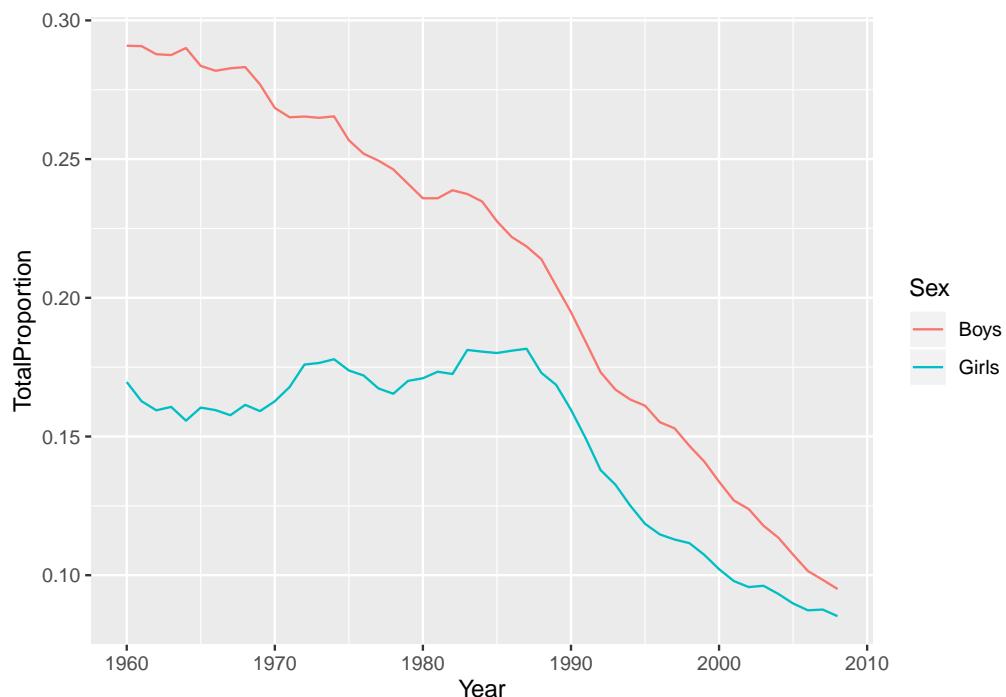
2. Summarize the data produced in step one to calculate the total Proportion of boys and girls given one of the top 10 names each year.

```
top10 <-
  most_popular %>% # it is already grouped by Year and Sex
```

```
summarize(TotalProportion = sum(Proportion))
```

3. Plot the data produced in step 2, with year on the x-axis and total proportion on the y axis. Color by Sex.

```
qplot(x = Year,
      y = TotalProportion,
      color = Sex,
      data = top10,
      geom = "line")
```



3.7 Saving work

GOAL: To learn how to save objects, data, and scripts for later use.

Now that we have made some changes to our data set, we might want to save those changes to a file.

3.7.1 Saving individual datasets

You might find functions `write_csv()` and `write_rds()` from package `readr` handy!

```
# write data to a .csv file
write_csv(baby_names, "babyNames.csv")
```

```
# write data to an R file
write_rds(baby_names, "babyNames.rds")
```

3.7.2 Saving multiple datasets

```
ls() # list objects in our workspace
save(baby_names_diana, bn_by_year, baby_names_subset, file="myDataFiles.RData")
## Load the "myDataFiles.RData"
## load("myDataFiles.RData")
```

3.7.3 Saving & loading workspaces

In addition to importing individual datasets, R can save and load entire “workspaces”. The workspace is your current R working environment and includes any user-defined objects. At the end of a session, you can save an “image” of the current workspace, which allows you to automatically reload the objects you previously created.

```
ls() # list objects in our workspace
save.image(file="myWorkspace.RData") # save workspace
rm(list=ls()) # remove all objects from our workspace
ls() # list stored objects to make sure they are deleted

## Load the "myWorkspace.RData" file and check that it is restored
load("myWorkspace.RData") # load myWorkspace.RData
ls() # list objects
```

3.8 Wrap-up

3.8.1 Feedback

These workshops are a work-in-progress, please provide any feedback to: help@iq.harvard.edu

3.8.2 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>

- Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
- RCS consulting email: <mailto:research@hbs.edu>
- Software (all free!):
 - R and R package download: <http://cran.r-project.org>
 - Rstudio download: <http://rstudio.org>
 - ESS (emacs R package): <http://ess.r-project.org/>
- Cheatsheets
 - https://rstudio.com/wp-content/uploads/2019/01/Cheatsheets_2019.pdf
- Online tutorials
 - <https://swirlstats.com/>
 - <https://r4ds.had.co.nz/>
 - https://hbs-rcs.github.io/R_Intro-gapminder/base-r/
 - <https://www.pluralsight.com/search?q=R>
 - <https://www.datacamp.com/>
 - <https://rmarkdown.rstudio.com/lesson-1.html>
- Getting help:
 - Documentation and tutorials: <http://cran.r-project.org/other-docs.html>
 - Recommended R packages by topic: <http://cran.r-project.org/web/views/>
 - Mailing list: <https://stat.ethz.ch/mailman/listinfo/r-help>
 - StackOverflow: <http://stackoverflow.com/questions/tagged/r>
 - R-Bloggers: <https://www.r-bloggers.com/>
- Coming from ...
 - Stata: <http://www.princeton.edu/~otorres/RStata.pdf>
 - SAS/SPSS: <http://r4stats.com/books/free-version/>
 - Matlab: <http://www.math.umaine.edu/~hiebeler/comp/matlabR.pdf>
 - Python: <http://mathesaurus.sourceforge.net/matlab-python-xref.pdf>

Chapter 4

R Regression Models

Topics

- Formula interface for model specification
- Function methods for extracting quantities of interest from models
- Contrasts to test specific hypotheses
- Model comparisons
- Predicted marginal effects

4.1 Setup

4.1.1 Class Structure

- Informal — Ask questions at any time. Really!
- Collaboration is encouraged - please spend a minute introducing yourself to your neighbors!

4.1.2 Prerequisites

This is an intermediate R course:

- Assumes working knowledge of R
- Relatively fast-paced
- This is not a statistics course! We will teach you *how* to fit models in R, but we assume you know the theory behind the models.

4.1.3 Goals

We will learn about the R modeling ecosystem by fitting a variety of statistical models to different datasets. In particular, our goals are to learn about:

1. Modeling workflow
2. Visualizing and summarizing data before modeling
3. Modeling continuous outcomes
4. Modeling binary outcomes
5. Modeling clustered data

We will not spend much time *interpreting* the models we fit, since this is not a statistics workshop. But, we will walk you through how model results are organized and orientate you to where you can find typical quantities of interest.

4.1.4 Launch an R session

Start RStudio and create a new project:

- On Windows click the start button and search for RStudio. On Mac RStudio will be in your applications folder.
- In Rstudio go to `File -> New Project`.
- Choose `Existing Directory` and browse to the workshop materials directory on your desktop.
- Choose `File -> Open File` and select the file with the word “BLANK” in the name.

4.1.5 Packages

You should have already installed the `tidyverse` and `rmarkdown` packages onto your computer before the workshop — see R Installation. Now let’s load these packages into the search path of our R session.

```
library(tidyverse)
library(rmarkdown)
```

Finally, lets install some packages that will help with modeling:

```
# install.packages("lme4")
library(lme4)  # for mixed models

# install.packages("emmeans")
library(emmeans)  # for marginal effects

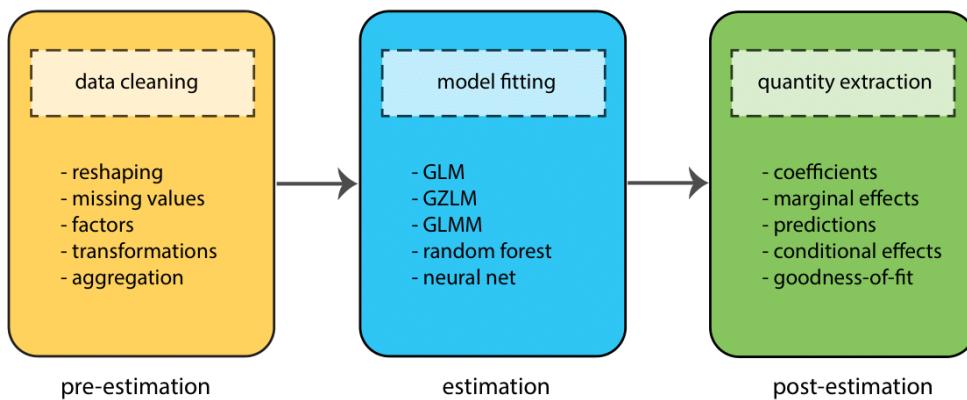
# install.packages("effects")
library(effects)  # for predicted marginal means
```

4.2 Modeling workflow

Before we delve into the details of how to fit models in R, it’s worth taking a step back and thinking more broadly about the components of the modeling process. These can roughly be divided into 3 stages:

1. Pre-estimation
2. Estimation
3. Post-estimation

At each stage, the goal is to complete a different task (e.g., to clean data, fit a model, test a hypothesis), but the process is sequential — we move through the stages in order (though often many times in one project!)



Throughout this workshop we will go through these stages several times as we fit different types of model.

4.3 R modeling ecosystem

There are literally hundreds of R packages that provide model fitting functionality. We're going to focus on just two during this workshop — `stats`, from Base R, and `lme4`. It's a good idea to look at CRAN Task Views when trying to find a modeling package for your needs, as they provide an extensive curated list. But, here's a more digestible table showing some of the most popular packages for particular types of model.

Models	Packages
Generalized linear	<code>stats</code> , <code>biglm</code> , <code>MASS</code> , <code>robustbase</code>
Mixed effects	<code>lme4</code> , <code>nlme</code> , <code>glmmTMB</code> , <code>MASS</code>
Econometric	<code>pglm</code> , <code>VGAM</code> , <code>pscl</code> , <code>survival</code>
Bayesian	<code>brms</code> , <code>blme</code> , <code>MCMCglmm</code> , <code>rstan</code>
Machine learning	<code>mlr</code> , <code>caret</code> , <code>h2o</code> , <code>tensorflow</code>

4.4 Before fitting a model

GOAL: To learn about the data by creating summaries and visualizations.

One important part of the pre-estimation stage of model fitting, is gaining an understanding of the data we wish to model by creating plots and summaries. Let's do this now.

4.4.1 Load the data

List the data files we're going to work with:

```
list.files("dataSets")
## [1] "Exam.rds"           "NatHealth2008MI"   "NatHealth2011.rds"
## [4] "states.rds"
```

We're going to use the `states` data first, which originally appeared in *Statistics with Stata* by Lawrence C. Hamilton.

```
# read the states data
states_data <- read_rds("dataSets/states.rds")

# look at the last few rows
tail(states_data)

##          state region    pop  area density metro waste energy miles toxic
## 46      Vermont   N. East 563000  9249   60.87  23.4  0.69    232  10.4  1.81
## 47     Virginia   South 6187000 39598  156.25  72.5  1.45    306   9.7 12.87
## 48 Washington   West 4867000 66582   73.10  81.7  1.05    389   9.2  8.51
## 49 West Virginia   South 1793000 24087   74.44  36.4  0.95    415   8.6 21.30
##   green house senate csat vsat msat percent expense income high college
## 46 15.17     85     94   890   424   466       68   6738 34.717  80.8    24.3
## 47 18.72     33     54   890   424   466       60   4836 38.838  75.2    24.5
## 48 16.51     52     64   913   433   480       49   5000 36.338  83.8    22.9
## 49 51.14     48     57   926   441   485       17   4911 24.233  66.0    12.3
## [ reached 'max' / getOption("max.print") -- omitted 2 rows ]
```

Variable	Description
csat	Mean composite SAT score
expense	Per pupil expenditures
percent	% HS graduates taking SAT
income	Median household income, \$1,000
region	Geographic region: West, N. East, South, Midwest
house	House '91 environ. voting, %
senate	Senate '91 environ. voting, %
energy	Per capita energy consumed, Btu
metro	Metropolitan area population, %
waste	Per capita solid waste, tons

4.4.2 Examine the data

Start by examining the data to check for problems.

```
# summary of expense and csat columns, all rows
sts_ex_sat <-
  states_data %>%
  select(expense, csat)

summary(sts_ex_sat)

##      expense          csat
##  Min.   :2960   Min.   : 832.0
##  1st Qu.:4352   1st Qu.: 888.0
##  Median :5000   Median : 926.0
##  Mean   :5236   Mean   : 944.1
##  3rd Qu.:5794   3rd Qu.: 997.0
##  Max.   :9259   Max.   :1093.0

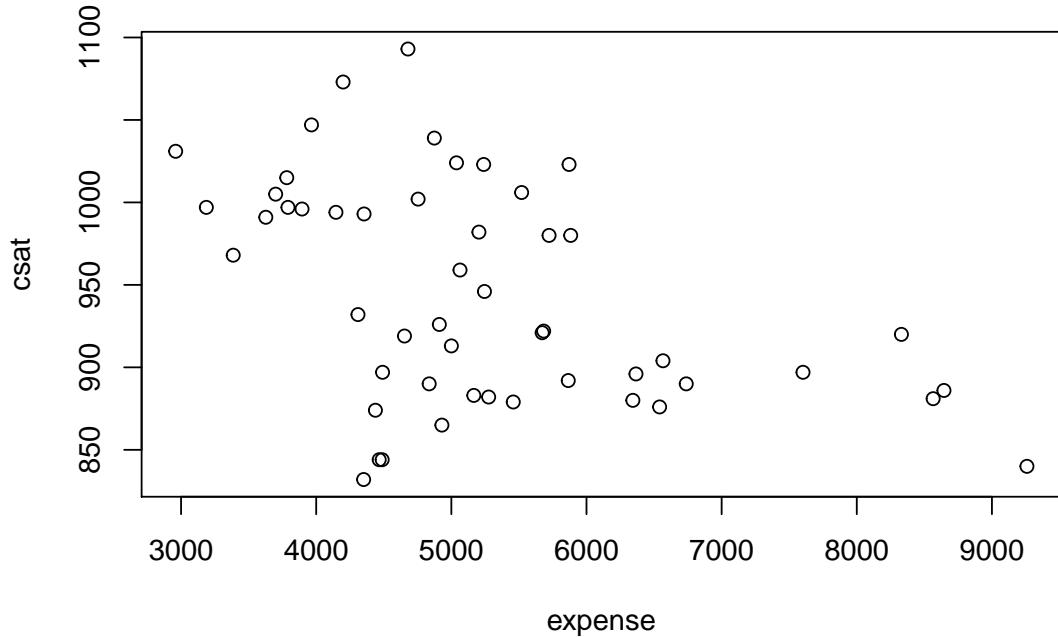
# correlation between expense and csat
cor(sts_ex_sat, use = "pairwise")

##                 expense          csat
## expense    1.0000000 -0.4662978
## csat       -0.4662978  1.0000000
```

4.4.3 Plot the data

Plot the data to look for multivariate outliers, non-linear relationships etc.

```
# scatter plot of expense vs csat
plot(sts_ex_sat)
```



Obviously, in a real project, you would want to spend more time investigating the data, but we'll now move on to modeling.

4.5 Models with continuous outcomes

GOAL: To learn about the R modeling ecosystem by fitting ordinary least squares (OLS) models. In particular:

1. Formula representation of a model specification
2. Model classes
3. Function methods
4. Model comparison

Once the data have been inspected and cleaned, we can start estimating models. The simplest models (but those with the most assumptions) are those for continuous and unbounded outcomes. Typically, for these outcomes, we'd use a model estimated using Ordinary Least Squares (OLS), which in R can be fit with the `lm()` (linear model) function.

To fit a model in R, we first have to convert our theoretical model into a `formula` — a symbolic representation of the model in R syntax:

```
# formula for model specification
outcome ~ pred1 + pred2 + pred3

# NOTE the ~ is a tilde
```

For example, the following model predicts SAT scores based on per-pupil expenditures:

$$csat_i = \beta_0 1 + \beta_1 expense_i + \epsilon_i$$

We can use `lm()` to fit this model:

```
# Fit our regression model
sat_mod <- lm(csat ~ 1 + expense, # regression formula
               data = states_data) # data

# Summarize and print the results
summary(sat_mod) %>% coef() # show regression coefficients table

##             Estimate Std. Error t value Pr(>|t|)
## (Intercept) 1060.73244395 32.700896736 32.437412 8.878411e-35
## expense      -0.02227565  0.006037115 -3.689783 5.630902e-04
```

4.5.1 Why is the association between expense & SAT scores *negative*?

Many people find it surprising that the per-capita expenditure on students is negatively related to SAT scores. The beauty of multiple regression is that we can try to pull these apart. What would the association between expense and SAT scores be if there were no difference among the states in the percentage of students taking the SAT?

```
lm(csat ~ 1 + expense + percent, data = states_data) %>%
  summary()

## 
## Call:
## lm(formula = csat ~ 1 + expense + percent, data = states_data)
## 
## Residuals:
##       Min     1Q   Median     3Q    Max 
## -62.921 -24.318   1.741  15.502  75.623 
## 
## Coefficients:
##             Estimate Std. Error t value Pr(>|t|)    
## (Intercept) 989.807403  18.395770  53.806 < 2e-16 ***
## expense      0.008604   0.004204   2.046  0.0462 *  
## percent     -2.537700   0.224912 -11.283 4.21e-15 *** 
## --- 
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1 
## 
## Residual standard error: 31.62 on 48 degrees of freedom
## Multiple R-squared:  0.7857, Adjusted R-squared:  0.7768 
## F-statistic: 88.01 on 2 and 48 DF,  p-value: < 2.2e-16
```

4.5.2 The `lm` class & methods

Okay, we fitted our model. Now what? Typically, the main goal in the **post-estimation stage** of analysis is to extract **quantities of interest** from our fitted model. These quantities could be things like:

1. Testing whether one group is different on average from another group
2. Generating average response values from the model for interesting combinations of predictor values
3. Calculating interval estimates for particular coefficients

But before we can do any of that, we need to know more about **what a fitted model actually is, what information it contains, and how we can extract from it information that we want to report**.

Let's start by examining the model object:

```
class(sat_mod)

## [1] "lm"

str(sat_mod)

## List of 12
## $ coefficients : Named num [1:2] 1060.7324 -0.0223
##   ..- attr(*, "names")= chr [1:2] "(Intercept)" "expense"
## $ residuals    : Named num [1:51] 11.1 44.8 -32.7 26.7 -63.7 ...
##   ..- attr(*, "names")= chr [1:51] "1" "2" "3" "4" ...
## $ effects      : Named num [1:51] -6742.2 220.7 -31.7 29.7 -63.2 ...
##   ..- attr(*, "names")= chr [1:51] "(Intercept)" "expense" "" "" ...
## $ rank         : int 2
## $ fitted.values: Named num [1:51] 980 875 965 978 961 ...
##   ..- attr(*, "names")= chr [1:51] "1" "2" "3" "4" ...
## $ assign        : int [1:2] 0 1
## $ qr           :List of 5
##   ..$ qr     : num [1:51, 1:2] -7.14 0.14 0.14 0.14 0.14 ...
##   ... .- attr(*, "dimnames")=List of 2
##   ...   ..$ : chr [1:51] "1" "2" "3" "4" ...
##   ...   ..$ : chr [1:2] "(Intercept)" "expense"
##   ... .- attr(*, "assign")= int [1:2] 0 1
##   ..$ qraux: num [1:2] 1.14 1.33
##   ..$ pivot: int [1:2] 1 2
##   ..$ tol  : num 1e-07
##   ..$ rank : int 2
##   ..- attr(*, "class")= chr "qr"
## $ df.residual  : int 49
## $ xlevels     : Named list()
## $ call         : language lm(formula = csat ~ 1 + expense, data = states_data)
## $ terms        :Classes 'terms', 'formula' language csat ~ 1 + expense
##   ... .- attr(*, "variables")= language list(csat, expense)
##   ... .- attr(*, "factors")= int [1:2, 1] 0 1
```

```

## ... . . . - attr(*, "dimnames")=List of 2
## ... . . . . $ : chr [1:2] "csat" "expense"
## ... . . . . $ : chr "expense"
## ... . . - attr(*, "term.labels")= chr "expense"
## ... . . - attr(*, "order")= int 1
## ... . . - attr(*, "intercept")= int 1
## ... . . - attr(*, "response")= int 1
## ... . . - attr(*, ".Environment")=<environment: R_GlobalEnv>
## ... . . - attr(*, "predvars")= language list(csat, expense)
## ... . . - attr(*, "dataClasses")= Named chr [1:2] "numeric" "numeric"
## ... . . . . - attr(*, "names")= chr [1:2] "csat" "expense"
## $ model      : 'data.frame': 51 obs. of 2 variables:
## ..$ csat   : int [1:51] 991 920 932 1005 897 959 897 892 840 882 ...
## ..$ expense: int [1:51] 3627 8330 4309 3700 4491 5064 7602 5865 9259 5276 ...
## ... - attr(*, "terms")=Classes 'terms', 'formula' language csat ~ 1 + expense
## ... . . . - attr(*, "variables")= language list(csat, expense)
## ... . . . - attr(*, "factors")= int [1:2, 1] 0 1
## ... . . . . - attr(*, "dimnames")=List of 2
## ... . . . . . $ : chr [1:2] "csat" "expense"
## ... . . . . . $ : chr "expense"
## ... . . . - attr(*, "term.labels")= chr "expense"
## ... . . . - attr(*, "order")= int 1
## ... . . . - attr(*, "intercept")= int 1
## ... . . . - attr(*, "response")= int 1
## ... . . . - attr(*, ".Environment")=<environment: R_GlobalEnv>
## ... . . . - attr(*, "predvars")= language list(csat, expense)
## ... . . . - attr(*, "dataClasses")= Named chr [1:2] "numeric" "numeric"
## ... . . . . - attr(*, "names")= chr [1:2] "csat" "expense"
## - attr(*, "class")= chr "lm"

  names(sat_mod)

## [1] "coefficients"    "residuals"        "effects"          "rank"
## [5] "fitted.values"   "assign"           "qr"               "df.residual"
## [9] "xlevels"          "call"             "terms"            "model"

  methods(class = class(sat_mod))

## [1] add1              alias              anova              case.names       coerce
## [6] confint            cooks.distance    deviance           dfbeta            dfbetas
## [11] drop1              dummy.coef        Effect              effects            emm_basis
## [16] extractAIC         family            formula            fortify           hatvalues
## [21] influence          initialize        kappa              labels             logLik
## [26] model.frame        model.matrix     nobs               plot              predict
## [31] print              proj              qqnorm             qr                recover_data
## [36] residuals          rstandard         rstudent           show              simulate
## [41] slotsFromS3        summary           variable.names    vcov
## see '?methods' for accessing help and source code

```

We can use function `methods` to get more information about the fit:

```

summary(sat_mod)

##
## Call:
## lm(formula = csat ~ 1 + expense, data = states_data)
##
## Residuals:
##     Min      1Q  Median      3Q     Max 
## -131.811 -38.085   5.607  37.852 136.495 
##
## Coefficients:
##             Estimate Std. Error t value Pr(>|t|)    
## (Intercept) 1.061e+03 3.270e+01 32.44 < 2e-16 ***
## expense     -2.228e-02 6.037e-03 -3.69 0.000563 *** 
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 59.81 on 49 degrees of freedom
## Multiple R-squared:  0.2174, Adjusted R-squared:  0.2015 
## F-statistic: 13.61 on 1 and 49 DF,  p-value: 0.0005631

summary(sat_mod) %>% coef()

##
##             Estimate Std. Error t value Pr(>|t|)    
## (Intercept) 1060.73244395 32.700896736 32.437412 8.878411e-35
## expense     -0.02227565  0.006037115 -3.689783 5.630902e-04

methods("summary")

## [1] summary,ANY-method           summary,DBIObject-method
## [3] summary,diagonalMatrix-method summary,sparseMatrix-method
## [5] summary.aareg*              summary.allFit*  
## [7] summary.aov                  summary.aovlist* 
## [9] summary.aspell*              summary.cch*    
## [11] summary.check_packages_in_dir* summary.connection
## [13] summary.corAR1*              summary.corARMA*  
## [15] summary.corCAR1*             summary.corCompSymm* 
## [17] summary.coreExp*             summary.corGaus*  
## [19] summary.corIdent*            summary.corLin*  
## [21] summary.corNatural*          summary.corRatio* 
## [23] summary.corSpher*             summary.corStruct* 
## [25] summary.corSymm*              summary.coxph*  
## [27] summary.coxph.penalty*       summary.data.frame
## [29] summary.Date                 summary.DBRepdesign* 
## [31] summary.DBIsvydesign*         summary.default  
## [33] summary.Duration*             summary.ecdf*   
## [35] summary.eff*                 summary.efflatent* 
## [37] summary.efflist*              summary.effpoly* 
## [39] summary.emm_list*             summary.emmGrid* 
```

```

## [41] summary.factor                  summary.ggplot*
## [43] summary.glht*                   summary.glht_list*
## [45] summary.glm                     summary.gls*
## [47] summary.hcl_palettes*           summary.infl*
## [49] summary.Interval*               summary.lm
## [51] summary.lme*                    summary.lmList*
## [53] summary.lmList4*                summary.loess*
## [55] summary.loglm*                 summary.manova
## [57] summary.matrix                  summary.mcmc*
## [59] summary.mcmc.list*              summary.merMod*
## [61] summary.MIresult*               summary.mlmm*
## [63] summary.mlm.efflist*            summary.modelStruct*
## [65] summary.multinom*               summary.negbin*
## [67] summary.nls*                   summary.nlsList*
## [69] summary.nnet*                  summary.ODBCrepdesign*
## [71] summary.ODBCsvydesign*          summary.packageStatus*
## [73] summary.pdBlocked*              summary.pdCompSymm*
## [75] summary.pdDiag*                 summary.pdIdent*
## [77] summary.pdLogChol*              summary.pdMat*
## [79] summary.pdNatural*              summary.pdSymm*
## [81] summary.Period*                 summary.polr*
## [83] summary.POSIXct                 summary.POSIXlt
## [85] summary.ppr*                   summary.pps*
## [87] summary.prcomp*                 summary.prcomplist*
## [89] summary.predictorefflist*        summary.princomp*
## [91] summary.proc_time                summary.pyears*
## [93] summary.ratetable*              summary.reStruct*
## [95] summary.rlang_error*             summary.rlang_trace*
## [97] summary.rlm*                   summary.shingle*
## [99] summary.srcfile                 summary.srcref
## [ reached getOption("max.print") -- omitted 36 entries ]
## see '?methods' for accessing help and source code

```

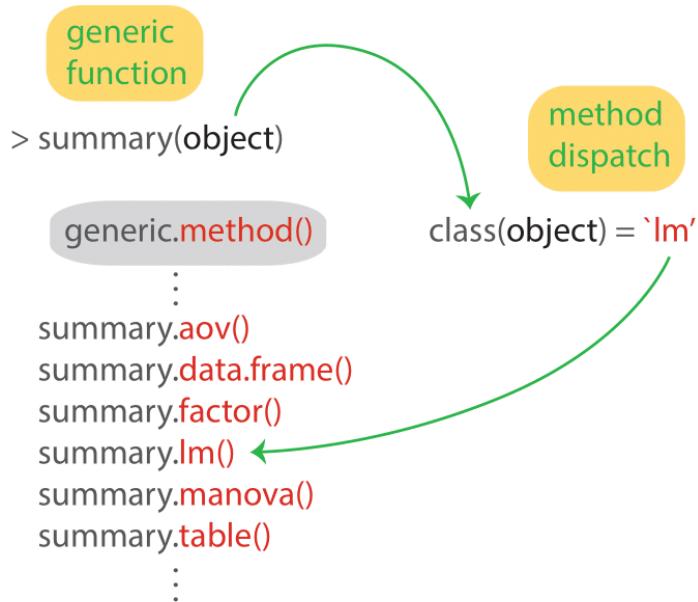
```
confint(sat_mod)
```

```

##                   2.5 %      97.5 %
## (Intercept) 995.01753164 1126.44735626
## expense      -0.03440768   -0.01014361

```

How does R know which method to call for a given object? R uses **generic functions**, which provide access to **methods**. Method dispatch takes place based on the **class** of the first argument to the generic function. For example, for the generic function **summary()** and an object of class **lm**, the method dispatched will be **summary.lm()**. Function methods always take the form **generic.method()**:



It's always worth examining what function methods are available for the class of model you're fitting. Here's a summary table of some of the most often used methods. These are post-estimation tools you will want in your toolbox:

Function	Package	Output
<code>summary()</code>	<code>stats</code> base R	standard errors, test statistics, p-values, GOF stats
<code>confint()</code>	<code>stats</code> base R	confidence intervals
<code>anova()</code>	<code>stats</code> base R	anova table (one model), model comparison (> one model)
<code>coef()</code>	<code>stats</code> base R	point estimates
<code>drop1()</code>	<code>stats</code> base R	model comparison
<code>predict()</code>	<code>stats</code> base R	predicted response values
<code>fitted()</code>	<code>stats</code> base R	predicted response values (for observed data)
<code>residuals()</code>	<code>stats</code> base R	residuals
<code>fixef()</code>	<code>lme4</code>	fixed effect point estimates (mixed models only)
<code>ranef()</code>	<code>lme4</code>	random effect point estimates (mixed models only)
<code>coef()</code>	<code>lme4</code>	empirical Bayes estimates (mixed models only)
<code>allEffects()</code>	<code>effects</code>	predicted marginal means
<code>emmeans()</code>	<code>emmeans</code>	predicted marginal means & marginal effects
<code>margins()</code>	<code>margins</code>	predicted marginal means & marginal effects

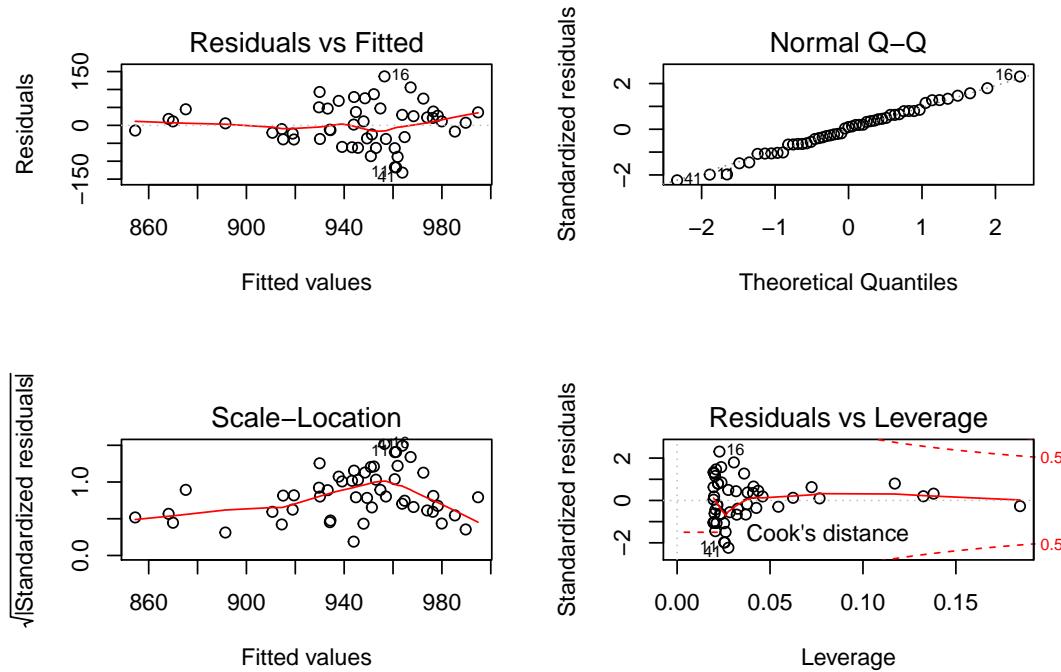
4.5.3 OLS regression assumptions

OLS regression relies on several assumptions, including:

1. The model includes all relevant variables (i.e., no omitted variable bias).
2. The model is linear in the parameters (i.e., the coefficients and error term).
3. The error term has an expected value of zero.
4. All right-hand-side variables are uncorrelated with the error term.
5. No right-hand-side variables are a perfect linear function of other RHS variables.
6. Observations of the error term are uncorrelated with each other.
7. The error term has constant variance (i.e., homoscedasticity).
8. (Optional - only needed for inference). The error term is normally distributed.

Investigate assumptions #7 and #8 visually by plotting your model:

```
par(mfrow = c(2, 2)) # splits the plotting window into 4 panels
plot(sat_mod)
```



4.5.4 Comparing models

Do congressional voting patterns predict SAT scores over and above expense? Fit two models and compare them:

```
# fit another model, adding house and senate as predictors
sat_voting_mod <- lm(csat ~ 1 + expense + house + senate,
                      data = na.omit(states_data))

summary(sat_voting_mod) %>% coef()
```

	Estimate	Std. Error	t value	Pr(> t)
## (Intercept)	1082.93438041	38.633812740	28.0307405	1.067795e-29

```
## expense      -0.01870832  0.009691494 -1.9303852 6.001998e-02
## house       -1.44243754  0.600478382 -2.4021473 2.058666e-02
## senate       0.49817861  0.513561356  0.9700469 3.373256e-01
```

Why are we using `na.omit()`? Let's see what `na.omit()` does.

```
# fake data
dat <- data.frame(
  x = 1:5,
  y = c(3, 2, 1, NA, 5),
  z = c(6, NA, 2, 7, 3))
dat

##   x   y   z
## 1 1   3   6
## 2 2   2   NA
## 3 3   1   2
## 4 4   NA  7
## 5 5   5   3

na.omit(dat) # listwise deletion of observations
```

```
##   x   y   z
## 1 1   3   6
## 3 3   1   2
## 5 5   5   3

# also see
# ?complete.cases
dat[with(dat, complete.cases(x, y, z)), ]
```

```
##   x   y   z
## 1 1   3   6
## 3 3   1   2
## 5 5   5   3
```

To compare models, we must fit them to the same data. This is why we need `na.omit()`. Now let's update our first model using `na.omit()`:

```
sat_mod <- update(sat_mod, data = na.omit(states_data))

# compare using an F-test with the anova() function
anova(sat_mod, sat_voting_mod)

## Analysis of Variance Table
##
## Model 1: csat ~ 1 + expense
## Model 2: csat ~ 1 + expense + house + senate
##   Res.Df   RSS Df Sum of Sq    F Pr(>F)
## 1      46 169050
## 2      44 149284  2     19766 2.9128 0.06486 .
## ---
```

```
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

4.5.5 Exercise 0

Ordinary least squares regression

Use the *states.rds* data set. Fit a model predicting energy consumed per capita (energy) from the percentage of residents living in metropolitan areas (*metro*). Be sure to

1. Examine/plot the data before fitting the model

```
##
```

2. Print and interpret the model `summary()`

```
##
```

3. `plot()` the model to look for deviations from modeling assumptions

```
##
```

4. Select one or more additional predictors to add to your model and repeat steps 1-3.
Is this model significantly better than the model with *metro* as the only predictor?

```
##
```

[Click for Exercise 0 Solution](#)

Use the *states.rds* data set.

```
states <- read_rds("dataSets/states.rds")
```

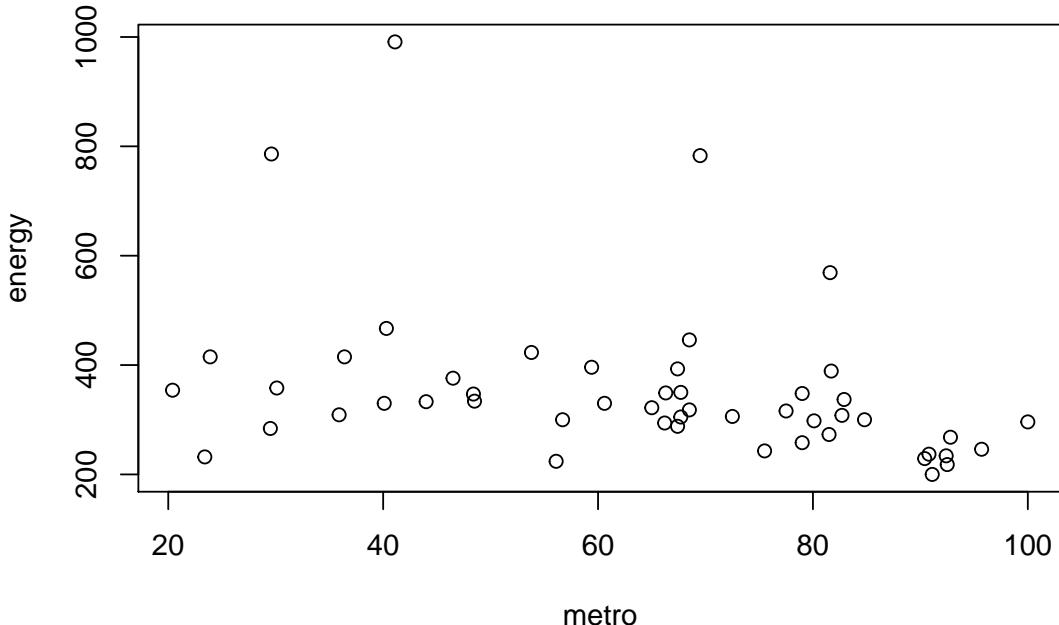
Fit a model predicting energy consumed per capita (energy) from the percentage of residents living in metropolitan areas (*metro*). Be sure to:

1. Examine/plot the data before fitting the model.

```
states_en_met <- subset(states, select = c("metro", "energy"))
summary(states_en_met)
```

```
##      metro          energy
## Min.   :20.40   Min.   :200.0
## 1st Qu.:46.98   1st Qu.:285.0
## Median :67.55   Median :320.0
## Mean   :64.07   Mean   :354.5
## 3rd Qu.:81.58   3rd Qu.:371.5
## Max.   :100.00  Max.   :991.0
## NA's    :1       NA's   :1
```

```
plot(states_en_met)
```



```
cor(states_en_met, use = "pairwise")
```

```
##           metro      energy
## metro    1.0000000 -0.3397445
## energy -0.3397445  1.0000000
```

2. Print and interpret the model `summary()`.

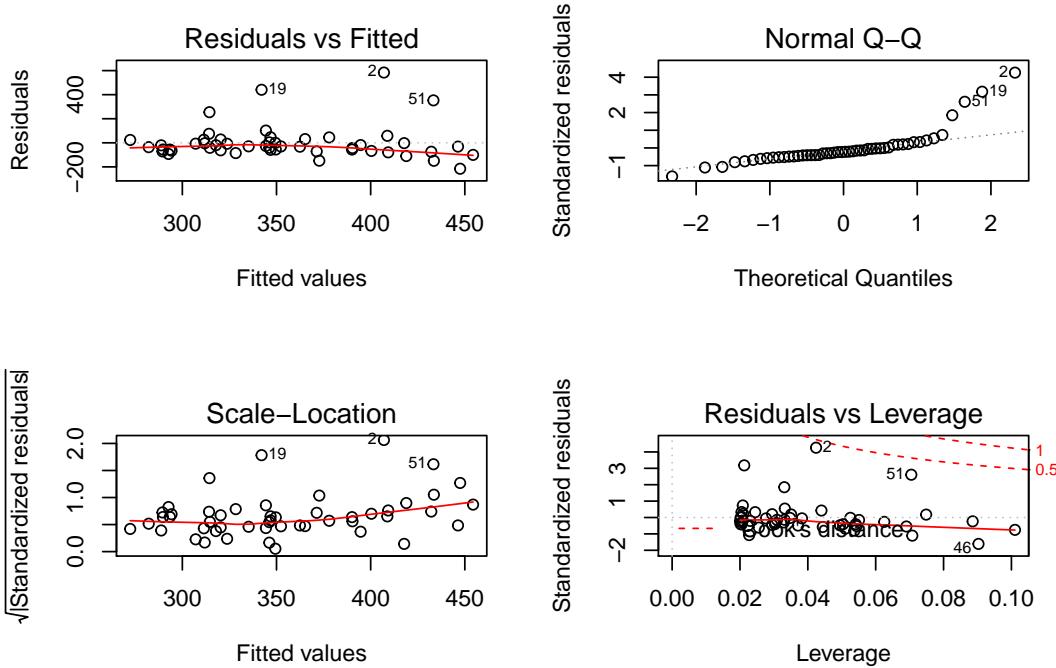
```
mod_en_met <- lm(energy ~ metro, data = states)
summary(mod_en_met)
```

```
##
## Call:
## lm(formula = energy ~ metro, data = states)
##
## Residuals:
##     Min      1Q  Median      3Q      Max
## -215.51  -64.54  -30.87   18.71  583.97
##
## Coefficients:
##             Estimate Std. Error t value Pr(>|t|)
## (Intercept) 501.0292    61.8136   8.105 1.53e-10 ***
## metro       -2.2871     0.9139  -2.503   0.0158 *
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 140.2 on 48 degrees of freedom
##   (1 observation deleted due to missingness)
## Multiple R-squared:  0.1154, Adjusted R-squared:  0.097
```

```
## F-statistic: 6.263 on 1 and 48 DF, p-value: 0.01578
```

3. `plot()` the model to look for deviations from modeling assumptions.

```
par(mfrow = c(2, 2)) # splits the plotting window into 4 panels
plot(mod_en_met)
```

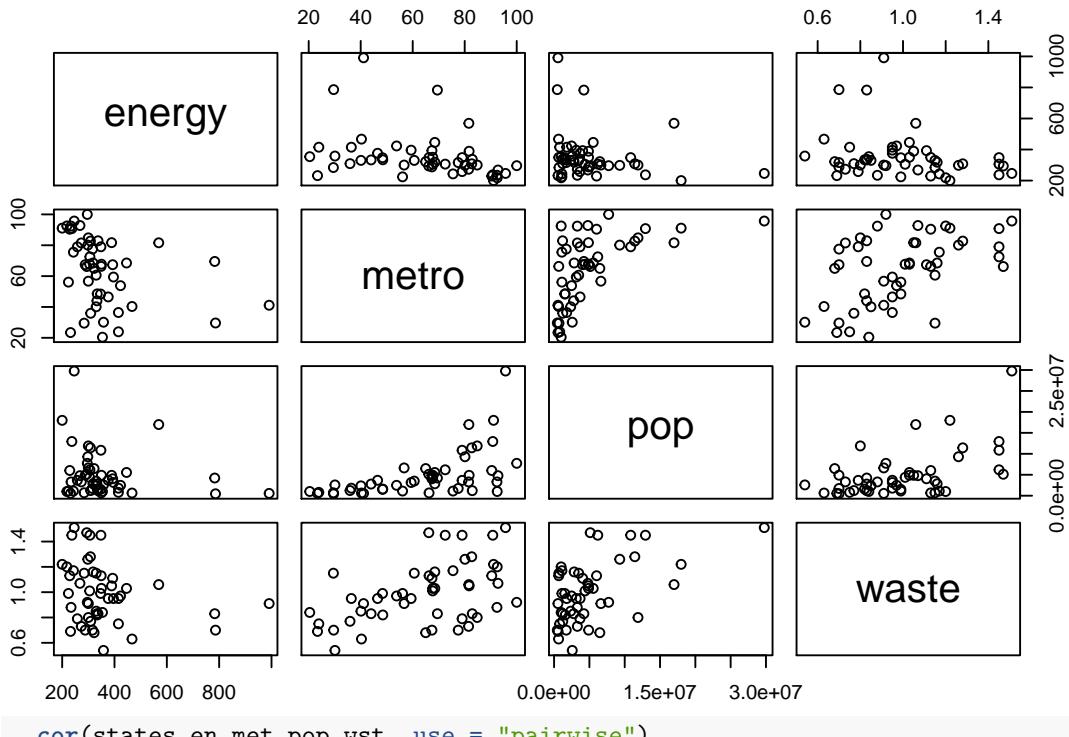


4. Select one or more additional predictors to add to your model and repeat steps 1-3.
Is this model significantly better than the model with *metro* as the only predictor?

```
states_en_met_pop_wst <- subset(states, select = c("energy", "metro", "pop", "waste"))
summary(states_en_met_pop_wst)
```

```
##      energy          metro          pop          waste
## Min.   :200.0   Min.   : 20.40   Min.   : 454000   Min.   :0.5400
## 1st Qu.:285.0   1st Qu.: 46.98   1st Qu.:1299750   1st Qu.:0.8225
## Median :320.0   Median : 67.55   Median :3390500   Median :0.9600
## Mean    :354.5   Mean   : 64.07   Mean   :4962040   Mean   :0.9888
## 3rd Qu.:371.5   3rd Qu.: 81.58   3rd Qu.:5898000   3rd Qu.:1.1450
## Max.   :991.0   Max.   :100.00   Max.   :29760000  Max.   :1.5100
## NA's    :1       NA's    :1       NA's    :1       NA's    :1

plot(states_en_met_pop_wst)
```



```
##          energy      metro       pop      waste
## energy  1.0000000 -0.3397445 -0.1840357 -0.2526499
## metro   -0.3397445  1.0000000  0.5653562  0.4877881
## pop     -0.1840357  0.5653562  1.0000000  0.5255713
## waste   -0.2526499  0.4877881  0.5255713  1.0000000

mod_en_met_pop_waste <- lm(energy ~ 1 + metro + pop + waste, data = states)
summary(mod_en_met_pop_waste)

##
## Call:
## lm(formula = energy ~ 1 + metro + pop + waste, data = states)
##
## Residuals:
##      Min       1Q     Median       3Q      Max 
## -224.62    -67.48   -31.76    12.65   589.48 
## 
## Coefficients:
##             Estimate Std. Error t value Pr(>|t|)    
## (Intercept) 5.617e+02  9.905e+01   5.671   9e-07 *** 
## metro       -2.079e+00  1.168e+00  -1.780   0.0816 .  
## pop         1.649e-06  4.809e-06   0.343   0.7332    
## waste      -8.307e+01  1.042e+02  -0.797   0.4295    
## ---
```

```

## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 142.2 on 46 degrees of freedom
##   (1 observation deleted due to missingness)
## Multiple R-squared:  0.1276, Adjusted R-squared:  0.07067
## F-statistic: 2.242 on 3 and 46 DF,  p-value: 0.09599

anova(mod_en_met, mod_en_met_pop_waste)

## Analysis of Variance Table
##
## Model 1: energy ~ metro
## Model 2: energy ~ 1 + metro + pop + waste
##   Res.Df   RSS Df Sum of Sq    F Pr(>F)
## 1     48 943103
## 2     46 930153  2      12949 0.3202 0.7276

```

4.6 Interactions & factors

GOAL: To learn how to specify interaction effects and fit models with categorical predictors. In particular:

1. Formula syntax for interaction effects
2. Factor levels and labels
3. Contrasts and pairwise comparisons

4.6.1 Modeling interactions

Interactions allow us assess the extent to which the association between one predictor and the outcome depends on a second predictor. For example: Does the association between expense and SAT scores depend on the median income in the state?

```

# Add the interaction to the model
sat_expense_by_percent <- lm(csat ~ 1 + expense + income + expense : income, data = states_data)

# same as above, but shorter syntax
sat_expense_by_percent <- lm(csat ~ 1 + expense * income, data = states_data)

# Show the regression coefficients table
summary(sat_expense_by_percent) %>% coef()

##                               Estimate Std. Error t value Pr(>|t|)
## (Intercept)      1.380364e+03 1.720863e+02 8.021351 2.367069e-10
## expense         -6.384067e-02 3.270087e-02 -1.952262 5.687837e-02
## income          -1.049785e+01 4.991463e+00 -2.103161 4.083253e-02
## expense:income  1.384647e-03 8.635529e-04  1.603431 1.155395e-01

```

4.6.2 Regression with categorical predictors

Let's try to predict SAT scores from region, a categorical variable. Note that you must make sure R does not think your categorical variable is numeric.

```
# make sure R knows region is categorical
str(states_data$region)

## Factor w/ 4 levels "West","N. East",...: 3 1 1 3 1 1 2 3 NA 3 ...
states_data$region <- factor(states_data$region)

# arguments to the factor() function
# factor(x, levels, labels)

levels(states_data$region)

## [1] "West"     "N. East"   "South"    "Midwest"

# Add region to the model
sat_region <- lm(csat ~ 1 + region, data = states_data)

# Show the results
summary(sat_region) %>% coef() # show the regression coefficients table

##             Estimate Std. Error    t value    Pr(>|t|)
## (Intercept) 946.30769 14.79582 63.9577807 1.352577e-46
## regionN. East -56.75214 23.13285 -2.4533141 1.800383e-02
## regionSouth   -16.30769 19.91948 -0.8186806 4.171898e-01
## regionMidwest  63.77564 21.35592  2.9863209 4.514152e-03

anova(sat_region) # show ANOVA table

## Analysis of Variance Table
##
## Response: csat
##           Df Sum Sq Mean Sq F value    Pr(>F)
## region      3  82049 27349.8  9.6102 4.859e-05 ***
## Residuals 46 130912  2845.9
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

So, make sure to tell R which variables are categorical by converting them to factors!

4.6.3 Setting factor reference groups & contrasts

Contrasts is the umbrella term used to describe the process of testing linear combinations of parameters from regression models. All statistical software use contrasts, but each software has different defaults and their own way of overriding these.

The default contrasts in R are “treatment” contrasts (aka “dummy coding”), where each level within a factor is identified within a matrix of binary 0 / 1 variables, with the first level chosen as the reference category. They’re called “treatment” contrasts, because of the typical use case where there is one control group (the reference group) and one or more treatment groups that are to be compared to the controls. It is easy to change the default contrasts to something other than treatment contrasts, though this is rarely needed. More often, we may want to change the reference group in treatment contrasts or get all sets of pairwise contrasts between factor levels.

```
# change the reference group
states_data$region <- relevel(states_data$region, ref = "Midwest")
m1 <- lm(csat ~ 1 + region, data = states_data)
summary(m1) %>% coef()

##           Estimate Std. Error   t value   Pr(>|t|)
## (Intercept) 1010.08333  15.39998 65.589930 4.296307e-47
## regionWest   -63.77564  21.35592 -2.986321 4.514152e-03
## regionN. East -120.52778  23.52385 -5.123641 5.798399e-06
## regionSouth  -80.08333  20.37225 -3.931000 2.826007e-04

# get all pairwise contrasts between means
means <- emmeans(m1, specs = ~ region)
means

##    region    emmean     SE df lower.CL upper.CL
##  Midwest    1010 15.4 46      979    1041
##    West       946 14.8 46      917     976
##  N. East     890 17.8 46      854     925
##  South      930 13.3 46      903     957
##
## Confidence level used: 0.95

contrast(means, method = "pairwise")

##   contrast      estimate     SE df t.ratio p.value
## Midwest - West      63.8 21.4 46  2.986  0.0226
## Midwest - N. East   120.5 23.5 46  5.124 <.0001
## Midwest - South     80.1 20.4 46  3.931  0.0016
## West - N. East      56.8 23.1 46  2.453  0.0812
## West - South        16.3 19.9 46  0.819  0.8453
## N. East - South    -40.4 22.2 46 -1.820  0.2774
##
## P value adjustment: tukey method for comparing a family of 4 estimates
```

4.6.4 Exercise 1

Interactions & factors

Use the `states` data set.

1. Add on to the regression equation that you created in Exercise 1 by generating an interaction term and testing the interaction.

```
##
```

2. Try adding region to the model. Are there significant differences across the four regions?

```
##
```

[Click for Exercise 1 Solution](#)

Use the states data set.

1. Add on to the regression equation that you created in exercise 1 by generating an interaction term and testing the interaction.

```
mod_en.metro_by_waste <- lm(energy ~ 1 + metro * waste, data = states)
```

2. Try adding a region to the model. Are there significant differences across the four regions?

```
mod_en.region <- lm(energy ~ 1 + metro * waste + region, data = states)
anova(mod_en.region)
```

```
## Analysis of Variance Table
##
## Response: energy
##             Df Sum Sq Mean Sq F value    Pr(>F)
## metro          1 123064 123064  6.4435 0.01484 *
## waste          1 10572  10572  0.5535 0.46093
## region         3 111128  37043  1.9395 0.13749
## metro:waste   1     156     156  0.0082 0.92835
## Residuals     43 821247  19099
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
```

4.7 Models with binary outcomes

GOAL: To learn how to use the `glm()` function to model binary outcomes. In particular:

1. The `family` and `link` components of the `glm()` function call
2. Transforming model coefficients into odds ratios
3. Transforming model coefficients into predicted marginal means

4.7.1 Logistic regression

This far we have used the `lm()` function to fit our regression models. `lm()` is great, but limited — in particular it only fits models for continuous dependent variables. For categorical

dependent variables we can use the `glm()` function.

For these models we will use a different dataset, drawn from the National Health Interview Survey. From the CDC website:

The National Health Interview Survey (NHIS) has monitored the health of the nation since 1957. NHIS data on a broad range of health topics are collected through personal household interviews. For over 50 years, the U.S. Census Bureau has been the data collection agent for the National Health Interview Survey. Survey results have been instrumental in providing data to track health status, health care access, and progress toward achieving national health objectives.

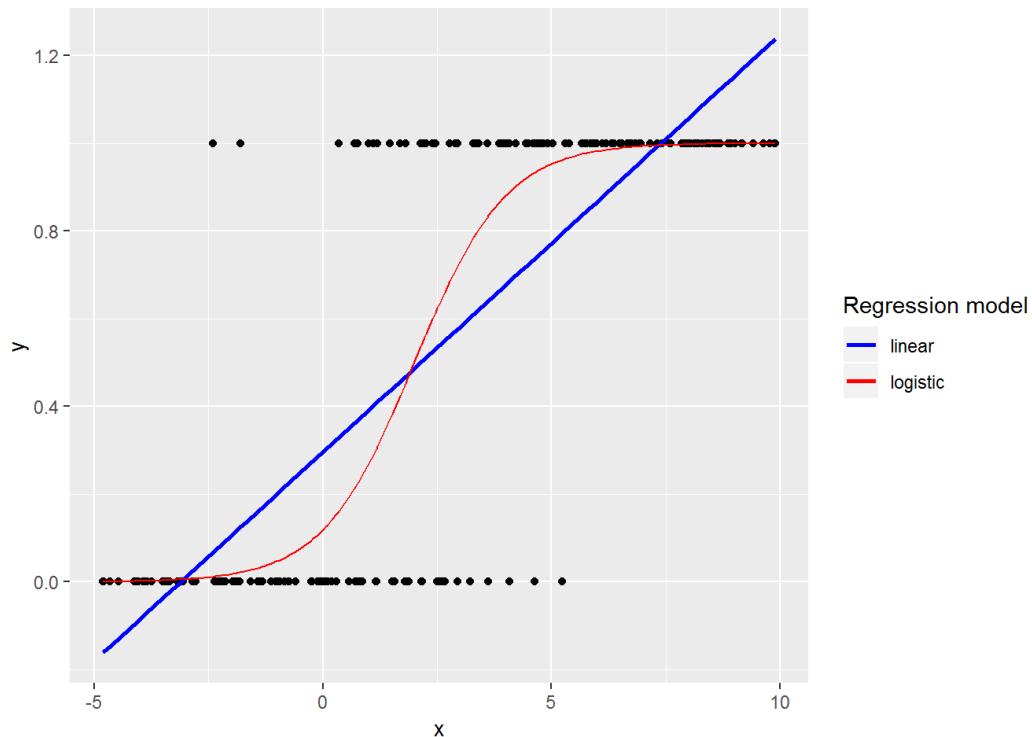
Load the National Health Interview Survey data:

```
NH11 <- read_rds("dataSets/NatHealth2011.rds")
```

4.7.2 Logistic regression example

Motivation for a logistic regression model — with a binary response:

1. Errors will not be normally distributed
2. Variance will not be homoskedastic
3. Predictions should be constrained to be on the interval [0, 1]



Anatomy of a generalized linear model:

```
# OLS model using lm()
lm(outcome ~ 1 + pred1 + pred2,
  data = mydata)

# OLS model using glm()
glm(outcome ~ 1 + pred1 + pred2,
  data = mydata,
  family = gaussian(link = "identity"))

# logistic model using glm()
glm(outcome ~ 1 + pred1 + pred2,
  data = mydata,
  family = binomial(link = "logit"))
```

The `family` argument sets the error distribution for the model, while the `link` function argument relates the predictors to the expected value of the outcome.

Let's predict the probability of being diagnosed with hypertension based on `age`, `sex`, `sleep`, and `bmi`. Here's the model:

$$\text{logit}(\text{hyperv}_i) = \beta_0 1 + \beta_1 \text{agep}_i + \beta_2 \text{sex}_i + \beta_3 \text{sleep}_i + \beta_4 \text{bmi}_i + \epsilon_i$$

where `logit(·)` is the link function, which is equivalent to the log odds of `hyperv`:

$$\text{logit}(\text{hyperv}_i) = \ln \frac{p(\text{hyperv}_i = 1)}{p(\text{hyperv}_i = 0)}$$

And here's how we fit this in R. First, let's clean up the hypertension outcome by making it binary:

```
str(NH11$hyperv) # check structure of hyperv

## Factor w/ 5 levels "1 Yes","2 No",...: 2 2 1 2 2 1 2 2 1 2 ...
levels(NH11$hyperv) # check levels of hyperv

## [1] "1 Yes"           "2 No"            "7 Refused"
## [4] "8 Not ascertained" "9 Don't know"
# collapse all missing values to NA
NH11$hyperv <- factor(NH11$hyperv, levels=c("2 No", "1 Yes"))
```

Now let's use `glm()` to estimate the model:

```
# run our regression model
hyp_out <- glm(hyperv ~ 1 + age_p + sex + sleep + bmi,
  data = NH11,
  family = binomial(link = "logit"))

summary(hyp_out) %>% coef()
```

```

##             Estimate   Std. Error    z value    Pr(>|z|)
## (Intercept) -4.269466028 0.0564947294 -75.572820 0.000000e+00
## age_p        0.060699303 0.0008227207  73.778743 0.000000e+00
## sex2 Female -0.144025092 0.0267976605 -5.374540 7.677854e-08
## sleep        -0.007035776 0.0016397197 -4.290841 1.779981e-05
## bmi          0.018571704 0.0009510828 19.526906 6.485172e-85

```

4.7.3 Odds ratios

Generalized linear models use link functions to relate the average value of the response to the predictors, so raw coefficients are difficult to interpret. For example, the `age` coefficient of .06 in the previous model tells us that for every one unit increase in `age`, the log odds of hypertension diagnosis increases by 0.06. Since most of us are not used to thinking in log odds this is not too helpful!

One solution is to transform the coefficients to make them easier to interpret. Here we transform them into odds ratios by exponentiating:

```

# point estimates
coef(hyp_out) %>% exp()

## (Intercept)      age_p sex2 Female      sleep      bmi
## 0.01398925  1.06257935  0.86586602  0.99298892  1.01874523

# confidence intervals
confint(hyp_out) %>% exp()

##                2.5 %     97.5 %
## (Intercept) 0.01251677 0.01561971
## age_p       1.06087385 1.06430082
## sex2 Female 0.82155196 0.91255008
## sleep        0.98978755 0.99617465
## bmi         1.01685145 1.02065009

```

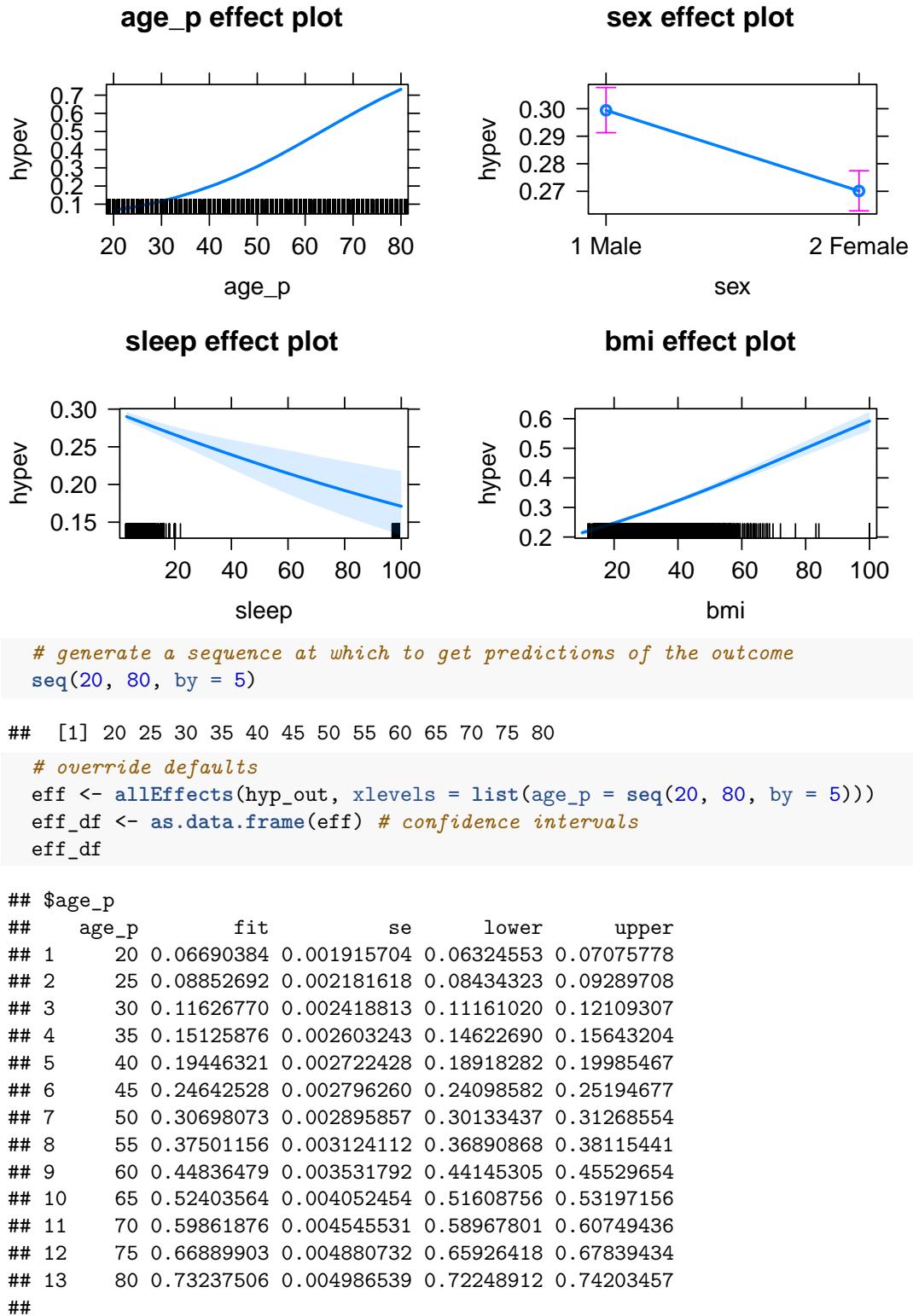
4.7.4 Predicted marginal means

Instead of reporting odds ratios, we may want to calculate predicted marginal means (sometimes called “least squares means”). These are average values of the outcome at particular levels of the predictors. For ease of interpretation, we want these marginal means to be on the response scale (i.e., the probability scale). We can use the `effects` package to compute these quantities of interest for us (by default, the numerical output will be on the response scale).

```

eff <- allEffects(hyp_out)
plot(eff, type = "response") # "response" refers to the probability scale

```



```

## $sex
##      sex      fit       se    lower   upper
## 1   1 Male 0.2994186 0.004188707 0.2912739 0.3076922
## 2   2 Female 0.2701044 0.003715028 0.2628852 0.2774472
##
## $sleep
##    sleep      fit       se    lower   upper
## 1     3 0.2899941 0.003276427 0.2836147 0.2964575
## 2    30 0.2524895 0.007427001 0.2382124 0.2673219
## 3    50 0.2268657 0.012446183 0.2034008 0.2521806
## 4    80 0.1919843 0.018549461 0.1582199 0.2309771
## 5   100 0.1710955 0.021584286 0.1328287 0.2176200
##
## $bmi
##    bmi      fit       se    lower   upper
## 1   10 0.2144084 0.004121590 0.2064409 0.2225972
## 2   30 0.2835093 0.002849407 0.2779580 0.2891272
## 3   60 0.4085485 0.007450161 0.3940311 0.4232272
## 4   80 0.5003663 0.012139141 0.4765911 0.5241398
## 5  100 0.5921593 0.016180071 0.5601051 0.6234481

```

4.7.5 Exercise 2

Logistic regression

Use the NH11 data set that we loaded earlier.

1. Use `glm()` to conduct a logistic regression to predict ever worked (`everwrk`) using age (`age_p`) and marital status (`r_maritl`). Make sure you only keep the following two levels for `everwrk` (1 Yes and 2 No). Hint: use the `factor()` function. Also, make sure to drop any `r_maritl` levels that do not contain observations. Hint: see `?droplevels`.

#

2. Predict the probability of working for each level of marital status. Hint: use `allEffects()`

#

Note that the data are not perfectly clean and ready to be modeled. You will need to clean up at least some of the variables before fitting the model.

Click for Exercise 2 Solution

Use the NH11 data set that we loaded earlier. Note that the data is not perfectly clean and ready to be modeled. You will need to clean up at least some of the variables before fitting the model.

1. Use `glm()` to conduct a logistic regression to predict ever worked (`everwrk`) using age (`age_p`) and marital status (`r_maritl`). Make sure you only keep the following

two levels for `everwrk` (1 Yes and 2 No). Hint: use the `factor()` function. Also, make sure to drop any `r_maritl` levels that do not contain observations. Hint: see `?droplevels`.

```
NH11 <- mutate(NH11,
  everwrk = factor(everwrk, levels = c("1 Yes", "2 No")),
  r_maritl = droplevels(r_maritl))

mod_wk_age_mar <- glm(everwrk ~ 1 + age_p + r_maritl,
  data = NH11,
  family = binomial(link = "logit"))

summary(mod_wk_age_mar)

##
## Call:
## glm(formula = everwrk ~ 1 + age_p + r_maritl, family = binomial(link = "logit"),
##      data = NH11)
##
## Deviance Residuals:
##    Min      1Q  Median      3Q     Max
## -1.0436 -0.5650 -0.4391 -0.3370  2.7308
##
## Coefficients:
##                               Estimate Std. Error z value
## (Intercept)                -0.440248  0.093538 -4.707
## age_p                      -0.029812  0.001645 -18.118
## r_maritl2 Married - spouse not in household  0.049675  0.217310  0.229
## r_maritl4 Widowed           0.683618  0.084335  8.106
## r_maritl5 Divorced          -0.730115  0.111681 -6.538
## r_maritl6 Separated         -0.128091  0.151366 -0.846
## r_maritl7 Never married     0.343611  0.069222  4.964
## r_maritl8 Living with partner -0.443583  0.137770 -3.220
## r_maritl9 Unknown marital status  0.395480  0.492967  0.802
## Pr(>|z|)
## (Intercept)                2.52e-06 ***
## age_p                      < 2e-16 ***
## r_maritl2 Married - spouse not in household  0.81919
## r_maritl4 Widowed          5.23e-16 ***
## r_maritl5 Divorced          6.25e-11 ***
## r_maritl6 Separated         0.39742
## r_maritl7 Never married     6.91e-07 ***
## r_maritl8 Living with partner  0.00128 **
## r_maritl9 Unknown marital status  0.42241
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## (Dispersion parameter for binomial family taken to be 1)
##
```

```

##      Null deviance: 11082  on 14039  degrees of freedom
## Residual deviance: 10309  on 14031  degrees of freedom
##   (18974 observations deleted due to missingness)
## AIC: 10327
##
## Number of Fisher Scoring iterations: 5

2. Predict the probability of working for each level of marital status. Hint: use
  allEffects().

eff <- allEffects(mod_wk_age_mar)
as.data.frame(eff)

## $age_p
##    age_p      fit       se     lower     upper
## 1    20 0.27587439 0.011448539 0.25400910 0.29886780
## 2    30 0.22043363 0.007483648 0.20611629 0.23545053
## 3    50 0.13477473 0.003183752 0.12865574 0.14113761
## 4    70 0.07902788 0.003053617 0.07324630 0.08522385
## 5    80 0.05987515 0.003123927 0.05403759 0.06629914
##
## $r_maritl
##                  r_maritl      fit       se     lower     upper
## 1    1 Married - spouse in household 0.10822000 0.004259644 0.10014980
## 2    2 Married - spouse not in household 0.11310823 0.021393167 0.07746061
## 3    4 Widowed 0.19381087 0.010634762 0.17381358
## 4    5 Divorced 0.05524394 0.005361664 0.04562877
## 5    6 Separated 0.09646417 0.012707502 0.07426824
## 6    7 Never married 0.14611000 0.007459212 0.13208775
## 7    8 Living with partner 0.07224958 0.008904955 0.05662466
## 8    9 Unknown marital status 0.15270076 0.063528455 0.06440837
##
##      upper
## 1 0.11685606
## 2 0.16227532
## 3 0.21550873
## 4 0.06674358
## 5 0.12440219
## 6 0.16134411
## 7 0.09176661
## 8 0.32055728

```

4.8 Multilevel modeling

GOAL: To learn about how to use the `lmer()` function to model clustered data.
In particular:

1. The formula syntax for incorporating random effects into a model
2. Calculating the intraclass correlation (ICC)

3. Model comparison for fixed and random effects

4.8.1 Multilevel modeling overview

- Multi-level (AKA hierarchical) models are a type of **mixed-effects** model
- They are used to model data that are clustered (i.e., non-independent)
- Mixed-effects models include two types of predictors: **fixed-effects** and **random effects**
 - **Fixed-effects** – observed levels are of direct interest (e.g, sex, political party...)
 - **Random-effects** – observed levels not of direct interest: goal is to make inferences to a population represented by observed levels
 - In R, the `lme4` package is the most popular for mixed effects models
 - Use the `lmer()` function for linear mixed models, `glmer()` for generalized linear mixed models

4.8.2 The Exam data

The Exam data set contains exam scores of 4,059 students from 65 schools in Inner London. The variable names are as follows:

Variable	Description
school	School ID - a factor.
normexam	Normalized exam score.
standLRT	Standardised LR test score.
student	Student id (within school) - a factor

```
Exam <- read_rds("dataSets/Exam.rds")
```

4.8.3 The null model & ICC

As a preliminary step it is often useful to partition the variance in the dependent variable into the various levels. This can be accomplished by running a null model (i.e., a model with a random effects grouping structure, but no fixed-effects predictors).

```
# anatomy of lmer() function
lmer(outcome ~ 1 + pred1 + pred2 + (1 | grouping_variable),
      data = mydata,
      REML = FALSE)

# null model, grouping by school but not fixed effects.
Norm1 <- lmer(normexam ~ 1 + (1 | school),
               data = na.omit(Exam), REML = FALSE)
summary(Norm1)

## Linear mixed model fit by maximum likelihood  ['lmerMod']
```

```

## Formula: normexam ~ 1 + (1 | school)
##   Data: na.omit(Exam)
##
##      AIC      BIC  logLik deviance df.resid
##  9964.9  9983.5 -4979.4   9958.9     3659
##
## Scaled residuals:
##    Min     1Q Median     3Q    Max
## -3.8751 -0.6460  0.0045  0.6898  3.6842
##
## Random effects:
## Groups   Name        Variance Std.Dev.
## school   (Intercept) 0.1606   0.4007
## Residual            0.8520   0.9231
## Number of obs: 3662, groups: school, 65
##
## Fixed effects:
##             Estimate Std. Error t value
## (Intercept) -0.01301   0.05270 -0.247

```

The is $.161/(.161 + .852) = .159 = 16\%$ of the variance is at the school level.

There is no consensus on how to calculate p-values for MLMs; hence why they are omitted from the `lme4` output. But, if you really need p-values, the `lmerTest` package will calculate p-values for you (using the Satterthwaite approximation).

4.8.4 Adding fixed-effects predictors

Here's a model that predicts exam scores from student's standardized tests scores:

$$normexam_{ij} = \mu + \beta_1 standLRT_{ij} + U_{0j} + \epsilon_{ij}$$

where U_{0j} is the random intercept for `school`. Let's implement this in R using `lmer()`:

```

Norm2 <- lmer(normexam ~ 1 + standLRT + (1 | school),
               data = na.omit(Exam), REML = FALSE)
summary(Norm2)

```

```

## Linear mixed model fit by maximum likelihood  ['lmerMod']
## Formula: normexam ~ 1 + standLRT + (1 | school)
##   Data: na.omit(Exam)
##
##      AIC      BIC  logLik deviance df.resid
##  8480.1  8505.0 -4236.1   8472.1     3658
##
## Scaled residuals:
##    Min     1Q Median     3Q    Max
## -3.6722 -0.6300  0.0236  0.6770  3.3347

```

```

## 
## Random effects:
## Groups   Name        Variance Std.Dev.
## school   (Intercept) 0.09197  0.3033
## Residual            0.56909  0.7544
## Number of obs: 3662, groups: school, 65
##
## Fixed effects:
##                   Estimate Std. Error t value
## (Intercept) 1.913e-05 4.022e-02   0.00
## standLRT    5.670e-01 1.324e-02  42.84
##
## Correlation of Fixed Effects:
##          (Intr)
## standLRT 0.007

```

4.8.5 Multiple degree of freedom comparisons

As with `lm()` and `glm()` models, you can compare the two `lmer()` models using a likelihood ratio test with the `anova()` function.

```

anova(Norm1, Norm2)

## Data: na.omit(Exam)
## Models:
## Norm1: normexam ~ 1 + (1 | school)
## Norm2: normexam ~ 1 + standLRT + (1 | school)
##      Df AIC   BIC logLik deviance Chisq Chi Df Pr(>Chisq)
## Norm1  3 9964.9 9983.5 -4979.4    9958.9
## Norm2  4 8480.1 8505.0 -4236.1    8472.1 1486.8      1 < 2.2e-16 ***
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

```

4.8.6 Random slopes

Add a random effect of students' standardized test scores as well. Now in addition to estimating the distribution of intercepts across schools, we also estimate the distribution of the slope of exam on standardized test.

```

Norm3 <- lmer(normexam ~ 1 + standLRT + (1 + standLRT | school),
               data = na.omit(Exam), REML = FALSE)
summary(Norm3)

## Linear mixed model fit by maximum likelihood  ['lmerMod']
## Formula: normexam ~ 1 + standLRT + (1 + standLRT | school)
##   Data: na.omit(Exam)
##
##      AIC      BIC logLik deviance df.resid

```

```

##   8444.1   8481.4  -4216.1   8432.1      3656
##
## Scaled residuals:
##   Min     1Q Median     3Q    Max
## -3.7894 -0.6233  0.0242  0.6736  3.4372
##
## Random effects:
##   Groups   Name        Variance Std.Dev. Corr
##   school   (Intercept) 0.08926  0.2988
##           standLRT     0.01592  0.1262   0.50
##   Residual            0.55591  0.7456
## Number of obs: 3662, groups: school, 65
##
## Fixed effects:
##   Estimate Std. Error t value
## (Intercept) -0.01237   0.03978 -0.311
## standLRT     0.56111   0.02100 26.714
##
## Correlation of Fixed Effects:
##          (Intr)
## standLRT 0.361

```

4.8.7 Test the significance of the random slope

To test the significance of a random slope just compare models with and without the random slope term using a likelihood ratio test:

```

anova(Norm2, Norm3)

## Data: na.omit(Exam)
## Models:
## Norm2: normexam ~ 1 + standLRT + (1 | school)
## Norm3: normexam ~ 1 + standLRT + (1 + standLRT | school)
##   Df AIC BIC logLik deviance Chisq Chi Df Pr(>Chisq)
## Norm2 4 8480.1 8505.0 -4236.1   8472.1
## Norm3 6 8444.1 8481.4 -4216.1   8432.1 40.01      2 2.051e-09 ***
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

```

4.8.8 Exercise 3

Multilevel modeling

Use the `bh1996` dataset:

```

## install.packages("multilevel")
data(bh1996, package="multilevel")

```

From the data documentation:

Variables are Leadership Climate (LEAD), Well-Being (WBEING), and Work Hours (HRS). The group identifier is named GRP.

1. Create a null model predicting wellbeing (WBEING)

```
##
```

2. Calculate the ICC for your null model

```
##
```

3. Run a second multi-level model that adds two individual-level predictors, average number of hours worked (HRS) and leadership skills (LEAD) to the model and interpret your output.

```
##
```

4. Now, add a random effect of average number of hours worked (HRS) to the model and interpret your output. Test the significance of this random term.

```
##
```

[Click for Exercise 3 Solution](#)

Use the dataset, bh1996:

```
data(bh1996, package="multilevel")
```

From the data documentation:

Variables are Leadership Climate (LEAD), Well-Being (WBEING), and Work Hours (HRS). The group identifier is named GRP.

1. Create a null model predicting wellbeing (WBEING).

```
mod_grp0 <- lmer(WBEING ~ 1 + (1 | GRP), data = bh1996)
summary(mod_grp0)
```

```
## Linear mixed model fit by REML ['lmerMod']
## Formula: WBEING ~ 1 + (1 | GRP)
##   Data: bh1996
##
## REML criterion at convergence: 19347.3
##
## Scaled residuals:
##     Min      1Q  Median      3Q     Max
## -3.3217 -0.6475  0.0311  0.7182  2.6674
##
## Random effects:
##   Groups   Name        Variance Std.Dev.
##   GRP      (Intercept) 0.0358   0.1892
##   Residual           0.7895   0.8885
##   Number of obs: 7382, groups: GRP, 99
##
```

```
## Fixed effects:
##             Estimate Std. Error t value
## (Intercept)  2.7743     0.0222 124.9
```

3. Run a second multi-level model that adds two individual-level predictors, average number of hours worked (HRS) and leadership skills (LEAD) to the model and interpret your output.

```
mod_grp1 <- lmer(WBEING ~ 1 + HRS + LEAD + (1 | GRP), data = bh1996)
summary(mod_grp1)
```

```
## Linear mixed model fit by REML ['lmerMod']
## Formula: WBEING ~ 1 + HRS + LEAD + (1 | GRP)
##   Data: bh1996
##
## REML criterion at convergence: 17860
##
## Scaled residuals:
##       Min     1Q Median     3Q    Max
## -3.9188 -0.6588  0.0382  0.7040  3.6440
##
## Random effects:
##   Groups   Name        Variance Std.Dev.
##   GRP      (Intercept) 0.01929  0.1389
##   Residual           0.64668  0.8042
##   Number of obs: 7382, groups: GRP, 99
##
## Fixed effects:
##             Estimate Std. Error t value
## (Intercept)  1.686160  0.067702 24.906
## HRS         -0.031617  0.004378 -7.221
## LEAD        0.500743  0.012811 39.087
##
## Correlation of Fixed Effects:
##   (Intr) HRS
## HRS -0.800
## LEAD -0.635  0.121
```

3. Now, add a random effect of average number of hours worked (HRS) to the model and interpret your output. Test the significance of this random term.

```
mod_grp2 <- lmer(WBEING ~ 1 + HRS + LEAD + (1 + HRS | GRP), data = bh1996)
anova(mod_grp1, mod_grp2)
```

```
## Data: bh1996
## Models:
## mod_grp1: WBEING ~ 1 + HRS + LEAD + (1 | GRP)
## mod_grp2: WBEING ~ 1 + HRS + LEAD + (1 + HRS | GRP)
##          Df AIC   BIC logLik deviance Chisq Chi Df Pr(>Chisq)
## mod_grp1  5 17848 17882 -8918.9     17838
```

```
## mod_grp2 7 17851 17899 -8918.3    17837 1.2202      2      0.5433
```

4.9 Wrap-up

4.9.1 Feedback

These workshops are a work in progress, please provide any feedback to: help@iq.harvard.edu

4.9.2 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
 - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
 - RCS consulting email: <mailto:research@hbs.edu>

Chapter 5

R Graphics

Topics

- R `ggplot2` package
- Geometric objects and aesthetics
- Setup basic plots
- Add and modify scales and legends
- Manipulate plot labels
- Change and create plot themes

5.1 Setup

5.1.1 Class Structure

- Informal — Ask questions at any time. Really!
- Collaboration is encouraged - please spend a minute introducing yourself to your neighbors!

5.1.2 Prerequisites

This is an intermediate R course:

- Assumes working knowledge of R
- Relatively fast-paced

5.1.3 Launch an R session

Start RStudio and create a new project:

- On Windows click the start button and search for RStudio. On Mac RStudio will be in your applications folder.

- In Rstudio go to `File -> New Project`.
- Choose `Existing Directory` and browse to the workshop materials directory on your desktop.
- Choose `File -> Open File` and select the file with the word “BLANK” in the name.

5.1.4 Packages

You should have already installed the `tidyverse` and `rmarkdown` packages onto your computer before the workshop — see R Installation. Now let’s load these packages into the search path of our R session.

```
library(tidyverse)
library(rmarkdown)
```

The `ggplot2` package is contained within `tidyverse`, but we also want to install two additional packages, `scales` and `ggrepel`, which provide additional functionality.

```
# install.packages("scales")
library(scales)

# install.packages("ggrepel")
library(ggrepel)
```

5.1.5 Goals

We will learn about the `grammar of graphics` — a system for understanding the building blocks of a graph — using the `ggplot2` package. In particular, we’ll learn about:

1. Basic plots, **aesthetic mapping and inheritance**
2. Tailoring **statistical transformations** to particular plots
3. **Modifying scales** to change axes and add labels
4. **Faceting** to create many small plots
5. Changing plot **themes**

5.2 Why ggplot2?

`ggplot2` is a package within in the `tidyverse` suite of packages. Advantages of `ggplot2` include:

- consistent underlying `grammar of graphics` (Wilkinson, 2005)
- very flexible — plot specification at a high level of abstraction
- theme system for polishing plot appearance
- many users, active mailing list

That said, there are some things you cannot (or should not) do with `ggplot2`:

- 3-dimensional graphics (see the `rgl` package)
- Graph-theory type graphs (nodes/edges layout; see the `igraph` package)

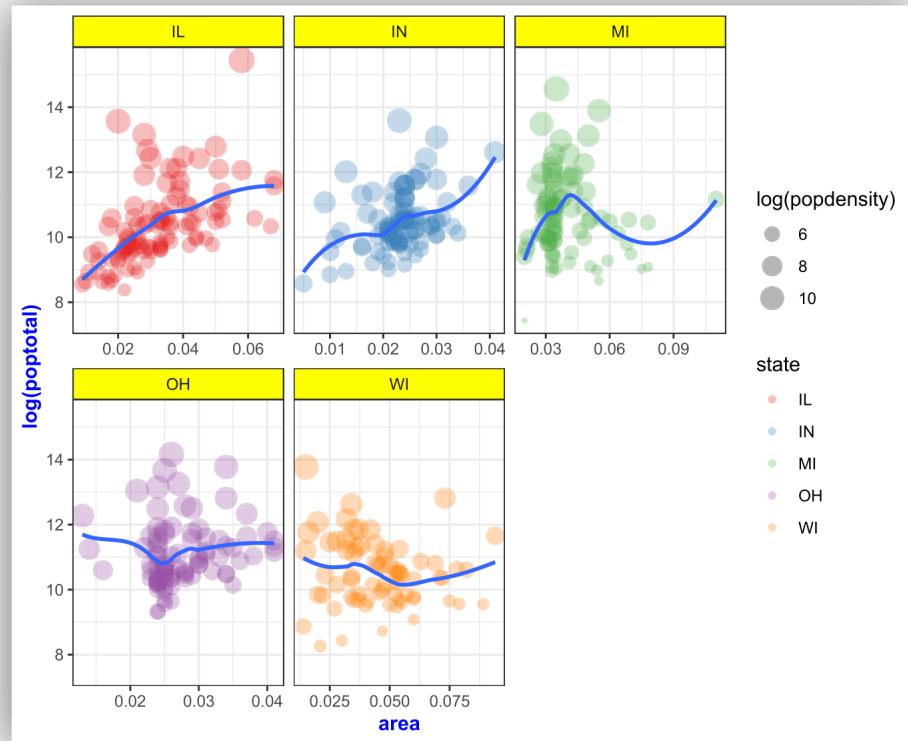
- Interactive graphics (see the `ggvis` package)

5.2.1 What is the Grammar Of Graphics?

The basic idea: independently specify plot building blocks and combine them to create just about any kind of graphical display you want. Building blocks of a graph include the following (**bold** denotes essential elements):

- **data**
- **aesthetic mapping**
- **geometric object**
- statistical transformations
- scales
- coordinate system
- position adjustments
- facetting
- themes

By the end of this workshop, you should understand what these building blocks do and how to use them to create the following plot:



5.2.2 ggplot2 VS base graphics

Compared to base graphics, `ggplot2`

- is more verbose for simple / canned graphics
- is less verbose for complex / custom graphics
- does not have methods (data should always be in a `data.frame`)
- has sensible defaults for generating legends

5.3 Geometric objects & aesthetics

5.3.1 Aesthetic mapping

In ggplot land *aesthetic* means “something you can see”. Examples include:

- position (i.e., on the x and y axes)
- color (“outside” color)

- fill (“inside” color)
- shape (of points)
- linetype
- size

Each type of geom accepts only a subset of all aesthetics; refer to the geom help pages to see what mappings each geom accepts. Aesthetic mappings are set with the `aes()` function.

5.3.2 Geometric objects (geom)

Geometric objects are the actual marks we put on a plot. Examples include:

- points (`geom_point()`, for scatter plots, dot plots, etc.)
- lines (`geom_line()`, for time series, trend lines, etc.)
- boxplot (`geom_boxplot()`, for boxplots!)

A plot **must have at least one geom**; there is no upper limit. You can add a geom to a plot using the `+` operator.

Each `geom_` has a particular set of aesthetic mappings associated with it. Some examples are provided below, with required aesthetics in **bold** and optional aesthetics in plain text:

<code>geom_</code>	Usage	Aesthetics
<code>geom_point()</code>	Scatter plot	<code>x,y,alpha,color,fill,group,shape,size,stroke</code>
<code>geom_line()</code>	Line plot	<code>x,y,alpha,color,linetype,size</code>
<code>geom_bar()</code>	Bar chart	<code>x,y,alpha,color,fill,group,linetype,size</code>
<code>geom_boxplot()</code>	Boxplot	<code>x,lower,upper,middle,ymin,ymax,alpha,color,fill</code>
<code>geom_density()</code>	Density plot	<code>x,y,alpha,color,fill,group,linetype,size,weight</code>
<code>geom_smooth()</code>	Conditional means	<code>x,y,alpha,color,fill,group,linetype,size,weight</code>
<code>geom_label()</code>	Text	<code>x,y,label,alpha,angle,color,family,fontface,size</code>

You can get a list of all available geometric objects and their associated aesthetics at <https://ggplot2.tidyverse.org/reference/>. Or, simply type `geom_<tab>` in any good R IDE (such as Rstudio or ESS) to see a list of functions starting with `geom_`.

5.3.2.1 Points (scatterplot)

Now that we know about geometric objects and aesthetic mapping, we can make a `ggplot()`. `geom_point()` requires mappings for x and y, all others are optional.

Example data: housing prices

Let's look at housing prices.

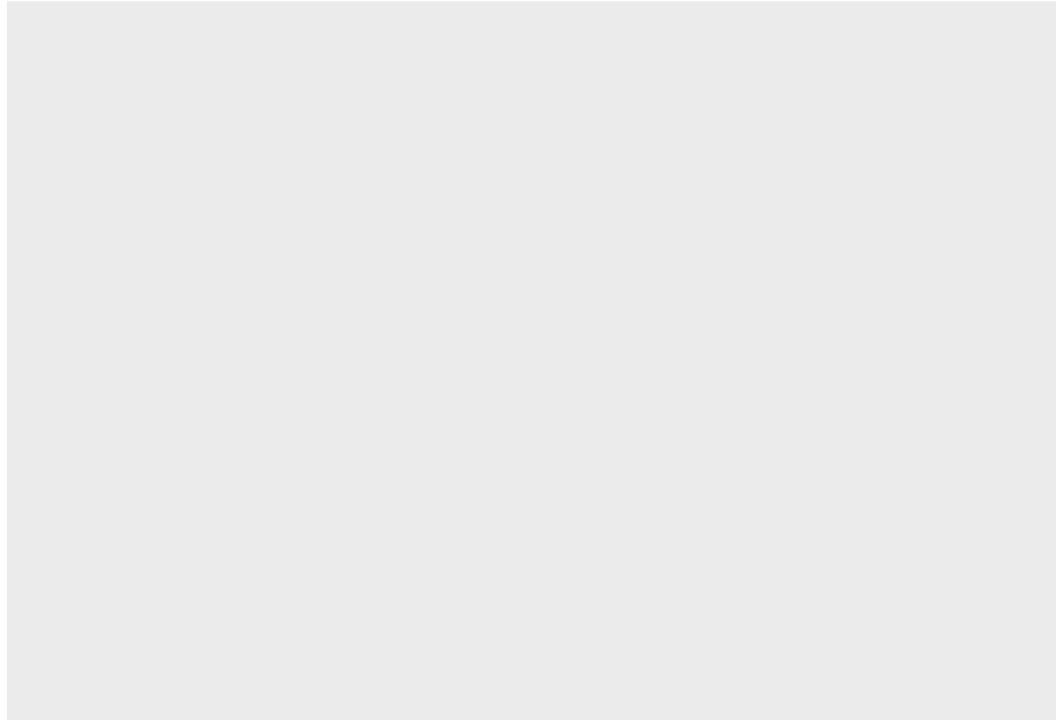
```
housing <- read_csv("dataSets/landdata-states.csv")
head(housing[1:5])

## # A tibble: 6 x 5
```

```
##   State region Date Home_Value Structure_Cost
##   <chr> <chr> <dbl>      <dbl>
## 1 AK    West    2010.    224952     160599
## 2 AK    West    2010.    225511     160252
## 3 AK    West    2010.    225820     163791
## 4 AK    West    2010    224994     161787
## 5 AK    West    2008    234590     155400
## 6 AK    West    2008.   233714     157458
# create a subset for 1st quarter 2001
hp2001Q1 <- filter(housing, Date == 2001.25)
```

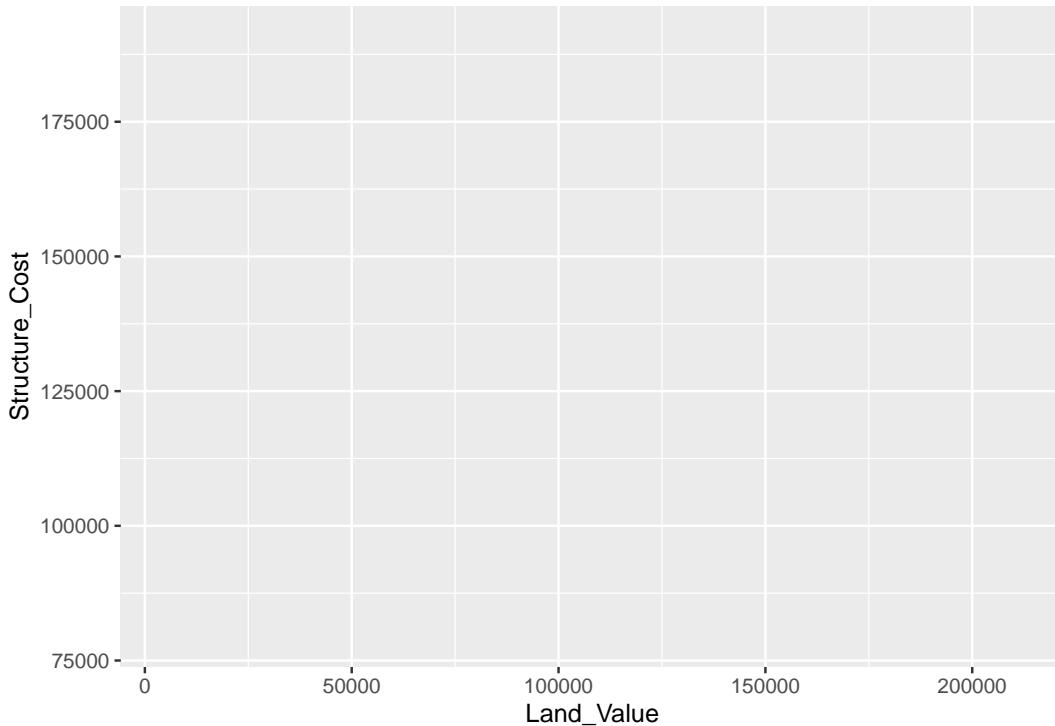
Step 1: create a blank canvas by specifying data:

```
ggplot(data = hp2001Q1)
```



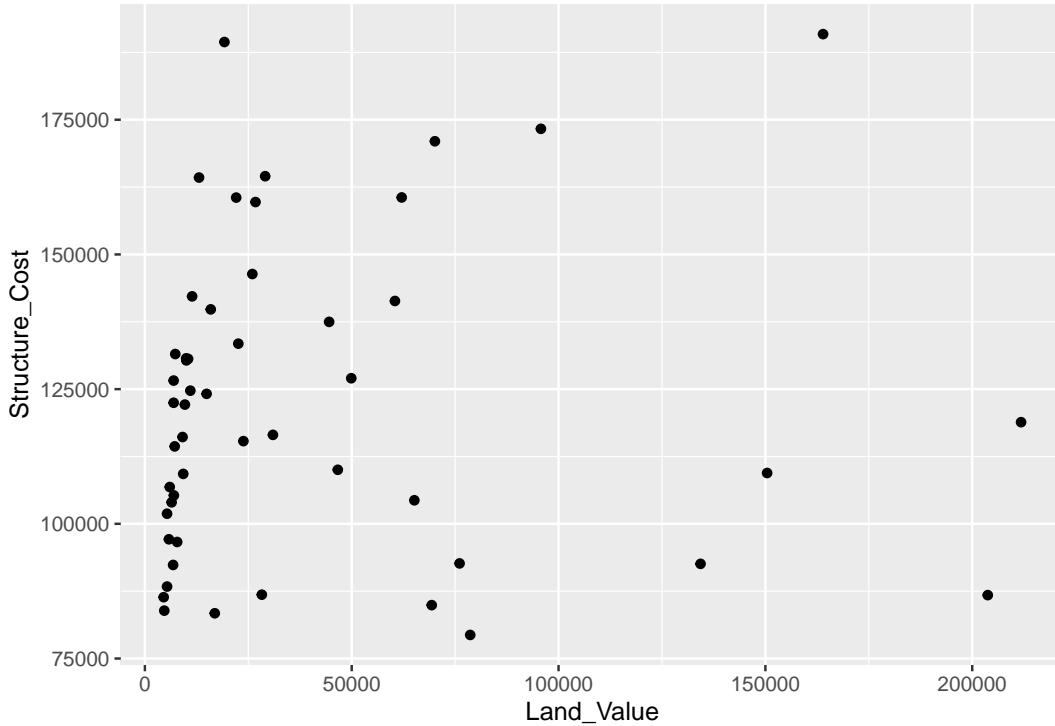
Step 2: specify aesthetic mappings (how you want to map variables to visual aspects):

```
# here we map "Land_Value" and "Structure_Cost" to the x- and y-axes.
ggplot(data = hp2001Q1, mapping = aes(x = Land_Value, y = Structure_Cost))
```



Step 3: add new layers of geometric objects that will show up on the plot:

```
# here we use geom_point() to add a layer with point (dot) elements  
# as the geometric shapes to represent the data.  
ggplot(data = hp2001Q1, mapping = aes(x = Land_Value, y = Structure_Cost)) +  
  geom_point()
```



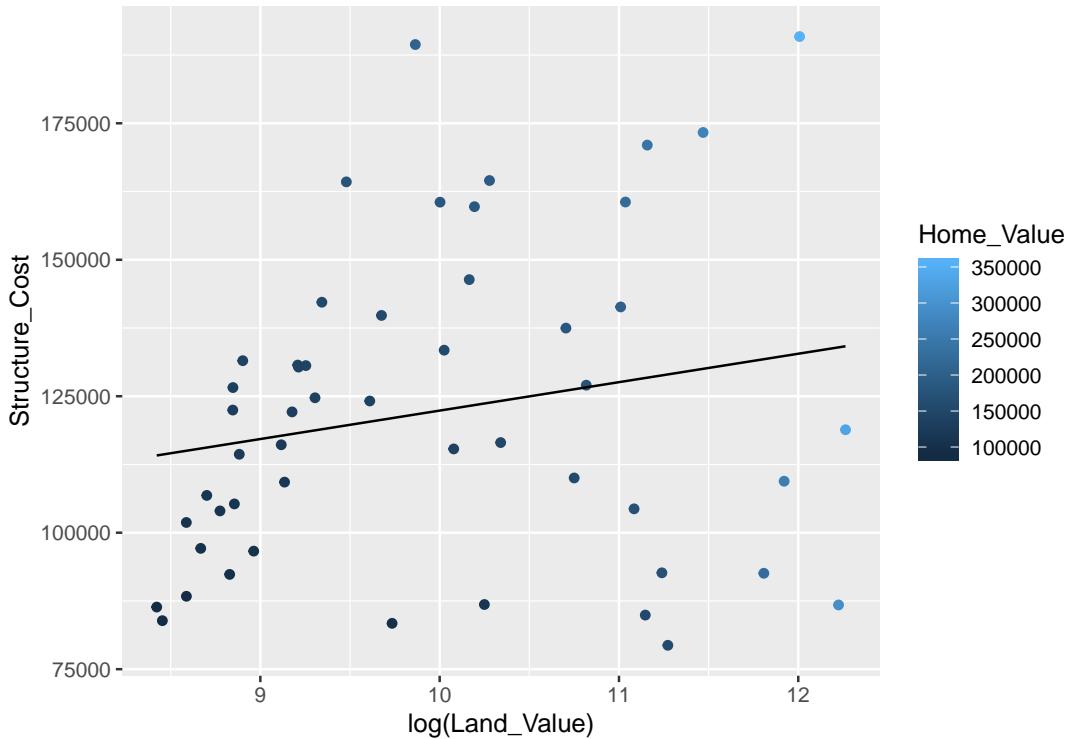
5.3.2.2 Lines (prediction line)

A plot constructed with `ggplot()` can have more than one geom. In that case the mappings established in the `ggplot()` call are plot defaults that can be added to or overridden — this is referred to as **aesthetic inheritance**. Our plot could use a regression line:

```
# get predicted values from a linear regression
hp2001Q1$pred_SC <- lm(Structure_Cost ~ log(Land_Value), data = hp2001Q1) %>%
  predict()

p1 <- ggplot(hp2001Q1, aes(x = log(Land_Value), y = Structure_Cost))

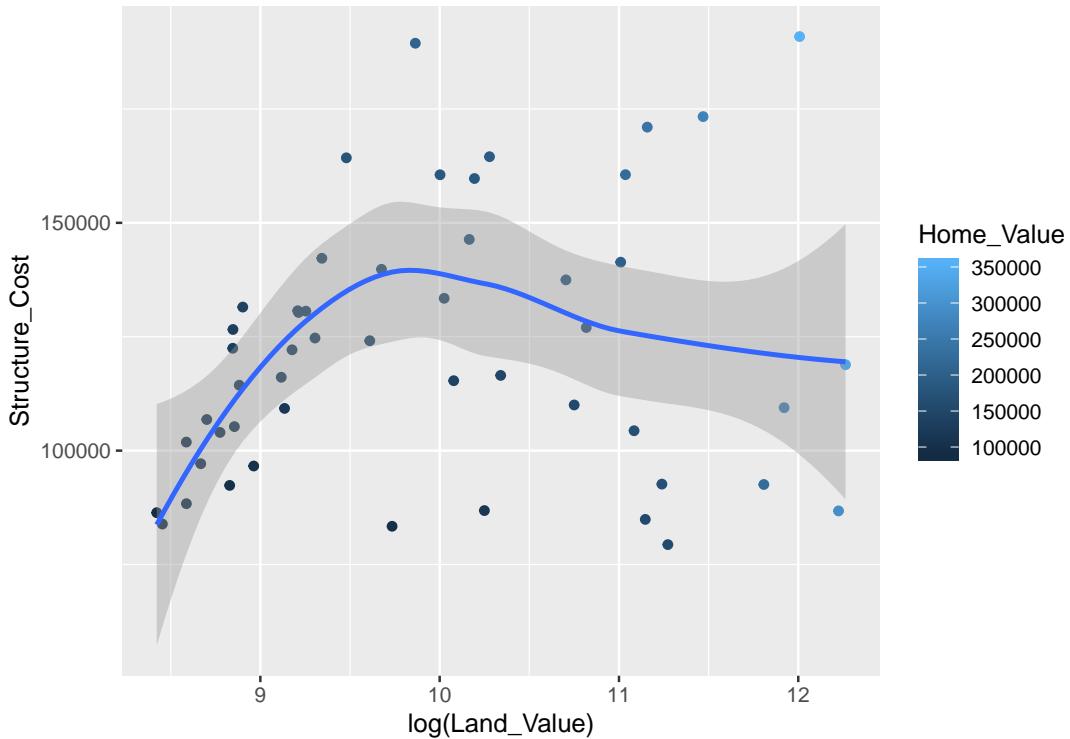
p1 + geom_point(aes(color = Home_Value)) + # values for x and y are inherited from the ggplot()
  geom_line(aes(y = pred_SC)) # add predicted values to the plot overriding the y values from the
```



5.3.2.3 Smoothers

Not all geometric objects are simple shapes; the smooth geom includes a line and a ribbon.

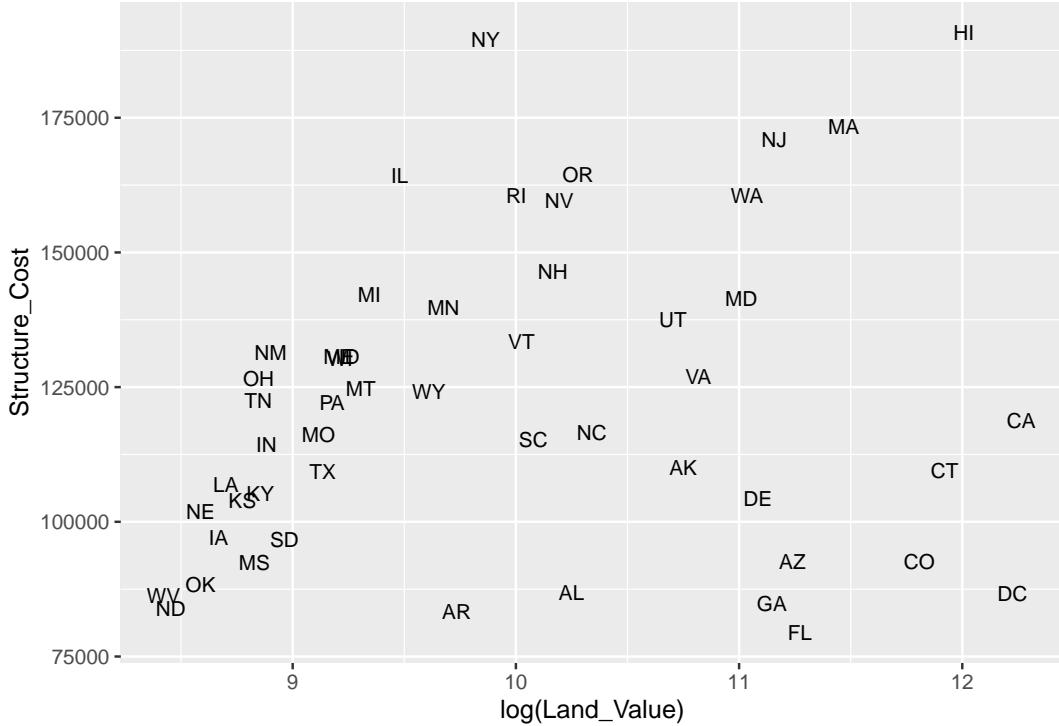
```
p1 +  
  geom_point(aes(color = Home_Value)) +  
  geom_smooth()
```



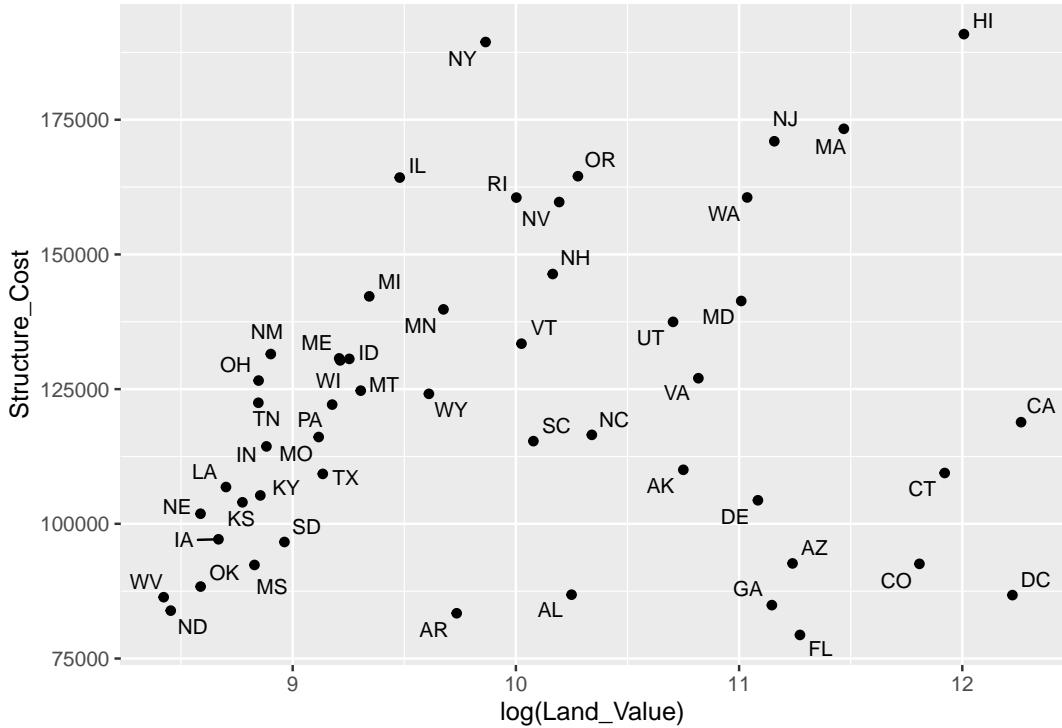
5.3.2.4 Text (label points)

Each geom accepts a particular set of mappings; for example `geom_text()` accepts a `label` mapping.

```
p1 +  
  geom_text(aes(label=State), size = 3)
```



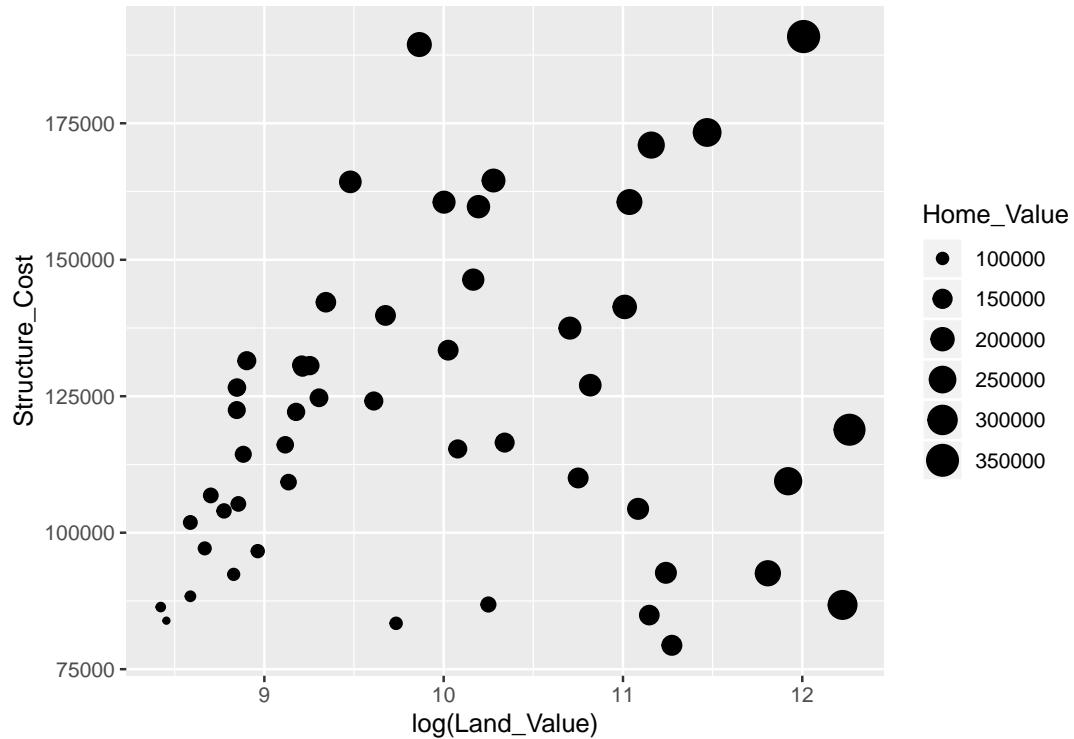
```
p1 +  
  geom_point() +  
  geom_text_repel(aes(label=State), size = 3)
```



5.3.3 Aesthetic mapping VS assignment

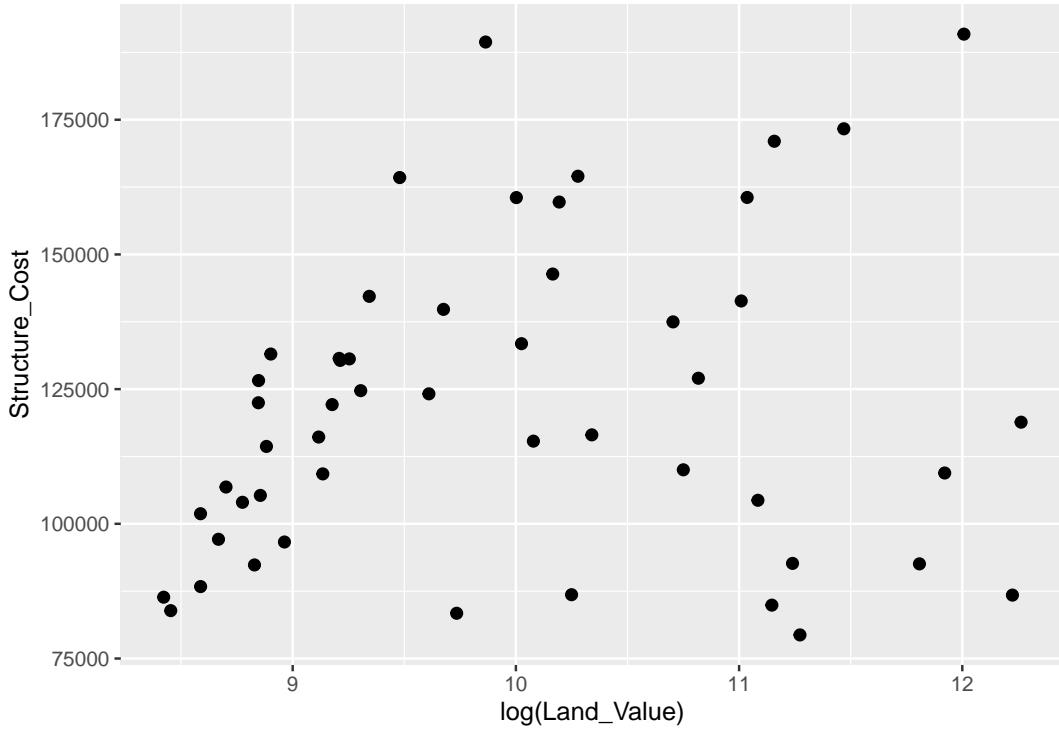
- Variables are **mapped** to aesthetics within the `aes()` function

```
p1 +  
  geom_point(aes(size = Home_Value))
```



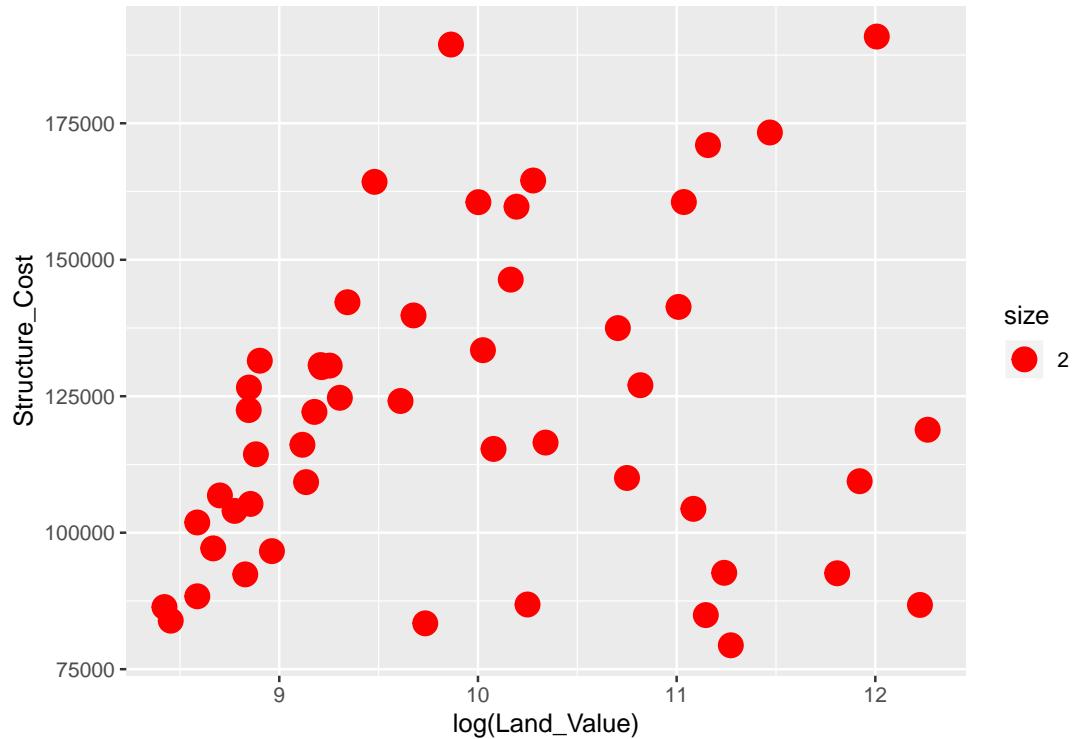
2. Constants are **fixed** to aesthetics outside the `aes()` call

```
p1 +  
  geom_point(size = 2)
```



This sometimes leads to confusion, as in this example:

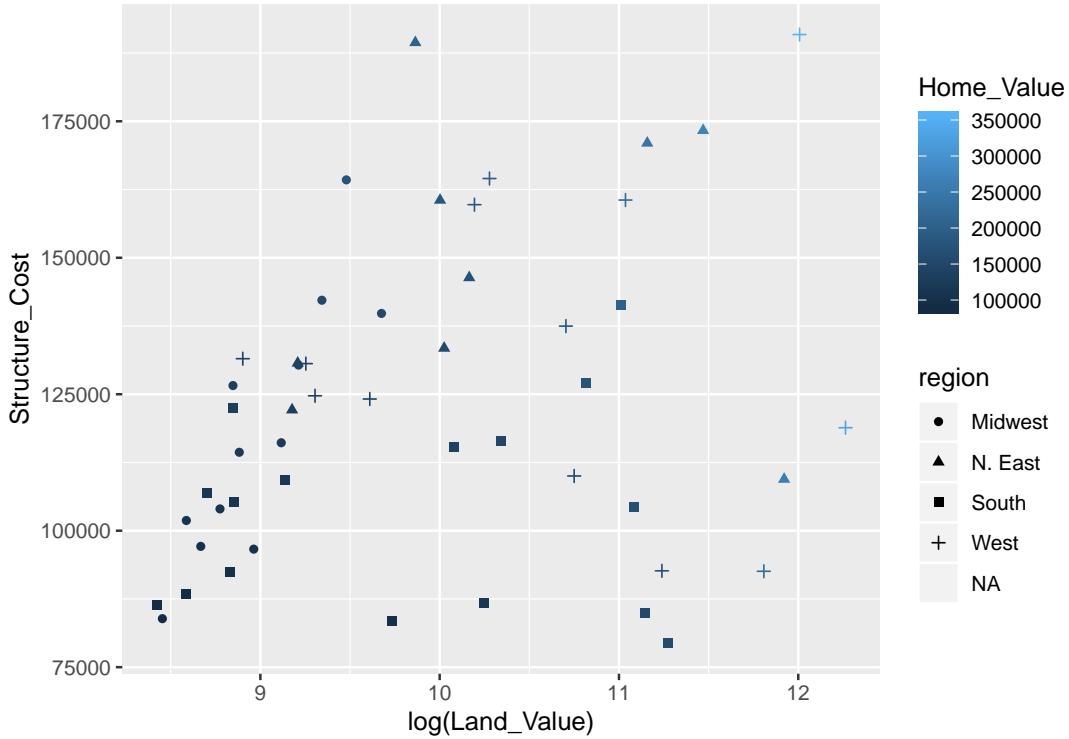
```
p1 +  
  geom_point(aes(size = 2), # incorrect! 2 is not a variable  
             color="red") # this is fine -- all points red
```



5.3.4 Mapping variables to other aesthetics

Other aesthetics are mapped in the same way as x and y in the previous example.

```
p1 +  
  geom_point(aes(color = Home_Value, shape = region))
```



5.3.5 Exercise 0

The data for the exercises is available in the `dataSets/EconomistData.csv` file. Read it in with

```
dat <- read_csv("dataSets/EconomistData.csv")
```

Original sources for these data are <http://www.transparency.org/content/download/64476/1031428> http://hdrstats.undp.org/en/indicators/display_cf_xls_indicator.cfm?indicator_id=103106&lang=en

These data consist of *Human Development Index* and *Corruption Perception Index* scores for several countries.

1. Create a scatter plot with CPI on the x axis and HDI on the y axis.

```
##
```

2. Color the points in the previous plot blue.

```
##
```

3. Map the color of the the points to Region.

```
##
```

4. Keeping color mapped to Region, make the points bigger by setting size to 2

```
##
```

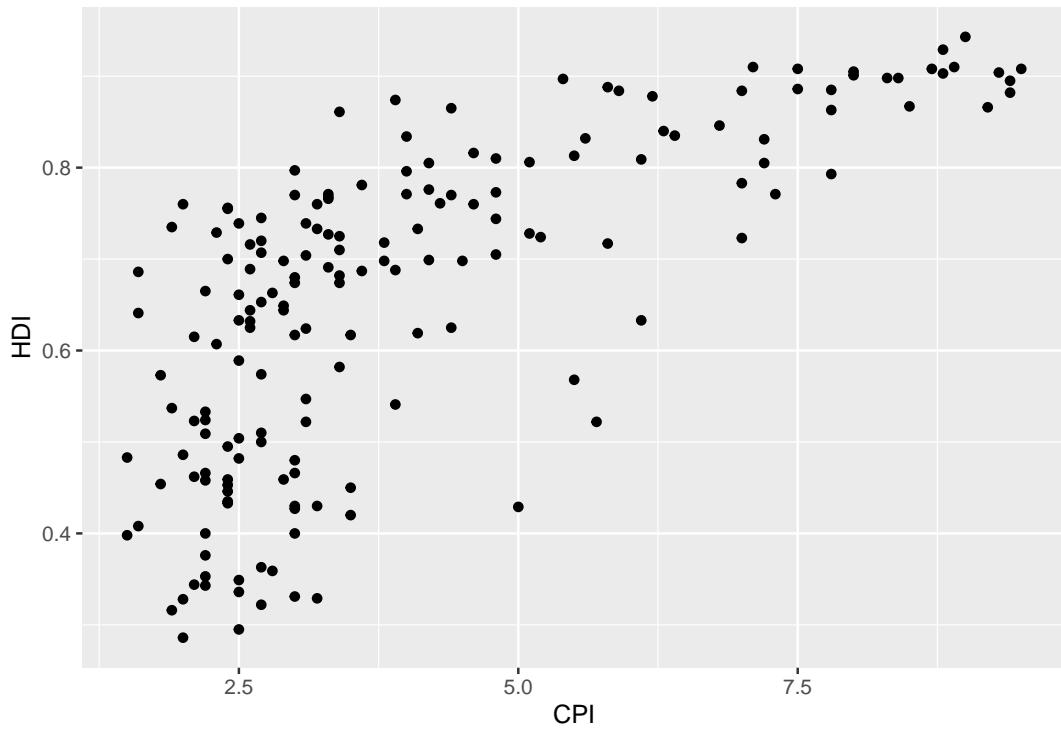
5. Keeping color mapped to Region, map the size of the points to HDI_Rank

```
##
```

Click for Exercise 0 Solution

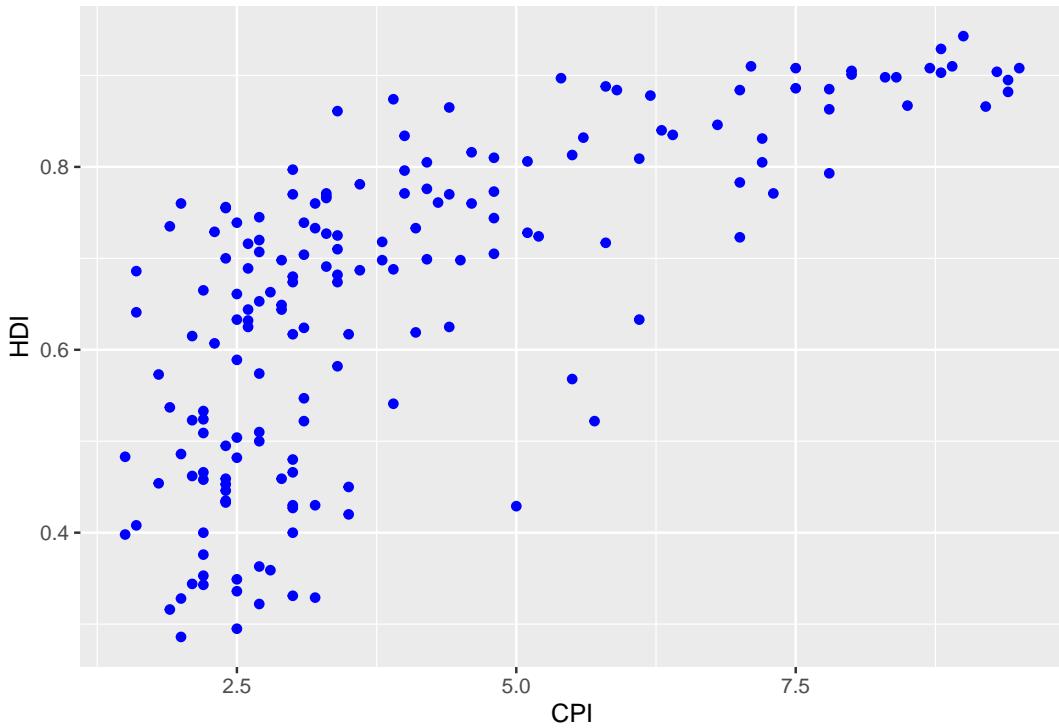
1. Create a scatter plot with CPI on the x axis and HDI on the y axis.

```
ggplot(dat, aes(x = CPI, y = HDI)) +  
  geom_point()
```



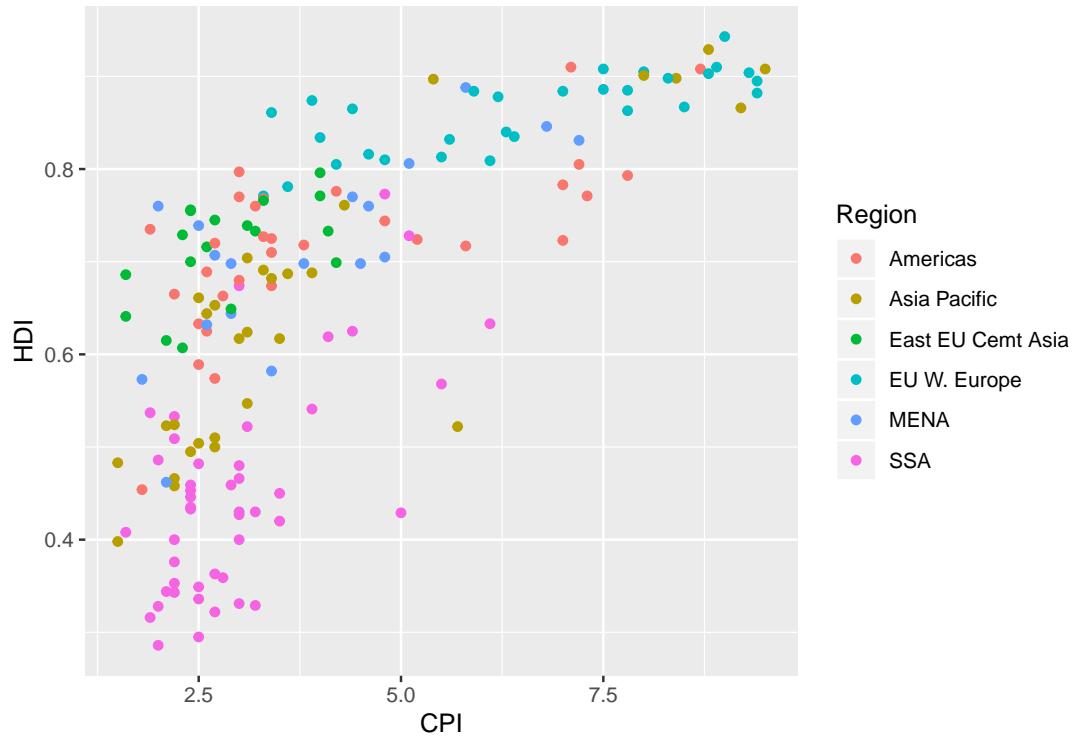
2. Color the points in the previous plot blue.

```
ggplot(dat, aes(x = CPI, y = HDI)) +  
  geom_point(color = "blue")
```



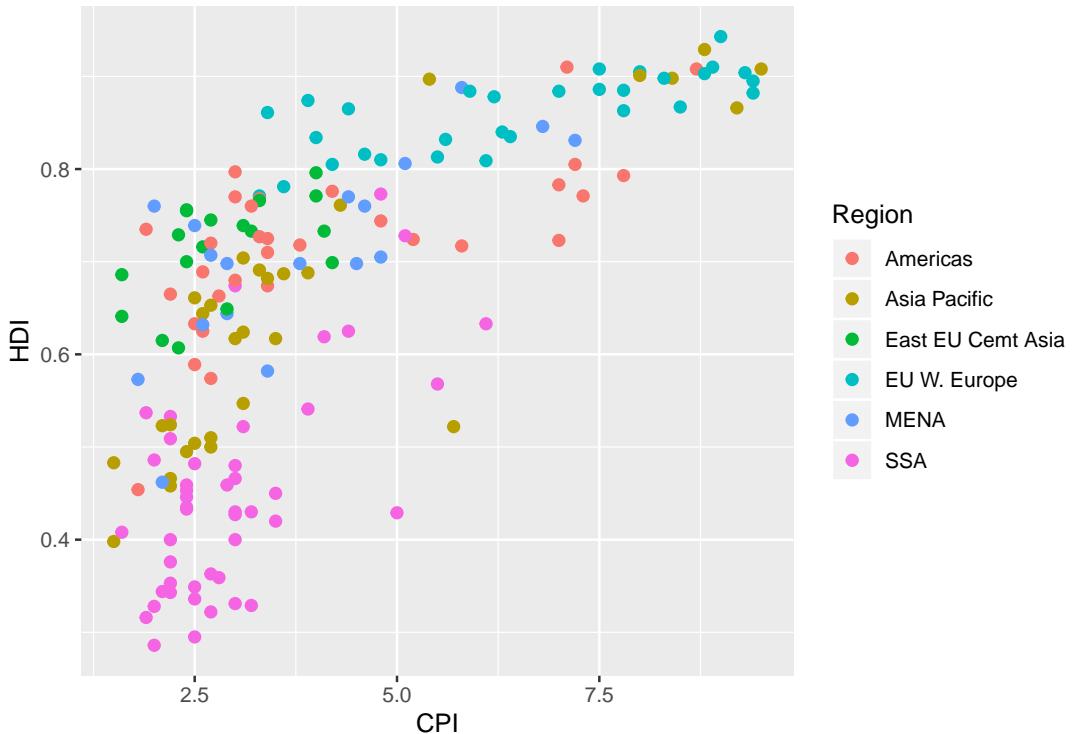
3. Map the color of the the points to Region.

```
ggplot(dat, aes(x = CPI, y = HDI)) +  
  geom_point(aes(color = Region))
```



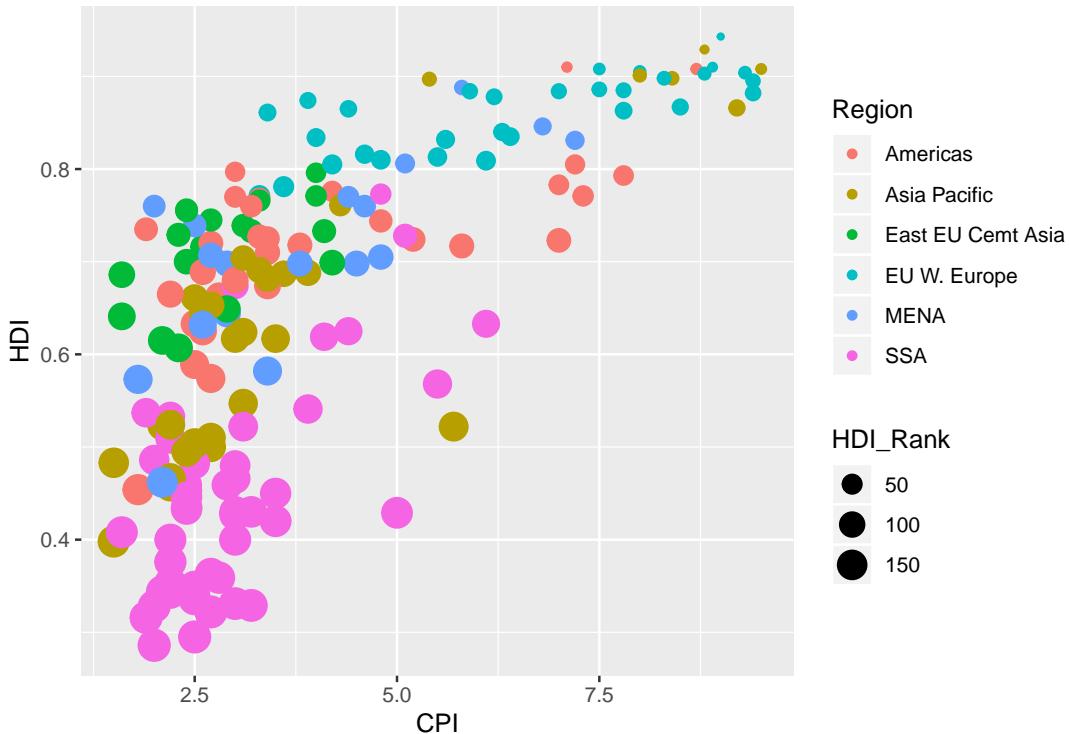
4. Keeping color mapped to Region, make the points bigger by setting size to 2.

```
ggplot(dat, aes(x = CPI, y = HDI)) +  
  geom_point(aes(color = Region), size = 2)
```



5. Keeping color mapped to Region, map the size of the points to HDI_Rank.

```
ggplot(dat, aes(x = CPI, y = HDI)) +
  geom_point(aes(color = Region, size = HDI_Rank))
```



5.4 Statistical transformations

5.4.1 Why transform data?

Some plot types (such as scatterplots) do not require transformations; each point is plotted at x and y coordinates equal to the original value. Other plots, such as boxplots, histograms, prediction lines etc. require statistical transformations:

- for a boxplot the y values must be transformed to the median and 1.5(IQR)
- for a smoother the y values must be transformed into predicted values

Each geom has a default statistic, but these can be changed. For example, the default statistic for `geom_histogram()` is `stat_bin()`:

```
args(geom_histogram)
```

```
## function (mapping = NULL, data = NULL, stat = "bin", position = "stack",
##   ..., binwidth = NULL, bins = NULL, na.rm = FALSE, show.legend = NA,
##   inherit.aes = TRUE)
## NULL
args(stat_bin)

## function (mapping = NULL, data = NULL, geom = "bar", position = "stack",
##   ..., binwidth = NULL, bins = NULL, center = NULL, boundary = NULL,
```

```
##     breaks = NULL, closed = c("right", "left"), pad = FALSE,
##     na.rm = FALSE, show.legend = NA, inherit.aes = TRUE)
## NULL
```

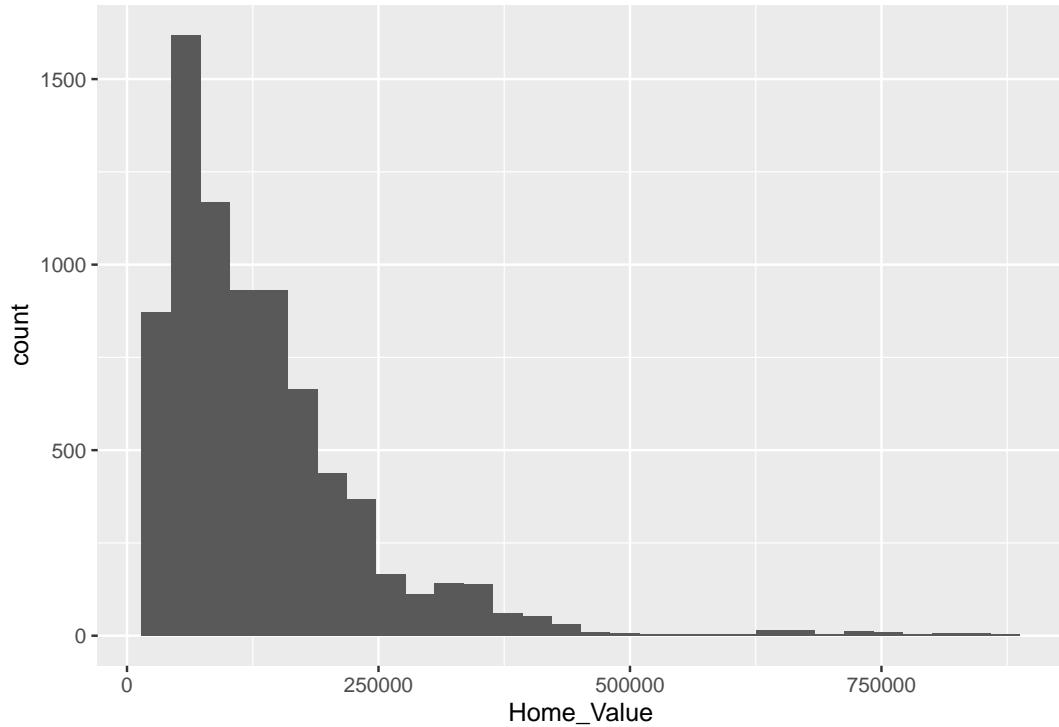
Here is a list of geoms and their default statistics <https://ggplot2.tidyverse.org/reference/>

5.4.2 Setting arguments

Arguments to `stat_` functions can be passed through `geom_` functions. This can be slightly annoying because in order to change it you have to first determine which stat the geom uses, then determine the arguments to that stat.

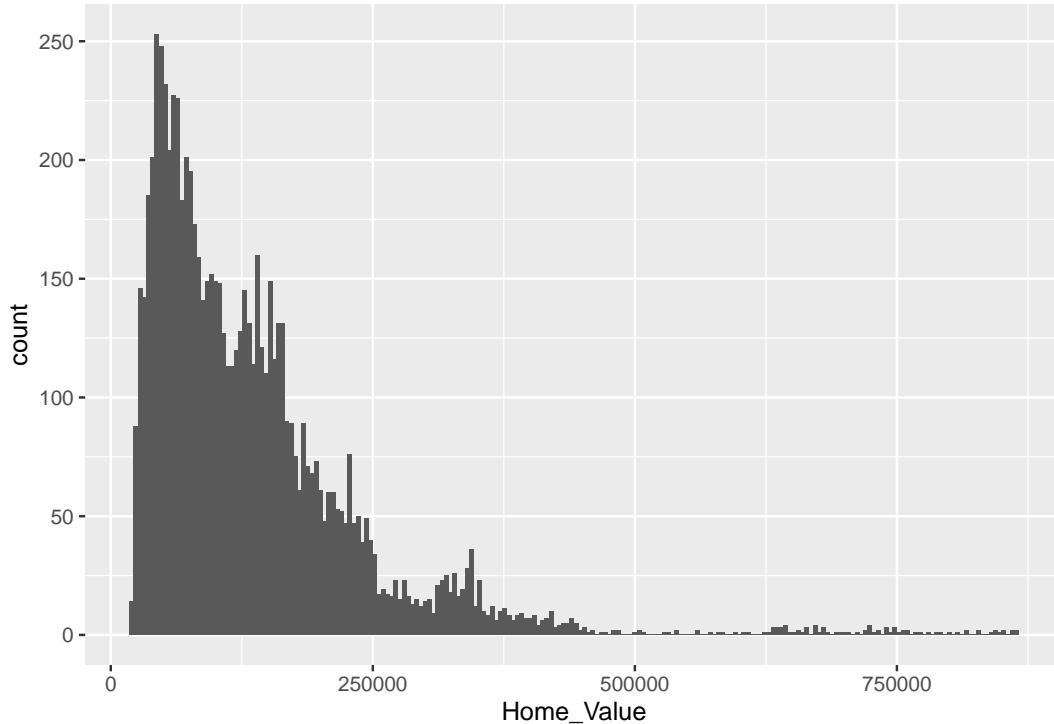
For example, here is the default histogram of `Home_Value`:

```
p2 <- ggplot(housing, aes(x = Home_Value))
p2 + geom_histogram()
```



can change it by passing the `binwidth` argument to the `stat_bin()` function:

```
p2 + geom_histogram(stat = "bin", binwidth=4000)
```



5.4.3 Changing the transformation

Sometimes the default statistical transformation is not what you need. This is often the case with pre-summarized data:

```
housing_sum <-
  housing %>%
  group_by(State) %>%
  summarize(Home_Value_Mean = mean(Home_Value)) %>%
  ungroup()

head(housing_sum)

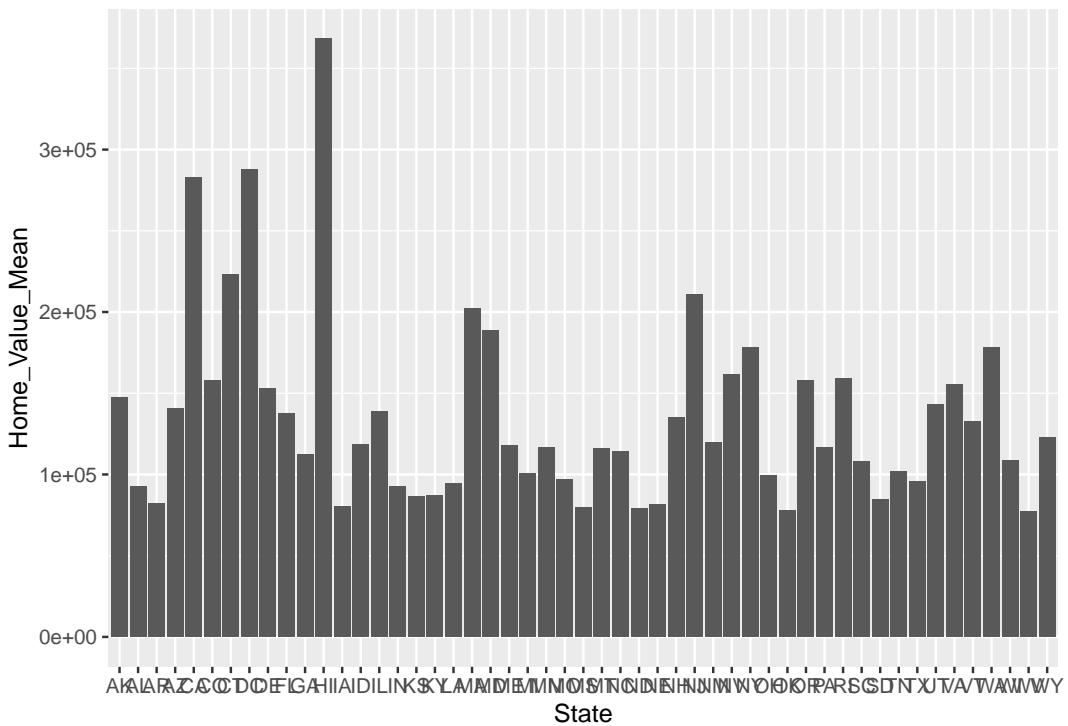
## # A tibble: 6 x 2
##   State   Home_Value_Mean
##   <chr>      <dbl>
## 1 AK        147385.
## 2 AL        92545.
## 3 AR        82077.
## 4 AZ        140756.
## 5 CA        282808.
## 6 CO        158176.
```

```
ggplot(housing_sum, aes(x=State, y=Home_Value_Mean)) +
  geom_bar()

## Error: stat_count() must not be used with a y aesthetic.
```

What is the problem with the previous plot? Basically we take binned and summarized data and ask ggplot to bin and summarize it again (remember, `geom_bar()` defaults to `stat = stat_count`; obviously this will not work). We can fix it by telling `geom_bar()` to use a different statistical transformation function:

```
ggplot(housing_sum, aes(x=State, y=Home_Value_Mean)) +
  geom_bar(stat="identity")
```



5.4.4 Exercise 1

1. Re-create a scatter plot with CPI on the x axis and HDI on the y axis (as you did in the previous exercise).

```
##
```

2. Overlay a smoothing line on top of the scatter plot using `geom_smooth()`.

```
##
```

3. Make the smoothing line in `geom_smooth()` less smooth. Hint: see `?loess`.

```
##
```

4. Change the smoothing line in `geom_smooth()` to use a linear model for the predictions.
Hint: see `?stat_smooth`.

```
##
```

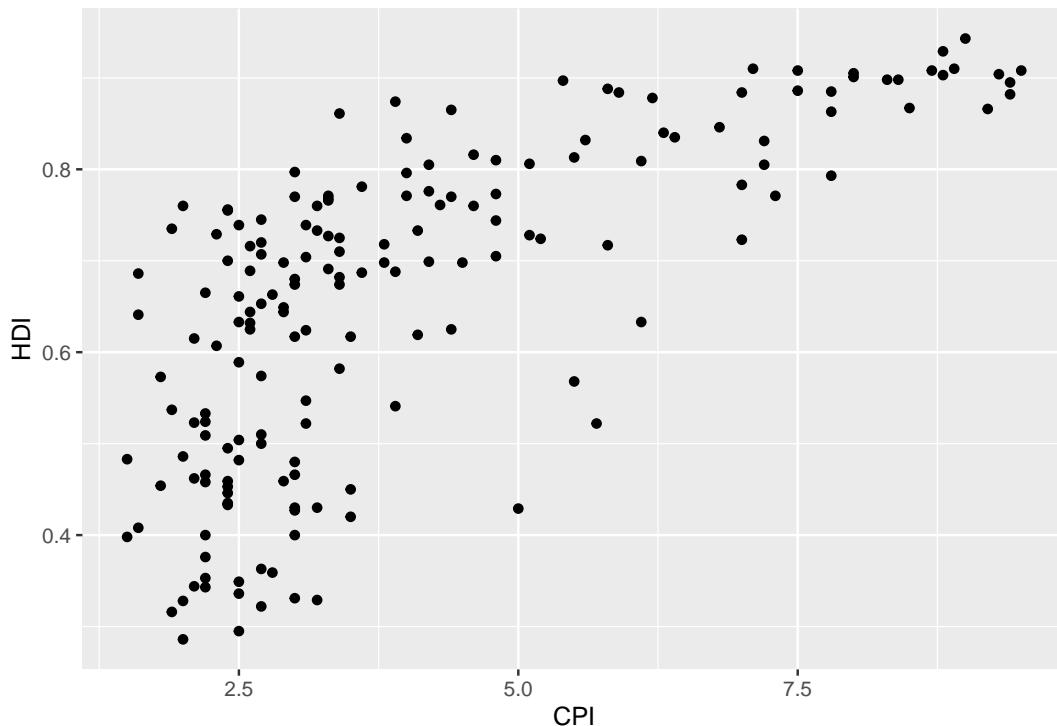
5. BONUS: Overlay a loess (`method = "loess"`) smoothing line on top of the scatter plot using `geom_line()`. Hint: change the statistical transformation.

```
##
```

Click for Exercise 1 Solution

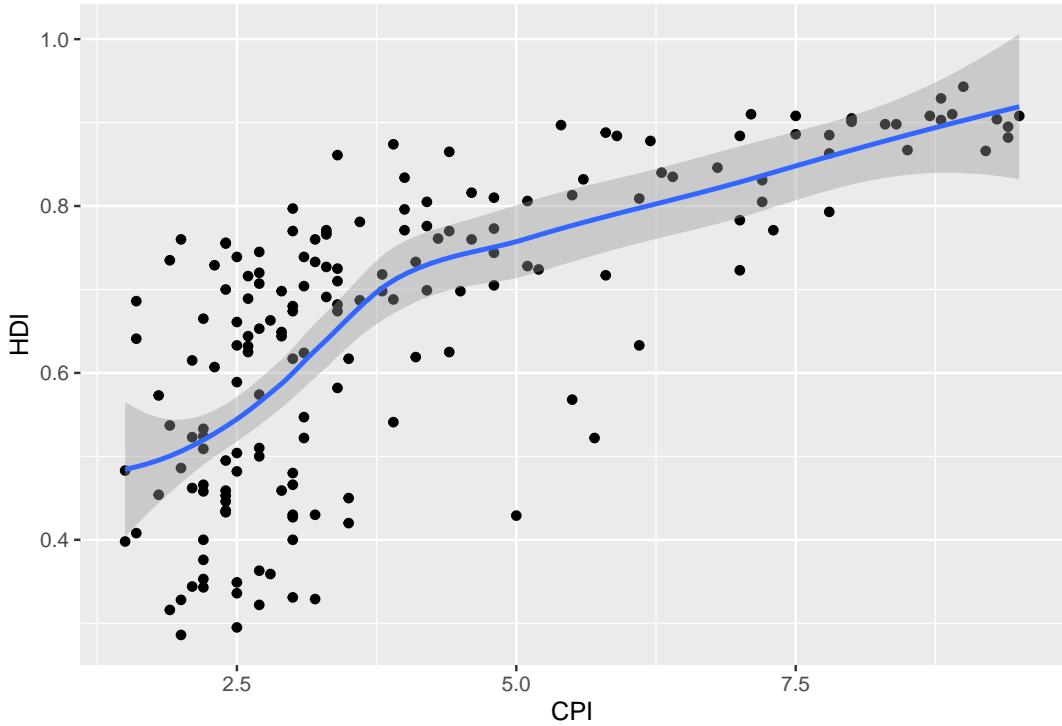
1. Re-create a scatter plot with CPI on the x axis and HDI on the y axis (as you did in the previous exercise).

```
ggplot(dat, aes(x = CPI, y = HDI)) +
  geom_point()
```



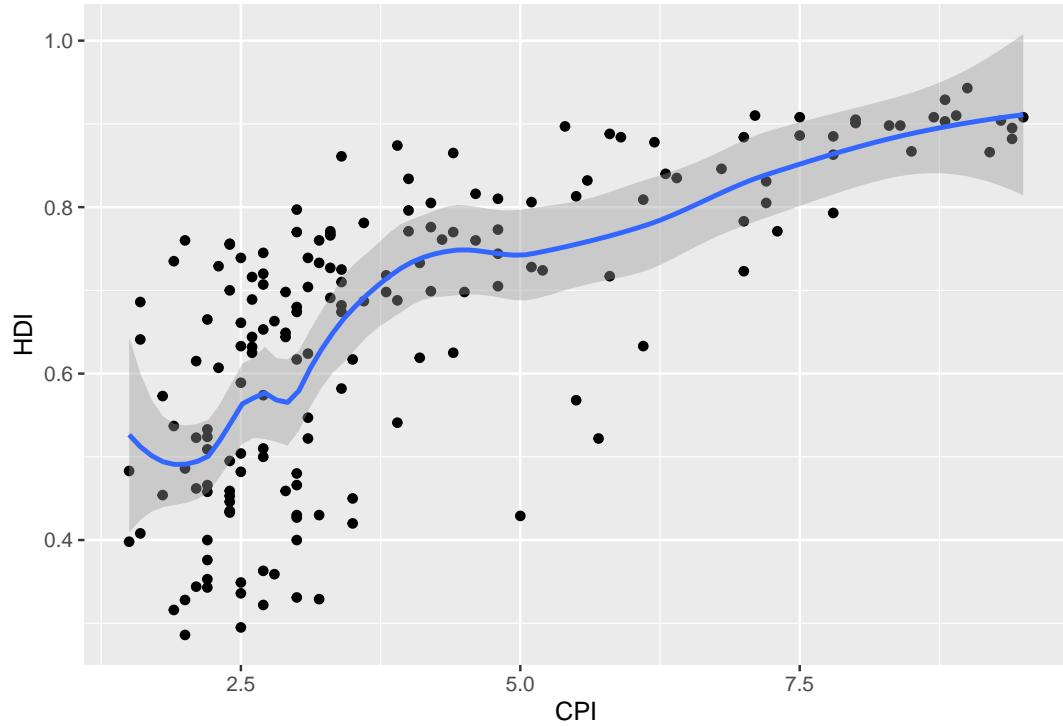
2. Overlay a smoothing line on top of the scatter plot using `geom_smooth()`.

```
ggplot(dat, aes(x = CPI, y = HDI)) +
  geom_point() +
  geom_smooth()
```



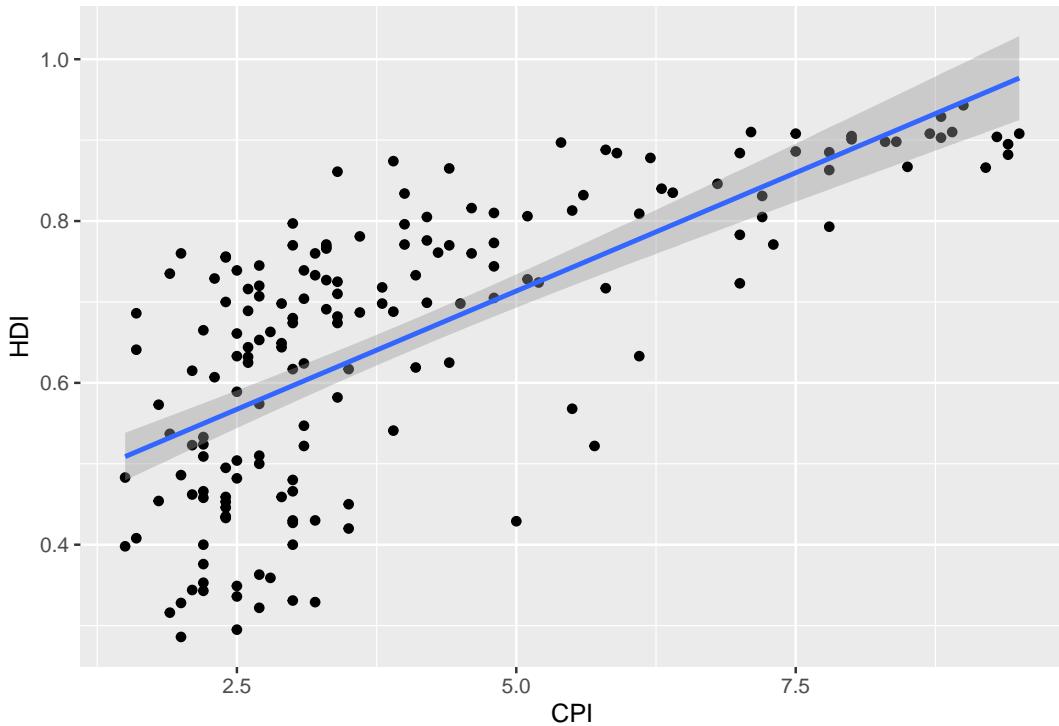
3. Make the smoothing line in `geom_smooth()` less smooth. Hint: see `?loess`.

```
ggplot(dat, aes(x = CPI, y = HDI)) +  
  geom_point() +  
  geom_smooth(span = .4)
```



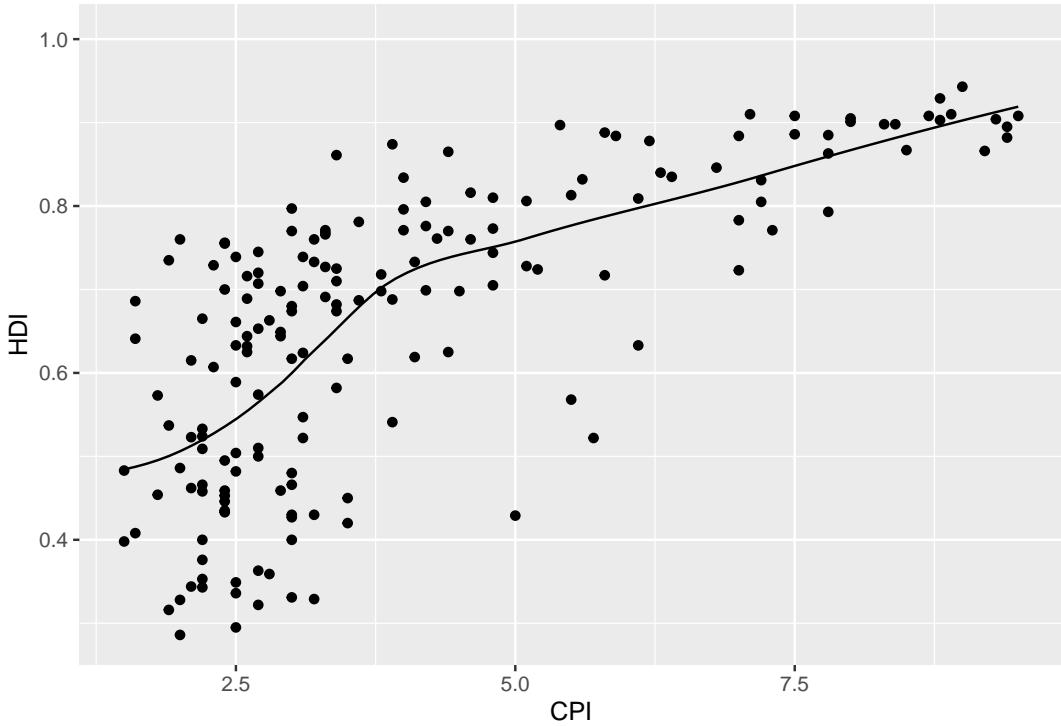
4. Change the smoothing line in `geom_smooth()` to use a linear model for the predictions.
Hint: see `?stat_smooth`.

```
ggplot(dat, aes(x = CPI, y = HDI)) +  
  geom_point() +  
  geom_smooth(method = "lm")
```



5. BONUS: Overlay a loess (`method = "loess"`) smoothing line on top of the scatter plot using `geom_line()`. Hint: change the statistical transformation.

```
ggplot(dat, aes(x = CPI, y = HDI)) +  
  geom_point() +  
  geom_line(stat = "smooth", method = "loess")
```



5.5 Scales

5.5.1 Controlling aesthetic mapping

Aesthetic mapping (i.e., with `aes()`) only says that a variable should be mapped to an aesthetic. It doesn't say *how* that should happen. For example, when mapping a variable to `shape` with `aes(shape = x)` you don't say *what* shapes should be used. Similarly, `aes(color = y)` doesn't say *what* colors should be used. Also, `aes(size = z)` doesn't say *what* sizes should be used. Describing what colors/shapes/sizes etc. to use is done by modifying the corresponding *scale*. In `ggplot2` scales include

- position
- color and fill
- size
- shape
- line type

Scales are modified with a series of functions using a `scale_<aesthetic>_<type>` naming scheme. Try typing `scale_<tab>` to see a list of scale modification functions.

5.5.2 Common scale arguments

The following arguments are common to most scales in `ggplot2`:

- **name:** the axis or legend title
- **limits:** the minimum and maximum of the scale
- **breaks:** the points along the scale where labels should appear
- **labels:** the labels that appear at each break

Specific scale functions may have additional arguments; for example, the `scale_color_continuous()` function has arguments `low` and `high` for setting the colors at the low and high end of the scale.

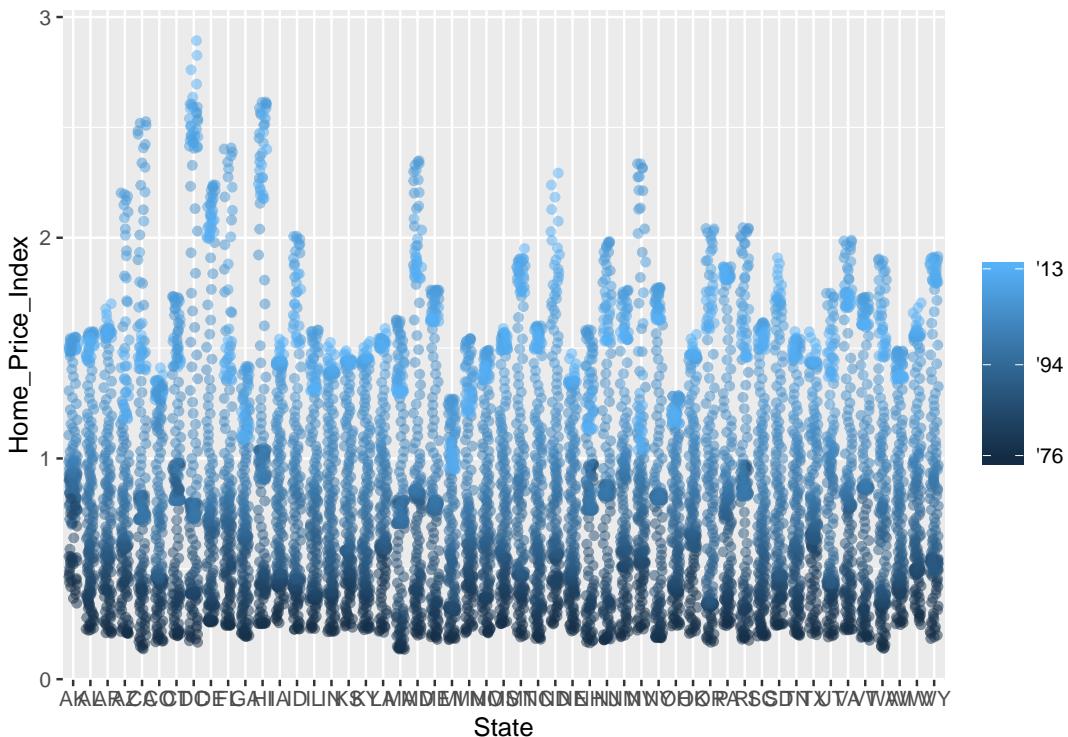
5.5.3 Scale modification examples

Start by constructing a dotplot showing the distribution of home values by Date and State.

```
p4 <- ggplot(housing, aes(x = State, y = Home_Price_Index)) +
  geom_point(aes(color = Date), alpha = 0.5, size = 1.5,
             position = position_jitter(width = 0.25, height = 0))
```

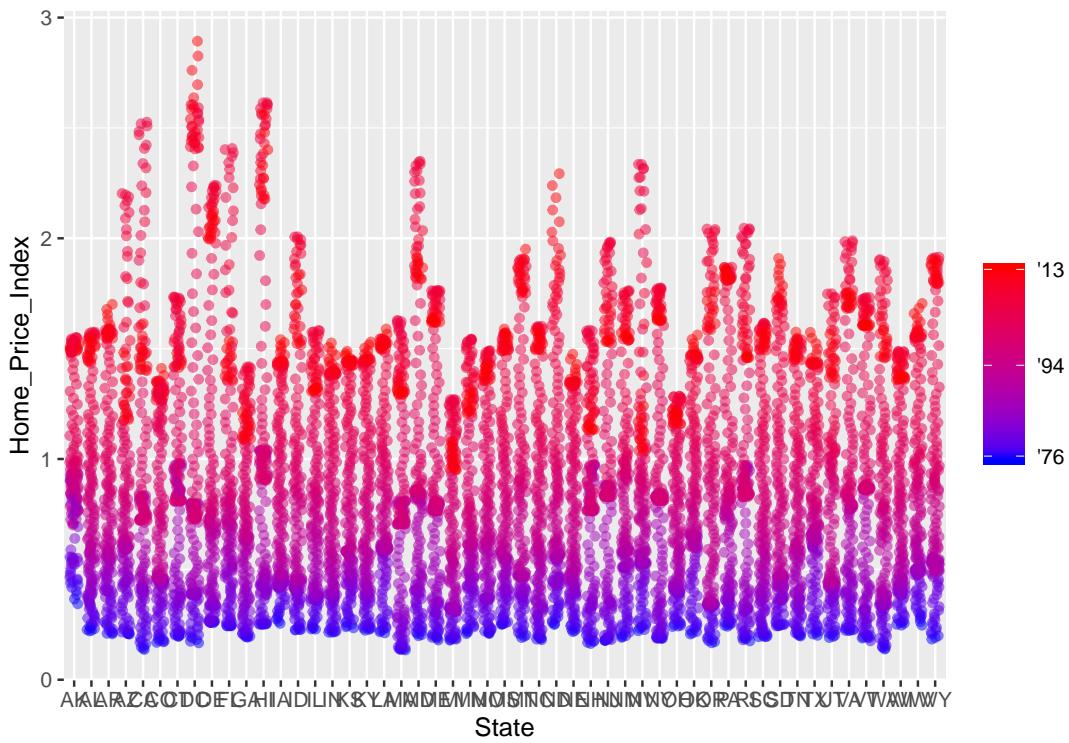
Now modify the breaks for the color scales

```
p4 +
  scale_color_continuous(name = "",
                         breaks = c(1976, 1994, 2013),
                         labels = c("'76", "'94", "'13"))
```



Next change the low and high values to blue and red:

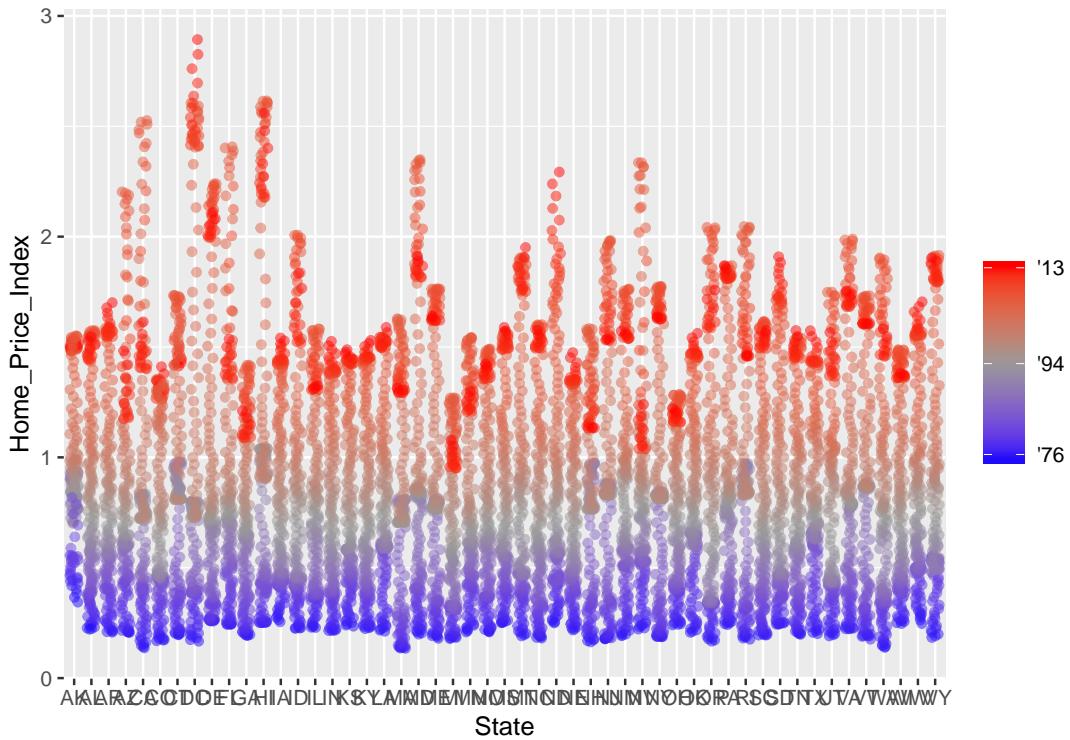
```
p4 +
  scale_color_continuous(name="",
    breaks = c(1976, 1994, 2013),
    labels = c("'76", "'94", "'13"),
    low = "blue", high = "red")
```



5.5.4 Using different color scales

ggplot2 has a wide variety of color scales; here is an example using `scale_color_gradient2()` to interpolate between three different colors.

```
p4 +
  scale_color_gradient2(name="",
    breaks = c(1976, 1994, 2013),
    labels = c("'76", "'94", "'13"),
    low = "blue",
    high = "red",
    mid = "gray60",
    midpoint = 1994)
```



5.5.5 Available scales

- Partial combination matrix of available scales

scale_	Types	Examples
scale_color_	identity	scale_fill_continuous()
scale_fill_	manual	scale_color_discrete()
scale_size_	continuous	scale_size_manual()
	discrete	scale_size_discrete()
scale_shape_	discrete	scale_shape_discrete()
scale_linetype_	identity	scale_shape_manual()
	manual	scale_linetype_discrete()
scale_x_	continuous	scale_x_continuous()
scale_y_	discrete	scale_y_discrete()
	reverse	scale_x_log()
	log	scale_y_reverse()
	date	scale_x_date()
	datetime	scale_y_datetime()

Note that in RStudio you can type `scale_` followed by `tab` to get the whole list of avail-

able scales. For a complete list of available scales see <https://ggplot2.tidyverse.org/reference/>

5.5.6 Exercise 2

1. Create a scatter plot with CPI on the x axis and HDI on the y axis. Color the points to indicate Region.

```
##
```

2. Modify the x, y, and color scales so that they have more easily-understood names (e.g., spell out “Human development Index” instead of HDI). Hint: see `?scale_x_continuous`, `?scale_y_continuous`, and `?scale_color_discrete`.

```
##
```

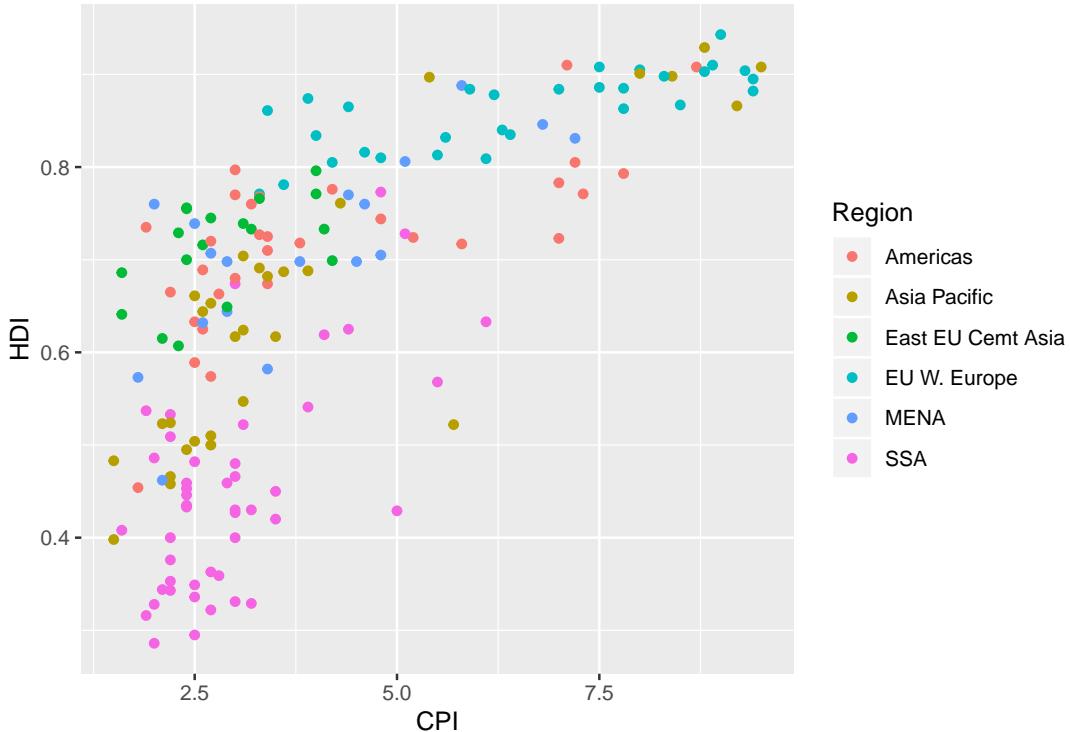
3. Modify the color scale to use specific values of your choosing. Hint: see `?scale_color_manual`. NOTE: you can specify color by name (e.g., “blue”) or by “Hex value” — see <https://www.color-hex.com/>.

```
##
```

Click for Exercise 2 Solution

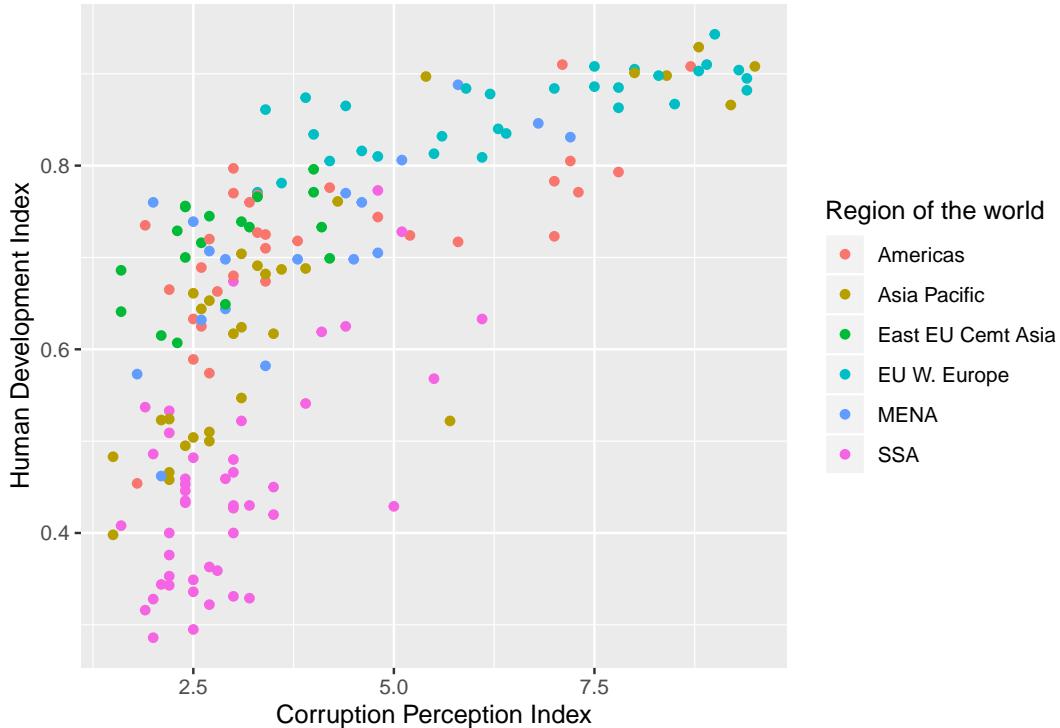
1. Create a scatter plot with CPI on the x axis and HDI on the y axis. Color the points to indicate Region.

```
ggplot(dat, aes(x = CPI, y = HDI, color = Region)) +  
  geom_point()
```



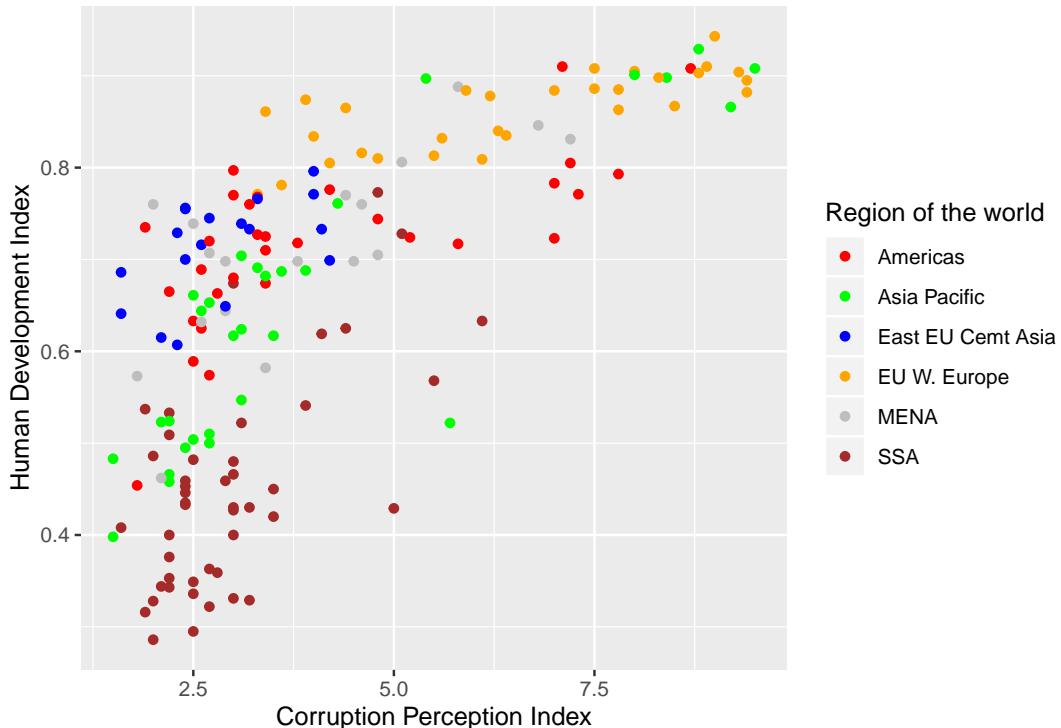
2. Modify the x, y, and color scales so that they have more easily-understood names (e.g., spell out “Human development Index” instead of HDI).

```
ggplot(dat, aes(x = CPI, y = HDI, color = Region)) +
  geom_point() +
  scale_x_continuous(name = "Corruption Perception Index") +
  scale_y_continuous(name = "Human Development Index") +
  scale_color_discrete(name = "Region of the world")
```



3. Modify the color scale to use specific values of your choosing. Hint: see `?scale_color_manual`. NOTE: you can specify color by name (e.g., “blue”) or by “Hex value” — see <https://www.color-hex.com/>.

```
ggplot(dat, aes(x = CPI, y = HDI, color = Region)) +
  geom_point() +
  scale_x_continuous(name = "Corruption Perception Index") +
  scale_y_continuous(name = "Human Development Index") +
  scale_color_manual(name = "Region of the world",
                     values = c("red", "green", "blue", "orange", "grey", "brown"))
```



5.6 Faceting

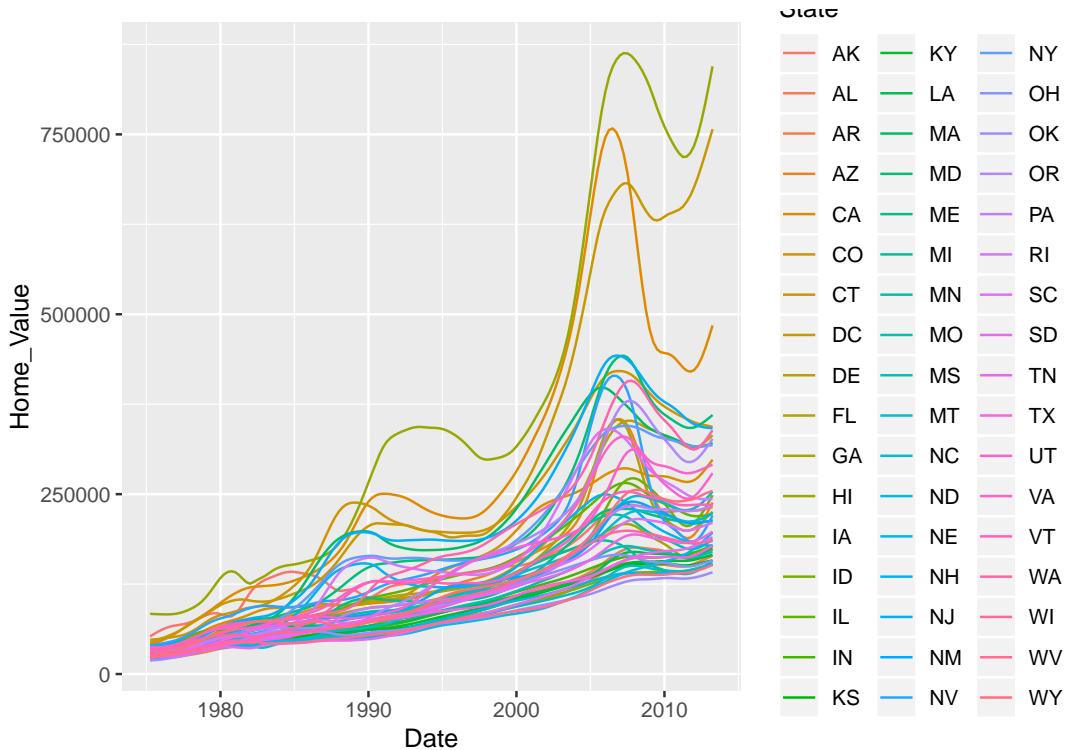
5.6.1 What is faceting?

- Faceting is `ggplot2` parlance for **small multiples**
- The idea is to create separate graphs for subsets of data
- `ggplot2` offers two functions for creating small multiples:
 1. `facet_wrap()`: define subsets as the levels of a single grouping variable
 2. `facet_grid()`: define subsets as the crossing of two grouping variables
- Facilitates comparison among plots, not just of geoms within a plot

5.6.2 What is the trend in housing prices in each state?

- Start by using a technique we already know; map `State` to color:

```
p5 <- ggplot(housing, aes(x = Date, y = Home_Value))
p5 + geom_line(aes(color = State))
```

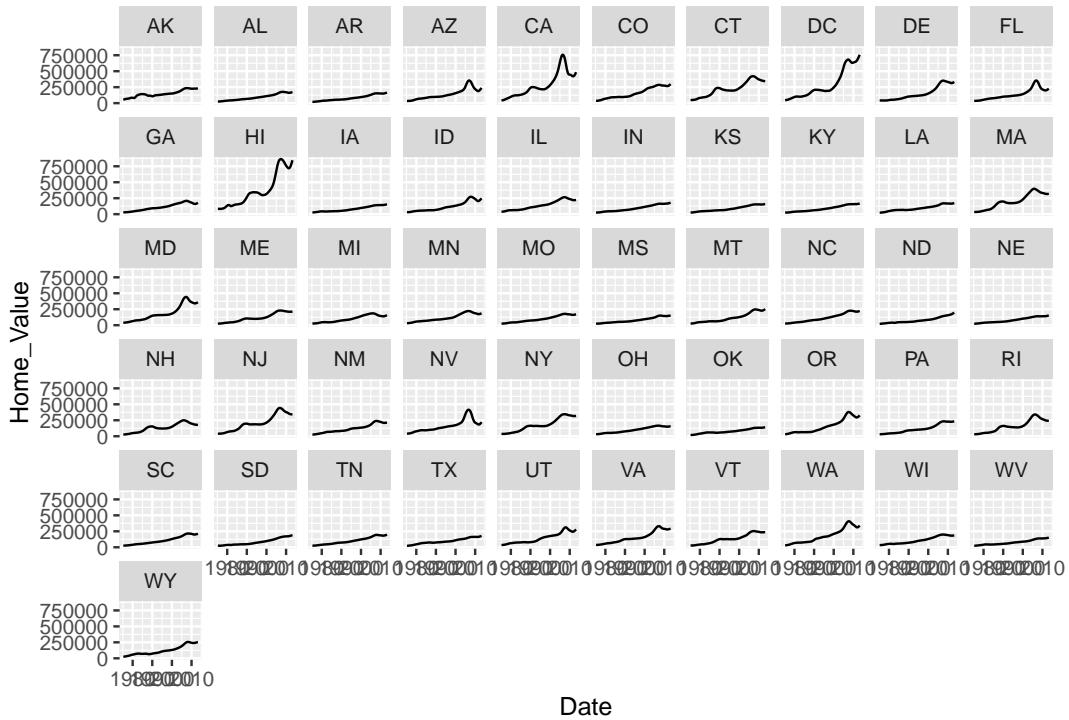


There are two problems here; there are too many states to distinguish each one by color, and the lines obscure one another.

5.6.3 Faceting to the rescue

We can remedy the deficiencies of the previous plot by faceting by `State` rather than mapping `State` to color.

```
p5 <- p5 + geom_line() +
  facet_wrap(~ State, ncol = 10)
p5
```



5.7 Themes

5.7.1 What are themes?

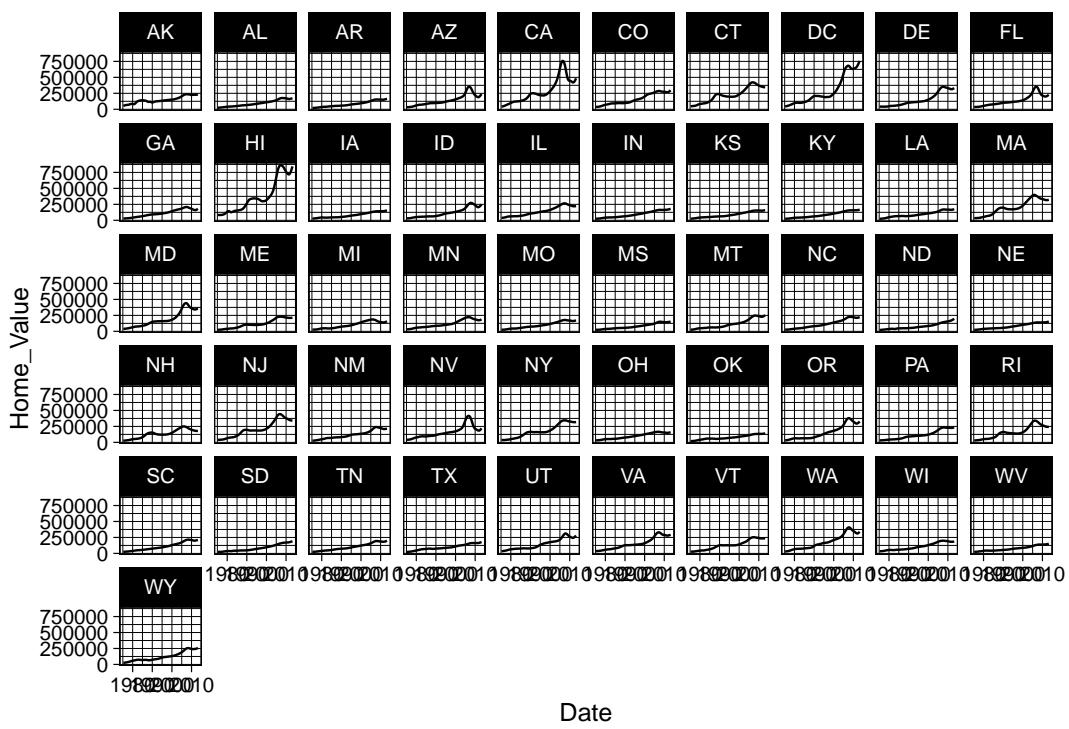
The ggplot2 theme system handles non-data plot elements such as:

- Axis label properties (e.g., font, size, color, etc.)
- Plot background
- Facet label background
- Legend appearance

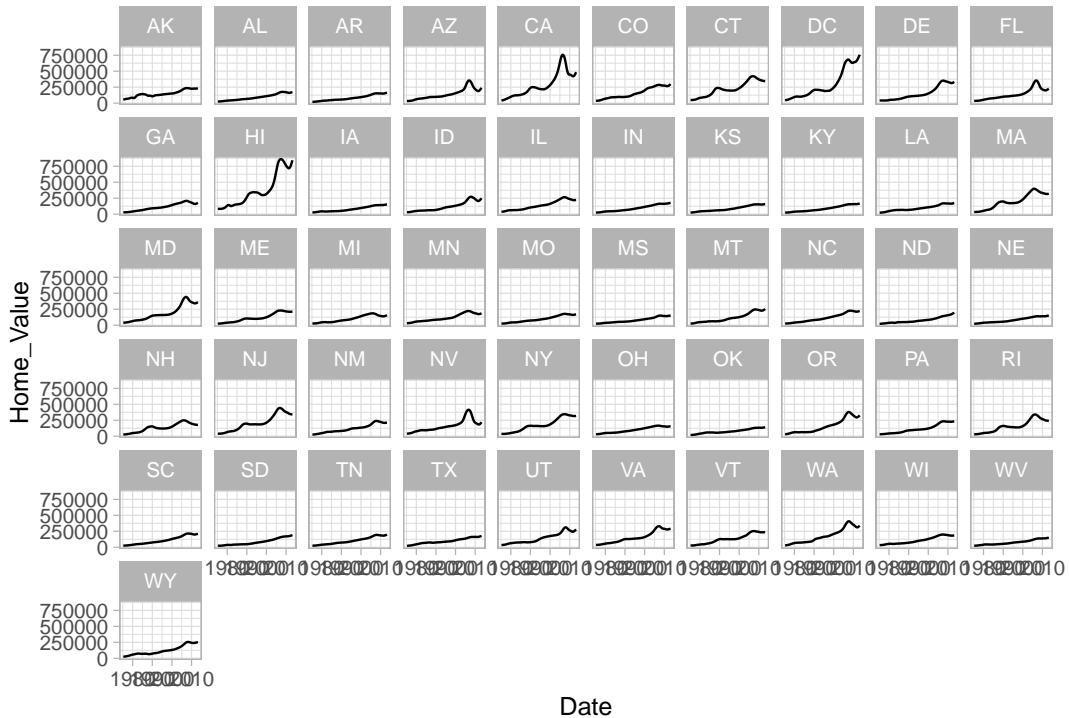
Built-in themes include:

- `theme_gray()` (default)
- `theme_bw()`
- `theme_classic()`

```
p5 + theme_linedraw()
```



```
p5 + theme_light()
```



You can see a list of available built-in themes here <https://ggplot2.tidyverse.org/reference/>

5.7.2 Overriding theme defaults

Specific theme elements can be overridden using `theme()`. For example:

```
# theme(thing_to_modify = modifying_function(arg1, arg2))

p5 + theme_minimal() +
  theme(text = element_text(color = "turquoise"))
```



All theme options are documented in `?theme`. We can also see the existing default values using:

```
theme_get()
```

5.7.3 Creating & saving new themes

You can create new themes, as in the following example:

```
theme_new <- theme_bw() +
  theme(plot.background = element_rect(size = 1, color = "blue", fill = "black"),
        text = element_text(size = 12, color = "ivory"),
        axis.text.y = element_text(colour = "purple"),
        axis.text.x = element_text(colour = "red"),
        panel.background = element_rect(fill = "pink"),
        strip.background = element_rect(fill = muted("orange")))

p5 + theme_new
```



5.8 Saving plots

We can save a plot to either a vector (e.g., pdf, eps, ps, svg) or raster (e.g., jpg, png, tiff, bmp, wmf) graphics file using the `ggsave()` function:

```
ggsave(filename = "myplot.pdf", plot = p5, device = "pdf", height = 6, width = 6, units = "in")
```

5.9 The #1 FAQ

5.9.1 Map aesthetic to different columns

The most frequently asked question goes something like this: *I have two variables in my data.frame, and I'd like to plot them as separate points, with different color depending on which variable it is. How do I do that?*

Wrong

Fixing, rather than mapping, the color aesthetic:

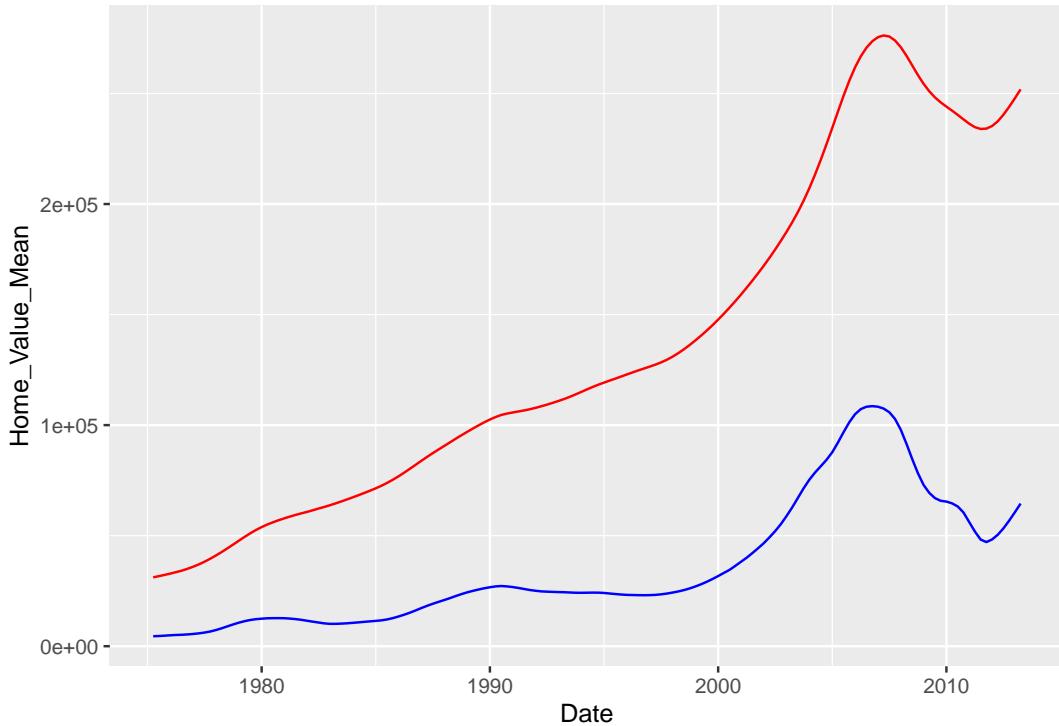
1. Produces verbose code when using many colors
2. Results in no legend being produced
3. Means you cannot change color scales

```

housing_byyear <-
  housing %>%
  group_by(Date) %>%
  summarize(Home_Value_Mean = mean(Home_Value),
            Land_Value_Mean = mean(Land_Value)) %>%
  ungroup()

ggplot(housing_byyear, aes(x=Date)) +
  geom_line(aes(y=Home_Value_Mean), color="red") +
  geom_line(aes(y=Land_Value_Mean), color="blue")

```



Right

To avoid these pitfalls, we need to **map** our data to the color aesthetic. We can do this by **reshaping** our data from **wide format** to **long format**. Here is the logic behind this process:

Wide vs Long

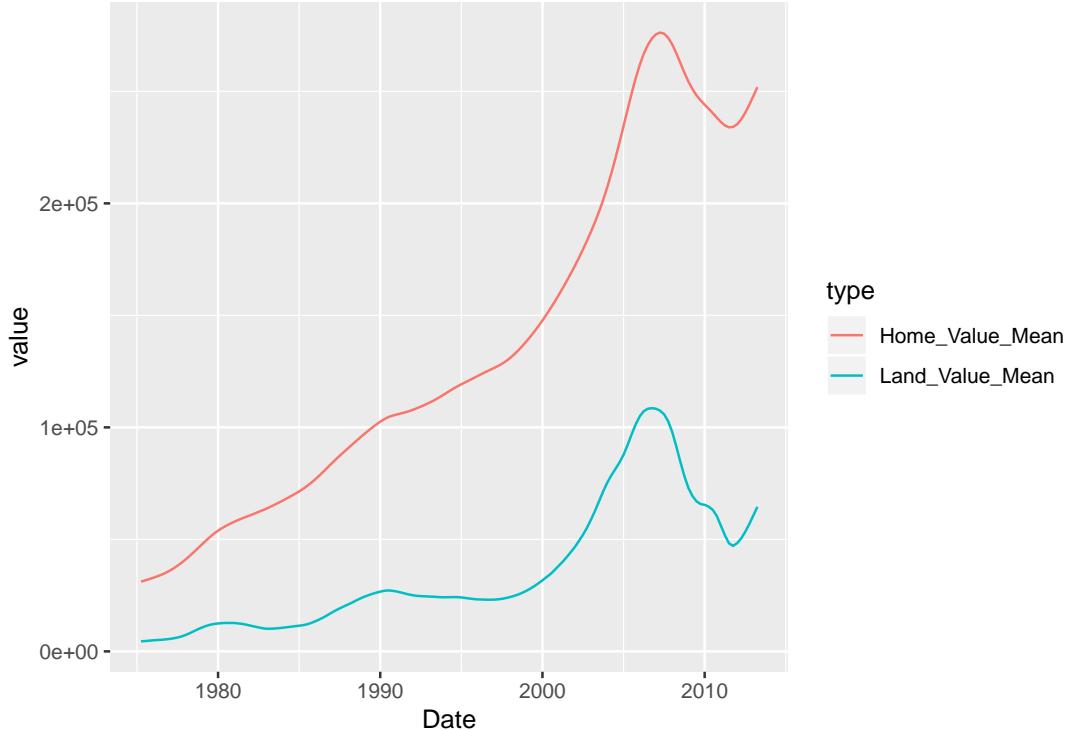
	ID	A1	A2	A3
1	1	2	3	4
2	1	2	3	4
3	1	2	3	4

ID	ID2	A
1	A1	1
2	A1	2
3	A1	3
1	A2	1
2	A2	2
3	A2	3
1	A3	1
2	A3	2
3	A3	3

Here's the code that implements this transformation:

```
home_land_byyear <- gather(housing_byyear,
                           value = "value",
                           key = "type",
                           Home_Value_Mean, Land_Value_Mean)

ggplot(home_land_byyear, aes(x=Date, y=value, color=type)) +
  geom_line()
```



5.9.2 Exercise 3

For this exercise, we're going to use the built-in `midwest` dataset:

```
data("midwest", package = "ggplot2")
head(midwest)

## # A tibble: 6 x 28
##   PID county state area poptotal popdensity popwhite popblack popamerindian
##   <int> <chr>  <chr> <dbl>    <int>      <dbl>    <int>    <int>        <int>
## 1  561 ADAMS  IL     0.052    66090     1271.    63917    1702         98
## 2  562 ALEXA~ IL     0.014    10626      759     7054    3496        19
## 3  563 BOND   IL     0.022    14991     681.    14477    429         35
## 4  564 BOONE  IL     0.017    30806     1812.    29344    127         46
## 5  565 BROWN  IL     0.018    5836      324.    5264    547         14
## 6  566 BUREAU IL     0.05     35688     714.    35157     50         65
## # ... with 19 more variables: popasian <int>, popother <int>, percwhite <dbl>,
## #   percblack <dbl>, percamerindian <dbl>, percasian <dbl>, percother <dbl>,
## #   popadults <int>, perchsd <dbl>, percollege <dbl>, percprof <dbl>,
## #   poppovertyknown <int>, percpovertyknown <dbl>, percbelowpoverty <dbl>,
## #   percchildbelowpovert <dbl>, percadultpoverty <dbl>,
## #   percelderlypoverty <dbl>, inmetro <int>, category <chr>
```

1. Create a scatter plot with `area` on the x axis and the log of `poptotal` on the y axis.

```
##
```

2. Within the `geom_point()` call, map color to `state`, map size to the log of `popdensity`, and fix transparency (`alpha`) to 0.3.

```
##
```

3. Add a smoother and turn off plotting the confidence interval. Hint: see the `se` argument to `geom_smooth()`.

```
##
```

4. Facet the plot by `state`. Set the `scales` argument to `facet_wrap()` to allow separate ranges for the x-axis.

```
##
```

5. Change the default color scale to use the discrete `RColorBrewer` palette called `Set1`. Hint: see `?scale_color_brewer`.

```
##
```

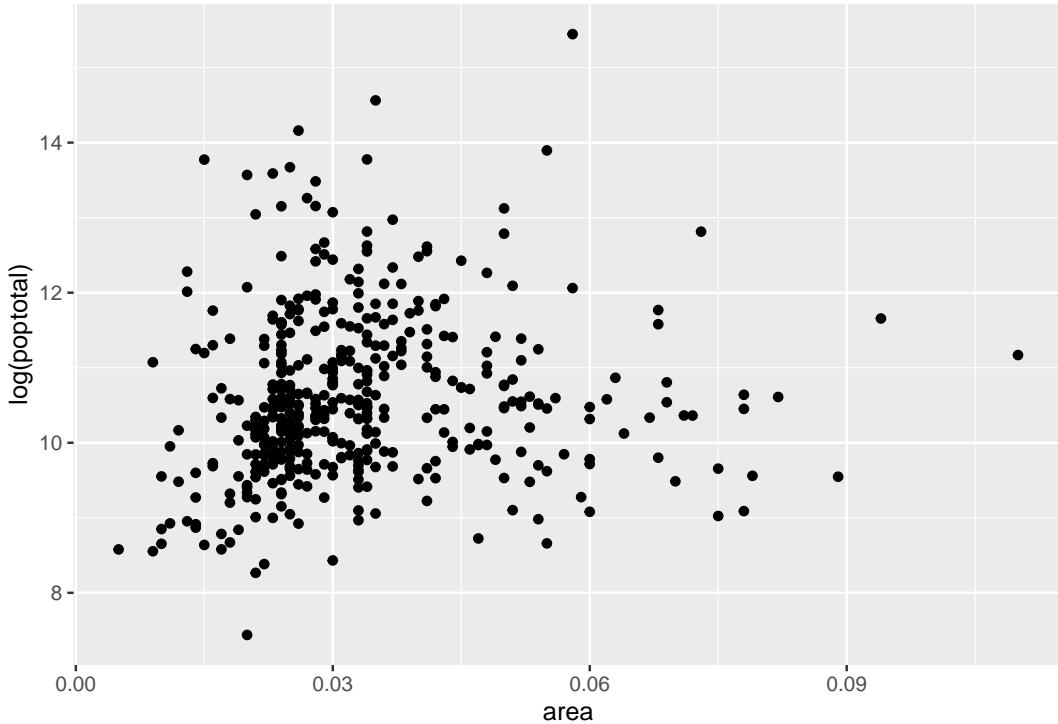
6. BONUS: Change the default theme to `theme_bw()` and modify it so that the axis text and facet label background are blue. Hint: see `?theme` and especially `axis.text` and `strip.background`.

```
##
```

[Click for Exercise 3 Solution](#)

1. Create a scatter plot with `area` on the x axis and the log of `poptotal` on the y axis.

```
p6 <- ggplot(midwest, aes(x=area, y=log(poptotal)))
p6 + geom_point()
```



- Within the `geom_point()` call, map color to `state`, map size to the log of `popdensity`, and fix transparency (`alpha`) to 0.3.

```
p6 <- p6 + geom_point(aes(color=state, size=log(popdensity)), alpha = 0.3)
```

- Add a smoother and turn off plotting the confidence interval. Hint: see the `se` argument to `geom_smooth()`.

```
p6 <- p6 + geom_smooth(method="loess", se=FALSE)
```

- Facet the plot by `state`. Set the `scales` argument to `facet_wrap()` to allow separate ranges for the x-axis.

```
p6 <- p6 + facet_wrap(~ state, scales = "free_x")
```

- Change the default color scale to use the discrete RColorBrewer palette called `Set1`. Hint: see `?scale_color_brewer`.

```
p6 <- p6 + scale_color_brewer(palette = "Set1")
```

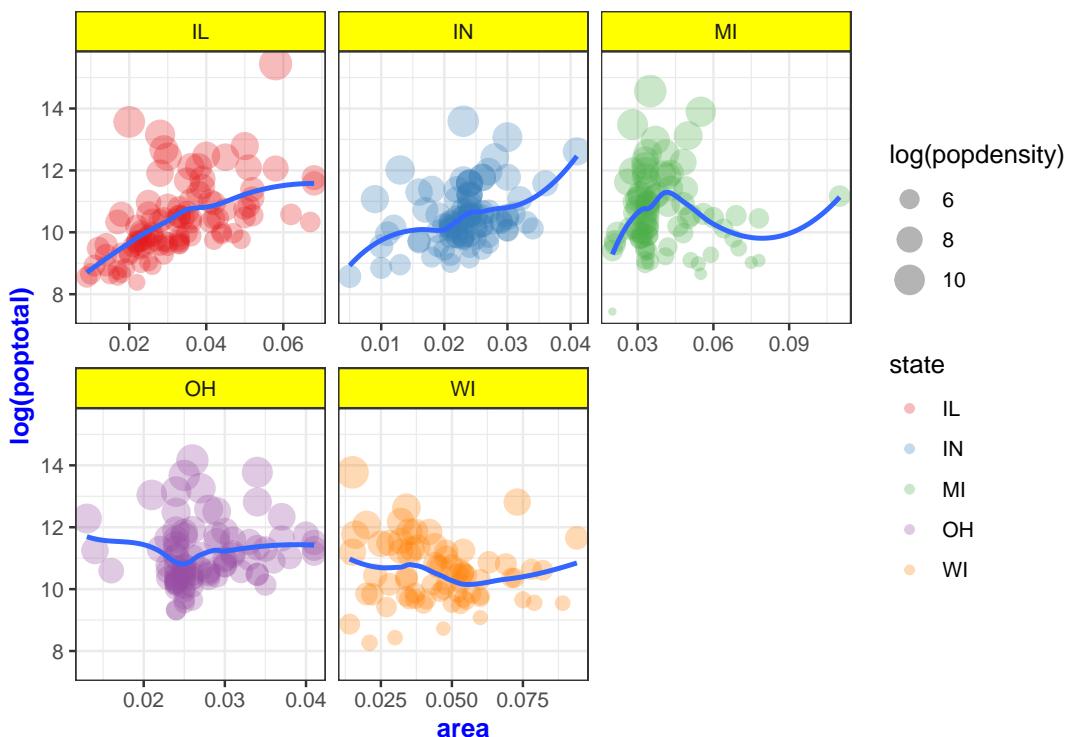
- BONUS: Change the default theme to `theme_bw()` and modify it so that the axis text and facet label background are blue. Hint: see `?theme` and especially `axis.text` and `strip.background`.

```
p6 <- p6 + theme_bw() +
  theme(axis.title = element_text(color = "blue", face = "bold"),
        strip.background = element_rect(fill = "yellow"))
```

Here's the complete code for the Exercise 3 plot:

```
p6 <- ggplot(midwest, aes(x=area, y=log(poptotal))) +
  geom_point(aes(color=state, size=log(popdensity)), alpha = 0.3) +
  geom_smooth(method="loess", se=FALSE) +
  facet_wrap(~ state, scales = "free_x") +
  scale_color_brewer(palette = "Set1") +
  theme_bw() +
  theme(axis.title = element_text(color = "blue", face = "bold"),
    strip.background = element_rect(fill = "yellow"))
```

p6



5.10 Wrap-up

5.10.1 Feedback

These workshops are a work in progress, please provide any feedback to: help@iq.harvard.edu.

5.10.2 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
 - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
 - RCS consulting email: <mailto:research@hbs.edu>
- ggplot2
 - Reference: <https://ggplot2.tidyverse.org/reference/>
 - Cheatsheets: https://rstudio.com/wp-content/uploads/2019/01/Cheatsheets_2019.pdf
 - Examples: <http://r-statistics.co/Top50-Ggplot2-Visualizations-MasterList-R-Code.html>
 - Tutorial: https://uc-r.github.io/ggplot_intro
 - Mailing list: <http://groups.google.com/group/ggplot2>
 - Wiki: <https://github.com/hadley/ggplot2/wiki>
 - Website: <http://had.co.nz/ggplot2/>
 - StackOverflow: <http://stackoverflow.com/questions/tagged/ggplot>

Chapter 6

R Data Wrangling

Topics

- Loading Excel worksheets
- Iterating over files
- Writing your own functions
- Filtering with regular expressions (regex)
- Reshaping data

6.1 Setup

6.1.1 Class Structure

- Informal — Ask questions at any time. Really!
- Collaboration is encouraged - please spend a minute introducing yourself to your neighbors!

6.1.2 Prerequisites

This is an intermediate / advanced R course:

- Assumes intermediate knowledge of R
- Relatively fast-paced

6.1.3 Launch an R session

Start RStudio and create a new project:

- On Windows click the start button and search for RStudio. On Mac RStudio will be in your applications folder.
- In RStudio go to `File -> New Project`.

- Choose Existing Directory and browse to the workshop materials directory on your desktop.
- Choose File → Open File and select the file with the word “BLANK” in the name.

6.1.4 Packages

You should have already installed the `tidyverse` and `rmarkdown` packages onto your computer before the workshop — see R Installation. Now let’s load these packages into the search path of our R session.

```
library(tidyverse)
library(rmarkdown)
library(readxl) # installed with tidyverse, but not loaded into R session
```

6.1.5 Workshop Outline

Example data

The UK Office for National Statistics provides yearly data on the most popular boys names going back to 1996. The data is provided separately for boys and girls and is stored in Excel spreadsheets.

Overall Goal

Our mission is to extract and graph the **top 100** boys names in England and Wales for every year since 1996.

Name	Count	Year
JACK	10779	1996
DANIEL	10338	1996
THOMAS	9603	1996
JAMES	9385	1996
JOSHUA	7887	1996
MATTHEW	7426	1996
RYAN	6496	1996
JOSEPH	6193	1996
SAMUEL	6161	1996
LIAM	5802	1996
JORDAN	5750	1996
LUKE	5664	1996
CONNOR	5009	1996
ALEXANDER	4840	1996
BENJAMIN	4805	1996
ADAM	4538	1996
HARRY	4434	1996
JAKE	4331	1996
GEORGE	4287	1996
CALLUM	4281	1996
WILLIAM	4269	1996
MICHAEL	4187	1996
OLIVER	3655	1996
LEWIS	3569	1996
CHRISTOPHER	3483	1996

Exercise 0: Problems with the data

There are several things that make our goal challenging. Let's take a look at the data:

1. Locate the files named `1996boys_tcm77-254026.xlsx` and `2015boysnamesfinal.xlsx` and open them separately in a spreadsheet program.

(If you don't have a spreadsheet program installed on your computer you can download one from <https://www.libreoffice.org/download/download/>).

What issues can you identify that might make working with these data difficult?

In what ways is the format different between the two files?

Click for Exercise 0 Solution

1. Multiple Excel sheets in each file, each with a different name, but each file contains a **Table 1**.
2. The data does not start on row one. Headers are on row 7, followed by a blank line, followed by the actual data.
3. The data is stored in an inconvenient way, with ranks 1-50 in the first set of columns and ranks 51-100 in a second set of columns.
4. The second worksheet `2015boysnamesfinal.xlsx` contains extra columns between the data of interest, resulting in the second set of columns (ranks 51-100) being placed in a different position.
5. The year from which the data comes is only reported in the Excel file name, not within the data itself.
6. There are notes below the data.

These differences will make it more difficult to automate re-arranging the data since we have to write code that can handle different input formats.

Steps to accomplish the goal of extracting and graphing the *top 100* boys names in England and Wales for every year since 1996:

0. **Explore example data to highlight problems (already done!)**
1. **Reading data from multiple Excel worksheets into R data frames**
 - list Excel file names in a character vector
 - read Excel sheetnames into a list of character vectors
 - read Excel data for “Table 1” only into a list of data frames
2. **Clean up data within each R data frame**
 - sort and merge columns within each data frame inside the list
 - drop missing values from each data frame
 - reshape data format from wide to long
3. **Organize the data into one large data frame and store it**
 - create a year column within each data frame within the list
 - append all the data frames in the list into one large data frame

NOTE: please make sure you close the Excel files before continuing with the workshop, otherwise you may encounter issues with file paths when reading the data into R.

6.2 Working with Excel worksheets

GOAL: To learn how to read data from multiple Excel worksheets into R data frames. In particular:

1. List Excel file names in a character vector
2. Read Excel sheetnames into a list of character vectors
3. Read Excel data for “Table 1” only into a list of data frames

As you can see, the data is in quite a messy state. Note that this is not a contrived example; this is exactly the way the data came to us from the UK government website! Let's start cleaning and organizing it.

Each Excel file contains a worksheet with the boy names data we want. Each file also contains additional supplemental worksheets that we are not currently interested in. As noted above, the worksheet of interest differs from year to year, but always has “Table 1” in the sheet name.

The first step is to get a character vector of file names.

```
boy_file_names <- list.files("dataSets/boys", full.names = TRUE)
```

Now that we've told R the names of the data files, we can start working with them. For example, the first file is

```
boy_file_names[1]
```

```
## [1] "dataSets/boys/1996boys_tcm77-254026.xlsx"
```

and we can use the `excel_sheets()` function from the `readxl` package within `tidyverse` to list the worksheet names from this file.

```
excel_sheets(boy_file_names[1])
```

```
## [1] "Contents"           "Table 1 - Top 100 boys, E&W"
## [3] "Table 2-Top 10 boys by month" "Table 3 - Boys names - E&W"
```

6.2.1 Iterating with `map()`

Now that we know how to retrieve the names of the worksheets in an Excel file, we could start writing code to extract the sheet names from each file, e.g.,

```
excel_sheets(boy_file_names[1])
```

```
## [1] "Contents"           "Table 1 - Top 100 boys, E&W"
## [3] "Table 2-Top 10 boys by month" "Table 3 - Boys names - E&W"
```

```
excel_sheets(boy_file_names[2])
```

```
## [1] "Contents"           "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
```

```
## ...
```

```
excel_sheets(boy_file_names[20])
```

```
## [1] "Contents"           "Metadata"           "Terms and Conditions"
## [4] "Table 1"             "Table 2"             "Table 3"
## [7] "Table 4"             "Table 5"             "Table 6"
## [10] "Related Publications"
```

This is not a terrible idea for a small number of files, but it is more convenient to let R do the iteration for us. We could use a `for` loop, or `sapply()`, but the `map()` family of functions from the `purrr` package within `tidyverse` gives us a more consistent alternative, so we'll use that.

```
# map(object to iterate over, function that does task within each iteration)

map(boy_file_names, excel_sheets)

## [[1]]
## [1] "Contents"           "Table 1 - Top 100 boys, E&W"
## [3] "Table 2-Top 10 boys by month" "Table 3 - Boys names - E&W"
##
## [[2]]
## [1] "Contents"           "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[3]]
## [1] "Contents"           "Table 1 - Top 100 boys' names"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[4]]
## [1] "Contents"           "Table 1 - Top 100 boys' names"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[5]]
## [1] "Contents"           "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[6]]
## [1] "Contents"           "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[7]]
## [1] "Contents"           "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
```

```

## [[8]]
## [1] "Contents"                               "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[9]]
## [1] "Contents"                               "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[10]]
## [1] "Contents"                               "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[11]]
## [1] "Contents"                               "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[12]]
## [1] "Contents"                               "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[13]]
## [1] "Contents"                               "Table 1 - Top 100 boys' names"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[14]]
## [1] "Contents"                               "Table 1 - Top 100 boys' names"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##
## [[15]]
## [1] "Contents"                               "Table 1 - Top 100 boys, E&W"
## [3] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [5] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [7] "Table 6 - Boys names - E&W"
##

```

```

## [[16]]
## [1] "Contents"                      "Metadata"
## [3] "Terms and Conditions"          "Table 1 - Top 100 boys, E&W"
## [5] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [7] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [9] "Table 6 - Boys names - E&W"     "Related Publications"
##
## [[17]]
## [1] "Contents"                      "Metadata"
## [3] "Terms and Conditions"          "Table 1 - Top 100 boys, E&W"
## [5] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [7] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [9] "Table 6 - Boys names - E&W"     "Related Publications"
##
## [[18]]
## [1] "Contents"                      "Metadata"
## [3] "Terms and Conditions"          "Table 1 - Top 100 boys, E&W"
## [5] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [7] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [9] "Table 6 - Boys names - E&W"     "Related Publications"
##
## [[19]]
## [1] "Contents"                      "Metadata"
## [3] "Terms and Conditions"          "Table 1 - Top 100 boys, E&W"
## [5] "Table 2 - Top 100 boys, England" "Table 3 - Top 100 boys, Wales"
## [7] "Table 4 - Top 10 boys by region" "Table 5 - Top 10 boys by month"
## [9] "Table 6 - Boys names - E&W"     "Related Publications"
##
## [[20]]
## [1] "Contents"                      "Metadata"           "Terms and Conditions"
## [4] "Table 1"                        "Table 2"            "Table 3"
## [7] "Table 4"                        "Table 5"            "Table 6"
## [10] "Related Publications"

```

6.2.2 Filtering strings using regex

To extract the correct worksheet names we need a way to extract strings containing “Table 1”.

Base R provides some string manipulation capabilities (see `?regex`, `?sub` and `?grep`), but we will use the `stringr` package within `tidyverse` because it is more user-friendly. `stringr` provides functions to:

1. detect
2. locate
3. extract
4. match
5. replace

6. combine
7. split

strings. Here we want to detect the pattern “Table 1”, and only return elements with this pattern. We can do that using the `str_subset()` function:

1. The first argument to `str_subset()` is character vector we want to search in.
2. The second argument is a *regular expression* matching the pattern we want to retain.

If you are not familiar with regular expressions (regex), <http://www.regexr.com/> is a good place to start. Regex is essentially just a programmatic way of doing operations like “find” or “find and replace” in MS Word or Excel.

Now that we know how to filter character vectors using `str_subset()` we can identify the correct sheet in a particular Excel file. For example,

```
# str_subset(character_vector, regex_pattern)

# nesting functions
str_subset(excel_sheets(boy_file_names[1]), pattern = "Table 1")

## [1] "Table 1 - Top 100 boys, E&W"

# piping functions
excel_sheets(boy_file_names[1]) %>% str_subset(pattern = "Table 1")

## [1] "Table 1 - Top 100 boys, E&W"
```

6.2.3 Writing your own functions

The next step is to retrieve worksheet names and subset them.

The `map*` functions are useful when you want to apply a function to a vector of inputs and obtain the return values for each input. This is very convenient when a function already exists that does exactly what you want. In the examples above we mapped the `excel_sheets()` function to the elements of a character vector containing file names.

However, there is no function that both:

1. Retrieves worksheet names, and
2. Subsets the names

So, we will have to write one. Fortunately, writing functions in R is easy. Functions require 3 elements:

1. A **name**
2. One or more **arguments**
3. A **body** containing computations

Anatomy of a function:

```
function_name <- function(arg1, arg2, ....) {

  body of function # where stuff happens
```

```

    return( results )
}
```

Simple examples:

```

myfun <- function(x) {
  x^2
}

myfun(1:10)

## [1] 1 4 9 16 25 36 49 64 81 100

myfun2 <- function(x, y) {
  z <- x^2 + y
  return(z)
}

myfun2(x=1:10, y=42)

## [1] 43 46 51 58 67 78 91 106 123 142
```

Examples using the Excel data:

```

get_data_sheet_name <- function(file, term){
  excel_sheets(file) %>% str_subset(pattern = term)
}

# the goal is generalization
get_data_sheet_name(boy_file_names[1], term = "Table 1")

## [1] "Table 1 - Top 100 boys, E&W"
get_data_sheet_name(boy_file_names[1], term = "Table 2")

## [1] "Table 2-Top 10 boys by month"
```

Now we can map this new function over our vector of file names.

```

# map(object to iterate over,
#      function that does task within each iteration,
#      arguments to previous function)

map(boy_file_names,          # list object
    get_data_sheet_name, # function
    term = "Table 1")    # argument to previous function

## [[1]]
## [1] "Table 1 - Top 100 boys, E&W"
##
## [[2]]
## [1] "Table 1 - Top 100 boys, E&W"
```

```
##  
## [[3]]  
## [1] "Table 1 - Top 100 boys' names"  
##  
## [[4]]  
## [1] "Table 1 - Top 100 boys' names"  
##  
## [[5]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[6]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[7]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[8]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[9]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[10]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[11]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[12]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[13]]  
## [1] "Table 1 - Top 100 boys' names"  
##  
## [[14]]  
## [1] "Table 1 - Top 100 boys' names"  
##  
## [[15]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[16]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[17]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[18]]  
## [1] "Table 1 - Top 100 boys, E&W"
```

```
##  
## [[19]]  
## [1] "Table 1 - Top 100 boys, E&W"  
##  
## [[20]]  
## [1] "Table 1"
```

6.3 Reading Excel data files

Now that we know the correct worksheet from each file, we can actually read those data into R. We can do that using the `read_excel()` function.

We'll start by reading the data from the first file, just to check that it works. Recall that the actual data starts on row 7, so we want to skip the first 6 rows. We can use the `glimpse()` function from the `dplyr` package within `tidyverse` to view the output.

```
temp <- read_excel(  
  path = boy_file_names[1],  
  sheet = get_data_sheet_name(boy_file_names[1], term = "Table 1"),  
  skip = 6  
)  
  
glimpse(temp)  
  
## # Observations: 59  
## # Variables: 7  
## $ ...1 <chr> NA, "1", "2", "3", "4", "5", "6", "7", "8", "9", "10", "1...  
## $ Name...2 <chr> NA, "JACK", "DANIEL", "THOMAS", "JAMES", "JOSHUA", "MATTH...  
## $ Count...3 <dbl> NA, 10779, 10338, 9603, 9385, 7887, 7426, 6496, 6193, 616...  
## $ ...4 <lgl> NA, N...  
## $ ...5 <dbl> NA, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 6...  
## $ Name...6 <chr> NA, "DOMINIC", "NICHOLAS", "BRANDON", "RHYS", "MARK", "MA...  
## $ Count...7 <dbl> NA, 1519, 1385, 1337, 1259, 1222, 1192, 1186, 1135, 1128,...
```

Note that R has added a suffix to each column name ...1, ...2, ...3, etc. because duplicate names are not allowed, so the suffix serves to disambiguate. The trailing number represents the index of the column.

6.3.1 Exercise 1

1. Write a function called `read_boys_names` that takes a file name as an argument and reads the worksheet containing “Table 1” from that file. Don’t forget to skip the first 6 rows.

```
##
```

2. Test your function by using it to read *one* of the boys names Excel files.

```
##
```

3. Use the `map()` function to create a list of data frames called `boysNames` from all the Excel files, using the function you wrote in step 1.

```
##
```

Click for Exercise 1 Solution

1. Write a function that takes a file name as an argument and reads the worksheet containing “Table 1” from that file.

```
read_boys_names <- function(file, sheet_name) {
  read_excel(
    path = file,
    sheet = get_data_sheet_name(file, term = sheet_name),
    skip = 6
  )
}
```

2. Test your function by using it to read *one* of the boys names Excel files.

```
read_boys_names(boy_file_names[1], sheet_name = "Table 1") %>% glimpse()
```

```
## Observations: 59
## Variables: 7
## $ ...1 <chr> NA, "1", "2", "3", "4", "5", "6", "7", "8", "9", "10", "1...
## $ Name...2 <chr> NA, "JACK", "DANIEL", "THOMAS", "JAMES", "JOSHUA", "MATTH...
## $ Count...3 <dbl> NA, 10779, 10338, 9603, 9385, 7887, 7426, 6496, 6193, 616...
## $ ...4 <lgl> NA, N...
## $ ...5 <dbl> NA, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 6...
## $ Name...6 <chr> NA, "DOMINIC", "NICHOLAS", "BRANDON", "RHYS", "MARK", "MA...
## $ Count...7 <dbl> NA, 1519, 1385, 1337, 1259, 1222, 1192, 1186, 1135, 1128,...
```

3. Use the `map()` function to read data from all the Excel files, using the function you wrote in step 1.

```
boysNames <- map(boy_file_names, read_boys_names, sheet_name = "Table 1")
```

6.4 Data cleanup

GOAL: To learn how to clean up data within each R data frame. In particular:

1. Sort and merge columns within each data frame inside the list
2. Drop missing values from each data frame
3. Reshape data format from wide to long

Now that we've read in the data, we can see that there are some problems we need to fix. Specifically, we need to:

1. fix column names
2. get rid of blank row at the top and the notes at the bottom

3. get rid of extraneous “changes in rank” columns if they exist
4. transform the side-by-side tables layout to a single table

```
# Rank 1:50 --- Names / Counts are in columns 2 and 3
# Rank 51:100 --- Names / Counts are in columns 6 and 7
glimpse(boysNames[[1]])
```

```
## Observations: 59
## Variables: 7
## $ ...1      <chr> NA, "1", "2", "3", "4", "5", "6", "7", "8", "9", "10", "1...
## $ Name...2   <chr> NA, "JACK", "DANIEL", "THOMAS", "JAMES", "JOSHUA", "MATTH...
## $ Count...3  <dbl> NA, 10779, 10338, 9603, 9385, 7887, 7426, 6496, 6193, 616...
## $ ...4      <lgl> NA, N...
## $ ...5      <dbl> NA, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 6...
## $ Name...6   <chr> NA, "DOMINIC", "NICHOLAS", "BRANDON", "RHYS", "MARK", "MA...
## $ Count...7  <dbl> NA, 1519, 1385, 1337, 1259, 1222, 1192, 1186, 1135, 1128, ...
# Rank 1:50 --- Names / Counts are in columns 2 and 3
# Rank 51:100 --- Names / Counts are in columns 7 and 8
glimpse(boysNames[[10]])
```

```
## Observations: 61
## Variables: 9
## $ ...1      <chr> NA, "1", "2", "3", "4", "5", "6", "7", "8", "9", "...
## $ Name...2   <chr> NA, "JACK", "JOSHUA", "THOMAS", "JAMES", "OLIVER",...
## $ Count...3  <dbl> NA, 7434, 7167, 6792, 5654, 5516, 5270, 5219, 5106...
## $ `since 2004...4` <chr> NA, "-", "-", "-", "+2", "-1", "-1", "-", "+2...
## $ ...5      <lgl> NA, NA...
## $ ...6      <dbl> NA, 51, 52, 53, 53, 55, 56, 57, 58, 59, 60, 61, 62...
## $ Name...7   <chr> NA, "NOAH", "MUHAMMAD", "ALEX", "ISAAC", "OSCAR", ...
## $ Count...8  <dbl> NA, 1346, 1318, 1302, 1302, 1262, 1256, 1172, 1126...
## $ `since 2004...9` <chr> NA, "+23", "-1", "-7", "+5", "+4", "-4", "+6", "+1...
# Rank 1:50 --- Names / Counts are in columns 2 and 3
# Rank 51:100 --- Names / Counts are in columns 8 and 9
glimpse(boysNames[[20]])
```

```
## Observations: 61
## Variables: 11
## $ Rank...1      <chr> NA, "1", "2", "3", "4", "5", "6", "7", "8", "9", ...
## $ Name...2      <chr> NA, "OLIVER", "JACK", "HARRY", "GEORGE", "JACOB",...
## $ Count...3     <dbl> NA, 6941, 5371, 5308, 4869, 4850, 4831, 4148, 408...
## $ `since 2014...4` <chr> NA, " ", " ", " ", "+3", "-1", "-1", "+4",...
## $ `since 2005...5` <chr> NA, "+4", "-1", "+6", "+13", "+16", "+6", "...
## $ ...6      <lgl> NA, N...
## $ Rank...7      <chr> NA, "51", "52", "53", "54", "55", "56", "57", "58...
## $ Name...8      <chr> NA, "REUBEN", "HARLEY", "LUCA", "MICHAEL", "HUGO"...
## $ Count...9     <dbl> NA, 1188, 1175, 1167, 1165, 1153, 1148, 1112, 109...
## $ `since 2014...10` <chr> NA, " ", "-7", "+5", "-2", "+15", "-10", "+...
## $ `since 2005...11` <chr> NA, "+51*", "+18", "+30", "-12", "+124*", "-...
```

In short, we want to go from this:

Rank	Name	Count	since 2014	since 2005	Rank	Name	Count	since 2014	since 2005		
6	CHARLIE	4,831	-1	+6	56	LEWIS	1,148	-10	-37		
7	NOAH	4,148	+4	+44	57	FRANKIE	1,112	+7	+93*		
8	WILLIAM	4,083	+2		58	LUKE	1,095	-14	-45		
9	THOMAS	4,075	-3	-6	59	STANLEY	1,078	+1	+85*		
10	OSCAR	4,066	-2	+45	60	TOMMY	1,075	-5	+63*		
11	JAMES	3,912	-2	-7	61	JUDE	1,040	+4	+42*		
12	MUHAMMAD	3,730	+2	+40	62	BLAKE	1,024	-5	+79*		
13	HENRY	3,581	+2	+31	63	LOUIE	1,002	+4	+44*		
14	ALFIE	3,540	-2	+9	64	NATHAN	997	-2	-29		
15	LEO	3,468	+1	+22	65	GABRIEL	989	+13	+31		
16	JOSHUA	3,394	-3	-14	66	CHARLES	985	-3	-17		
17	FREDDIE	3,219	+3	+62	67	BOBBY	983	+4	+45*		
18	ETHAN	2,940			68	MOHAMMAD	976	-12			
19	ARCHIE	2,912	-2	+19	69	RYAN	955		-44		
20	ISAAC	2,829	+5	+33	70	TYLER	948	-23	-41		
21	JOSEPH	2,786	-2	-11	71	ELLIOTT	938	+1	+54*		
22	ALEXANDER	2,759			72	ALBERT	933	+12	+142*		
23	SAMUEL	2,705	-2	-16	73	ELLIOOT	926	+10	+9		
24	DANIEL	2,622		-18	74	RORY	912	+13	+68*		
25	LOGAN	2,610	-2	+52	75	ALEX	900		-22		
26	EDWARD	2,593	+5	+20	76	FREDERICK	875	+5	+22		
27	LUCAS	2,448	+3	+31	77	OLLIE	873	-3	+152*		
28	MAX	2,407	-2	+3	78	LOUIS	854	-10	-35		
29	MOHAMMED	2,332	-2	-9	79	DEXTER	850	-6	+21*		
30	BENJAMIN	2,328	-2	-19	80	JAXON	837	+35*	+1055*		
31	MASON	2,263	-2	+29	81	LIAM	836	-5	-53		
32	HARRISON	2,241		+7	82	JACKSON	818	+18	+154*		
33	THEO	2,103	+4	+85*	83	CALLUM	798	-1	-69		
34	JAKE	2,013	-1	-18	83	RONNIE	798	+3	+77*		
35	SEBASTIAN	1,988	+3	+54	85	LEON	795		-10		
36	FINLEY	1,978		+28	86	KAI	775	-9	-20		
37	ARTHUR	1,966	+4	+98*	87	AARON	773	-7	-42		
38	ADAM	1,903	+1	-12	88	ROMAN	763	+22*	+105*		
39	DYLAN	1,903	-4	-14	89	AUSTIN	751		+171*		
40	RILEY	1,728	-5	+34	90	ELLIS	721	+4	-3		
41	ZACHARY	1,644	-1	+54	91	JAMIE	708	-3	-58		
42	TEDDY	1,430	+24	+226*	91	REGGIE	708	+18*	+201*		
43	DAVID	1,394	+7	+18	93	SETH	703	-3	+88*		
44	TOBY	1,363	-2	+4	94	CARTER	689	+24*	+182*		
45	THEODORE	1,302	+14	+113*	95	FELIX	680	+3	+48*		
46	ELIJAH	1,294	+7	+109*	96	IBRAHIM	674	-5	+32*		
47	MATTHEW	1,279	+2	-32	97	SONNY	670	-2	+17*		
48	JENSON	1,223	+13	+127*	98	KIAN	665	-44	-35		
49	JAYDEN	1,219	-6	+35	99	CALEB	659	-6	+32*		
50	HARVEY	1,190	-2	-23	100	CONNOR	642	-21	-70		

Notes:
 These rankings have been produced using the exact spelling of the name given at birth registration. Similar names with different spellings have been counted separately.
 Births where the name was not stated have been excluded from these figures. Of the 358,136 baby boys in the 2015 dataset, 14 were excluded for this reason.
 The sum of the counts for individual names appearing in Table 2 and Table 3 may not equal the count in Table 1. This is because births where the usual residence of mother was not stated at the time of registration have been excluded from the counts in Table 2 and Table 3.
 * denotes new entry to top 100

to this:

Rank	Name	Count
1	OLIVER	6,941
2	JACK	5,371
3	HARRY	5,308
4	GEORGE	4,869
5	JACOB	4,850
6	CHARLIE	4,831
7	NOAH	4,148
8	WILLIAM	4,083
9	THOMAS	4,075
10	OSCAR	4,066
11	JAMES	3,912
12	MUHAMMAD	3,730
13	HENRY	3,581
14	ALFIE	3,540
15	LEO	3,468
16	JOSHUA	3,394
17	FREDDIE	3,219
18	ETHAN	2,940
19	ARCHIE	2,912
20	ISAAC	2,829
21	JOSEPH	2,786
22	ALEXANDER	2,759
23	SAMUEL	2,705
24	DANIEL	2,622
25	LOGAN	2,610
26	EDWARD	2,593
27	LUCAS	2,448
28	MAX	2,407
29	MOHAMMED	2,332
30	BENJAMIN	2,328
31	MASON	2,263
32	HARRISON	2,241
33	THEO	2,103
34	JAKE	2,013
35	SEBASTIAN	1,988
36	FINLEY	1,978
37	ARTHUR	1,966
38	ADAM	1,903
38	DYLAN	1,903
40	RILEY	1,728
41	ZACHARY	1,644
42	TEDDY	1,430
43	DAVID	1,394
44	TOBY	1,363
45	THEODORE	1,302
46	ELIJAH	1,294
47	MATTHEW	1,279
48	JENSON	1,223
49	JAYDEN	1,219
50	HARVEY	1,190
51	REUBEN	1,188
52	HARLEY	1,175
53	LUCA	1,167
54	MICHAEL	1,165
55	HUGO	1,153
56	LEWIS	1,148
57	FRANKIE	1,140

▶ ▷ + Sheet1

There are many ways to do this kind of data manipulation in R. We're going to use the `dplyr` and `tidyverse` packages from within `tidyverse` to make our lives easier.

6.4.1 Selecting columns

Next we want to retain just the Name...2, Name...6, Count...3 and Count...7 columns. We can do that using the `select()` function:

```
boysNames[[1]]
```

```
## # A tibble: 59 x 7
##   ...1 Name...2 Count...3 ...4   ...5 Name...6 Count...7
##   <chr> <chr>     <dbl> <lgl> <dbl> <chr>     <dbl>
## 1 <NA>  <NA>      NA NA    NA <NA>      NA
## 2 1     JACK       10779 NA    51 DOMINIC   1519
## 3 2     DANIEL     10338 NA    52 NICHOLAS 1385
## 4 3     THOMAS     9603  NA   53 BRANDON   1337
## 5 4     JAMES      9385  NA   54 RHYS      1259
## 6 5     JOSHUA     7887  NA   55 MARK      1222
## 7 6     MATTHEW    7426  NA   56 MAX       1192
## 8 7     RYAN       6496  NA   57 DYLAN     1186
## 9 8     JOSEPH     6193  NA   58 HENRY     1135
## 10 9    SAMUEL     6161  NA   59 PETER     1128
## # ... with 49 more rows
```

```
boysNames[[1]] <- select(boysNames[[1]], Name...2, Name...6, Count...3, Count...7)
boysNames[[1]]
```

```
## # A tibble: 59 x 4
##   Name...2 Name...6 Count...3 Count...7
##   <chr>  <chr>     <dbl>     <dbl>
## 1 <NA>   <NA>      NA        NA
## 2 JACK   DOMINIC   10779    1519
## 3 DANIEL NICHOLAS 10338    1385
## 4 THOMAS BRANDON   9603     1337
## 5 JAMES   RHYS      9385     1259
## 6 JOSHUA  MARK      7887     1222
## 7 MATTHEW MAX       7426     1192
## 8 RYAN    DYLAN     6496     1186
## 9 JOSEPH  HENRY    6193     1135
## 10 SAMUEL PETER     6161     1128
## # ... with 49 more rows
```

6.4.2 Data types and structures

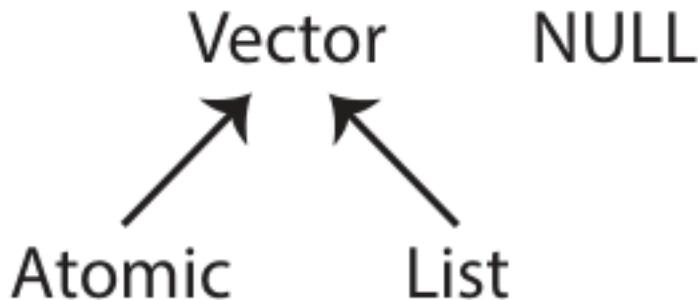
We've now encountered several different data types and data structures. Let's take a step back and survey the options available in R.

Data structures:

In R, the most foundational data structure is the **vector**. Vectors are *containers* that can hold a *collection* of values. Vectors come in two basic forms:

1. **atomic**: only hold elements of the same type; they are **homogeneous**. The `c()` function can be used to create atomic vectors.
2. **list**: can hold elements of different types; they are **heterogeneous**. The `list()` function can be used to create list vectors.

`NULL` is closely related to vectors and often serves the role of a zero length vector.



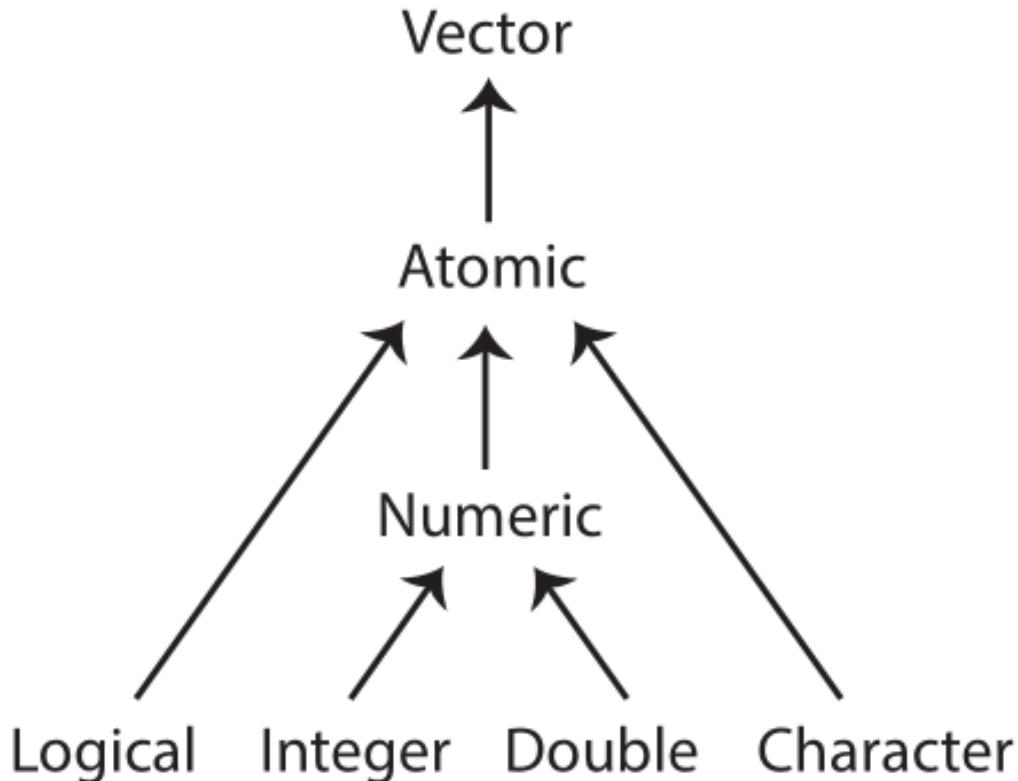
From these two basic forms, the following six structures are derived:

Type	Elements	Description
atomic	homogeneous	contains elements of the same type , one of: character, integer, double, logical
vector		
array	homogeneous	an atomic vector with attributes giving dimensions (1, 2, or >2)
matrix	homogeneous	an array with 2 dimensions
factor	homogeneous	an atomic integer vector containing only predefined values, storing categorical data
list	heterogeneous	container whose elements can encompass any mixture of data types
data.frame	heterogeneous	a rectangular list with elements (columns) containing atomic vectors of equal length

Each vector can have **attributes**, which are a named list of metadata that can include the vector's **dimensions** and its **class**. The latter is a property assigned to an object that determines how **generic functions** operate with it, and thus which **methods** are available for it. The class of an object can be queried using the `class()` function. You can learn more details about R data structures here: <https://adv-r.hadley.nz/vectors-chap.html>

Data types:

There are four primary types of atomic vectors. Collectively, integer and double vectors are known as numeric vectors. You can query the **type** of an object using the `typeof()` function.



Type	Description
character	"a", "swc"
integer	2L (the L tells R to store this as an integer)
double (floating point)	2, 15.5
logical	TRUE, FALSE

Coercion:

If heterogeneous elements are stored in an atomic vector, R will **coerce** the vector to the simplest type required to store all the information. The order of coercion is roughly: logical -> integer -> double -> character -> list. For example:

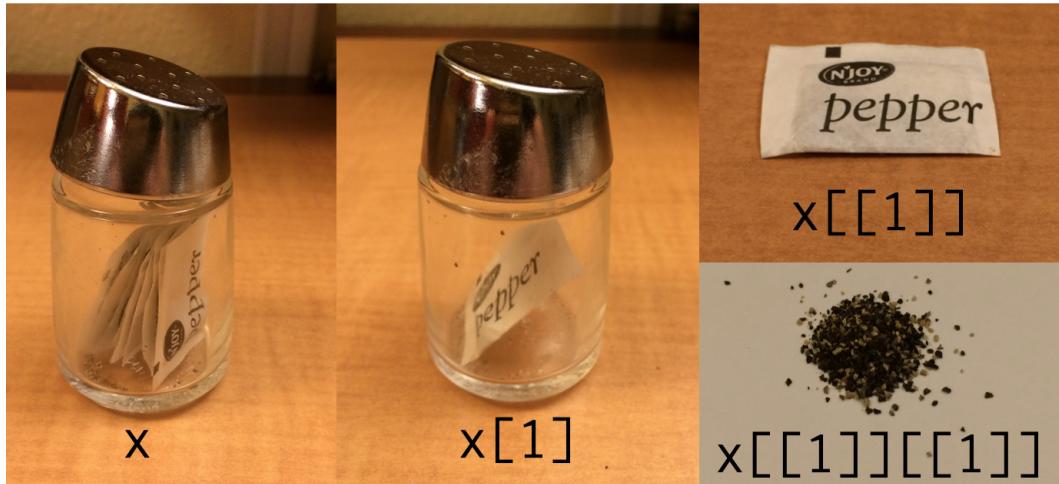
```
x <- c(1.5, 2.7, 3.9)
typeof(x)
```

```
## [1] "double"
y <- c(1.5, 2.7, 3.9, "a")
typeof(y)
```

```
## [1] "character"
```

6.4.3 List indexing

Now that we know about data structures more generally, let's focus on the *list* structure we created for `boysNames`. Why are we using **double brackets** `[[` to index this list object, instead of the single brackets `[` we used to index atomic vectors?



```
# various data structures
numbers <- 1:10
letters <- LETTERS[1:4]
dat <- head(mtcars)
x <- 237L

# combine in a list
mylist <- list(numbers, letters, dat, x)

# indexing the list
mylist[2]

## [[1]]
## [1] "A" "B" "C" "D"
class(mylist[2]) # a list

## [1] "list"
mylist[[2]]

## [1] "A" "B" "C" "D"
class(mylist[[2]]) # a character vector

## [1] "character"
```

6.4.4 Dropping missing values

Next we want to remove blank rows and rows used for notes. An easy way to do that is to use `drop_na()` from the `tidyverse` package within `tidyverse` to remove rows with missing values.

```
boysNames[[1]]  
  
## # A tibble: 59 x 4  
##   Name...2 Name...6 Count...3 Count...7  
##   <chr>    <chr>     <dbl>     <dbl>  
## 1 <NA>      <NA>       NA        NA  
## 2 JACK       DOMINIC    10779     1519  
## 3 DANIEL    NICHOLAS   10338     1385  
## 4 THOMAS    BRANDON    9603      1337  
## 5 JAMES     RHYS       9385      1259  
## 6 JOSHUA    MARK       7887      1222  
## 7 MATTHEW   MAX        7426      1192  
## 8 RYAN      DYLAN      6496      1186  
## 9 JOSEPH    HENRY     6193      1135  
## 10 SAMUEL   PETER      6161      1128  
## # ... with 49 more rows  
boysNames[[1]] <- boysNames[[1]] %>% drop_na()  
  
boysNames[[1]]  
  
## # A tibble: 50 x 4  
##   Name...2 Name...6 Count...3 Count...7  
##   <chr>    <chr>     <dbl>     <dbl>  
## 1 JACK       DOMINIC    10779     1519  
## 2 DANIEL    NICHOLAS   10338     1385  
## 3 THOMAS    BRANDON    9603      1337  
## 4 JAMES     RHYS       9385      1259  
## 5 JOSHUA    MARK       7887      1222  
## 6 MATTHEW   MAX        7426      1192  
## 7 RYAN      DYLAN      6496      1186  
## 8 JOSEPH    HENRY     6193      1135  
## 9 SAMUEL   PETER      6161      1128  
## 10 LIAM      STEPHEN    5802      1122  
## # ... with 40 more rows
```

6.4.5 Exercise 2

1. Write a function called `namecount` that takes a data frame as an argument and returns a modified version, which keeps only columns that include the strings `Name` and `Count` in the column names. HINT: see the `?matches` function.

```
##
```

2. Test your function on the first data frame in the list of boys names data.

```
##
```

3. Use the `map()` function to each data frame in the list of boys names data and save it to the list called `boysNames`.

```
##
```

Click for Exercise 2 Solution

1. Write a function that takes a data frame as an argument and returns a modified version, which keeps only columns that include the strings `Name` and `Count` in the column names. HINT: see the `?matches` function.

```
namecount <- function(data) {
  select(data, matches("Name|Count"))
}
```

2. Test your function on the first data frame in the list of boys names data.

```
namecount(boysNames[[1]])
```

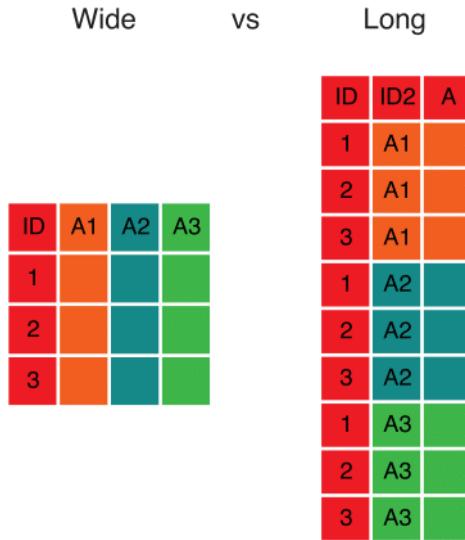
```
## # A tibble: 50 x 4
##   Name...2 Name...6 Count...3 Count...7
##   <chr>     <chr>      <dbl>      <dbl>
## 1 JACK      DOMINIC    10779     1519
## 2 DANIEL    NICHOLAS   10338     1385
## 3 THOMAS    BRANDON    9603      1337
## 4 JAMES     RHYS       9385      1259
## 5 JOSHUA    MARK       7887      1222
## 6 MATTHEW   MAX        7426      1192
## 7 RYAN      DYLAN      6496      1186
## 8 JOSEPH    HENRY     6193      1135
## 9 SAMUEL    PETER      6161      1128
## 10 LIAM     STEPHEN    5802      1122
## # ... with 40 more rows
```

3. Use the `map()` function to each data frame in the list of boys names data.

```
boysNames <- map(boysNames, namecount)
```

6.4.6 Reshaping from wide to long

Our final task is to re-arrange the data so that it is all in a single table instead of in two side-by-side tables. For many similar tasks the `gather()` function in the `tidyverse` package is useful, but in this case we will be better off using a combination of `select()` and `bind_rows()`. Here's the logic behind this step:



Here's the code that implements the transformation:

```
boysNames[[1]]  
  
## # A tibble: 50 x 4  
##   Name...2 Name...6 Count...3 Count...7  
##   <chr>     <chr>      <dbl>      <dbl>  
## 1 JACK      DOMINIC    10779     1519  
## 2 DANIEL    NICHOLAS   10338     1385  
## 3 THOMAS    BRANDON    9603      1337  
## 4 JAMES     RHYS       9385      1259  
## 5 JOSHUA    MARK       7887      1222  
## 6 MATTHEW   MAX        7426      1192  
## 7 RYAN      DYLAN      6496      1186  
## 8 JOSEPH    HENRY     6193      1135  
## 9 SAMUEL    PETER      6161      1128  
## 10 LIAM     STEPHEN    5802      1122  
## # ... with 40 more rows  
first_columns <- select(boysNames[[1]], Name = Name...2, Count = Count...3)  
second_columns <- select(boysNames[[1]], Name = Name...6, Count = Count...7)  
  
bind_rows(first_columns, second_columns)  
  
## # A tibble: 100 x 2  
##   Name     Count  
##   <chr>    <dbl>  
## 1 JACK     10779  
## 2 DANIEL   10338  
## 3 THOMAS   9603
```

```
##  4 JAMES    9385
##  5 JOSHUA   7887
##  6 MATTHEW   7426
##  7 RYAN     6496
##  8 JOSEPH   6193
##  9 SAMUEL   6161
## 10 LIAM     5802
## # ... with 90 more rows
```

6.4.7 Exercise 3

Cleanup all the data

In the previous examples we learned how to drop empty rows with `drop_na()`, select only relevant columns with `select()`, and re-arrange our data with `select()` and `bind_rows()`. In each case we applied the changes only to the first element of our `boysNames` list.

NOTE: some Excel files include extra blank columns between the first and second set of `Name` and `Count` columns, resulting in different numeric suffixes for the second set of columns. You will need to use a regular expression to match each of these different column names.
HINT: see the `?matches` function.

1. Create a new function called `cleanupNamesData` that:

```
# 1) subsets data to include only those columns that include the term `Name` and `Count` and app
# 2) subset two separate data frames, with first and second set of `Name` and `Count` columns
# 3) append the two datasets
```

2. Your task now is to use the `map()` function to apply each of these transformations to all the elements in `boysNames`.

```
##
```

Click for Exercise 3 Solution

1. Create a new function called `cleanupNamesData` that:

```
cleanupNamesData <- function(file){

  # subset data to include only those columns that include the term `Name` and `Count`
  subsetteted_file <- file %>%
    select(matches("Name|Count")) %>%
    drop_na()

  # subset two separate data frames, with first and second set of `Name` and `Count` columns
  first_columns <- select(subsetteted_file, Name = Name...2, Count = Count...3)

  second_columns <- select(subsetteted_file, Name = matches("Name...6|Name...7|Name...8"),
                           Count = matches("Count...7|Count...8|Count...9"))
```

```

# append the two datasets
bind_rows(first_columns, second_columns)
}

## test it out on the second data frame in the list
boysNames[[2]] %>% glimpse() # before cleanup

## Observations: 61
## Variables: 4
## $ Name...2 <chr> NA, "JACK", "JAMES", "THOMAS", "DANIEL", "JOSHUA", "MATTH...
## $ Count...3 <dbl> NA, 10145, 9853, 9479, 9047, 7698, 7443, 6367, 5809, 5631...
## $ Name...7 <chr> NA, "SEAN", "DYLAN", "DOMINIC", "LOUIS", "RHYS", "NICHOLA...
## $ Count...8 <dbl> NA, 1388, 1380, 1359, 1325, 1291, 1274, 1244, 1241, 1158,...
boysNames[[2]] %>% cleanupNamesData() %>% glimpse() # after cleanup

## Observations: 100
## Variables: 2
## $ Name <chr> "JACK", "JAMES", "THOMAS", "DANIEL", "JOSHUA", "MATTHEW", "SA...
## $ Count <dbl> 10145, 9853, 9479, 9047, 7698, 7443, 6367, 5809, 5631, 5404, ...

```

2. Your task now is to use the `map()` function to apply each of these transformations to all the elements in `boysNames`.

```
boysNames <- map(boysNames, cleanupNamesData)
```

6.5 Data organization & storage

GOAL: To learn how to organize the data into one large data frame and store it. In particular:

1. Create a year column within each data frame within the list
2. Append all the data frames in the list into one large data frame

Now that we have the data cleaned up and augmented, we can turn our attention to organizing and storing the data.

6.5.1 A list of data frames

Right now we have a list of data frames; one for each year. This is not a bad way to go. It has the advantage of making it easy to work with individual years; it has the disadvantage of making it more difficult to examine questions that require data from multiple years. To make the arrangement of the data clearer it helps to name each element of the list with the year it corresponds to.

```
head(boysNames) %>% glimpse()
```

```

## List of 6
## $ :Classes 'tbl_df', 'tbl' and 'data.frame': 100 obs. of 2 variables:
## ..$ Name : chr [1:100] "JACK" "DANIEL" "THOMAS" "JAMES" ...
## ..$ Count: num [1:100] 10779 10338 9603 9385 7887 ...
## $ :Classes 'tbl_df', 'tbl' and 'data.frame': 100 obs. of 2 variables:
## ..$ Name : chr [1:100] "JACK" "JAMES" "THOMAS" "DANIEL" ...
## ..$ Count: num [1:100] 10145 9853 9479 9047 7698 ...
## $ :Classes 'tbl_df', 'tbl' and 'data.frame': 100 obs. of 2 variables:
## ..$ Name : chr [1:100] "JACK" "THOMAS" "JAMES" "DANIEL" ...
## ..$ Count: num [1:100] 9845 9468 9197 7732 7672 ...
## $ :Classes 'tbl_df', 'tbl' and 'data.frame': 100 obs. of 2 variables:
## ..$ Name : chr [1:100] "JACK" "THOMAS" "JAMES" "JOSHUA" ...
## ..$ Count: num [1:100] 9785 9454 8748 7275 6935 ...
## $ :Classes 'tbl_df', 'tbl' and 'data.frame': 100 obs. of 2 variables:
## ..$ Name : chr [1:100] "JACK" "THOMAS" "JAMES" "JOSHUA" ...
## ..$ Count: num [1:100] 9079 8672 7489 7097 6229 ...
## $ :Classes 'tbl_df', 'tbl' and 'data.frame': 100 obs. of 2 variables:
## ..$ Name : chr [1:100] "JACK" "THOMAS" "JOSHUA" "JAMES" ...
## ..$ Count: num [1:100] 9000 8337 7182 7026 5759 ...

head(boy_file_names)

## [1] "dataSets/boys/1996boys_tcm77-254026.xlsx"
## [2] "dataSets/boys/1997boys_tcm77-254022.xlsx"
## [3] "dataSets/boys/1998boys_tcm77-254018.xlsx"
## [4] "dataSets/boys/1999boys_tcm77-254014.xlsx"
## [5] "dataSets/boys/2000boys_tcm77-254008.xlsx"
## [6] "dataSets/boys/2001boys_tcm77-254000.xlsx"

# use regex to extract years from file names
Years <- str_extract(boy_file_names, pattern = "[0-9]{4}")
Years

## [1] "1996" "1997" "1998" "1999" "2000" "2001" "2002" "2003" "2004" "2005"
## [11] "2006" "2007" "2008" "2009" "2010" "2011" "2012" "2013" "2014" "2015"
names(boysNames) # returns NULL - no names in the list

## NULL

# assign years to list names
names(boysNames) <- Years

names(boysNames) # returns the years as list names

## [1] "1996" "1997" "1998" "1999" "2000" "2001" "2002" "2003" "2004" "2005"
## [11] "2006" "2007" "2008" "2009" "2010" "2011" "2012" "2013" "2014" "2015"
head(boysNames) %>% glimpse()

## List of 6
## $ 1996:Classes 'tbl_df', 'tbl' and 'data.frame': 100 obs. of 2 variables:

```

```
##   ..$ Name : chr [1:100] "JACK" "DANIEL" "THOMAS" "JAMES" ...
##   ..$ Count: num [1:100] 10779 10338 9603 9385 7887 ...
## $ 1997:Classes 'tbl_df', 'tbl' and 'data.frame':    100 obs. of  2 variables:
##   ..$ Name : chr [1:100] "JACK" "JAMES" "THOMAS" "DANIEL" ...
##   ..$ Count: num [1:100] 10145 9853 9479 9047 7698 ...
## $ 1998:Classes 'tbl_df', 'tbl' and 'data.frame':    100 obs. of  2 variables:
##   ..$ Name : chr [1:100] "JACK" "THOMAS" "JAMES" "DANIEL" ...
##   ..$ Count: num [1:100] 9845 9468 9197 7732 7672 ...
## $ 1999:Classes 'tbl_df', 'tbl' and 'data.frame':    100 obs. of  2 variables:
##   ..$ Name : chr [1:100] "JACK" "THOMAS" "JAMES" "JOSHUA" ...
##   ..$ Count: num [1:100] 9785 9454 8748 7275 6935 ...
## $ 2000:Classes 'tbl_df', 'tbl' and 'data.frame':    100 obs. of  2 variables:
##   ..$ Name : chr [1:100] "JACK" "THOMAS" "JAMES" "JOSHUA" ...
##   ..$ Count: num [1:100] 9079 8672 7489 7097 6229 ...
## $ 2001:Classes 'tbl_df', 'tbl' and 'data.frame':    100 obs. of  2 variables:
##   ..$ Name : chr [1:100] "JACK" "THOMAS" "JOSHUA" "JAMES" ...
##   ..$ Count: num [1:100] 9000 8337 7182 7026 5759 ...
```

6.5.2 One big data frame

While storing the data in separate data frames by year makes some sense, many operations will be easier if the data is simply stored in one big data frame. We've already seen how to turn a list of data frames into a single data.frame using `bind_rows()`, but there is a problem; The year information is stored in the names of the list elements, and so flattening the data.frames into one will result in losing the year information! Fortunately it is not too much trouble to add the year information to each data frame before flattening.

```
# apply name of the list element (.y) as a new column in the data.frame (.x)
boysNames <- imap(boysNames, ~ mutate(.x, Year = as.integer(.y)))
```

boysNames[1]
#`1996` ## # A tibble: 100 x 3 ## Name Count Year ## <chr> <dbl> <int> ## 1 JACK 10779 1996 ## 2 DANIEL 10338 1996 ## 3 THOMAS 9603 1996 ## 4 JAMES 9385 1996 ## 5 JOSHUA 7887 1996 ## 6 MATTHEW 7426 1996 ## 7 RYAN 6496 1996 ## 8 JOSEPH 6193 1996 ## 9 SAMUEL 6161 1996 ## 10 LIAM 5802 1996 ## # ... with 90 more rows

6.5.3 Exercise 4

Make one big `data.frame`

- Turn the list of boys names data frames into a single data frame. HINT: see `?bind_rows`.

```
##
```

- Create a new directory called `all` within `dataSets` and write the data to a `.csv` file. HINT: see the `?dir.create` and `?write_csv` functions.

```
##
```

- What were the five most popular names in 2013?

```
##
```

- How has the popularity of the name “ANDREW” changed over time?

```
##
```

Click for Exercise 4 Solution

- Turn the list of boys names data frames into a single data frame.

```
boysNames <- bind_rows(boysNames)
glimpse(boysNames)
```

```
## Observations: 2,000
## Variables: 3
## $ Name  <chr> "JACK", "DANIEL", "THOMAS", "JAMES", "JOSHUA", "MATTHEW", "RY...
## $ Count <dbl> 10779, 10338, 9603, 9385, 7887, 7426, 6496, 6193, 6161, 5802,...
## $ Year   <int> 1996, 1996, 1996, 1996, 1996, 1996, 1996, 1996, 1996, 1996, 1...
```

- Create a new directory called `all` within `dataSets` and write the data to a `.csv` file.

HINT: see the `?dir.create` and `?write_csv` functions.

```
dir.create("dataSets/all")
```

```
write_csv(boysNames, "dataSets/all/boys_names.csv")
```

- What were the five most popular names in 2013?

```
boysNames %>%
  filter(Year == 2013) %>%
  arrange(desc(Count)) %>%
  head()
```

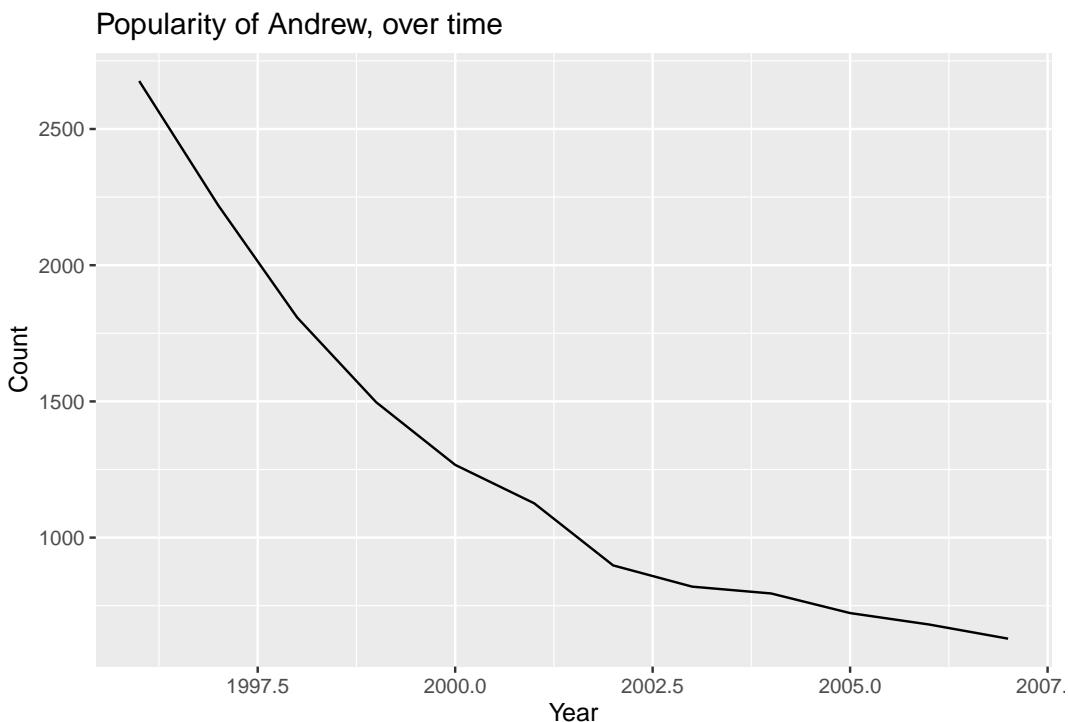
```
## # A tibble: 6 x 3
##   Name     Count Year
##   <chr>    <dbl> <int>
## 1 OLIVER    6949  2013
## 2 JACK      6212  2013
## 3 HARRY     5888  2013
## 4 JACOB     5126  2013
```

```
## 5 CHARLIE 5039 2013
## 6 THOMAS 4591 2013
```

4. How has the popularity of the name “ANDREW” changed over time?

```
andrew <- filter(boysNames, Name == "ANDREW")

ggplot(andrew, aes(x = Year, y = Count)) +
  geom_line() +
  ggtitle("Popularity of Andrew, over time")
```



6.6 Complete code

1. Code for Section 1: Reading data from multiple Excel worksheets into R data frames

```
boy_file_names <- list.files("dataSets/boys", full.names = TRUE)

get_data_sheet_name <- function(file, term){
  excel_sheets(file) %>% str_subset(pattern = term)
}

read_boys_names <- function(file, sheet_name) {
  read_excel(
    path = file,
    sheet = get_data_sheet_name(file, term = sheet_name),
```

```

    skip = 6
)
}

boysNames <- map(boy_file_names, read_boys_names, sheet_name = "Table 1")

```

2. Code for Section 2: Clean up data within each R data frame

```

cleanupNamesData <- function(file){
  # subset data to include only those columns that include the term `Name` and `Count`
  subsetteted_file <- file %>%
    select(matches("Name|Count")) %>%
    drop_na()
  # subset two separate data frames, with first and second set of `Name` and `Count` columns
  first_columns <- select(subsetteted_file, Name = Name...2, Count = Count...3)
  second_columns <- select(subsetteted_file, Name = matches("Name...6|Name...7|Name...8"),
                            Count = matches("Count...7|Count...8|Count...9"))
  # append the two datasets
  bind_rows(first_columns, second_columns)
}

boysNames <- map(boysNames, cleanupNamesData)

```

3. Code for Section 3: Organize the data into one large data frame and store it

```

Years <- str_extract(boy_file_names, pattern = "[0-9]{4}")

names(boysNames) <- Years

boysNames <- imap(boysNames, ~ mutate(.x, Year = as.integer(.y)))

boysNames <- bind_rows(boysNames)

```

6.7 Wrap-up

6.7.1 Feedback

These workshops are a work in progress, please provide any feedback to: help@iq.harvard.edu

6.7.2 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>

- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
 - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
 - RCS consulting email: <mailto:research@hbs.edu>
- R
 - Learn from the best: <http://adv-r.had.co.nz/>; <http://r4ds.had.co.nz/>
 - R documentation: <http://cran.r-project.org/manuals.html>
 - Collection of R tutorials: <http://cran.r-project.org/other-docs.html>
 - R for Programmers (by Norman Matloff, UC-Davis) <http://heather.cs.ucdavis.edu/~matloff/R/RProg.pdf>
 - Calling C and Fortran from R (by Charles Geyer, UMinn) <http://www.stat.umn.edu/~charlie/rc/>
 - State of the Art in Parallel Computing with R (Schmidberger et al.) <http://www.jstatso.org/v31/i01/paper>

Part III

Python

Chapter 7

Python Installation

Your professional conduct is greatly appreciated. Out of respect to your fellow workshop attendees and instructors, please arrive at your workshop on time, having pre-installed all necessary software and materials. This will likely take **15-20 minutes**.

Before starting any of our Python workshops, it is necessary to complete 2 tasks. Please make sure both of these tasks are completed **before** you attend your workshop, as, depending on your internet speed, they may take a long time.

1. download and unzip **class materials**
2. download and install **Anaconda Python 3 distribution**



7.1 Troubleshooting session

We will hold a troubleshooting session during the 20 minutes prior to the start of the workshop. **If you are unable to complete all of the tasks, please stop by the training room during this session.** Once the workshop starts we will **NOT** be able to give you one-to-one assistance with troubleshooting installation problems. Likewise, if you arrive late, please do **NOT** expect one-to-one assistance for anything covered at the beginning of the workshop.

7.2 Materials

Download class materials for your workshop:

- Python Introduction: <https://github.com/IQSS/dss-workshops/raw/master/Python/PythonIntro.zip>
- Python Webscraping: <https://github.com/IQSS/dss-workshops/raw/master/Python/PythonWebScrape.zip>

Extract materials from the zipped directory (Right-click => Extract All on Windows, double-click on Mac) and move them to your desktop.

It will be useful when you view the above materials for you to see the different file extensions on your computer. Here are instructions for enabling this:

- Mac OS
- Windows OS

7.3 Software

The Anaconda Python distribution is designed with data Science in mind and contains a curated set of 270+ pre-installed Python packages.

Mac OS X:

- Install Anaconda Python 3 by downloading and running this .pkg file. Accept the defaults proposed by the Anaconda installer.

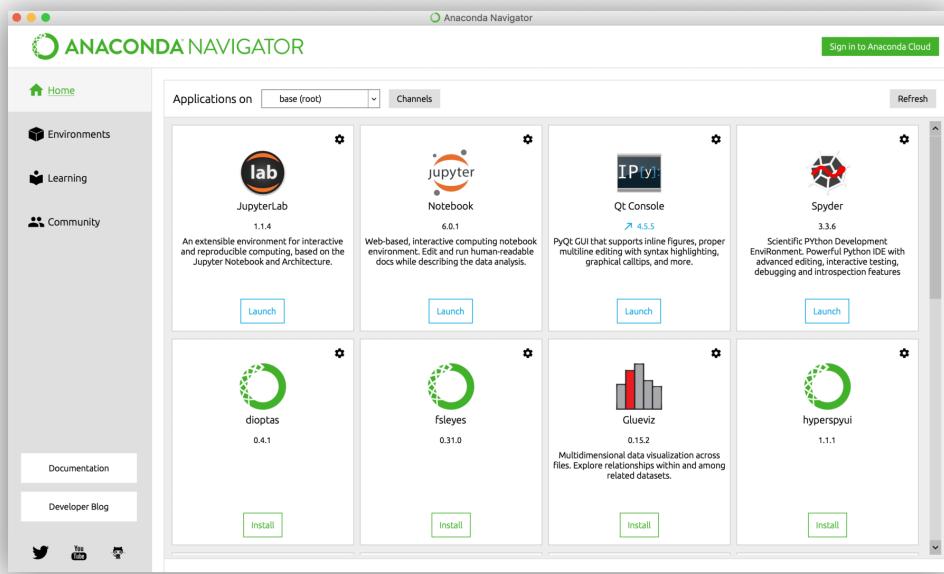
Windows:

- Install Anaconda Python 3 by downloading and running this .exe file. Accept the defaults proposed by the Anaconda installer.

Linux:

- Install Anaconda Python 3 by downloading and running this .sh file. Accept the defaults proposed by the Anaconda installer.

Success? After installing, please start the Anaconda Navigator program. If you were successful with the installation, you should see a window similar to this:



To check that the installation is working correctly, click the **Launch** button under **Jupyter Notebook**. A new blank notebook should be created.

If you are having any difficulties with the installation, please stop by the training room 20 minutes prior to the start of the workshop.

7.4 Jupyter notebook interfaces

We will be using Jupyter Notebooks to run our Python code. Notebooks are web-based applications that allow you to create and share documents that contain live code, equations, visualizations, and narrative text. There are two main ways to interact with Jupyter Notebooks:

1. using **JupyterLab**
2. opening a **Jupyter Notebook** directly in a browser

Jupyter Notebooks are documents that combine text, code, images, math, and rich media and can be viewed in a browser. Opening a notebook directly in a browser lets you read and write to the file, but does not give you access to any other files in the same folder (e.g., data or images) unless these are manually uploaded using the browser. You also do not have access to features typically found on integrated development environments (IDEs). JupyterLab, in contrast, is an interface for Jupyter Notebooks that is a way to access notebooks within a web-based IDE. Among other things, this allows easy access to data files and media associated with the notebook without having to manually upload these

using a browser. For this reason, we strongly recommend that you use JupyterLab to interact with notebooks.

7.4.1 Launch JupyterLab

Here's how to start JupyterLab and open a notebook within this interface (**recommended**):

1. Start the `Anaconda Navigator` program
2. Click the `Launch` button under `Jupyter Lab`
3. A browser window will open with your computer's files listed on the left hand side of the page. Navigate to the folder with the workshop materials that you downloaded to your desktop and double-click on the folder
4. Within the workshop materials folder, double-click on the file with the word "BLANK" in the name (`*_BLANK.ipynb`). A pop-up window will ask you to `Select Kernel` — you should select the Python 3 kernel. The Jupyter Notebook should now open on the right hand side of the page

7.4.2 Launch Jupyter Notebook

Here's how to start a Jupyter Notebook directly in a browser (**NOT recommended unless JupyterLab doesn't work on your machine**):

1. Start the `Anaconda Navigator` program
2. Click the `Launch` button under `Jupyter Notebook`
3. Create a new folder (by default called `Untitled Folder`) by clicking the drop down menu called `New` on the top right of the page
4. Navigate to the new `Untitled Folder` and check the box next to it. Then click the `Rename` button on the top left of the page and name the folder with the workshop name (e.g., `PythonIntro`)
5. Click on the folder you just created. From within the folder, click `Upload` in the top right of the page. A pop-up window will open; use it to navigate to the workshop materials folder on your desktop. Select and open all the files in the top level of the folder (e.g., `PythonIntro_BLANK.ipynb`, `PythonIntro.ipynb`, `Alice_in_wonderland.txt`, and `Characters.txt`)
6. Click the blue colored `Upload` button to upload the files to the `PythonIntro` folder on your browser

Optionally, to view images inline you can additionally complete these steps:

7. Within the `PythonIntro` folder on your browser, create a new folder (by default called `Untitled Folder`) by clicking the drop down menu called `New` on the top right of the page
8. Navigate to the new `Untitled Folder` and check the box next to it. Then click the `Rename` button on the top left of the page and name the folder with the name `images`
9. Click on the folder you just created. From within the folder, click `Upload` in the top right of the page. A pop-up window will open; use it to navigate to the workshop materials folder on your desktop. Within that folder, click on the `images` folder. Select and open all the files within the `images` folder (e.g., `name_of_image.png`)

10. Click the blue colored **Upload** button to upload the files to the **images** folder within the workshop materials folder on your browser

7.5 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
 - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
 - RCS consulting email: <mailto:research@hbs.edu>

Chapter 8

Python Introduction

Topics

- Functions
- Objects
- Assignment
- Finding help
- List and dictionary structures
- Indexing data structures
- Iterating over collections of data
- Importing packages

8.1 Setup

8.1.1 Class Structure

- Informal — Ask questions at any time. Really!
- Collaboration is encouraged - please spend a minute introducing yourself to your neighbors!

8.1.2 Prerequisites

This is an introductory Python course:

- Assumes no prior knowledge of **how to use** Python
- We do assume you know **why** you want to learn Python. If you don't, and want a comparison of Python to other statistical software, see our Data Science Tools workshop
- Relatively slow-paced

8.1.3 Goals

We will learn about the Python language by analyzing the text of Lewis Carroll's *Alice's Adventures in Wonderland*. In particular, our goals are to learn about:

1. What Python is and how it works
2. How we can interact with Python
3. Foundations of the language (functions, objects, assignment, methods)
4. Using methods and lists to analyze data
5. Iterating over collections of data to automate repetitive tasks
6. Storing related data in dictionaries (as key - value pairs)
7. Importing packages to add functionality

8.2 Python basics

GOAL: To learn about the foundations of the Python language.

1. What Python is and how it works
2. Python interfaces
3. Functions
4. Objects
5. Assignment
6. Methods

8.2.1 What is Python?

- Python is a free general purpose programming language
- Python is an interpreted language, not a compiled one, meaning that all commands typed on the keyboard are directly executed without requiring to build a complete program (this is like R and unlike C, Fortran, Pascal, etc.)
- Python has existed for about 30 years
- Python is modular — most functionality is from add-on packages. So the language can be thought of as a *platform* for creating and running a large number of useful packages.

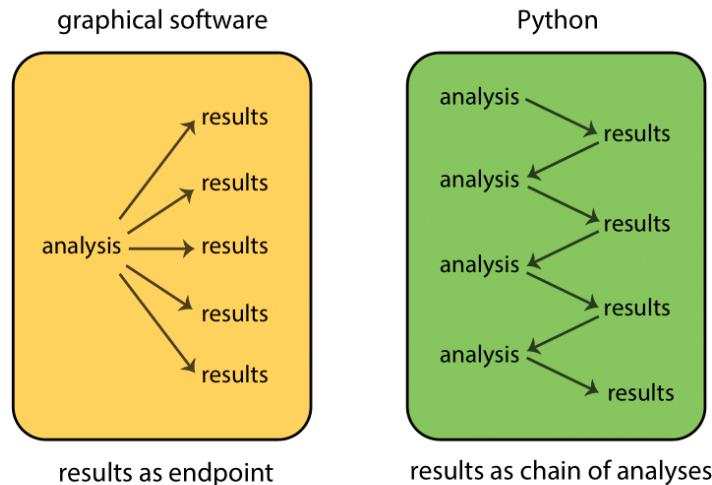
8.2.2 Why use Python?

- Relatively easy to learn
- Extremely flexible: can be used to manipulate, analyze, and visualize data, make web sites, write games, and much more (Youtube and DropBox were written in Python)
- Cutting edge machine learning tools
- Publication quality graphics
- 150,000+ add on packages covering all aspects of statistics and machine learning
- Active community of users

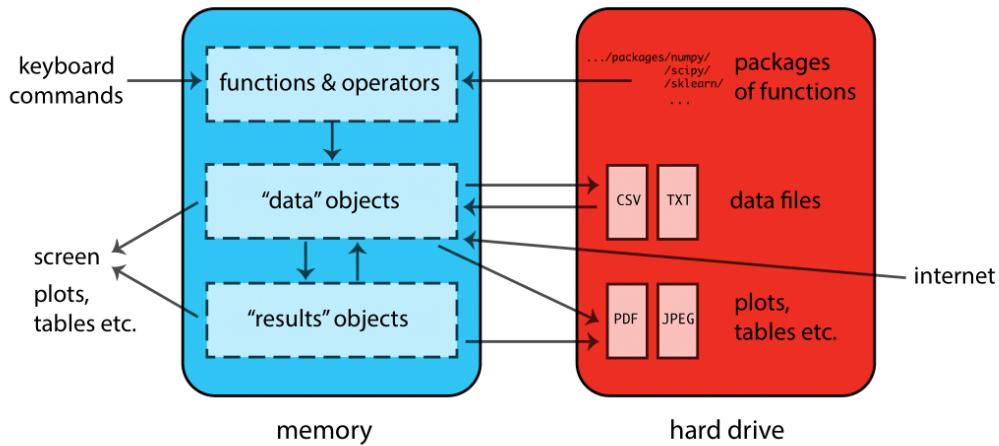
8.2.3 How does Python work?

While graphical-based statistical software (e.g., SPSS, GraphPad) immediately display the results of an analysis, **Python stores results in an object (a data structure)**, so that an analysis can be done with no result displayed. Such a feature is very useful, since a user can extract only that part of the results that is of interest and can pass results into further analyses.

For example, if you run a series of 20 regressions and want to compare the different regression coefficients, Python can display only the estimated coefficients: thus the results may take a single line, whereas graphical-based software could open 20 results windows. In addition, these regression coefficients can be passed directly into further analyses — such as generating predictions.



When Python is running, variables, data, functions, results, etc., are **stored in memory** on the computer in the form of **objects** that have a name. The user can **perform actions** on these objects with **operators** (arithmetic, logical, comparison, etc.) and **functions** (which are themselves objects). Here's a schematic of how this all fits together:



8.2.4 Interfaces

8.2.4.1 Text editors, IDEs, & Notebooks

There are different ways of interacting with Python. The two main ways are through:

1. **text editors or Integrated Development Environments (IDEs):** Text editors and IDEs are not really separate categories; as you add features to a text editor it becomes more like an IDE. Some editors/IDEs are language-specific while others are general purpose — typically providing language support via plugins. Here are a few popular editors/IDEs that can be used with Python:

Editor / IDE	Features	Ease of use	Language support
Spyder	Excellent	Easy	Python only
PyCharm	Excellent	Moderate	Python only
Jupyter Lab	Good	Easy	Excellent
VS code	Excellent	Easy	Very good
Atom	Good	Moderate	Good
Vim	Excellent	Hard	Good
Emacs	Excellent	Hard	Excellent

2. **Notebooks:** Web-based applications that allow you to create and share documents that contain live code, equations, visualizations, and narrative text. For these workshops, we will use a Jupyter Notebook; an open source notebook that has support for 40+ languages.

8.2.4.2 Source code & literate programming

There are also several different **formats** available for writing code in Python. These basically boil down to a choice between:

1. **Source code:** the practice of writing code, and possibly comments, in a plain text document. In Python this is done by writing code in a text file with a .py extension. Writing source code has the great advantage of being simple. Souce code is the format of choice if you intend to run your code as a complete script - for example, from the command line.
2. **Literate programming:** the practice of embedding computer code in a natural language document. In Python this is often done using the aformentioned Jupyter Notebook, which is a JSON document containing an ordered list of input/output cells which can contain code, text (using *Markdown*), mathematics, plots, and rich media, usually ending with the .ipynb extension. Jupyter Notebooks are easy to write, human-readable, and the format of choice if you intend to run your code interactively, by running small pieces of code and looking at each output. Researchers can use Notebooks to write their journal papers, dissertations, and statistics/math class notes, since it is easy to convert into other formats later, such as HTML (for a webpage), MS Word, or PDF (via LaTeX).

Here are some resources for learning more about Jupyter Notebooks:

- <https://www.dataquest.io/blog/jupyter-notebook-tutorial/>
- <https://www.datacamp.com/community/tutorials/tutorial-jupyter-notebook>
- <https://realpython.com/jupyter-notebook-introduction/>

8.2.5 Launch JupyterLab

1. Start the **Anaconda Navigator** program
2. Click the **Launch** button under **Jupyter Lab**
3. A browser window will open with your computer's files listed on the left hand side of the page. Navigate to the folder called **PythonIntro** that you downloaded to your desktop and double-click on the folder
4. Within the **PythonIntro** folder, double-click on the file with the word "BLANK" in the name (**PythonIntro_BLANK.ipynb**). A pop-up window will ask you to **Select Kernel** — you should select the Python 3 kernel. The Jupyter Notebook should now open on the right hand side of the page

A Jupyter Notebook contains one or more *cells* containing notes or code. To insert a new cell click the + button in the upper left. To execute a cell, select it and press **Control+Enter** or click the **Run** button at the top.

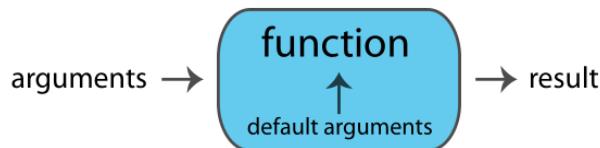
8.2.6 Syntax rules

- Python is case sensitive
- Python uses white space as part of the syntax (it's important!)

- Variable names should start with a letter (A-Z and a-z) and can include letters, digits (0-9), and underscores (_)
- Comments can be inserted using a hash # symbol
- Functions must be written with parentheses, even if there is nothing within them; for example: `len()`

8.2.7 Function calls

Functions perform actions — they take some input, called **arguments** and return some output (i.e., a result). Here's a schematic of how a function works:



The general form for calling Python functions is

```
# function_name(arg1, arg2, arg3, ... argn)
```

The arguments in a function can be objects (data, formulae, expressions, etc.), some of which could be defined by default in the function; these default values may be modified by the user by specifying options.

8.2.8 Assignment

In Python we can assign a result to a name using the = operator.

```
# name = thing_to_assign
x = 10
```

The name on the left of the equals sign is one that we chose. When choosing names, they must:

1. start with a *letter*
2. use only *letters*, *numbers* and *underscores*

8.2.9 Reading data

Reading information from a file is the first step in many projects, so we'll use functions to read data into Python and assign them to a named object. The workshop materials you downloaded earlier include a file named `Alice_in_wonderland.txt` which contains the text of Lewis Carroll's *Alice's Adventures in Wonderland*. We can use the `open()` function to create a file **object** that makes a **connection** to the file:

```
alice_file = open("Alice_in_wonderland.txt")
```

The `alice_file` object name we just created does *not* contain the contents of `Alice_in_wonderland.txt`. It is a representation in Python of the *file itself* rather than the *contents* of the file.

8.2.10 Object methods

The `alice_file` object provides *methods* that we can use to do things with it. Methods are invoked using syntax that looks like `ObjectName.method()`. You can see the methods available for acting on an object by typing the object's name followed by a `.` and pressing the `tab` key. For example, typing `alice_file.` and pressing `tab` will display a list of methods as shown below.

```
In [21]: alice_file.  
Out[21]: alice_file.buffer  
alice_file.close  
alice_file.closed  
alice_file.detach  
alice_file.encoding  
alice_file.errors  
In [10]: alice_file.fileno  
alice_file.flush  
alice_file.isatty  
alice_file.line buffering
```

Among the methods we have for doing things with our `alice_file` object is one named `read`. We can use the `help` function to learn more about it.

```
help(alice_file.read)  
  
## Help on built-in function read:  
##  
## read(size=-1, /) method of _io.TextIOWrapper instance  
##     Read at most n characters from stream.  
##  
##     Read from underlying buffer until we have n characters or we hit EOF.  
##     If n is negative or omitted, read until EOF.
```

Since `alice_file.read` looks promising, we will invoke this method and see what it does.

```
alice_txt = alice_file.read()  
print(alice_txt[:500]) # the [:500] gets the first 500 character -- more on this later.
```

```
## ALICE'S ADVENTURES IN WONDERLAND
##
## by
##
## Lewis Carroll
##
## CHAPTER I. Down the Rabbit-Hole
##
## Alice was beginning to get very tired of sitting by her sister on the
## bank, and of having nothing to do: once or twice she had peeped into the
## book her sister was reading, but it had no pictures or conversations in
## it, 'and what is the use of a book,' thought Alice 'without pictures or
## conversations?'
##
## So she was considering in her own mind (as well as she could, for the
## hot day made her feel very sleepy and s
```

That's all there is to it! We've read the contents of `Alice_in_wonderland.txt` and stored this text in a Python object we named `alice_txt`. Now let's start to explore this object, and learn some more things about Python along the way.

8.3 Using object methods & lists

GOAL: To learn how to use methods and lists to analyze data. We will do this using the Alice text to count:

1. Words
2. Chapters
3. Paragraphs

How many words does the text contain? To answer this question, we can split the text up so there is one element per word, and then count the number of words.

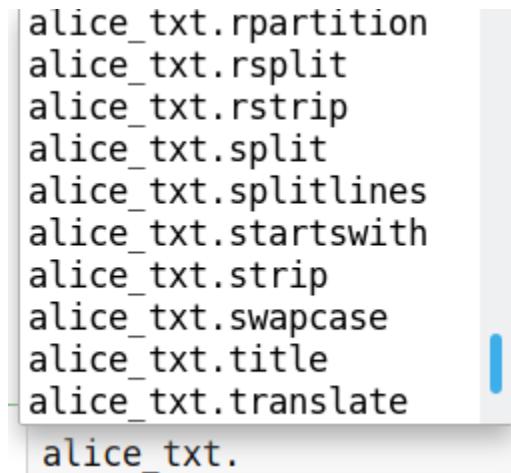
8.3.1 Splitting a string into a list of words

How do we figure out how to split strings in Python? We can ask Python what our `alice_txt` object is and what methods it provides. We can ask Python what things are using the `type()` function, like this:

```
type(alice_txt)
```

```
## <class 'str'>
```

Python tells us that `alice_txt` is of type `str` (i.e., it is a string). We can find out what methods are available for working strings by typing `alice_txt.` and pressing `tab`. We'll see that among the methods is one named `split`, as shown below.



The screenshot shows a code editor with a list of methods for the 'alice_txt' variable. The methods listed are: rpartition, rsplit, rstrip, split, splitlines, startswith, strip, swapcase, title, translate, and the variable itself, alice_txt.

```

alice_txt.rpartition
alice_txt.rsplit
alice_txt.rstrip
alice_txt.split
alice_txt.splitlines
alice_txt.startswith
alice_txt.strip
alice_txt.swapcase
alice_txt.title
alice_txt.translate
alice_txt.

```

To learn how to use this method we can check the documentation.

```

help(alice_txt.split)

## Help on built-in function split:
##
## split(sep=None, maxsplit=-1) method of builtins.str instance
##     Return a list of the words in the string, using sep as the delimiter string.
##
##     sep
##         The delimiter according which to split the string.
##         None (the default value) means split according to any whitespace,
##         and discard empty strings from the result.
##     maxsplit
##         Maximum number of splits to do.
##         -1 (the default value) means no limit.

```

Since the default is to split on whitespace (spaces, newlines, tabs) we can get a reasonable word count simply by calling the split method and counting the number of elements in the result.

```

alice_words = alice_txt.split() # returns a list
type(alice_words)

## <class 'list'>

```

8.3.2 Working with lists

The `split` methods we used to break up the text of *Alice in Wonderland* into words produced a *list*. A lot of the techniques we'll use later to analyze this text also produce lists, so it's worth taking a few minutes to learn more about them.

Note that the displayed representation of lists and other data structures in Python often closely matches the syntax used to create them. For example, we can create a list using

square brackets, just as we see when we print a list.

A *list* in Python is used to store a collection of items:

```
# create a list
y = [1, "b", 3, "D", 5, 6]
```

As with other types in Python, you can get a list of methods by typing the name of the object followed by a `.` and pressing `tab`.

8.3.3 Extracting subsets from lists

Among the things you can do with a list is extract subsets of items using **bracket indexing notation**. This is useful in many situations, including the current one where we want to inspect a long list without printing out the whole thing.

The examples below show how indexing works in Python. First using pseudocode:

```
# syntax
# object[ start : end : by ]

# defaults
# object[ 0 : end : 1 ]
```

Then using a real list:

```
# create a list
y = [1, "b", 3, "D", 5, 6]

y[0] # returns first element - the number 1 (yes, the index counts from zero!)

## 1
y[1] # returns second element - the letter "b"

## 'b'
y[:3] # returns a list with only the first 3 elements, but index is of length 4 (0 to 3) because

## [1, 'b', 3]
y[2:5] # returns a list with elements 3, "D", 5

## [3, 'D', 5]
y[-1] # returns last element - the number 6

## 6
y[-4:] # returns a list with last 4 elements

## [3, 'D', 5, 6]
```

```
alice_words[11:20] # returns a list with words 11 through 19
## ['Rabbit-Hole', 'Alice', 'was', 'beginning', 'to', 'get', 'very', 'tired', 'of']
alice_words[-10: ] # returns a list with the last 10 words
## ['her', 'own', 'child-life,', 'and', 'the', 'happy', 'summer', 'days.', 'THE', 'END']
```

8.3.4 Using sets to count unique items

Now that we have a list containing the individual words from *Alice's Adventures in Wonderland*, we can calculate how many words there are in total using the `len()` (length) function:

```
len(alice_words) # counts elements in a data structure
## 26445
```

According to our above computation, there are about 26 thousand total words in the Alice text. But how many *unique* words are there? Python has a special data structure called a *set* that makes it easy to find out. A *set* drops all duplicates, giving a collection of the unique elements. Here's a simple example:

```
# set example
mySet = {1, 5, 9, 9, 4, 5}
len(mySet)
## 4
```

We can now use the `set()` function to convert the list of all words (`alice_words`) into a set of *unique* words and then count them:

```
len(set(alice_words)) # counts unique elements in a data structure
## 5295
```

There are 5295 unique words in the text.

8.3.5 Exercise 0

Reading text from a file & splitting

Alice's Adventures in Wonderland is full of memorable characters. The main characters from the story are listed, one-per-line, in the file named `Characters.txt`.

NOTE: we will not always explicitly demonstrate everything you need to know in order to complete an exercise. Instead we focus on teaching you how to discover available methods and how use the help function to learn how to use them. It is expected that you will spend some time during the exercises looking for appropriate methods and perhaps reading documentation.

1. Open the `Characters.txt` file and read its contents.

```
##
```

2. Split text on newlines to produce a list with one element per line. Store the result as `alice_characters`. HINT: you can split on newlines using the `\n` separator.

```
##
```

Click for Exercise 0 Solution

```
# 1. Open the Characters.txt file and read its contents.
```

```
characters_file = open("Characters.txt")
characters_txt = characters_file.read()
```

```
# 2. Split text on newlines to produce a list with one element per line.
# Store the result as "alice_characters".
```

```
alice_characters = characters_txt.split(sep="\n")
alice_characters
```

```
## ['Alice', 'White Rabbit', 'Mouse', 'Dodo', 'Lory', 'Eaglet', 'Duck', 'Pat', 'Bill the Lizard']
```

8.3.6 Control flow

Sometimes we may want to control the flow of code in an analysis using **choices**, such as **if** and **else** statements, which allow you to run different code depending on the input. The basic form is:

```
```python
if (condition) true_action else false_action
```

```

If `condition` is `TRUE`, `true_action` is evaluated; if `condition` is `FALSE`, the optional `false_action` is evaluated.

The conditions that are evaluated use **logical and relational operators** to determine equivalence or make some other relational comparisons.

8.3.7 Logical & relational operators

Here's a table of commonly used relational operators:

| Operator | Meaning |
|--------------------|--------------------------|
| <code>==</code> | equal to |
| <code>!=</code> | not equal to |
| <code>></code> | greater than |
| <code>>=</code> | greater than or equal to |
| <code><</code> | less than |

| Operator | Meaning |
|--------------------|-----------------------|
| <code><=</code> | less than or equal to |

These relational operators may be combined with logical operators, such as `and` or `or`, as we'll see below.

8.3.8 Counting list elements

Now that we know how to split a string and how to work with the resulting list, we can split on chapter markers to count the number of chapters. All we need to do is specify the string to split on. Since each chapter is marked with the string '`CHAPTER`' followed by the chapter number, we can split the text up into chapters using this as the separator.

```
alice_chapters = alice_txt.split("CHAPTER ")
len(alice_chapters)

## 13
```

Since the first element contains the material *before* the first chapter, this tells us there are twelve chapters in the book.

We can also count the number of times the "Bunny" and "Duck" characters appear in a given Chapter, say Chapter 2:

```
bunny_count_ch2 = alice_chapters[2].count("Bunny")
print(bunny_count_ch2)

## 0

duck_count_ch2 = alice_chapters[2].count("Duck")
print(duck_count_ch2)

## 1
```

By combining choice statements with logical and/or relational operators, we can then determine which of these two characters appears more often in Chapter 2:

```
if bunny_count_ch2 < duck_count_ch2:
    print("Bunny count is less than Duck count in Chapter II.")
elif bunny_count_ch2 > duck_count_ch2:
    print("Bunny count is larger than Duck count in Chapter II.")
else:
    print("Bunny count is equal to Duck count in Chapter II.")

## Bunny count is less than Duck count in Chapter II.
```

We can count paragraphs in a similar way to chapters. Paragraphs are indicated by a blank line, i.e., two newlines in a row. When working with strings we can represent newlines with `\n`. Paragraphs are indicated by two new lines, and so our basic paragraph separator is `\n\n`. We can see this separator by looking at the content.

```

print(alice_txt[:500]) # explicit printing --- formats text nicely

## ALICE'S ADVENTURES IN WONDERLAND
##
## by
##
## Lewis Carroll
##
## CHAPTER I. Down the Rabbit-Hole
##
## Alice was beginning to get very tired of sitting by her sister on the
## bank, and of having nothing to do: once or twice she had peeped into the
## book her sister was reading, but it had no pictures or conversations in
## it, 'and what is the use of a book,' thought Alice 'without pictures or
## conversations?'
##
## So she was considering in her own mind (as well as she could, for the
## hot day made her feel very sleepy and s
alice_txt[:500] # returns content without printing it

## "\ufeffALICE'S ADVENTURES IN WONDERLAND\n\nby\n\nLewis Carroll\n\nCHAPTER I. Down the Rabbit-Hole
alice_paragraphs = alice_txt.split("\n\n")

```

Before counting the number of paragraphs, I want to inspect the result to see if it looks correct:

```

print(alice_paragraphs[0], "\n=====")  

## ALICE'S ADVENTURES IN WONDERLAND  

## =====  

print(alice_paragraphs[1], "\n=====")  

## by  

## =====  

print(alice_paragraphs[2], "\n=====")  

## Lewis Carroll  

## =====

```

We're counting the title, author, and chapter lines as paragraphs, but this will do for a rough count.

```

len(alice_paragraphs)  

## 830

```

Now let's use a logical operator to find out if "Alice" or "Eaglet" appear in Chapter 10:

```
alice_eaglet_exist = "Alice" in alice_paragraphs[10] or "Eaglet" in alice_paragraphs[10]
alice_eaglet_exist
## True
```

8.3.9 Exercise 1

Count the number of main characters

So far we've learned that there are 12 chapters, around 830 paragraphs, and about 26 thousand words in *Alice's Adventures in Wonderland*. Along the way we've also learned how to open a file and read its contents, split strings, calculate the length of objects, discover methods for string and list objects, and index/subset lists in Python. Now it is time for you to put these skills to use to learn something about the main characters in the story.

1. Count the number of main characters in the story (i.e., get the length of the list you created in previous exercise).

```
##
```

2. Extract and print just the first character from the list you created in the previous exercise.

```
##
```

3. Test whether the length of the 3rd and 8th character's names are equal. Test whether the length of the 3rd character's name is greater than or equal to the length of the 6th character's name. Now test whether EITHER of the above conditions are true. HINT: use the `len()` function.

```
##
```

4. (BONUS, optional): Sort the list you created in step 2 alphabetically, and then extract the last element.

```
##
```

[Click for Exercise 1 Solution](#)

```
# 1. Count the number of main characters in the story (i.e., get the length of the list you created in previous exercise).
len(alice_characters)

# 2. Extract and print just the first character from the list you created in the previous exercise.
## 22
print(alice_characters[0])

# 3. Test whether the length of the 3rd and 8th character's names are equal. Test whether the length of the 3rd character's name is greater than or equal to the length of the 6th character's name. Now test whether EITHER of the above conditions are true. HINT: use the `len()` function.
```

```

## Alice
len(alice_characters[2]) == len(alice_characters[7]) or len(alice_characters[2]) >= len(alice_cha

# 4. (BONUS, optional): Sort the list you created in step 2 alphabetically,
# and then extract the last element.

## False
alice_characters.sort()
alice_characters[-1]

## 'White Rabbit'

```

8.4 Iterating over collections of data

GOAL: To learn how to automate repetitive tasks by iterating over collections of data. We will do this using the Alice text to count:

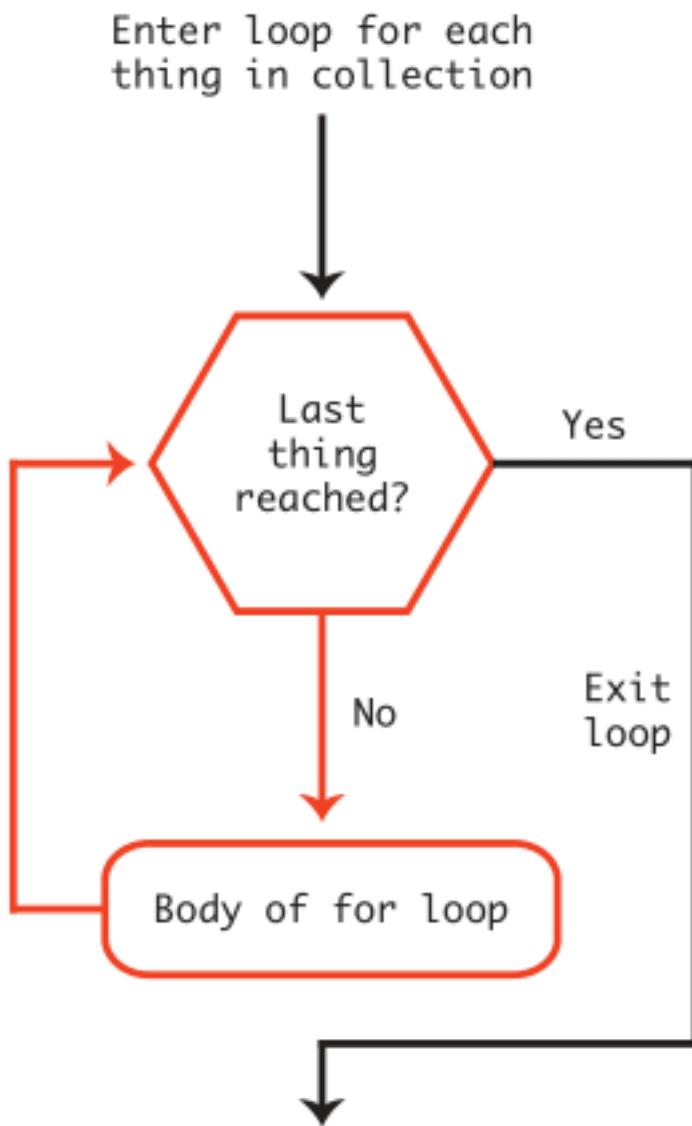
1. Words nested within paragraphs
2. Paragraphs nested within chapters

This far our analysis has treated the text as a “flat” data structure. For example, when we counted words we just counted words in the whole document, rather than counting the number of words in each chapter. If we want to treat our document as a nested structure, with words forming sentences, sentences forming paragraphs, paragraphs forming chapters, and chapters forming the book, we need to learn some additional tools. Specifically, we need to learn how to iterate over lists (or other collections) and do things with each element in a collection.

There are several ways to iterate in Python, of which we will focus on *for loops*.

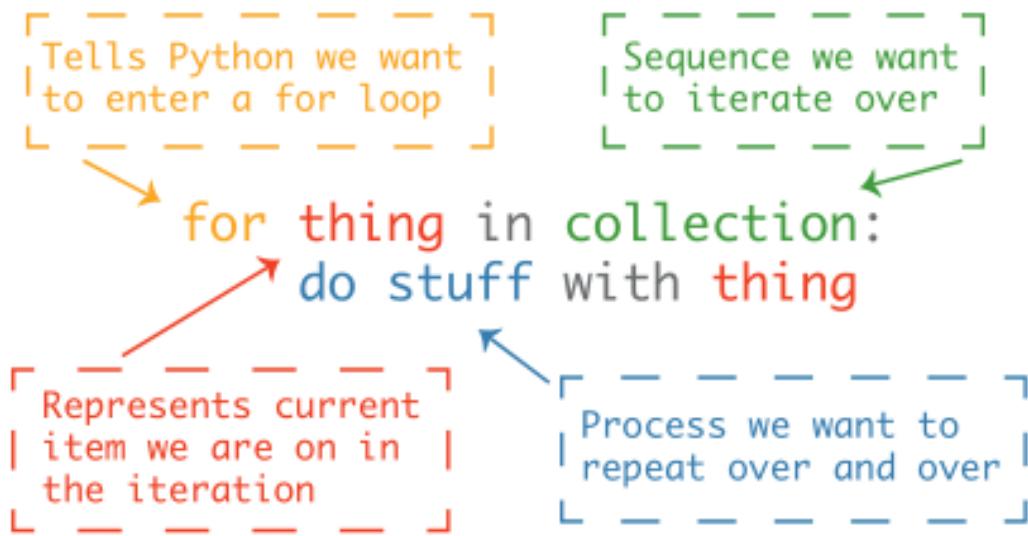
8.4.1 Iterating over lists using for-loops

A *for loop* is a way of cycling through the elements of a collection and doing something with each one. The for loop logic is:



The for loop syntax is:

```
for <thing> in <collection>:  
    do stuff with <thing>
```



Notice that:

1. **the body of the for-loop is indented**. This is important, because it is this indentation that defines the *body* of the loop — the place where things are done.
2. **White space matters in Python!**

A simple example:

```

for i in range(10):
    print(i)
  
```

```

## 0
## 1
## 2
## 3
## 4
## 5
## 6
## 7
## 8
## 9

print('DONE.')
  
```

```

## DONE.
  
```

Notice that “DONE.” is only printed once, since `print('DONE.')` is not indented and is therefore outside of the body of the loop.

As a simple example using the Alice text, we can cycle through the first 6 paragraphs and print each one. Cycling through with a loop makes it easy to insert a separator between the paragraphs, making it much clearer to read the output:

```

for paragraph in alice_paragraphs[:6]:
    print(paragraph)
    print('=====')

## ALICE'S ADVENTURES IN WONDERLAND
## =====
## by
## =====
## Lewis Carroll
## =====
## CHAPTER I. Down the Rabbit-Hole
## =====
## Alice was beginning to get very tired of sitting by her sister on the
## bank, and of having nothing to do: once or twice she had peeped into the
## book her sister was reading, but it had no pictures or conversations in
## it, 'and what is the use of a book,' thought Alice 'without pictures or
## conversations?'
## =====
## So she was considering in her own mind (as well as she could, for the
## hot day made her feel very sleepy and stupid), whether the pleasure
## of making a daisy-chain would be worth the trouble of getting up and
## picking the daisies, when suddenly a White Rabbit with pink eyes ran
## close by her.
## =====
print('DONE.')
## DONE.

```

Loops in Python are great because the syntax is relatively simple, and because they are very powerful. Inside of the body of a loop you can use all the tools you use elsewhere in Python.

Here is one more example of a loop, this time iterating over all the chapters and calculating the number of paragraphs in each chapter.

```

for chapter in alice_chapters[1:]:
    paragraphs = chapter.split("\n\n")
    print(len(paragraphs))

## 33
## 29
## 51
## 45
## 81
## 84
## 108
## 74
## 95
## 88

```

```
## 77
## 73
```

8.4.2 Organizing results in dictionaries

It's often useful to store separate pieces of data that are related to one another in a `dict` (i.e., "dictionary"), which is designed to store key-value pairs. For example, we can calculate the number of times "Alice" is mentioned per chapter and associate each count with the chapter title it corresponds to.

The dictionary structure looks like:

```
# mydict = {key1:value1, key2:value2, key3:value3}
```

A simple example:

```
mydict = {"apple":5, "pear":6, "grape":10}
print(mydict)
```

```
## {'apple': 5, 'pear': 6, 'grape': 10}
# compare the above dict to a list
mylist =[5, 6, 10]
print(mylist)
```

```
## [5, 6, 10]
```

To associate chapter titles with "Alice" counts, we will first need to learn how to **append** elements to a list:

```
container = [] # a list

for i in range(10):
    container.append(i) # append elements to the list

print(container)

## [0, 1, 2, 3, 4, 5, 6, 7, 8, 9]
```

Now, with the Alice text, first we can iterate over each chapter and grab just the first line (that is, the chapter titles). These will become our **keys**.

```
chapter_titles = []

for chapter in alice_chapters[1:]:
    chapter_titles.append(chapter.split(sep="\n")[0])

print(chapter_titles)

## ['I. Down the Rabbit-Hole', 'II. The Pool of Tears', 'III. A Caucus-Race and a Long Tale', 'IV.
```

Next, we can iterate over each chapter and count the number of times "Alice" was mentioned. These will become our **values**.

```
chapter_Alice = []

for chapter in alice_chapters[1:]:
    chapter_Alice.append(chapter.count("Alice"))
```

Finally we can combine the chapter titles (**keys**) and “Alice” counts (**values**) and convert them to a dictionary.

```
# combine titles and counts
mydict = dict(zip(chapter_titles, chapter_Alice))

print(mydict)
```

```
## {'I. Down the Rabbit-Hole': 28, 'II. The Pool of Tears': 24, 'III. A Caucus-Race and a Long Ta
```

```
help(zip)
```

```
## Help on class zip in module builtins:
##
## class zip(object)
##   |  zip(iter1 [,iter2 [...]]) --> zip object
##   |
##   |  Return a zip object whose __next__() method returns a tuple where
##   |  the i-th element comes from the i-th iterable argument.  The __next__()
##   |  method continues until the shortest iterable in the argument sequence
##   |  is exhausted and then it raises StopIteration.
##   |
##   |  Methods defined here:
##   |
##   |      __getattribute__(self, name, /)
##   |          Return getattr(self, name).
##   |
##   |      __iter__(self, /)
##   |          Implement iter(self).
##   |
##   |      __next__(self, /)
##   |          Implement next(self).
##   |
##   |      __reduce__(...)
##   |          Return state information for pickling.
##   |
##   |  -----
##   |  Static methods defined here:
##   |
##   |      __new__(*args, **kwargs) from builtins.type
##   |          Create and return a new object.  See help(type) for accurate signature.
```

8.4.3 Exercise 2

Iterating & counting things

Now that we know how to iterate using for-loops, the possibilities really start to open up. For example, we can use these techniques to count the number of times each character appears in the story.

1. Make sure you have both the text and the list of characters.

Open and read both “Alice_in_wonderland.txt” and “Characters.txt” if you have not already done so.

##

2. Which chapter has the most words?

Split the text into chapters (i.e., split on “CHAPTER”) and use a for-loop to iterate over the chapters. For each chapter, split it into words and calculate the length.

##

3. How many times is each character mentioned in the text?

Iterate over the list of characters using a for-loop. For each character, call the count method with that character as the argument.

##

4. (BONUS, optional): Put the character counts computed above in a dictionary with character names as the keys and counts as the values.

##

Click for Exercise 2 Solution

```
# 1. Make sure you have both the text and the list of characters.
# Open and read both "Alice_in_wonderland.txt" and "Characters.txt" if you have not already done

characters_txt = open("Characters.txt").read()
alice_txt = open("Alice_in_wonderland.txt").read()

# 2. Which chapter has the most words?
# Split the text into chapters (i.e., split on "CHAPTER ") and use a for-loop to iterate over the
# For each chapter, split it into words and calculate the length.

words_per_chapter = []
for chapter in alice_chapters:
    words_per_chapter.append(len(chapter.split()))
words_per_chapter

# 3. How many times is each character mentioned in the text?
# Iterate over the list of characters using a for-loop.
# For each character, call the count method with that character as the argument.
```

```

## [7, 2184, 2098, 1701, 2614, 2185, 2592, 2286, 2486, 2271, 2028, 1877, 2104]
num_per_character = []
for character in characters_txt.split(sep="\n"):
    num_per_character.append(alice_txt.count(character))
num_per_character

# 4. (BONUS, optional): Put the character counts computed above in a
# dictionary with character names as the keys and counts as the values.

## [395, 20, 30, 13, 7, 3, 3, 3, 0, 0, 27, 42, 4, 30, 55, 40, 3, 3, 0, 55, 53, 144403]
characters = characters_txt.split(sep="\n")
dict(zip(characters, num_per_character))

## {'Alice': 395, 'White Rabbit': 20, 'Mouse': 30, 'Dodo': 13, 'Lory': 7, 'Eaglet': 3, 'Duck': 3}

```

8.5 Importing packages

GOAL: To learn how to expand Python's functionality by importing packages.

1. Import numpy
2. Calculate simple statistics

Now that we know how to iterate over lists and calculate numbers for each element, we may wish to do some simple math using these numbers. For example, we may want to calculate the mean and standard deviation of the distribution of the number of paragraphs in each chapter. Python has a handful of math functions built-in (e.g., `min()` and `max()`) but built-in math support is pretty limited.

When you find that something isn't available in Python itself, its time to look for a package that does it. Although it is somewhat overkill for simply calculating a mean we're going to use a popular package called `numpy` for this. The `numpy` package is included in the Anaconda Python distribution we are using, so we don't need to install it separately.

To use `numpy` or other packages, you must first import them.

```
# import <package-name>
```

We can import `numpy` as follows:

```
import numpy
```

To use functions from a package, we can prefix the function with the package name, separated by a period:

```
# <package-name>. <function_name>()
```

The `numpy` package is very popular and includes a lot of useful functions. For example, we can use it to calculate means and standard deviations:

```
print(numpy.mean(chapter_Alice))
```

```
## 32.916666666666664
print(numpy.std(chapter_Alice))
## 10.92747556493366
```

8.6 Wrap-up

8.6.1 Feedback

These workshops are a work in progress, please provide any feedback to: help@iq.harvard.edu

8.6.2 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
 - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
 - RCS consulting email: <mailto:research@hbs.edu>
- Graphics
 - matplotlib: <https://matplotlib.org/>
 - seaborn: <https://seaborn.pydata.org/>
 - plotly: <https://plot.ly/python/>
- Quantitative Data Analysis
 - numpy: <http://www.numpy.org/>
 - scipy: <https://www.scipy.org/>
 - pandas: <https://pandas.pydata.org/>
 - scikit-learn: <http://scikit-learn.org/stable/>
 - statsmodels: <http://www.statsmodels.org/stable/>
- Text analysis
 - textblob: <https://textblob.readthedocs.io/en/dev/>
 - nltk: <http://www.nltk.org/>
 - Gensim: <https://radimrehurek.com/gensim/>
- Webscraping
 - scrapy: <https://scrapy.org/>
 - requests: <http://docs.python-requests.org/en/master/>
 - lxml: <https://lxml.de/>
 - BeautifulSoup: <https://www.crummy.com/software/BeautifulSoup/>
- Social Network Analysis
 - networkx: <https://networkx.github.io/>

– graph-tool: <https://graph-tool.skewed.de/>

Chapter 9

Python Web-Scraping

Topics

- Web basics
- Making web requests
- Inspecting web sites
- Retrieving web data
- Using Xpaths to retrieve `html` content
- Parsing `html` content
- Cleaning and storing text from `html`

9.1 Setup

9.1.1 Class Structure

- Informal — Ask questions at any time. Really!
- Collaboration is encouraged - please spend a minute introducing yourself to your neighbors!

9.1.2 Prerequisites

This is an intermediate / advanced Python course:

- Assumes knowledge of Python, including:
 - lists
 - dictionaries
 - logical indexing
 - iteration with for-loops
- Assumes basic knowledge of web page structure
- Relatively fast-paced

If you need an introduction to Python or a refresher, we recommend our Python Introduction.

9.1.3 Goals

This workshop is organized into two main parts:

1. Retrieve information in JSON format
2. Parse HTML files

Note that this workshop will not teach you everything you need to know in order to retrieve data from any web service you might wish to scrape.

9.2 Webscraping background

9.2.1 What is web scraping?

Web scraping is the activity of automating retrieval of information from a web service designed for human interaction.

9.2.2 Is web scraping legal? Is it ethical?

It depends. If you have legal questions seek legal counsel. You can mitigate some ethical issues by building delays and restrictions into your web scraping program so as to avoid impacting the availability of the web service for other users or the cost of hosting the service for the service provider.

9.2.3 Web scraping approaches

No two websites are identical — websites are built for different purposes by different people and so have different underlying structures. Because they are heterogeneous, there is no single way to scrape a website. **The scraping approach therefore has to be tailored to each individual site.** Here are some commonly used approaches:

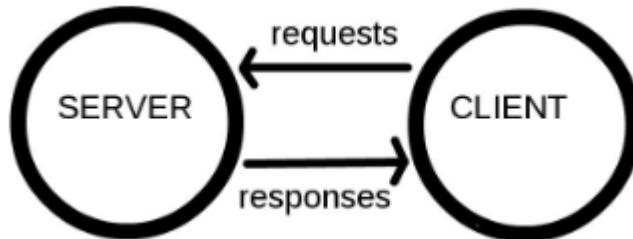
1. Use requests to extract information from structured JSON / XML files
2. Use requests to extract information from HTML
3. Automate a browser to retrieve information from HTML

Bear in mind that even once you've decided upon the best approach for a particular site, it will be necessary to modified that approach to suit your particular use-case.

9.2.4 How does the web work?

9.2.4.1 Components

Computers connected to the web are called **clients** and **servers**. A simplified diagram of how they interact might look like this:



- **Clients** are the typical web user's internet-connected devices (for example, your computer connected to your Wi-Fi) and web-accessing software available on those devices (usually a web browser like Firefox or Chrome).
- **Servers** are computers that store webpages, sites, or apps. When a client device wants to access a webpage, a copy of the webpage is downloaded from the server onto the client machine to be displayed in the user's web browser.
- **HTTP** is a language for clients and servers to speak to each other.

9.2.4.2 So What Happens?

When you type a web address into your browser:

1. The browser finds the address of the server that the website lives on.
2. The browser sends an **HTTP request message** to the server, asking it to send a copy of the website to the client.
3. If the server approves the client's request, the server sends the client a "200 OK" message, and then starts displaying the website in the browser.

9.3 Retrieve data in JSON format if you can

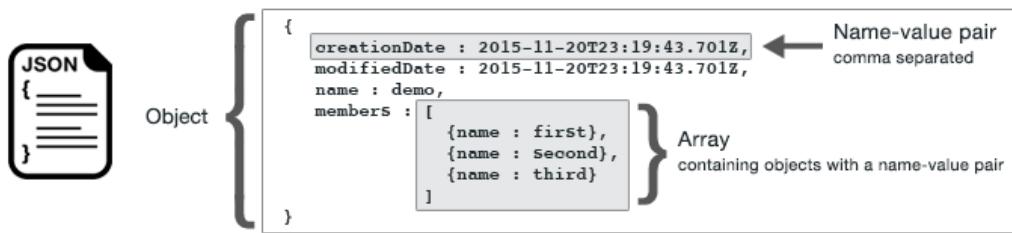
GOAL: To retrieve information in JSON format and organize it into a spreadsheet.

1. Inspect the website to check if the content is stored in JSON format
2. Make a request to the website server to retrieve the JSON file
3. Convert from JSON format into a Python dictionary
4. Extract the data from the dictionary and store in a .csv file

We wish to extract information from <https://www.harvardartmuseums.org/collections>. Like most modern web pages, a lot goes on behind the scenes to produce the page we see

in our browser. Our goal is to pull back the curtain to see what the website does when we interact with it. Once we see how the website works we can start retrieving data from it.

If we are lucky we'll find a resource that returns the data we're looking for in a structured format like JSON or XML.

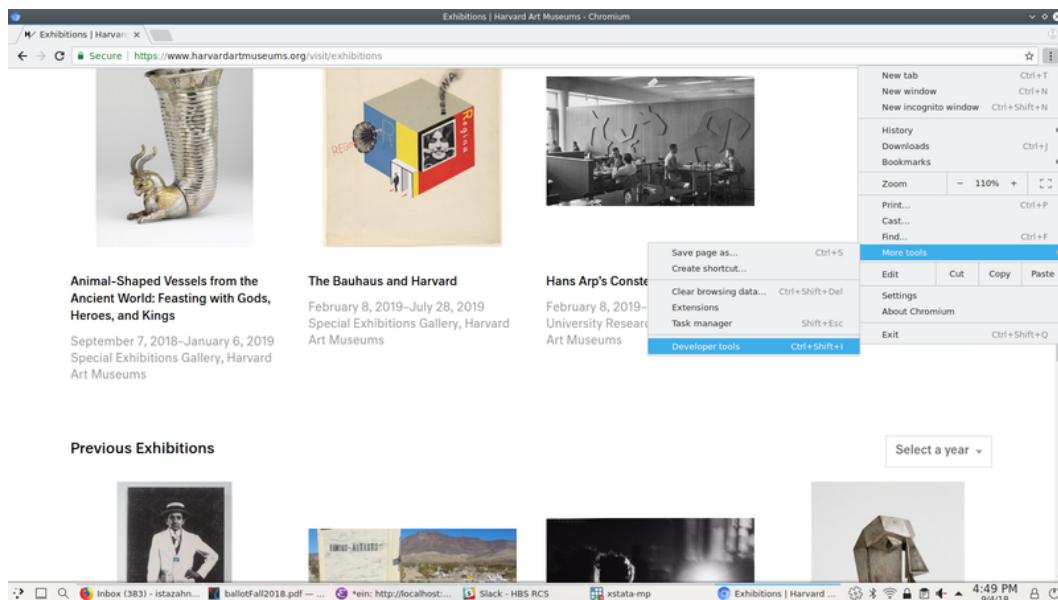


This is useful because it is very easy to convert data from JSON or XML into a spreadsheet type format — like a csv or Excel file.

9.3.1 Examine the website's structure

The basic strategy is pretty much the same for most scraping projects. We will use our web browser (Chrome or Firefox recommended) to examine the page you wish to retrieve data from, and copy/paste information from your web browser into your scraping program.

We start by opening the collections web page in a web browser and inspecting it.



The screenshot shows the 'Exhibitions' page on the Harvard Art Museums website. Three exhibition cards are displayed:

- Animal-Shaped Vessels from the Ancient World: Feasting with Gods, Heroes, and Kings**: September 7, 2018–January 6, 2019, Special Exhibitions Gallery, Harvard Art Museums.
- The Bauhaus and Harvard**: February 8, 2019–July 28, 2019, Special Exhibitions Gallery, Harvard Art Museums.
- Hans Arp's Constellations II**: February 8, 2019–July 28, 2019, University Research Gallery, Harvard Art Museums.

Below the cards, the browser's developer tools Network tab is open, showing a list of network requests. One request is highlighted, showing a GET request to `https://www.harvardartmuseums.org/exhibitions` with a response size of 52.68 KB. The response content is JSON, containing information about the exhibitions.

If we scroll down to the bottom of the Collections page, we'll see a button that says "Load More". Let's see what happens when we click on that button. To do so, click on "Network" in the developer tools window, then click the "Load More Collections" button. You should see a list of requests that were made as a result of clicking that button, as shown below.

The screenshot shows the 'Collections' page on the Harvard Art Museums website, displaying a grid of artworks. Some visible titles include "Perry Albert Cohea Paintings" and "Katsushika Hokusai Cranes on the Seashore/The Reed Shell (Ashigai), from the series 'Shell-".

Below the grid, the browser's developer tools Network tab is open, showing a list of network requests. A significant number of requests are listed, indicating the loading of many more artworks. One specific request is highlighted, showing a GET request to `https://www.harvardartmuseums.org/browse?load_amount=12&offset=12&...` with a response size of 52.68 KB. The response content is JSON, containing data for the artworks.`

If we look at that second request, the one to a script named `browse`, we'll see that it returns all the information we need, in a convenient format called JSON. All we need to retrieve collection data is call make GET requests to `https://www.harvardartmuseums.org/browse` with the correct parameters.

9.3.2 Launch JupyterLab

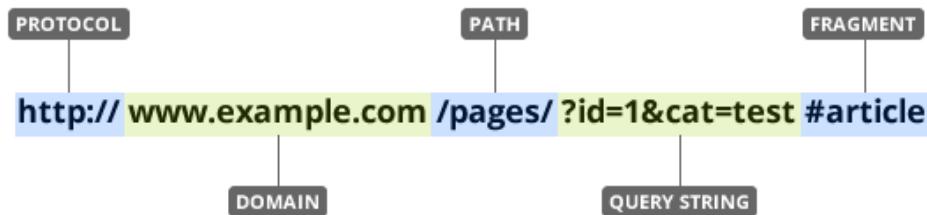
1. Start the `Anaconda Navigator` program
2. Click the `Launch` button under `Jupyter Lab`
3. A browser window will open with your computer's files listed on the left hand side of the page. Navigate to the folder called `PythonWebScrape` that you downloaded to your desktop and double-click on the folder
4. Within the `PythonWebScrape` folder, double-click on the file with the word "BLANK" in the name (`PythonWebScrape_BLANK.ipynb`). A pop-up window will ask you to `Select Kernel` — you should select the Python 3 kernel. The Jupyter Notebook should now open on the right hand side of the page

A Jupyter Notebook contains one or more *cells* containing notes or code. To insert a new cell click the `+` button in the upper left. To execute a cell, select it and press `Control+Enter` or click the `Run` button at the top.

9.3.3 Making requests

To retrieve information from the website (i.e., make a request), we need to know the location of the information we want to collect. The Uniform Resource Locator (URL) — commonly known as a "web address", specifies the location of a resource (such as a web page) on the internet.

A URL is usually composed of 5 parts:



The 4th part, the "query string", contains one or more **parameters**. The 5th part, the "fragment", is an internal page reference and may not be present.

For example, the URL we want to retrieve data from has the following structure:

```

protocol           domain      path   parameters
https www.harvardartmuseums.org  browse  load_amount=10&offset=0
  
```

It is often convenient to create variables containing the domain(s) and path(s) you'll be working with, as this allows you to swap out paths and parameters as needed. Note that the path is separated from the domain with `/` and the parameters are separated from the path with `?`. If there are multiple parameters they are separated from each other with a `&`.

For example, we can define the domain and path of the collections URL as follows:

```

museum_domain = 'https://www.harvardartmuseums.org'
collection_path = 'browse'

collection_url = (museum_domain
                  + "/"
                  + collection_path)

print(collection_url)

## 'https://www.harvardartmuseums.org/browse'
```

Note that we omit the parameters here because it is usually easier to pass them as a `dict` when using the `requests` library in Python. This will become clearer shortly.

Now that we've constructed the URL we wish interact with we're ready to make our first request in Python.

```

import requests

collections1 = requests.get(
    collection_url,
    params = {'load_amount': 10,
              'offset': 0}
)
```

Note that the parameters `load_amount` and `offset` are essentially another way of setting page numbers — they refer to the amount of information retrieved at one time and the starting position, respectively.

9.3.4 Parsing JSON data

We already know from inspecting network traffic in our web browser that this URL returns JSON, but we can use Python to verify this assumption.

```

collections1.headers['Content-Type']

## 'application/json'
```

Since JSON is a structured data format, parsing it into Python data structures is easy. In fact, there's a method for that!

```

collections1 = collections1.json()
# print(collections1)
```

That's it. Really, we are done here. Everyone go home!

OK not really, there is still more we can learn. But you have to admit that was pretty easy. If you can identify a service that returns the data you want in structured from, web scraping becomes a pretty trivial enterprise. We'll discuss several other scenarios and topics, but for some web scraping tasks this is really all you need to know.

9.3.5 Organizing & saving the data

The records we retrieved from <https://www.harvardartmuseums.org/browse> are arranged as a list of dictionaries. We can easily select the fields of arrange these data into a pandas `DataFrame` to facilitate subsequent analysis.

```
import pandas as pd

records1 = pd.DataFrame.from_records(collections1['records'])

print(records1)

##      accessionyear      technique ...      seeAlso
## 0        1995.0           None   ...  [{"id": "https://iiif.harv...
## 1        2004.0  Photogravure   ...  [{"id": "https://iiif.harv...
## 2        1991.0       Celadon   ...  [{"id": "https://iiif.harv...
## 3        2010.0  Photogravure   ...  [{"id": "https://iiif.harv...
## 4        1991.0           None   ...  [{"id": "https://iiif.harv...
## 5          NaN  Daguerreotype   ...  [{"id": "https://iiif.harv...
## 6        2002.0     Lusterware   ...  [{"id": "https://iiif.harv...
## 7        2008.0  Gelatin silver print   ...  [{"id": "https://iiif.harv...
## 8        2004.0      Repoussé   ...  [{"id": "https://iiif.harv...
## 9        2004.0    Lithograph   ...  [{"id": "https://iiif.harv...
##
## [10 rows x 61 columns]
```

and write the data to a file.

```
records1.to_csv("records1.csv")
```

9.3.6 Iterating to retrieve all the data

Of course we don't want just the first page of collections. How can we retrieve all of them?

Now that we know the web service works, and how to make requests in Python, we can iterate in the usual way.

```
records = []
for offset in range(0, 50, 10):
    param_values = {'load_amount': 10, 'offset': offset}
    current_request = requests.get(collection_url, params = param_values)
    records += current_request.json()['records']

## convert list of dicts to a `DataFrame`
records_final = pd.DataFrame.from_records(records)

# write the data to a file.
records_final.to_csv("records_final.csv")

print(records_final)
```

```

##      accessionyear      technique ...      people
## 0        1995.0           None ...      NaN
## 1        2004.0    Photogravure ...  [{"alphasort": "Steichen, ...}
## 2        1991.0          Celadon ...      NaN
## 3        2010.0    Photogravure ...  [{"alphasort": "Stieglitz, ...}
## 4        1991.0           None ...      NaN
## 5         NaN       Daguerreotype ...  [{"alphasort": "Southworth...}
## 6        2002.0          Lusterware ...      NaN
## 7        2008.0  Gelatin silver print ...  [{"alphasort": "Renger-Pat...}
## 8        2004.0          Repoussé ...  [{"alphasort": "Maker's Ma...}
## 9        2004.0          Lithograph ...  [{"alphasort": "Courbet, G...}
## 10       1934.0           None ...  [{"alphasort": "Weissenbru...}
## 11       1985.0           None ...  [{"alphasort": "Tosa, Mits...}
## 12       1939.0           None ...  [{"alphasort": "Homer, Win...}
## 13       1984.0  Gelatin silver print ...  [{"alphasort": "Sears, Sar...}
## 14       2006.0           None ...  [{"alphasort": "Peale, Rap...}
## 15       2000.0          Engraving ...  [{"alphasort": "Doetecum, ...}
## 16         NaN   Etching and drypoint ...  [{"alphasort": "Rembrandt ...}
## 17       2011.0  Albumen silver print ...  [{"alphasort": "Hillers, J...}
## 18       2009.0           None ...  [{"alphasort": "Feininger,...}
## 19       1984.0           None ...      NaN
## 20       1990.0           None ...  [{"alphasort": "Mortimer, ...}
## 21       2001.0           None ...  [{"alphasort": "Yi, Ha-Üng...}
## 22       2009.0          Etching ...  [{"alphasort": "Cruikshank...}
## 23       2010.0    Photogravure ...  [{"alphasort": "Stieglitz, ...}
## 24       2004.0           None ...  [{"alphasort": "Cats, Jaco...}
## 25       1943.0           None ...  [{"alphasort": "Unidentifi...}
## 26       2009.0           None ...  [{"alphasort": "Sillman, A...}
## 27       2008.0       Daguerreotype ...  [{"alphasort": "Unidentifi...}
## 28       2009.0          Offset print ...  [{"alphasort": "Duchamp, M...}
## 29       1919.0          Celadon ...      NaN
## 30       2000.0          Engraving ...  [{"alphasort": "Dürer, Alb...}
## 31       1939.0           None ...      NaN
## 32       2009.0           None ...  [{"alphasort": "Feininger,...}
## 33       2005.0          Etching ...  [{"alphasort": "Whistler, ...}
## 34         NaN       Engraving ...  [{"alphasort": "Dürer, Alb...}
## 35       2006.0           None ...  [{"alphasort": "Colman, Sa...}
## 36       2011.0  Chromogenic print ...  [{"alphasort": "Misrach, R...}
## 37       1999.0           None ...  [{"alphasort": "Withoos, P...}
## 38       1997.0  Gelatin silver print ...  [{"alphasort": "Degas, Hil...}
## 39       1999.0           None ...  [{"alphasort": "Saftleven,...}
## 40       2002.0           None ...  [{"alphasort": "Haydar 'Al...}
## 41         NaN           None ...      NaN
## 42       1908.0          Carved ...      NaN
## 43       2004.0           None ...      NaN
## 44       2000.0          Etching ...  [{"alphasort": "Velde, Jan...}
## 45       2005.0  Chiaroscuro woodcut ...  [{"alphasort": "Goltzius, ...}
## 46       2010.0          Pigment print ...  [{"alphasort": "Gupta, Sun...}

```

```

## 47      1998.0 Cast, lost-wax process ...
## 48      1982.0 None ...
## 49      2007.0 None ... [{}'alphasort': 'Plimack-Ma...
##
## [50 rows x 62 columns]

```

9.3.7 Exercise 0

Retrieve exhibits data

In this exercise you will retrieve information about the art exhibitions at Harvard Art Museums from <https://www.harvardartmuseums.org/visit/exhibitions>

1. Using a web browser (Firefox or Chrome recommended) inspect the page at <https://www.harvardartmuseums.org/visit/exhibitions>. Examine the network traffic as you interact with the page. Try to find where the data displayed on that page comes from.

```
##
```

2. Make a `get` request in Python to retrieve the data from the URL identified in step1.

```
##
```

3. Write a *loop* or *list comprehension* in Python to retrieve data for the first 5 pages of exhibitions data.

```
##
```

4. Bonus (optional): Convert the data you retrieved into a pandas `DataFrame` and save it to a `.csv` file.

```
##
```

Click for Exercise 0 Solution

Question #1:

```

museum_domain = "https://www.harvardartmuseums.org"
exhibit_path = "search/load_next"
exhibit_url = museum_domain + "/" + exhibit_path
print(exhibit_url)

```

```
## 'https://www.harvardartmuseums.org/search/load_next'
```

Question #2:

```

import requests
from pprint import pprint as print
exhibit1 = requests.get(exhibit_url, params = {'type': 'past-exhibition', 'page': 1})
print(exhibit1.headers["Content-Type"])

## 'application/json'

```

```

exhibit1 = exhibit1.json()
print(exhibit1)

## {'info': {'next': None,
##           'page': 2,
##           'pages': 56,
##           'prev': None,
##           'totalrecords': 552,
##           'totalrecordsperquery': 10},
##  'records': [{'begindate': '2018-10-30',
##              'color': None,
##              'description': None,
##              'enddate': '2019-02-04',
##              'exhibitionid': 5790,
##              'id': 5790,
##              'images': [{"baseimageurl": 'https://nrs.harvard.edu/urn-3:HUAM:LEG269109',
##                         'caption': None,
##                         'copyright': 'President and Fellows of Harvard '
##                                      'College',
##                         'displayorder': 1,
##                         'format': 'image/jpeg',
##                         'height': 1700,
##                         'idsid': 459802696,
##                         'iiifbaseuri': 'https://ids.lib.harvard.edu/ids/iiif/459802696',
##                         'imageid': 493133,
##                         'renditionnumber': 'LEG269109',
##                         'width': 2550}],
##              'lastupdate': '2020-02-18T05:06:12-0500',
##              'poster': {'caption': None,
##                         'imageurl': 'https://nrs.harvard.edu/urn-3:HUAM:LEG269109'},
##              'primaryimageurl': 'https://nrs.harvard.edu/urn-3:HUAM:LEG269109',
##              'shortdescription': None,
##              'temporalorder': 4580,
##              'textiledescription': 'In 1638, a work of silver known as "The '
##                                    'Great '
##                                    'Salt_':https://www.harvardartmuseums.org/collections/obj
##                                    'arrived in the Massachusetts Bay Colony. '
##                                    'Owned by John Glover, who died during his '
##                                    'passage across the Atlantic, the object '
##                                    'transferred to Glover's widow Elizabeth, '
##                                    'who later married Henry Dunster, the '
##                                    'first president of Harvard. _The Great '
##                                    'Salt_ (on display in the silver cabinet '
##                                    'on Level 2, "Gallery '
##                                    '2340":https://www.harvardartmuseums.org/visit/floor-plan
##                                    'is one of seven pieces of historic '
##                                    'Harvard silver. This shape-shifting '
##                                    'container, designed to hold salt for the '
##                                    '}'}
##            }
##          }
##        }
##      }
##    }
##  }
##}

```

```

##          'dining table at a time when the mineral '
##          'was a rare and valuable commodity, is '
##          'invested with centuries of prestige. '
##          'Originally the charge of the most '
##          'important person sitting at the table, '
##          '_The Great Salt_ continued to be used '
##          'throughout the 20th century as part of '
##          'the regalia for inauguration ceremonies '
##          'of new Harvard presidents.\r\n'
##          '\r\n'
##          'This object was selected by Jace Clayton, '
##          'a visiting artist at the Harvard Art '
##          'Museums, as the subject for a digital '
##          'response-a sonic extension and '
##          'intervention into _The Great Salt_\'s '
##          'narrative. A display vitrine, much like '
##          'those that protect precious objects '
##          'elsewhere in the museums, here holds '
##          'approximately 40 electronic synthesizer '
##          'modules, connected with multicolored '
##          'cables. Programmed using granular '
##          'synthesis, a technique that breaks a '
##          'sound into tiny "grains," this collection '
##          'of electronic components performs a new '
##          'work-a composition designed by Clayton to '
##          'self-modulate, actively generating new '
##          'sounds and changing as it repeats. Three '
##          'marimbulas-Afro-Cuban thumb '
##          'pianos-surround the vitrine and can be '
##          'played by visitors, affecting the '
##          'presentation of the electronic sound.\r\n'
##          '\r\n'
##          'The year 1638, just as _The Great Salt_ '
##          'made its way to Massachusetts, was also '
##          'when the first enslaved Africans arrived '
##          'in the colony. This installation includes '
##          'references to both 17th-century European '
##          'and African musical forms, playing with '
##          'associations between _The Great Salt_, '
##          'the sea, and the Middle Passage. Through '
##          'sound, the installation responds to _The '
##          'Great Salt_ with acts of performance, '
##          'translation, and participation.\r\n'
##          '\r\n'
##          'Jace Clayton, Harvard College class of '
##          "'97, is an artist and writer based in New "
##          'York City. Also known for his '
##          'performances as DJ /rupture, Clayton '

```

```
## 'creates interdisciplinary works that '
## 'explore interactions among sound, memory, '
## 'and public space. His sonic experiments '
## 'have been exhibited at the Andy Warhol '
## 'Museum and Barnes Foundation, and his '
## 'works travel internationally in the form '
## 'of music, writing, and frequent live '
## 'performances. Clayton joined the faculty '
## 'of Bard College in 2013 and recently '
## 'served as the Nannerl Keohane '
## 'Distinguished Visiting Professor at the '
## 'University of North Carolina at Chapel '
## 'Hill and Duke University. He has been an '
## 'artist-in-residence with the Lower '
## 'Manhattan Cultural Council and the '
## 'Eyebeam Art + Technology Atelier, as well '
## 'as a USC Annenberg/Getty Arts Journalism '
## 'Fellow. He is the author of _Uproot: '
## 'Travels in 21st-Century Music and Digital '
## 'Culture_ (Farrar, Straus and Giroux, '
## '2016).\r\n'
## '\r\n'
## '*Online Resources*\r\n'
## '"Watch a '
## 'performance":https://vimeo.com/album/5633618 '
## 'of _Salt Wood Salt Wire Salt Salt_, a new '
## 'composition by Jace Clayton. This '
## 'companion piece to the installation _Jace '
## 'Clayton, The Great Salt_ was written '
## 'expressly for-and performed with-'
## the new '
## 'music ensemble Bent Duo (David Friend, '
## 'piano; Bill Solomon, percussion) and '
## 'features Clayton's live electronics. The '
## 'performance was recorded on Thursday, '
## 'December 6, 2018 in Adolphus Busch Hall '
## 'at the Harvard Art Museums.',

## 'title': 'Jace Clayton, The Great Salt',
## 'url': 'https://www.harvardartmuseums.org/exhibitions/5790/jace-clayton-the-great-salt',
## 'venues': [{ 'address1': '32 Quincy St.',
##             'address2': None,
##             'begindate': '2018-10-30',
##             'city': 'Cambridge',
##             'country': None,
##             'enddate': '2019-02-04',
##             'fullname': 'Harvard Art Museums',
##             'galleries': [{ 'floor': 5,
##                            'galleryid': 5000,
```



```
##           'primaryimageurl': 'https://nrs.harvard.edu/urn-3:HUAM:LEG2680',
##           'publicationdate': '2018',
##           'publicationid': 23608,
##           'publicationplace': 'Cambridge, MA',
##           'publicationyear': 2018,
##           'shortdescription': None,
##           'title': 'Animal-Shaped Vessels from the '
##                  'Ancient World: Feasting with Gods, '
##                  'Heroes, and Kings'}],
##           'shortdescription': None,
##           'temporalorder': 4566,
##           'textiledescription': '_Animal-Shaped Vessels from the Ancient '
##                                'World: Feasting with Gods, Heroes, and '
##                                'Kings_ brings together nearly 60 '
##                                'elaborate vessels of animal shape from '
##                                'collections in the United States and '
##                                'Europe. While the songs, speeches, and '
##                                'prayers that enlivened ancient feasts are '
##                                'now largely lost to us, these vessels '
##                                'have survived, offering a glimpse into '
##                                'the rich symbolism and communal practices '
##                                'that found expression at these '
##                                'gatherings. Taking animal-shaped vessels '
##                                'as performative props in the multifaceted '
##                                'world of feasting, the exhibition not '
##                                'only introduces the social and ceremonial '
##                                'functions of these ritual occasions, but '
##                                'also highlights the essential and '
##                                'universal role played by food and '
##                                'drink—and by the highly imaginative '
##                                'containers used to enjoy these '
##                                'refreshments.\r\n'
##                                '\r\n'
##           'The exhibition includes vessels in the '
##           'shape of standing or reclining animals, '
##           'animal-headed cups and beakers, drinking '
##           'horns, and animated pitchers. Various '
##           'creatures, real and imagined, give these '
##           'objects their shapes: powerful bulls and '
##           'rams, majestic lions and mythical '
##           'griffins, wild boars and goats, deer and '
##           'gazelles, graceful birds, and braying '
##           'donkeys, among others. Assembling such a '
##           'range of vessels for the first time, the '
##           'exhibition presents a cross-cultural and '
##           'cross-disciplinary examination of how '
##           'they spanned geography and time, across '
##           'three continents and over three '
```

```

##          'millennia. The international menagerie of '
##          'drinking and pouring vessels vividly '
##          'illustrates not just how shapes and '
##          'artistic forms crossed borders, but how '
##          'ideas as well were exchanged among '
##          'cultures-tangible evidence of close '
##          'contact and the intermingling of '
##          'traditions.\r\n'
##          '\r\n'
##          'Beyond their role in ritual and '
##          'ceremonial drinking, animal-shaped '
##          'vessels functioned variously as '
##          'diplomatic gifts and tribute, the spoils '
##          'of war, offerings to deities and the '
##          'dead, and exotic objects of trade; they '
##          'also were prized and emulated as symbols '
##          'of status and prestige. Each object in '
##          'the exhibition is a compelling animal '
##          'study in itself, with a wealth of '
##          'information embedded in its material, '
##          'shape, and decoration. Many were made of '
##          'rare or innovative materials-'
including '
##          'gold, silver, bronze, glass, faience, and '
##          'horn-and at the hands of skilled artists. '
##          'They conveyed important information about '
##          'their liquid contents and the nature of a '
##          'gathering, but were also markers of '
##          'social stature, identity, etiquette, and '
##          'shared values.\r\n'
##          '\r\n'
##          'Most of the objects in the exhibition '
##          'belong to a tradition of animal-shaped '
##          'drinking and pouring vessels that '
##          'persisted in the Near East and the '
##          'Mediterranean from the Bronze Age in the '
##          'third and second millennia BCE to the '
##          'advent of Islam in the seventh century; '
##          'this tradition eventually extended all '
##          'the way to China, via the Silk Road. '
##          'Select animal-shaped vessels from other '
##          'cultures and periods-including East Asia, '
##          'Africa, Europe, and South America-'
provide '
##          'further points of comparison. In addition '
##          'to the vessels, the exhibition features '
##          'several related objects (paintings and '
##          'sculpture) with ancient and modern '

```

```
##           'representations of feasts. More than 20 '
##           'domestic and international institutions '
##           'have generously lent objects to the '
##           'exhibition, including the Ashmolean '
##           'Museum (Oxford University), the British '
##           'Museum (London), the Louvre (Paris), the '
##           'Metropolitan Museum of Art (New York), '
##           'and the Museum of Fine Arts (Boston).\r\n'
##           '\r\n'
##           'The exhibition, curated by Susanne '
##           'Ebbinghaus, the George M.A. Hanfmann '
##           'Curator of Ancient Art and head of the '
##           'Division of Asian and Mediterranean Art '
##           'at the Harvard Art Museums, is '
##           'accompanied by a full '
##           '"catalogue":https://shop.harvardartmuseums.org/collection'
##           'edited by Ebbinghaus.\r\n'
##           '\r\n'
##           'Crucial support for the _Animal-Shaped '
##           'Vessels_ project has been made possible '
##           'in part by a major grant from the '
##           '"National Endowment for the Humanities: '
##           'Exploring the Human '
##           'Endeavor":https://www.neh.gov/. In '
##           'addition, the Harvard Art Museums are '
##           'deeply grateful to the anonymous donor of '
##           'a gift in memory of Melvin R. Seiden and '
##           'to Malcolm H. Wiener (Harvard A.B. '57, '
##           'J.D. '63) and Michael and Helen Lehmann '
##           'for enabling us to mount this exhibition '
##           'and to pursue the related research. This '
##           'work was also made possible in part by '
##           'the following endowed funds: the David M. '
##           'Robinson Fund; the Andrew W. Mellon '
##           'Publication Funds, including the Henry P. '
##           'McIlhenny Fund; and the M. Victor '
##           'Leventritt Fund, which brings outstanding '
##           'scholars of the history and theory of art '
##           'to the Harvard and Greater Boston '
##           'communities through the generosity of the '
##           'wife, children, and friends of the late '
##           'M. Victor Leventritt, Harvard Class of '
##           '1935.\r\n'
##           '\r\n'
##           'Share your experience on social media: '
##           '#partyanimals #HarvardArtMuseums\r\n'
##           '\r\n'
##           '*Related Programming*\r\n'
```

```
##'Thanks to a generous grant from the '
##'National Endowment from the Humanities, '
##'the museums are offering free admission '
##'to all visitors on Wednesday afternoons, '
##'1-5pm, and on the first Saturday of each '
##'month, 10am-5pm, throughout the run of '
##'the Animal-Shaped Vessels exhibition. '
##'Information about these and other events, '
##'including the opening celebration on '
##'September 6, hands-on workshops, a '
##'symposium, gallery tours, and more, can '
##'be found on the museums'
##'"calendar":https://www.harvardartmuseums.org/calendar.\r\n'
##'\r\n'
##'*Online Resources*\r\n'
##'An online digital feature hosted on the '
##'museums' website at '
##'"hvrld.art/animals":http://www.hvrld.art/animals '
##'provides visitors with expanded '
##'multimedia content on the history of '
##'feasting and drinking practices in the '
##'ancient world, as well as further details '
##'on the material history of these '
##'one-of-a-kind vessels.\r\n'
##'\r\n'
##'The Exhibition Mapped: Explore the '
##'objects in the exhibition by their place '
##'of origin on this digital world '
##'"map":http://maps.cga.harvard.edu/feasting/ '
##'made by Harvard's Center for Geographic '
##'Analysis.\r\n'
##'\r\n'
##'Learn more about the exhibition in our '
##'series of short videos and filmed '
##'lectures available on '
##'"Vimeo":https://vimeo.com/channels/1403121.\r\n'
##'\r\n'
##'*Survey*\r\n'
##'We invite visitors to the exhibition to '
##'share their thoughts through a few '
##'questions in this "online '
##'survey":https://harvard.az1.qualtrics.com/jfe/form/SV_430
##'\r\n'
##'Any views, findings, conclusions, or '
##'recommendations expressed in this '
##'exhibition and its related book and '
##'programming do not necessarily represent '
##'those of the National Endowment for the '
```

```

##          'Humanities.',
##          'title': 'Animal-Shaped Vessels from the Ancient World: Feasting '
##          'with Gods, Heroes, and Kings',
##          'url': 'https://www.harvardartmuseums.org/exhibitions/5295/animal-shaped-vessels',
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##          'city': 'Cambridge',
##          'country': None,
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##          'galleries': [{'
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##          'Gallery'}],
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##          'state': 'MA',
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##          'zipcode': '02138'}}],
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##          'description': None,
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##          'exhibitionid': 5700,
##          'id': 5700,
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##          'caption': 'Théodore Géricault, Cattle Market, 1817. '
##          'Oil on paper mounted on canvas. Harvard '
##          'Art Museums/Fogg Museum, Bequest of '
##          'Grenville L. Winthrop, 1943.242.',
##          'copyright': 'President and Fellows of Harvard '
##          'College',
##          'displayorder': 1,
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##          'displayorder': 1,
##          'name': 'A. Cassandra Albinson',
##          'personid': 56131,
##          'prefix': 'Curated by',
##          'role': 'Curator'}]
}

```

```

##           'role': 'Curator'}],  

## 'poster': {'caption': 'Théodore Géricault, Cattle Market, 1817.  

##                         'Oil on paper mounted on canvas. Harvard '  

##                         'Art Museums/Fogg Museum, Bequest of '  

##                         'Grenville L. Winthrop, 1943.242.',  

##                         'imageurl': 'https://nrs.harvard.edu/urn-3:HUAM:51249_dynmc'},  

## 'primaryimageurl': 'https://nrs.harvard.edu/urn-3:HUAM:51249_dynmc',  

## 'shortdescription': None,  

## 'temporalorder': 4565,  

## 'textiledescription': '_Mutiny: Works by Géricault_ explores '  

##                         'compelling images by the Romantic '  

##                         'period's most influential artist, '  

##                         'Théodore Géricault (1791-1824), whose '  

##                         'powerful legacy endured long past his '  

##                         'untimely death in his early thirties. '  

##                         'Approximately 40 drawings, watercolors, '  

##                         'lithographs, and paintings from the '  

##                         'Harvard Art Museums collections, '  

##                         'augmented by loans from three Boston-area '  

##                         'collectors, tell a new story of this '  

##                         'socially and politically engaged artist '  

##                         'across a range of media.\r\n'  

##                         '\r\n'  

##                         'Géricault's work both reflected and '  

##                         'inflected the changes that took place '  

##                         'during the Restoration period in Europe. '  

##                         'Lasting from roughly 1815 to 1830, this '  

##                         'was an ostensibly peaceful time in the '  

##                         'aftermath of the French revolution and '  

##                         'the Napoleonic wars; yet the continent '  

##                         'was still recovering from the earlier '  

##                         'violence, and the Industrial Revolution '  

##                         'was making its presence felt through '  

##                         'increased urbanization and the '  

##                         'introduction of new technologies. '  

##                         'Recognizing this turmoil, Géricault '  

##                         'stroved to represent the casual brutality '  

##                         'at the center of modern life, forgoing '  

##                         'mythological or religious subjects to '  

##                         'focus squarely on the present. This '  

##                         'interest appears not only in images of '  

##                         'wounded soldiers and the urban poor, but '  

##                         'also in works depicting men as they '  

##                         'interacted with horses as well as in '  

##                         'portrayals of animals in distress or at '  

##                         'battle. _Mutiny_ considers Géricault as '  

##                         'the prototype of the modern artist: '  

##                         'rejecting the norms of society in order '

```

```
##          'to expose its tensions and conflicts '
##          'through depictions of competing '
##          'extremes-physical strength and '
##          'weakness.\r\n'
##          '\r\n'
##          'Géricault is today famed for his '
##          'paintings, most notably _The Raft of the '
##          'Medusa_ (now in the Louvre), but during '
##          'his lifetime he was more widely known for '
##          'his prints. In this exhibition, three of '
##          'Géricault's paintings will be presented '
##          'alongside the lithographic prints that '
##          'assured the artist's posthumous fame. '
##          'Capturing the world around him with a '
##          'sense of vivid immediacy, Géricault's '
##          'drawings and watercolors are critical to '
##          'understanding his goals as an artist, and '
##          'the exhibition will feature 12 of these '
##          'creations. \r\n'
##          '\r\n'
##          'Curated by A. Cassandra Albinson, '
##          'Margaret S. Winthrop Curator of European '
##          'Art; with contributions by Jessie Park, '
##          'Rousseau Curatorial Fellow in European '
##          'Art, and Ashley Hannebrink, Curatorial '
##          'Graduate Student Intern in the Division '
##          'of European and American Art, Harvard Art '
##          'Museums.\r\n'
##          '\r\n'
##          'This exhibition is made possible by '
##          'funding from the Gurel Student Exhibition '
##          'Fund. We also thank the three anonymous '
##          'lenders, each of whom is dedicated to the '
##          "study and appreciation of Géricault's "
##          'work. ',
##          'title': 'Mutiny: Works by Géricault',
##          'url': 'https://www.harvardartmuseums.org/exhibitions/5700/mutiny-works-by-gericault',
##          'venues': [ {'address1': '32 Quincy St.',
##                      'address2': None,
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##                      'country': None,
##                      'enddate': '2019-01-06',
##                      'fullname': 'Harvard Art Museums',
##                      'galleries': [ { 'floor': 3,
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##                                      'gallervynumber': '3600',
##                                      'name': 'University Research ' } ] } ] }
```

```

##                                         'Gallery'],
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##                                         'state': 'MA',
##                                         'venueid': 55780,
##                                         'zipcode': '02138'}]}},
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##                                         'images': [{['baseimageurl': 'https://nrs.harvard.edu/urn-3:HUAM:78013_dynmc',
##                                         'caption': 'Albrecht Dürer, Adam and Eve, 1504. '
##                                         'Engraving on off-white antique laid '
##                                         'paper, iii/iii. Harvard Art Museums/Fogg '
##                                         'Museum, Gift of William Gray from the '
##                                         'collection of Francis Calley Gray, '
##                                         'G1055.'],
##                                         'copyright': 'President and Fellows of Harvard '
##                                         'College',
##                                         'displayorder': 1,
##                                         'format': 'image/jpeg',
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##                               'ethical ideas through stories, and of all '
##                               'these the story of Adam and Eve has been '
##                               'perhaps the most powerful and enduring. '
##                               'For three millennia, in Jewish, '
##                               'Christian, and Muslim worlds, people '
##                               'reasoned ethically through the seedpod of '
##                               'this—even to early audiences—
unreasonable '
##          'tale: the first man and woman, formed by '
##          'God at the apex of the world's creation, '
##          'disobey their creator by eating a '
##          'forbidden fruit, are punished by '
##          'sickness, hardship, and death, and pass '
##          'their curse to the future human '
##          'species.\r\n'
##          '\r\n'
##          'From the early Christian period onward, '
##          'in countless thought-provoking forms, '
##          'visual artists endeavored to picture this '
##          'story. In doing so, they had to make '
##          'certain practical decisions, each '
##          'requiring reasoning about the '
##          'unreasonable: for example, which moment '
##          'in the story to show as the decisive one, '
##          'and how to display innocent, paradisiacal '
##          'nudity to a fallen audience stained by '

```

```

## 'shame and lust. Designed for a course in '
## '"Ethical Reasoning" offered by Harvard '
## 'College's Program in General Education, '
## 'this installation features works from the '
## 'Harvard Art Museums and Houghton Library. '
## 'It explores how artists from the '
## 'Renaissance to the modern era met the '
## 'challenges of a foundational story.\r\n'
## '\r\n'
## 'These challenges were partly aesthetic, '
## 'as artists labored to create ever '
## 'livelier and better proportioned nudes. '
## 'But there were ethical challenges as '
## 'well. Picturing what happened in Eden, '
## 'artists hinted at why. And they pondered '
## 'imponderables that resulted from the '
## 'crime, such as disease, toil, gender '
## 'inequality, and death. European '
## 'encounters with New World inhabitants '
## 'raised new questions about nudity, human '
## 'diversity, and the universality of the '
## 'biblical story itself. Including works by '
## 'Dürer, Rembrandt, Blake, Munch, and '
## 'Beckmann, this installation is both the '
## 'history of an image and a miniature '
## 'history of Western art.\r\n'
## '\r\n'
## 'This installation's related course is '
## 'taught by Joseph Koerner, Victor S. '
## 'Thomas Professor of the History of Art '
## 'and Architecture; and Stephen Greenblatt, '
## 'John Cogan University Professor of the '
## 'Humanities, Harvard University.\r\n'
## '\r\n'
## 'The University Teaching Gallery serves '
## 'faculty and students affiliated with '
## 'Harvard's Department of History of Art '
## 'and Architecture. Semester-long '
## 'installations are mounted in conjunction '
## 'with undergraduate and graduate courses, '
## 'supporting instruction in the critical '
## 'analysis of art and making unique '
## 'selections from the museums' collections '
## 'available to all visitors.\r\n'
## '\r\n'
## 'This installation is made possible in '
## 'part by funding from the Gurel Student '
## 'Exhibition Fund and the José Soriano '
## '

```

```
## 'Fund. Modern and contemporary art '
## 'programs at the Harvard Art Museums are '
## 'made possible in part by generous support '
## 'from the Emily Rauh Pulitzer and Joseph '
## 'Pulitzer, Jr., Fund for Modern and '
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##             95. Laser '
##                 'print on canvas with Sony Watchman TV, '
##                 'tin robot, acrylic paint, and oil '
##                 'pastel. Source photograph by Peter '
##                 'Moore. Harvard Art Museums/Fogg Museum, '
##                 'Gift of the Hakuta Family, 2017.154. © '
##                 'Nam June Paik Estate.',

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##           'group of works by groundbreaking global '
##           'artist Nam June Paik (1932–2006). Paik '
##           'was born in Korea but spent much of his '
##           'life in the United States; his practice '
##           'combined music, performance, sculpture, '
##           'painting and drawing, video, and '
##           'broadcast television, among other '
##           'media.\r\n'
##           '\r\n'
##           'Drawn almost entirely from the Harvard '
##           'Art Museums collections, the exhibition '
##           'reveals the striking breadth of Paik's '
##           'oeuvre from the 1960s through early '
##           '2000s. Eight of the works featured are '
##           'recent gifts from Ken Hakuta (M.B.A. '
##           "'77), the artist's nephew; he has '
##           'generously established the Nam June Paik '
##           'Fellowship to expand knowledge about the '
##           'artist, his work, and his influences. The '
##           'objects on view—many of which are being '
##           'exhibited at the museums for the first '
##           'time—include "_TV '
##           'Crown_":https://www.harvardartmuseums.org/collections/ob_
##           '(1965/99), a television modified to '
##           'visualize sound waves on its screen, and '
##           'an iconic "_TV '
```

```
## 'Buddha_":https://www.harvardartmuseums.org/collections/o
## '(2004), part of the artist's exploration '
## 'of closed-circuit television. Together, '
## 'they represent themes central to Paik's '
## 'work, including the subversion of '
## 'conventional technologies and media, the '
## 'potential of moving images to explore '
## 'alternative temporalities, and '
## 'technology's concern with aging and '
## 'obsolescence. The works also demonstrate '
## 'Paik's playful, often ironic approach.\r\n'
## '\r\n'
## 'In addition, the exhibition draws '
## 'attention to Paik's enduring interest in '
## 'artistic collaboration, from his early '
## 'association with John Cage and others '
## 'active in the postwar avant-garde music '
## 'scene to his lifelong friendships with '
## 'Charlotte Moorman and Joseph Beuys. '
## 'Several works on view relate directly to '
## 'the artist's involvement with the Fluxus '
## 'group, whose interest in revolutionizing '
## 'artistic distribution had a lasting '
## 'influence on Paik's thinking. The '
## 'exhibition also features two videos that '
## 'the artist made in conjunction with WGBH, '
## 'Boston's public television station, where '
## 'he developed some of his most important '
## 'projects in the late 1960s and early '
## ''70s.\r\n'
## '\r\n'
## 'Curated by Mary Schneider Enriquez, '
## 'Houghton Associate Curator of Modern and '
## 'Contemporary Art, and Marina Isgro, Nam '
## 'June Paik Research Fellow, Harvard Art '
## 'Museums.\r\n'
## '\r\n'
## 'Support for this project was provided by '
## 'the Rosenblatt Fund for Post-War American '
## 'Art, the José Soriano Fund, the Agnes '
## 'Gund Fund for Modern and Contemporary '
## 'Art, and the M. Victor Leventritt Fund. '
## 'In addition, modern and contemporary art '
## 'programs at the Harvard Art Museums are '
## 'made possible in part by generous support '
## 'from the Emily Rauh Pulitzer and Joseph '
## 'Pulitzer, Jr., Fund for Modern and '
## 'Contemporary Art.\r\n'
```



```

## degradation caused by time.
## '<em>Survivor's Remorse</em> looks at the '
## 'valuation of various forms of '
## 'vitality-not only lives but the material '
## 'residue of lives-particularly through the '
## 'economy of art. This work was spurred by '
## 'a painful realization I had while looking '
## 'through David Wojnarowicz's photo prints '
## 'in the Harvard Art Museums study rooms: '
## 'art institutions take painstaking care of '
## 'bodies of work (the art object), yet '
## 'medical, political, and social '
## 'institutions would not properly care for '
## 'David's body throughout his '
## 'lifetime-because he was queer, had AIDS, '
## 'and at times was homeless.\r\n'
## '\r\n'
## 'p(((. The Lightbox Gallery looks onto the '
## 'Straus Center for Conservation and '
## 'Technical Studies. Here, in the sterile, '
## 'evenly lit environment dedicated to the '
## 'restoration of artwork, one may observe '
## 'conservators at work both in real life '
## 'and amplified in detail within the video '
## 'work itself. <em>Survivor's Remorse</em> '
## 'includes a shipping crate that holds one '
## 'monitor. Removed from the other eight '
## 'screens on the wall, and contained within '
## 'a protective tomb, the lone screen '
## 'appears to be in sync while at other '
## 'times it falters.\r\n'
## '\r\n'
## 'p(((. <em>Survivor's Remorse</em> queries '
## 'how various institutions value different '
## 'types of bodies and in what ways creative '
## 'labor can be particularly toxic. Why does '
## 'the value of an artist's work often '
## 'increase after death? In what ways does '
## 'the fluctuating and irregular valuation '
## 'of an artist's cultural capital affect '
## 'his or her ability to live? As the old '
## 'narrative goes, the artist, or visionary, '
## 'or genius lives on "the fringes of '
## 'society" or is seen as "ahead of her '
## 'time"-in other words, is perceived as '
## 'being "out of sync." Marginalized bodies '
## 'exist on "the margins" because '
## 'institutions either ignore or do not '
## '\r\n'

```

```
##          'adapt to the experiences of the '
##          'non-normative, non-citizen, poor, ill, or '
##          'racialized subject. Yet the marginalized '
##          '"genius" or others deemed exceptional '
##          '(sometimes by the extreme scale of their '
##          'loss, as in the case of genocide) may be '
##          'recuperated and highly valued through '
##          'historicizing institutions-but often only '
##          'after they are gone. <em>Survivor's '
##          'Remorse</em> examines this paradox and '
##          'the sociopolitical influences that create '
##          'the chasm between these value systems.\r\n'
##          '\r\n'
##          'Organized by Jennifer Quick, John R. and '
##          'Barbara Robinson Family Associate '
##          'Research Curator in Photography, and '
##          'Chris Molinski, Associate Research '
##          'Curator for Digital Initiatives, with '
##          'Jessica Bardsley, Agnes Mongan Curatorial '
##          'Intern, Harvard Art Museums.\r\n'
##          '\r\n'
##          '<em>A. K. Burns: Survivor's Remorse</em> '
##          'is built for the Lightbox Gallery, an '
##          'experimental space for the research and '
##          'development of digital tools for the '
##          'Harvard Art Museums. Developed in '
##          'collaboration with faculty, staff, '
##          'students, and visiting artists, projects '
##          'in the Lightbox Gallery challenge how we '
##          'document, share, and examine collections '
##          'and collections data. Some of these '
##          'projects are responsive, allowing users '
##          'to navigate and manipulate the '
##          'collections; others are cinematic, '
##          'transforming the museums into a landscape '
##          'of digital performance.\r\n'
##          '\r\n'
##          'Modern and contemporary art programs at '
##          'the Harvard Art Museums are made possible '
##          'in part by generous support from the '
##          'Emily Rauh Pulitzer and Joseph Pulitzer, '
##          'Jr., Fund for Modern and Contemporary '
##          'Art.',

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##                   'name': 'Lightbox Gallery'}]],
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##                         'Printer's Proof Collection, partial '
##                         'gift, and partial purchase through the '
##                         'Margaret Fisher Fund, 2016.182. © John '
##                         'Schabel.'},
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##                           '"Museum, Schneider/Erdman Printer's Proof "
##                           'Collection, partial gift, and partial '
##                           'purchase through the Margaret Fisher '
##                           'Fund, 2016.182. © John Schabel.',
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##                                    'Photography Lab, 1981-2001'}],
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##          'textiledescription': 'This exhibition takes an unprecedented '
##                               'look at the productive and dynamic '
##                               'collaboration between photographer and '
##                               'printer, through the lens of the Harvard '
##                               'Art Museums' Schneider/Erdman Printer's '
##                               'Proof Collection, a remarkable group of '
##                               'nearly 450 photographs printed over three '
##                               'decades by Gary Schneider of the '
##                               'Manhattan-based studio Schneider/Erdman, '
##                               'Inc. The collection includes works by '
##                               'Richard Avedon, James Casebere, Robert '
##                               'Gober, Nan Goldin, Peter Hujar, Gilles '
##                               'Peress, and David Wojnarowicz, among many '
##                               'other artists, photojournalists, and '
##                               'fashion photographers who made up New '
##                               'York's cultural milieu in the 1980s and '
##                               '90s. As Schneider and Erdman began to '
##                               'build a collection of photographs, '
##                               'through their practice of retaining a '
##                               'print from each artist with whom they '
##                               'collaborated, they came to realize the '
##                               'educational value of this unique body of '
##                               'work. Comprising approximately 90 '
##                               'printer's proofs as well as related '
##                               'archival material and artist's tools, the '
##                               'exhibition highlights the collection's '
##                               'teaching potential by looking closely at '
```

```
##                                     'the techniques and methods of darkroom '
##                                     'photography. It ties the material history '
##                                     'of darkroom photography to the historical '
##                                     'narratives that Schneider and Erdman '
##                                     'experienced, such as the transformation '
##                                     'of New York's urban landscape, the AIDS '
##                                     'crisis and its repercussions in American '
##                                     'culture, and September 11, 2001.\r\n'
##                                     '\r\n'
##                                     'The Schneider/Erdman Printer's Proof '
##                                     'Collection was acquired by the Harvard '
##                                     'Art Museums in two parts, in 2011 and '
##                                     '2016, as a combined gift and purchase '
##                                     'through the support of the Margaret '
##                                     'Fisher Fund. In addition, Schneider and '
##                                     'Erdman gifted a collection of archival '
##                                     'material, including photographs, test '
##                                     'prints, glass plate negatives, vintage '
##                                     'material, and studio records, in 2017. '
##                                     'Altogether, these acquisitions have '
##                                     'reinforced the museums' place as a '
##                                     'primary site for the study, research, '
##                                     'exhibition, and interpretation of '
##                                     'contemporary photography.\r\n'
##                                     '\r\n'
##                                     'A '
##                                     '"publication":https://shop.harvardartmuseums.org/collections/2017-001, '
##                                     'accompanying the exhibition looks '
##                                     'in-depth at the photography lab's '
##                                     'technical, material, and interpersonal '
##                                     'intricacies. Part oral history, the book '
##                                     'unites original essays with excerpts of '
##                                     'interviews and conversations with '
##                                     'Schneider as well as with Deborah Bell, '
##                                     'James Casebere, Robert Gober, John '
##                                     'Schabel, and Lorna Simpson. In addition, '
##                                     'through two personal reflections, '
##                                     'Schneider recalls what it was like to '
##                                     'print works for Peter Hujar and David '
##                                     'Wojnarowicz. Including an engaging '
##                                     'glossary specific to the practice of '
##                                     'Schneider/Erdman, Inc., this volume will '
##                                     'capture the attention of students, '
##                                     'scholars, and general analog enthusiasts. '
##                                     'A complementary online "Special '
##                                     'Collection":https://www.harvardartmuseums.org/collections/2017-001, '
##                                     'features case studies by Harvard graduate '
##                                     'students, and functions as the primary '
```

```
##                               'digital repository for the printer's '
##                               'proof collection and its related '
##                               'materials.\r\n'
##                               '\r\n'
##                               'Curated by Jennifer Quick, John R. and '
##                               'Barbara Robinson Family Associate '
##                               'Research Curator in Photography, Division '
##                               'of Modern and Contemporary Art, Harvard '
##                               'Art Museums.\r\n'
##                               '\r\n'
##                               'The printer's proofs came to the Harvard '
##                               'Art Museums through the generosity of '
##                               'Gary Schneider and John Erdman, who have '
##                               'long understood the value of the '
##                               'photographs as a teaching collection. The '
##                               'acquisition was also made possible in '
##                               'part by the Margaret Fisher Fund. Further '
##                               'support for this project was provided by '
##                               'the Widgeon Point Charitable Foundation; '
##                               'the Harvard Art Museums Mellon '
##                               'Publication Funds, including the Carola '
##                               'B. Terwilliger Fund; the John R. and '
##                               'Barbara Robinson Family Fund for '
##                               'Photography; the Agnes Gund Fund for '
##                               'Modern and Contemporary Art; the M. '
##                               'Victor Leventritt Fund; and the Richard '
##                               'L. Menschel Endowment Fund. Modern and '
##                               'contemporary art programs at the Harvard '
##                               'Art Museums are made possible in part by '
##                               'generous support from the Emily Rauh '
##                               'Pulitzer and Joseph Pulitzer, Jr., Fund '
##                               'for Modern and Contemporary Art.\r\n'
##                               '\r\n'
##                               'Share your experience on social media: '
##                               '<strong>#AnalogCulture</strong>\r\n'
##                               '\r\n'
##                               '<strong>Online Resource</strong>\r\n'
##                               'Visit the complementary "Special '
##                               'Collection":https://www.harvardartmuseums.org/collections
##                               'on our website, The Schneider/Erdman '
##                               'Printer's Proof Collection, to read case '
##                               'studies of select prints, find '
##                               'definitions of technical terms used in '
##                               'the galleries, and browse the full scope '
##                               'of the collection as well as the archival '
##                               'and technical materials gifted to the '
##                               'museums by Schneider and Erdman.\r\n'
##                               '\r\n'
```

```

##           '<strong>Related Installation</strong>\r\n'
##           '"_A.K. Burns: Survivor's '
##           'Remorse_":https://www.harvardartmuseums.org/visit/exhibit
##           '(May 19-August 12, 2018) is a newly '
##           'commissioned installation by American '
##           'artist A.K. Burns for the museums' '
##           'Lightbox Gallery on Level 5; it is in '
##           'part a response to the life and art of '
##           'David Wojnarowicz, one of the artists '
##           'featured in the _Analog Culture_ '
##           'exhibition.\r\n'
##           '\r\n'
##           '<strong>Related Programming</strong>\r\n'
##           'Information about events related to '
##           '_Analog Culture_ and _A.K. Burns: '
##           'Survivor's Remorse_, including a '
##           'conversation with John Schabel and Gary '
##           'Schneider, a film series, an Art Study '
##           'Center Seminar, and gallery talks, can be '
##           'found on our '
##           '"calendar":https://www.harvardartmuseums.org/visit/calend
##           '\r\n'
##           'Watch a recording of the May 21 opening '
##           'lecture, "Photography as Performance: A '
##           'Conversation with John Schabel and Gary '
##           'Schneider":https://vimeo.com/272963196, '
##           'moderated by curator Jennifer Quick.',
##           'title': 'Analog Culture: Printer's Proofs from the '
##           'Schneider/Erdman Photography Lab, 1981-2001',
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##           }]

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##  'images': [{'baseimageurl': 'https://nrs.harvard.edu/urn-3:HUAM:LEG266130',
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##                        'York/VG Bild-Kunst, Bonn. Photo: Jürgen '
##                        'Diemer.',
##             'copyright': 'Jürgen Diemer / Lehmbruck Museum, '
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##              'personid': 56190,
##              'prefix': 'Curated by',
##              'role': 'Curator'}],
##  'poster': {'caption': '© 2017 Artists Rights Society (ARS), New '
##                        'York/VG Bild-Kunst, Bonn. Photo: Jürgen '
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```

55''],

## 'shortdescription': None,
## 'temporalorder': 4532,
## 'textiledescription': 'The first exhibition of its kind, '
## '<i>Inventur</i> examines the highly '
## 'charged artistic landscape in Germany '
## 'from the mid-1940s to mid-1950s. Taking '
## 'its name from a 1945 poem by Günter Eich, '
## 'the exhibition focuses on modern art '
## 'created at a time when Germans were '
## 'forced to acknowledge and reckon with the '
## 'atrocities of World War II and the '
## 'Holocaust, the country's defeat and '
## 'occupation by the Allies, and the '
## 'ideological ramifications of the '
## 'fledgling Cold War. Chosen for the way it '
## 'helps characterize the art of this '
## 'period, the word <i>Inventur</i> '
## '(inventory) implies not just an artistic '
## 'stocktaking, but a physical and moral one '
## 'as well—the reassurance of one's own '
## 'existence as reflected in the stuff of '
## 'everyday life. The exhibition, too, '
## '"takes stock," introducing the richness '
## 'and variety of the modern art of this '
## 'period to new audiences, while prompting '
## 'broader questions on the role of the '
## 'creative individual living under '
## 'totalitarianism and in its wake. \r\n'
## '\r\n'
## '<i>Inventur</i> includes more than 160 '
## 'works, encompassing nearly 50 artists; '
## 'many of the works have never been on view '
## 'outside Germany. The exhibition draws '
## 'from the Harvard Art Museums'
## 'Busch-Reisinger and Fogg collections and '
## 'is complemented by works from more than '
## '50 public and private collections in the '
## 'United States and in Germany. It includes '
## 'key artists from across Germany who '
## 'worked in an array of media: photography, '
## 'collage, photomontage, drawing, painting, '
## 'sculpture, and commercial design.\r\n'
## '\r\n'
## 'The exhibition is accompanied by a fully '
## 'illustrated <a '
## 'href="https://shop.harvardartmuseums.org/products/inventu'
## 'target="_blank">catalogue</a> with two '
## '

```

```

##           'essays and sixty in-depth object entries '
##           'written by the curator and emerging '
##           'scholars in the field. This publication, '
##           'the first of its kind in English, will '
##           'contribute a wealth of new knowledge to '
##           'scholarly understanding of 20th-century '
##           'German art.\r\n'
##           '\r\n'
##           'Organized by the Harvard Art Museums. '
##           'Curated by Lynette Roth, the Daimler '
##           'Curator of the Busch-Reisinger Museum and '
##           'Head of the Division of Modern and '
##           'Contemporary Art at the Harvard Art '
##           'Museums.\r\n'
##           '\r\n'
##           'Support for this project was provided by '
##           'the German Friends of the Busch-Reisinger '
##           'Museum (Verein der Freunde des '
##           'Busch-Reisinger Museums) and by endowed '
##           'funds, including the Daimler Curatorship '
##           'of the Busch-Reisinger Museum Fund, the '
##           'M. Victor Leventritt Fund, and the '
##           'Richard L. Menschel Endowment Fund. In '
##           'addition, modern and contemporary art '
##           'programs at the Harvard Art Museums are '
##           'made possible in part by generous support '
##           'from the Emily Rauh Pulitzer and Joseph '
##           'Pulitzer, Jr., Fund for Modern and '
##           'Contemporary Art.\r\n'
##           '\r\n'
##           'Share your experience on social media: '
##           '<b>#Inventur</b>\r\n'
##           '\r\n'
##           '<b>Online Resources</b>\r\n'
##           'Watch Konrad Klapheck, a renowned German '
##           'artist whose work is featured in the '
##           '<i>Inventur</i> exhibition, deliver the '
##           'February 8 opening night lecture '
##           '"&#8220;War and Peace in German Art after '
##           'World War '
##           'II&#8221;" :https://vimeo.com/255454644.',

##           'title': 'Inventur-Art in Germany, 1943-55',
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##                               'installation by JODI, the pioneering '
##                               'artist collective formed in 1994 by Joan '
##                               'Heemskerk and Dirk Paesmans. One of the '
##                               'most influential artist duos working in '
##                               'the age of the Internet, JODI has '
##                               'produced a new project, <i>OXO</i> '
##                               '(2018), for the Lightbox Gallery, a '
##}

```

```
##          'collaborative space for digital projects '
##          'on the museums' uppermost level.\r\n'
##          '\r\n'
##          'Based on the game tic-tac-toe, <i>OXO</i> '
##          'is an interactive multichannel '
##          'installation influenced by early computer '
##          'games, including <i>Noughts and '
##          'Crosses</i> or <i>OXO</i>, a game built '
##          'in 1952 by Alexander S. Douglas. JODI's '
##          'installation responds to this early '
##          'history of computing, war games, and '
##          'artificial intelligence, thinking through '
##          'the game tic-tac-toe as an important '
##          'cultural artifact. Visit the Lightbox '
##          'Gallery to play <i>OXO</i> throughout the '
##          'installation.\r\n'
##          '\r\n'
##          'The installation is organized by Mary '
##          'Schneider Enriquez, Houghton Associate '
##          'Curator of Modern and Contemporary Art, '
##          'and Chris Molinski, Associate Research '
##          'Curator for Digital Initiatives, at the '
##          'Harvard Art Museums.\r\n'
##          '\r\n'
##          'Presented in collaboration with the '
##          'Institute of Contemporary Art/Boston '
##          '(ICA) exhibition <i>Art in the Age of the '
##          'Internet, 1989 to Today</i> (February '
##          '7-May 20, 2018), which explores the '
##          'extensive effects of the Internet on '
##          'artistic practice and contemporary '
##          'culture. <i>Art in the Age of the '
##          'Internet</i> is organized by Eva Respini, '
##          'Barbara Lee Chief Curator, and Jeffrey De '
##          'Blois, Curatorial Associate, at the ICA. '
##          'Learn more at <a '
##          'href="https://aiai.icaboston.org/" '
##          'target="_blank">aiai.icaboston.org</a>.\r\n'
##          '\r\n'
##          '<i>JODI: OXO</i> at the Harvard Art '
##          'Museums is supported in part by a grant '
##          'from The Creative Industries Fund NL.\r\n'
##          '\r\n'
##          'Modern and contemporary art programs at '
##          'the Harvard Art Museums are made possible '
##          'in part by generous support from the '
##          'Emily Rauh Pulitzer and Joseph Pulitzer, '
##          'Jr., Fund for Modern and Contemporary '
```

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##                                                        'Tempera on canvas. Harvard Art '
##                                                        'Museums/Fogg Museum, Bequest of '
##                                                        'Grenville L. Winthrop, 1943.180.'],
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##                               'as a forward march, with individual works '
##                               'studied as points along a path of '
##                               'progress to the present. This '
##                               'installation-matching the Harvard survey '
##                               'course it accompanies-reverses that '
##                               'familiar direction. The sequence proceeds '
##                               'from recent art back to the Renaissance. '
##                               'This retrospective history of art is '
##                               'meant to capture the point of view of '
##                               'artists themselves, who have, for '
##                               'generations, tried-variously-
to preserve, '
##                               'transform, surpass, or overturn what came '
##                               'before them. A reverse perspective also '
##                               'accords with how humans are situated in '
##                               'history, looking back inescapably from a '
##
```

```

##          'position in the present moment, but also '
##          'powerfully shaped by the past. And it '
##          'echoes the time sequence of geological '
##          'sediment through which one has to dig '
##          'from new layers to older ones.\r\n'
##          '\r\n'
##          'Looking back on selected artworks from '
##          'the Western tradition allows us to '
##          'observe that even the most radical '
##          'contemporary departures depend heavily on '
##          'the art of the past and therefore that '
##          'the Old Masters are relevant still. '
##          'Visitors are invited to travel the '
##          'sequence in both directions, from present '
##          'to past and from past to present, '
##          'experiencing the different connections, '
##          'stories, and dislocations that '
##          'arise. \r\n'
##          '\r\n'
##          'The installation's related course is '
##          'taught by Jeffrey F. Hamburger, the Kuno '
##          'Francke Professor of German Art and '
##          'Culture; and Joseph Koerner, the Victor '
##          'S. Thomas Professor of the History of Art '
##          'and Architecture at Harvard '
##          'University.\r\n'
##          '\r\n'
##          'The University Teaching Gallery serves '
##          'faculty and students affiliated with '
##          'Harvard's Department of History of Art '
##          'and Architecture. Semester-long '
##          'installations are mounted in conjunction '
##          'with undergraduate and graduate courses, '
##          'supporting instruction in the critical '
##          'analysis of art and making unique '
##          'selections from the museums' collections '
##          'available to all visitors.\r\n'
##          '\r\n'
##          'This installation is made possible in '
##          'part by funding from the Gurel Student '
##          'Exhibition Fund and the José Soriano '
##          'Fund. Modern and contemporary art '
##          'programs at the Harvard Art Museums are '
##          'made possible in part by generous support '
##          'from the Emily Rauh Pulitzer and Joseph '
##          'Pulitzer, Jr., Fund for Modern and '
##          'Contemporary Art.',

##          'title': 'Looking Back: The Western Tradition in Retrospect',

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##                                         'galleryid': 3610,
##                                         'gallerynumber': '3610',
##                                         'name': 'University Teaching ' +
##                                                 'Gallery'}],
##                         'ishamvenue': 1,
##                         'name': 'Harvard Art Museums',
##                         'state': 'MA',
##                         'venueid': 55780,
##                         'zipcode': '02138'}]}]}

```

Questions #3+4 (loop solution):

```

firstFivePages = []
for page in range(1, 6):
    records_per_page = requests.get(exhibit_url, params = {'type': 'past-exhibition', 'page': page})
    firstFivePages.append(records_per_page)
firstFivePages_records = pd.DataFrame.from_records(firstFivePages)
print(firstFivePages_records)

##           primaryimageurl      textiledescription ...      public
## 0  https://nrs.harvard.edu/ur...  In 1638, a work of silver ...  ...
## 1  https://nrs.harvard.edu/ur... _Animal-Shaped Vessels fro...  ...  [{"title": "Animal-Shap...
## 2  https://nrs.harvard.edu/ur... _Mutiny: Works by Géricaul...  ...  ...
## 3  https://nrs.harvard.edu/ur... For most of history, human...  ...  ...
## 4  https://nrs.harvard.edu/ur... _Nam June Paik: Screen Pla...  ...  ...
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## 6  https://nrs.harvard.edu/ur... This exhibition takes an u...  ...  [{"title": "Analog Cul...
## 7  https://nrs.harvard.edu/ur... The first exhibition of it...  ...  [{"title": "Inventur-...
Art i...          NaN
## 8  https://nrs.harvard.edu/ur... The Harvard Art Museums pr...  ...
## 9  https://nrs.harvard.edu/ur... The history of art is usua...  ...
## 10 https://nrs.harvard.edu/ur... The Harvard Art Museums pr...  ...
## 11 https://nrs.harvard.edu/ur... Rome, known as the "common...  ...
## 12 https://nrs.harvard.edu/ur... On Wednesday, July 21, 177...  ...
## 13 https://nrs.harvard.edu/ur... After declaring its de fac...  ...
## 14 https://nrs.harvard.edu/ur... Complementing undergraduat...  ...
## 15 https://nrs.harvard.edu/ur... Drawn from the Harvard Art...  ...
## 16 https://nrs.harvard.edu/ur... The 19th century was an er...  ...  [{"title": "A Collector...
## 17 https://nrs.harvard.edu/ur... In 1978, sculptor Christop...  ...
## 18 https://nrs.harvard.edu/ur... The Harvard Art Museums ho...  ...

```

```

## 19 https://nrs.harvard.edu/ur... This focused exhibition fe... ...
## 20 https://nrs.harvard.edu/ur... Between 1766 and 1820, Har... ... [{"title": "The Philoso...
## 21 https://nrs.harvard.edu/ur... How do we visualize a coll... ...
## 22 https://nrs.harvard.edu/ur... Drawing became modern in t... ...
## 23 https://nrs.harvard.edu/ur... _Doris Salcedo: The Materi...
## 24 https://nrs.harvard.edu/ur... Throughout the 2016-17 aca...
## 25 https://nrs.harvard.edu/ur... None ...
## 26 https://nrs.harvard.edu/ur... This University Teaching G...
## 27 https://nrs.harvard.edu/ur... None ...
## 28 https://nrs.harvard.edu/ur... Until recently, many of th...
## 29 https://nrs.harvard.edu/ur... None ...
## 30 https://nrs.harvard.edu/ur... None ...
## 31 https://nrs.harvard.edu/ur... The Harvard Art Museums ho...
## 32 https://nrs.harvard.edu/ur... _Everywhen: The Eternal Pr...
## 33 https://nrs.harvard.edu/ur... None ...
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## 36 https://nrs.harvard.edu/ur... None ...
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## 38 https://nrs.harvard.edu/ur... American artist Corita Ken...
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## 40 https://nrs.harvard.edu/ur... None ...
## 41 https://nrs.harvard.edu/ur... Jesse Aron Green's celebra...
## 42 https://nrs.harvard.edu/ur... None ...
## 43 https://nrs.harvard.edu/ur... This new presentation of M...
## 44 https://nrs.harvard.edu/ur... Rebecca Horn (German, b. 1...
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## 47 https://nrs.harvard.edu/ur... None ...
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##
## [50 rows x 19 columns]

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Questions #3+4 (list comprehension solution):

```

first5Pages = [requests.get(exhibit_url, params = {'type': 'past-exhibition', 'page': page}).json()
from itertools import chain
first5Pages = list(chain.from_iterable(first5Pages))
import pandas as pd
first5Pages_records = pd.DataFrame.from_records(first5Pages)
print(first5Pages_records)

```

| | primaryimageurl | textiledescription | ... | public... |
|------|-------------------------------|-------------------------------|-----|----------------------------|
| ## 0 | https://nrs.harvard.edu/ur... | In 1638, a work of silver ... | ... | |
| ## 1 | https://nrs.harvard.edu/ur... | _Animal-Shaped Vessels fro... | ... | [{"title": "Animal-Shap... |
| ## 2 | https://nrs.harvard.edu/ur... | _Mutiny: Works by Géricaul... | ... | |
| ## 3 | https://nrs.harvard.edu/ur... | For most of history, human... | ... | |
| ## 4 | https://nrs.harvard.edu/ur... | _Nam June Paik: Screen Pla... | ... | |

```

## 5  https://nrs.harvard.edu/ur... This newly commissioned in... ...
## 6  https://nrs.harvard.edu/ur... This exhibition takes an u... ... [{"title": "Analog Cul...
## 7  https://nrs.harvard.edu/ur... The first exhibition of it... ... [{"title": "Inventur...
Art i... NaN
## 8  https://nrs.harvard.edu/ur... The Harvard Art Museums pr... ...
## 9  https://nrs.harvard.edu/ur... The history of art is usua... ...
## 10 https://nrs.harvard.edu/ur... The Harvard Art Museums pr... ...
## 11 https://nrs.harvard.edu/ur... Rome, known as the "common... ...
## 12 https://nrs.harvard.edu/ur... On Wednesday, July 21, 177... ...
## 13 https://nrs.harvard.edu/ur... After declaring its de fac... ...
## 14 https://nrs.harvard.edu/ur... Complementing undergraduat... ...
## 15 https://nrs.harvard.edu/ur... Drawn from the Harvard Art...
## 16 https://nrs.harvard.edu/ur... The 19th century was an er... ... [{"title": "A Collector...
## 17 https://nrs.harvard.edu/ur... In 1978, sculptor Christop... ...
## 18 https://nrs.harvard.edu/ur... The Harvard Art Museums ho... ...
## 19 https://nrs.harvard.edu/ur... This focused exhibition fe...
## 20 https://nrs.harvard.edu/ur... Between 1766 and 1820, Har... ... [{"title": "The Philoso...
## 21 https://nrs.harvard.edu/ur... How do we visualize a coll...
## 22 https://nrs.harvard.edu/ur... Drawing became modern in t...
## 23 https://nrs.harvard.edu/ur... _Doris Salcedo: The Materi...
## 24 https://nrs.harvard.edu/ur... Throughout the 2016-17 aca...
## 25 https://nrs.harvard.edu/ur... None ...
## 26 https://nrs.harvard.edu/ur... This University Teaching G...
## 27 https://nrs.harvard.edu/ur... None ...
## 28 https://nrs.harvard.edu/ur... Until recently, many of th...
## 29 https://nrs.harvard.edu/ur... None ...
## 30 https://nrs.harvard.edu/ur... None ...
## 31 https://nrs.harvard.edu/ur... The Harvard Art Museums ho... ... [{"title": "Drawings fr...
## 32 https://nrs.harvard.edu/ur... _Everywhen: The Eternal Pr... ... [{"title": "Everywhen: ...
## 33 https://nrs.harvard.edu/ur... None ...
## 34 https://nrs.harvard.edu/ur... None ...
## 35 https://nrs.harvard.edu/ur... None ...
## 36 https://nrs.harvard.edu/ur... None ...
## 37 https://nrs.harvard.edu/ur... Berlin-based artist Shahry...
## 38 https://nrs.harvard.edu/ur... American artist Corita Ken... ... [{"title": "Corita Kent...
## 39 https://nrs.harvard.edu/ur... None ...
## 40 https://nrs.harvard.edu/ur... None ...
## 41 https://nrs.harvard.edu/ur... Jesse Aron Green's celebra...
## 42 https://nrs.harvard.edu/ur... None ...
## 43 https://nrs.harvard.edu/ur... This new presentation of M...
## 44 https://nrs.harvard.edu/ur... Rebecca Horn (German, b. 1...
## 45 https://nrs.harvard.edu/ur... None ...
## 46 https://nrs.harvard.edu/ur... None ...
## 47 https://nrs.harvard.edu/ur... None ...
## 48 https://nrs.harvard.edu/ur... None ...
## 49 https://nrs.harvard.edu/ur... None ...
##
## [50 rows x 19 columns]

```

9.4 Parsing HTML if you have to

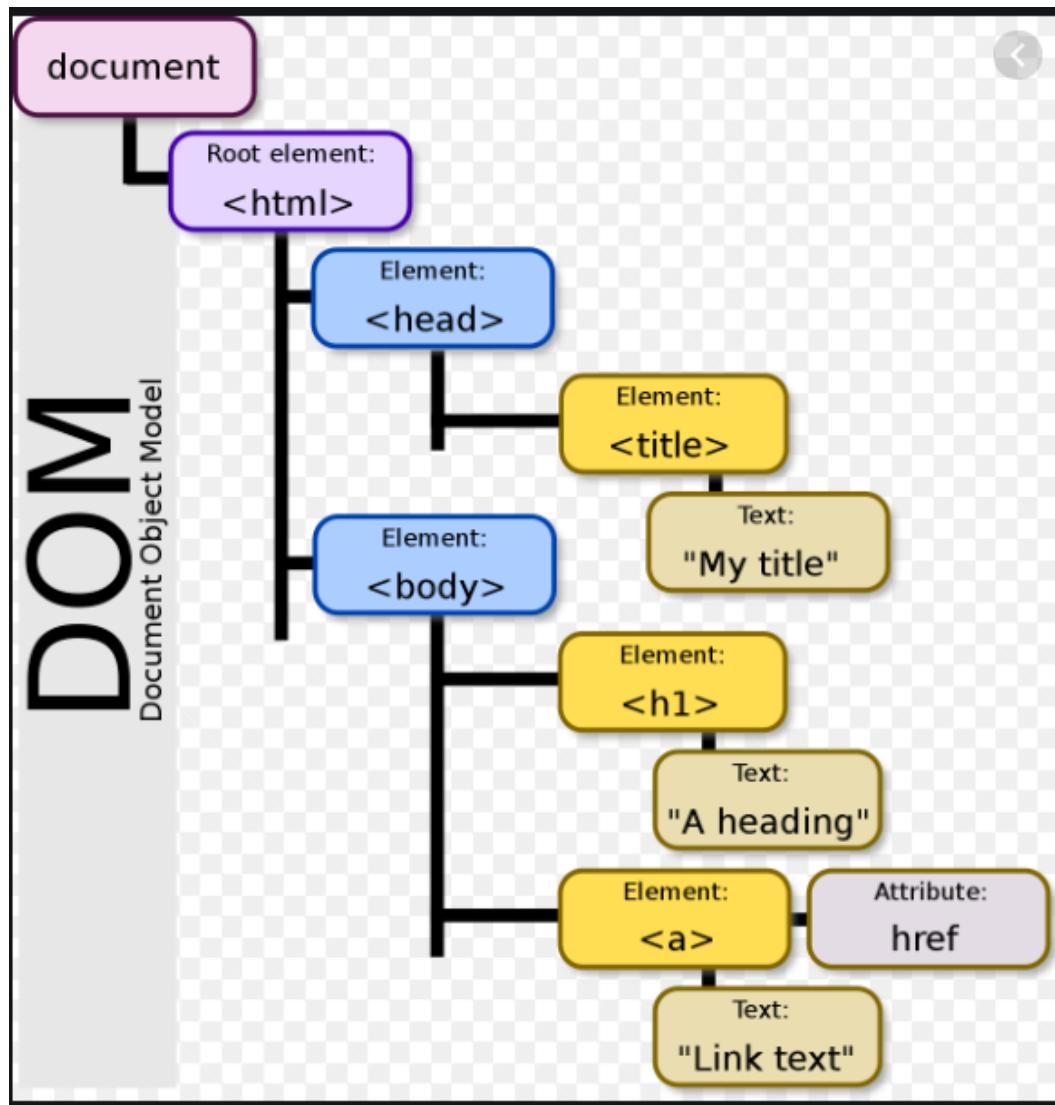
GOAL: To retrieve information in HTML format and organize it into a spreadsheet.

1. Make a request to the website server to retrieve the HTML
2. Inspect the HTML to determine the XPATHs that point to the data we want
3. Extract the information from the location the XPATHs point to and store in a dictionary
4. Convert from a dictionary to a .csv file

As we've seen, you can often inspect network traffic or other sources to locate the source of the data you are interested in and the API used to retrieve it. You should always start by looking for these shortcuts and using them where possible. If you are really lucky, you'll find a shortcut that returns the data as JSON or XML. If you are not quite so lucky, you will have to parse HTML to retrieve the information you need.

9.4.1 Document Object Model (DOM)

To parse HTML, we need to have a nice tree structure that contains the whole HTML file through which we can locate the information. This tree-like structure is the **Document Object Model (DOM)**. DOM is a cross-platform and language-independent interface that treats an XML or HTML document as a tree structure wherein each node is an object representing a part of the document. The DOM represents a document with a logical tree. *Each branch of the tree ends in a node, and each node contains objects.* DOM methods allow programmatic access to the tree; with them one can change the structure, style or content of a document. The following is an example of DOM hierarchy in an HTML document:



9.4.2 Retrieving HTML

When I inspected the network traffic while interacting with `https://www.harvardartmuseums.org/visit/calendar` I didn't see any requests that returned JSON data. The best we can do appears to be `https://www.harvardartmuseums.org/visit/calendar?date=`, which unfortunately returns HTML.

The first step is the same as before: we make a GET request.

```
calendar_path = 'visit/calendar'

calendar_url = (museum_domain # recall that we defined museum_domain earlier
```

```

+ "/"
+ calendar_path)

print(calendar_url)

## 'https://www.harvardartmuseums.org/visit/calendar'
events0 = requests.get(calendar_url, params = {'date': '2018-11'})

```

As before we can check the headers to see what type of content we received in response to our request.

```
events0.headers['Content-Type']
```

```
## 'text/html; charset=UTF-8'
```

9.4.3 Parsing HTML using the lxml library

Like JSON, HTML is structured; unlike JSON it is designed to be rendered into a human-readable page rather than simply to store and exchange data in a computer-readable format. Consequently, parsing HTML and extracting information from it is somewhat more difficult than parsing JSON.

While JSON parsing is built into the Python `requests` library, parsing HTML requires a separate library. I recommend using the HTML parser from the `lxml` library; others prefer an alternative called `beautifulsoup4`.

```
from lxml import html

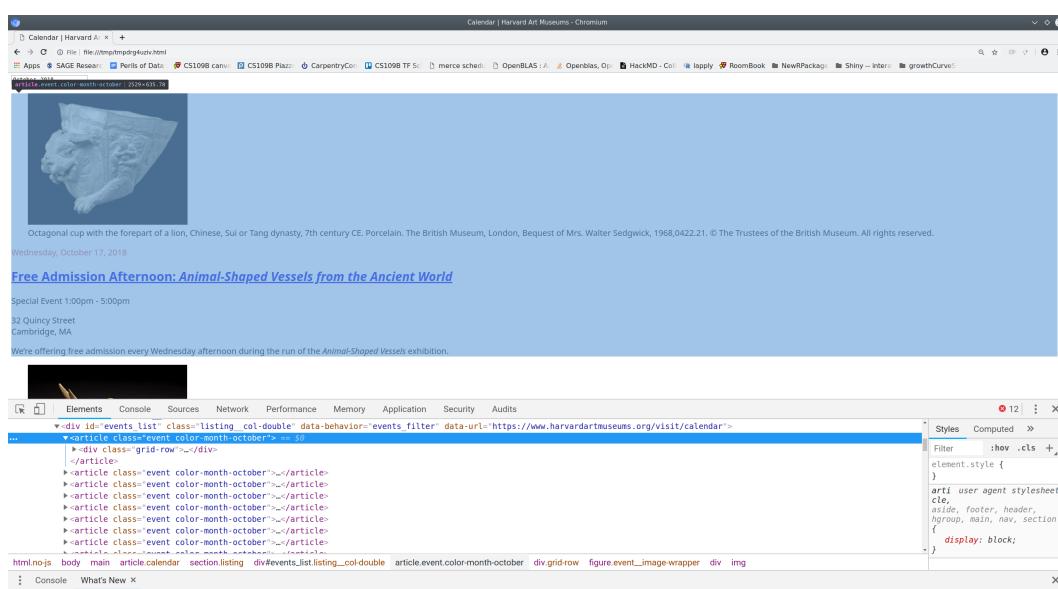
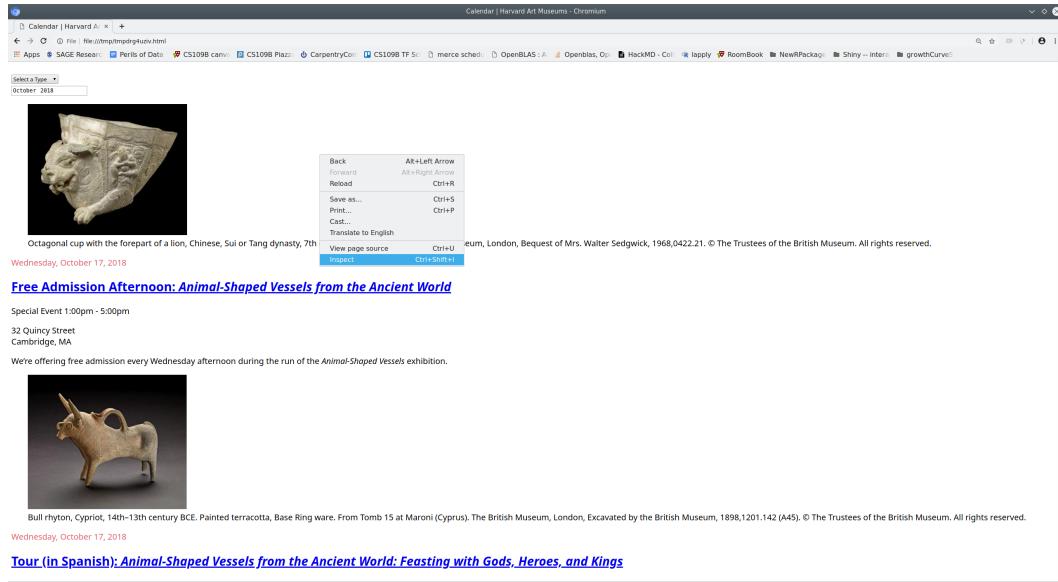
events_html = html.fromstring(events0.text)
```

9.4.4 Using XPath to extract content from HTML

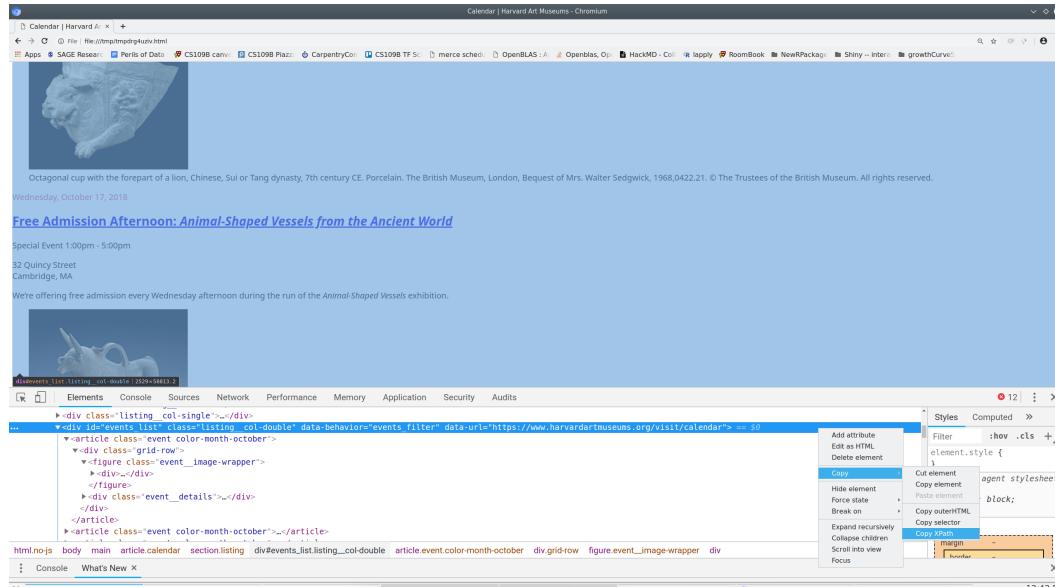
XPath is a tool for identifying particular elements within a HTML document. The developer tools built into modern web browsers make it easy to generate **XPaths** that can be used to identify the elements of a web page that we wish to extract.

We can open the html document we retrieved and inspect it using our web browser.

```
html.open_in_browser(events_html, encoding = 'UTF-8')
```



Once we identify the element containing the information of interest we can use our web browser to copy the XPath that uniquely identifies that element.



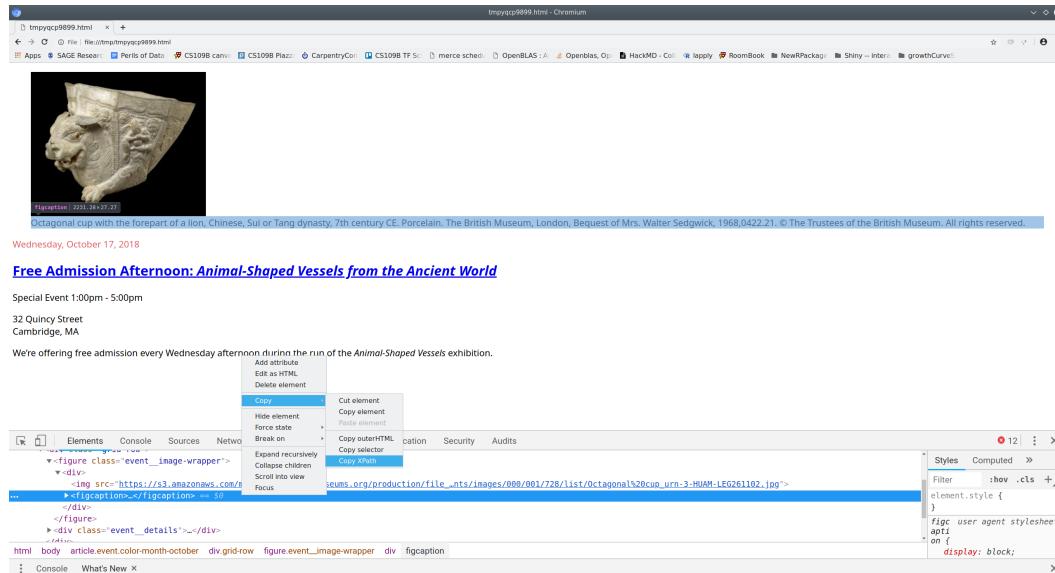
Next we can use python to extract the element of interest:

```
events_list_html = events_html.xpath('//*[@id="events_list"]')[0]
```

Once again we can use a web browser to inspect the HTML we're currently working with, and to figure out what we want to extract from it. Let's look at the first element in our events list.

```
first_event_html = events_list_html[0]
html.open_in_browser(first_event_html, encoding = 'UTF-8')
```

As before we can use our browser to find the xpath of the elements we want.



(Note that the `html.open_in_browser` function adds enclosing `html` and `body` tags in order to create a complete web page for viewing. This requires that we adjust the `xpath` accordingly.)

By repeating this process for each element we want, we can build a list of the xpaths to those elements.

```
elements_weWant = {'figcaption': 'div/figure/div/figcaption',
                   'date': 'div/div/header/time',
                   'title': 'div/div/header/h2/a',
                   'time': 'div/div/div/p[1]/time',
                   'location1': 'div/div/div/p[2]/span/span[1]',
                   'location2': 'div/div/div/p[2]/span/span[2]'}
}
```

Finally, we can iterate over the elements we want and extract them.

```
firstEventValues = {}
for key in elementsWeWant.keys():
    element = firstEventHTML.xpath(elementsWeWant[key])[0]
    firstEventValues[key] = element.text_content().strip()

print(firstEventValues)

## {'date': 'Wednesday, February 19, 2020',
##  'figcaption': "László Moholy-Nagy, Light Prop for an Electric Stage, 'Light-Space Modulator, 1930. Aluminum, steel, nickel-plated brass, other metals, plastic, wood, and electric motor. 'Harvard Art Museums/Busch-Reisinger Museum, Gift of Sibyl Moholy-Nagy, BR56.5. © 2015 Artists Rights Society (ARS), New York/VG Bild-Kunst, Bonn.'",
##  'location1': '32 Quincy Street',
##  'location2': 'Cambridge',
##  'time': '12:30pm - 1:00pm',
##  'title': "Gallery Talk: Activation of Moholy-Nagy's Light Prop for an 'Electric Stage'"}'
```

9.4.5 Iterating to retrieve content from a list of HTML elements

So far we've retrieved information only for the first event. To retrieve data for all the events listed on the page we need to iterate over the events. If we are very lucky, each event will have exactly the same information structured in exactly the same way and we can simply extend the code we wrote above to iterate over the events list.

Unfortunately, not all these elements are available for every event, so we need to take care to handle the case where one or more of these elements is not available. We can do that by **defining a function** that tries to retrieve a value and returns an empty string if it fails.

If you're not familiar with Python functions, here's the basic syntax:

```
# anatomy of a function

def name_of_function(arg1, arg2, ...argn): # define the function name and arguments
    <body of function> # specify calculations
    return <result> # output result of calculations
```

Here's a function to perform our task:

```
def get_event_info(event, path):
    try:
        info = event.xpath(path)[0].text.strip()
    except:
        info = ''
    return info
```

Armed with this function we can iterate over the list of events and extract the available information for each one.

```
all_event_values = {}
for key in elements_we_want.keys():
    key_values = []
    for event in events_list_html:
        key_values.append(get_event_info(event, elements_we_want[key]))
    all_event_values[key] = key_values
```

For convenience we can arrange these values in a pandas DataFrame and save them as .csv files, just as we did with our exhibitions data earlier.

```
all_event_values = pd.DataFrame.from_dict(all_event_values)

all_event_values.to_csv("all_event_values.csv")

print(all_event_values)
```

| | figcaption | date | ... | location1 | location2 |
|-------|-------------------------|------------------------------|-----|------------------|-----------|
| ## 0 | László Moholy-Nagy, | Wednesday, February 19, 2020 | ... | 32 Quincy Street | Cambridge |
| ## 1 | Photo: Tim Correira. | Wednesday, February 19, 2020 | ... | 32 Quincy Street | Cambridge |
| ## 2 | Seydou Keïta, Malian, | Thursday, February 20, 2020 | ... | 32 Quincy Street | Cambridge |
| ## 3 | Alberto Burri, Italian, | Friday, February 21, 2020 | ... | 32 Quincy Street | Cambridge |
| ## 4 | | Saturday, February 22, 2020 | ... | 32 Quincy Street | Cambridge |
| ## .. | ... | ... | ... | ... | ... |
| ## 78 | Photo: Tim Correira. | Wednesday, May 20, 2020 | ... | 32 Quincy Street | Cambridge |
| ## 79 | | Monday, May 25, 2020 | ... | 32 Quincy Street | Cambridge |
| ## 80 | Maruyama Ōkyo, | Tuesday, May 26, 2020 | ... | 32 Quincy Street | Cambridge |
| ## 81 | László Moholy-Nagy, | Thursday, May 28, 2020 | ... | 32 Quincy Street | Cambridge |
| ## 82 | Photo: Tim Correira. | Wednesday, June 17, 2020 | ... | 32 Quincy Street | Cambridge |
| ## | | | | | |
| ## | [83 rows x 6 columns] | | | | |

9.4.6 Exercise 1

parsing HTML

In this exercise you will retrieve information about the physical layout of the Harvard Art Museums. The web page at <https://www.harvardartmuseums.org/visit/floor-plan> contains this information in HTML from.

1. Using a web browser (Firefox or Chrome recommended) inspect the page at <https://www.harvardartmuseums.org/visit/floor-plan>. Copy the XPath to the element containing the list of level information. (HINT: the element of interest is a `ul`, i.e., `unordered list`.)
2. Make a `get` request in Python to retrieve the web page at <https://www.harvardartmuseums.org/visit/floor-plan>. Extract the content from your request object and parse it using `html.fromstring` from the `lxml` library.

`##`

3. Use your web browser to find the XPaths to the facilities housed on level one. Use Python to extract the text from those Xpaths.

`##`

4. Bonus (optional): Write a *for loop* or *list comprehension* in Python to retrieve data for all the levels.

`##`

Click for Exercise 1 Solution

Question #2:

```
from lxml import html
floor_plan = requests.get('https://www.harvardartmuseums.org/visit/floor-plan')
floor_plan_html = html.fromstring(floor_plan.text)
```

Question #3:

```
level_one = floor_plan_html.xpath('/html/body/main/section/ul/li[5]/div[2]/ul')[0]
print(type(level_one))

## <class 'lxml.html.HtmlElement'>
print(len(level_one))

## 6

level_one_facilities = floor_plan_html.xpath('/html/body/main/section/ul/li[5]/div[2]/ul/li')
print(len(level_one_facilities))

## 6

print([facility.text_content() for facility in level_one_facilities])

## ['Admissions', 'Collection Galleries', 'Courtyard', 'Shop', 'Café', 'Coatroom']
```

Question #4:

```
all_levels = floor_plan_html.xpath('/html/body/main/section/ul/li')
print(len(all_levels))

## 6

all_levels_facilities = []
for level in all_levels:
    level_facilities = []
    level_facilities_collection = level.xpath('div[2]/ul/li')
    for level_facility in level_facilities_collection:
        level_facilities.append(level_facility.text_content())
    all_levels_facilities.append(level_facilities)
print(all_levels_facilities)

## [['Conservation Center / Lightbox Gallery'],
##  ['Art Study Center'],
##  ['Collection Galleries'],
##  ['Special Exhibitions Gallery'],
##  ['University Galleries'],
##  ['Collections Galleries'],
##  ['Admissions'],
##  ['Collection Galleries'],
##  ['Courtyard'],
##  ['Shop'],
##  ['Café'],
##  ['Coatroom'],
##  ['Lower Lobby'],
##  ['Lecture Halls'],
##  ['Seminar Room'],
##  ['Materials Lab'],
##  ['Coatroom'],
##  ['Offices']]
```

9.5 Scrapy: for large / complex projects

Scraping websites using the `requests` library to make GET and POST requests, and the `lxml` library to process HTML is a good way to learn basic web scraping techniques. It is a good choice for small to medium size projects. For very large or complicated scraping tasks the `scrapy` library offers a number of conveniences, including asynchronous retrieval, session management, convenient methods for extracting and storing values, and more. More information about `scrapy` can be found at <https://doc.scrapy.org>.

9.6 Browser drivers: a last resort

It is sometimes necessary (or sometimes just easier) to use a web browser as an intermediary rather than communicate directly with a web service. This method of using a “browser driver” has the advantage of being able to use the javascript engine and session management features of a web browser; the main disadvantage is that it is slower and tends to be more fragile than using `requests` or `scrapy` to make requests directly from Python. For small scraping projects involving complicated sites with CAPTHAs or lots of complicated javascript using a browser driver can be a good option. More information is available at https://www.seleniumhq.org/docs/03_webdriver.jsp.

9.7 Wrap-up

9.7.1 Feedback

These workshops are a work in progress, please provide any feedback to: `help@iq.harvard.edu`

9.7.2 Resources

- IQSS
 - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
 - Data Science Services: <https://dss.iq.harvard.edu/>
 - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
 - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
 - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
 - RCS consulting email: `mailto:research@hbs.edu`

Part IV

Stata

Chapter 10

Stata Introduction

Topics

- Stata interface and Do-files
- Finding help
- Reading and writing data
- Basic summary statistics
- Basic graphs
- Basic data management

10.1 Setup

10.1.1 Software & Materials

Laptop users: you will need a copy of Stata installed on your machine. Harvard FAS affiliates can install a licensed version from <http://downloads.fas.harvard.edu/download>

- Download class materials at <https://github.com/IQSS/dss-workshops/raw/master/Stata/StataIntro.zip>
- Extract materials from the zipped directory `StataIntro.zip` (Right-click => Extract All on Windows, double-click on Mac) and move them to your desktop!

10.1.2 Organization

- Please feel free to ask questions at any point if they are relevant to the current topic (or if you are lost!)
- Collaboration is encouraged - please introduce yourself to your neighbors!
- If you are using a laptop, you will need to adjust file paths accordingly
- Make comments in your Do-file - save on flash drive or email to yourself

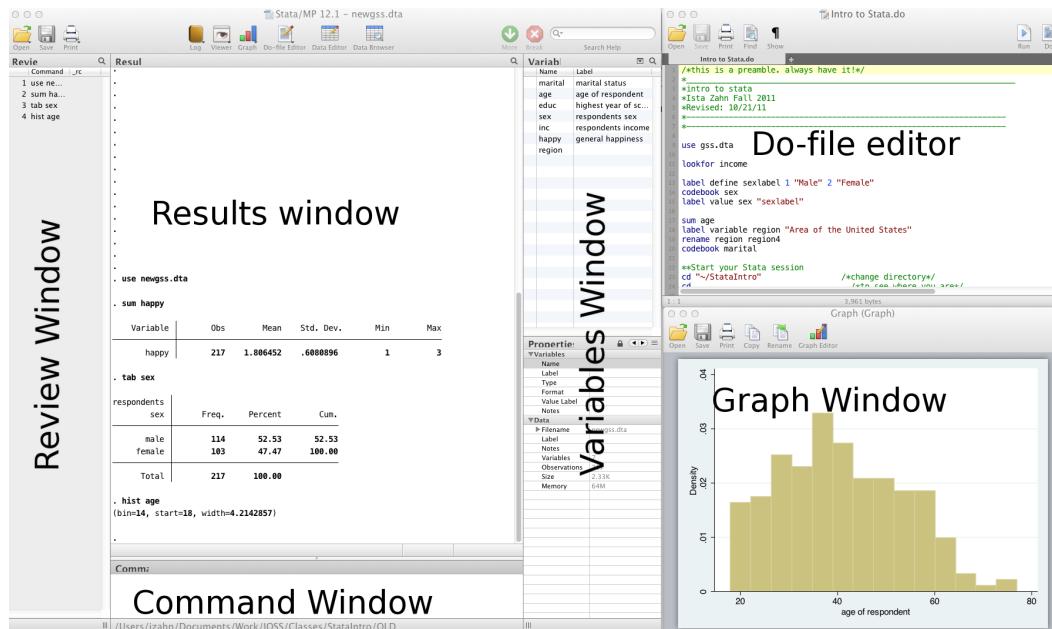
10.1.3 Goals

- This is an **introduction** to Stata
- Assumes no/very little knowledge of Stata
- Not appropriate for people already familiar with Stata
- Learning Objectives:
 - Familiarize yourself with the Stata interface
 - Get data in and out of Stata
 - Compute statistics and construct graphical displays
 - Compute new variables and transformations

10.2 Why stata?

- Used in a variety of disciplines
- User-friendly
- Great guides available on web
- Excellent modeling capabilities
- Student and other discount packages available at reasonable cost

10.2.1 Stata interface



- Review and Variable windows can be closed (user preference)
- Command window can be shortened (recommended)

10.2.2 Do-files

- You can type all the same commands into the Do-file that you would type into the command window
- BUT...the Do-file allows you to **save** your commands
- Your Do-file should contain ALL commands you executed – at least all the “correct” commands!
- I recommend never using the command window or menus to make CHANGES to data
- Saving commands in Do-file allows you to keep a written record of everything you have done to your data
 - Allows easy replication
 - Allows you to go back and re-run commands, analyses and make modifications

10.2.3 Stata help

To get help in Stata type **help** followed by topic or command, e.g., **help codebook**.

10.2.4 Syntax rules

Most Stata commands follow the same basic syntax: **Command varlist, options**.

Use comments liberally — start with a comment describing your Do-file and use comments throughout

```
* Use '*' to comment a line and '//' for in-line comments
```

```
* Make Stata say hello:  
disp "Hello" "World!" // 'disp' is short for 'display'
```

Use **//** to break varlists over multiple lines:

```
disp "Hello" ///  
    " World!"
```

10.2.5 Let's get started

- Launch the Stata program (MP or SE, does not matter unless doing computationally intensive work)
 - Open up a new Do-file
 - Run our first Stata code!

```
* change directory  
cd "C:/Users/yiw640/Desktop/StataIntro/"
```

10.3 Reading data

10.3.1 Data file commands

Next, we want to open our data file Open/save data sets with “use” and “save”:

```
cd dataSets

// open the gss.dta data set
use gss.dta, clear

// save data file:
save newgss.dta, replace // "replace" option means OK to overwrite existing file
```

10.3.2 A note about path names

- If your path has no spaces in the name (that means all directories, folders, file names, etc. can have no spaces), you can write the path as it is
- If there are spaces, you need to put your pathname in quotes
- Best to get in the habit of quoting paths

10.3.3 Where's my data?

- Data editor (**browse**)
- Data editor (**edit**)
 - Using the data editor is discouraged (why?)
- Always keep any changes to your data in your Do-file
- Avoid temptation of making manual changes by viewing data via the browser rather than editor

10.3.4 Reading non-Stata data

Import delimited text files:

```
* import data from a .csv file
import delimited gss.csv, clear

* save data to a .csv file
export delimited gss_new.csv, replace
```

Import data from SAS:

```
* import/export SAS xport files

import sasxport gss.xpt, clear
export sasxport gss_new, replace
```

Import data from Excel:

```
* import/export Excel files
```

```
import excel gss.xlsx, clear
export excel gss_new, replace
```

What if my data is from another statistical software program?

- SPSS/PASW will allow you to save your data as a Stata file
 - Go to: file -> save as -> Stata (use most recent version available)
 - Then you can just go into Stata and open it
- Another option is **StatTransfer**, a program that converts data from/to many common formats, including SAS, SPSS, Stata, and many more

10.3.5 Exercise 0

Importing data

1. Save any work you've done so far. Close down Stata and open a new session.
2. Start Stata and open your .do file.
3. Change directory (`cd`) to the `dataSets` folder.

**

4. Try opening the following files:
 - A comma separated value file: `gss.csv`
 - An Excel file: `gss.xlsx`

**

10.4 Statistics & graphs

10.4.1 Frequently used commands

- Commands for reviewing and inspecting data:
 - `describe` // labels, storage type etc.
 - `sum` // statistical summary (mean, sd, min/max etc.)
 - `codebook` // storage type, unique values, labels
 - `list` // print actual values
 - `tab` // (cross) tabulate variables
 - `browse` // view the data in a spreadsheet-like window

First, let's ask Stata for help about these commands:

```
help sum
```

```
use gss.dta, clear
```

```
sum educ // statistical summary of education
codebook region // information about how region is coded
tab sex // numbers of male and female participants
```

If you run these commands without specifying variables, Stata will produce output for every variable

10.4.2 Basic graphing commands

```
// open the gss.dta data set
use gss.dta, clear
```

Univariate distribution(s) using **hist**:

```
/* Histograms */
hist educ

// histogram with normal curve; see "help hist" for other options
hist age, normal
```

View bivariate distributions with scatterplots:

```
/* scatterplots */
twoway (scatter educ age)

graph matrix educ age inc
```

10.4.3 The **by** command

Sometimes, you'd like to generate output based on different categories of a grouping variable. The **by** command does just this:

- * By Processing

```
bysort sex: tab happy // tabulate happy separately for men and women
bysort marital: sum educ // summarize education by marital status
```

10.4.4 Exercise 1

Descriptive statistics

The Generations of Talent Study sought to examine quality of employment as experienced by today's multigenerational workforces. The primary goal was to explore how country-related factors and age-related factors affect employees' perceptions of quality of employment. Demographic variables included gender, birth year, race/ethnicity, education, marital * status, number of children, hourly wage, salary, and household income.

1. Use the dataset, **talent.dta**, open a new do-file and write on the do-file, after the exercise save it to the folder

**

2. Examine a few selected variables using the describe, sum and codebook commands

**

3. Tabulate the variable, marital status (**marital**), with and without labels

**

4. Summarize the total household income last year (**income**) by marital status

**

5. Cross-tabulate marital status with respondents' type of main job (**job**)

**

6. Summarize the total household income last year (**income**) for married individuals only

**

10.5 Basic data management

10.5.1 Labels

- You never know why and when your data may be reviewed
- ALWAYS label every variable no matter how insignificant it may seem
- Stata uses two sets of labels: **variable labels** and **value labels**
- Variable labels are very easy to use – value labels are a little more complicated

10.5.2 Variable & value labels

```
// open the gss.dta data set again
use gss.dta, clear

Variable labels

/* Labelling and renaming */
// Label variable inc "household income"
label var inc "household income"

// change the name 'educ' to 'education'
rename educ education

// you can search names and labels with 'lookfor'
lookfor household
```

Value labels are a two step process: define a value label, then assign defined label to variable(s)

```

/*define a value label for sex */
label define mySexLabel 1 "Male" 2 "Female"

/* assign our label set to the sex variable*/
label values sex mySexLabel

// save the changes
save gss.dta, replace

```

10.5.3 Exercise 2

Variable labels & value labels

1. Open the data set `gss.csv`

**

2. Rename and label variables using the following codebook:

**

| Var | Rename to | Label with |
|-----|-----------|---------------------|
| v1 | marital | marital status |
| v2 | age | age of respondent |
| v3 | educ | education |
| v4 | sex | respondent's sex |
| v5 | inc | household income |
| v6 | happy | general happiness |
| v7 | region | region of interview |

3. Add value labels to your `marital` variable using this codebook:

**

| Value | Label |
|-------|-----------------|
| 1 | “married” |
| 2 | “widowed” |
| 3 | “divorced” |
| 4 | “separated” |
| 5 | “never married” |

10.6 Working on subsets

It is often useful to select just those rows of your data where some condition holds—for example select only rows where sex is 1 (male). The following operators allow you to do this:

| Operator | Meaning |
|----------|--------------------------|
| == | equal to |
| != | not equal to |
| > | greater than |
| >= | greater than or equal to |
| < | less than |
| <= | less than or equal to |
| & | and |
| | or |

Note the double equals sign == is for testing equality.

10.7 Generating & replacing variables

```
// open the gss.dta data set again
use gss.dta, clear
```

Create new variables using gen

```
// create a new variable named mc_inc
// equal to inc minus the mean of inc
gen mc_inc = inc - 15.37
```

Sometimes useful to start with blank values and fill them in based on values of existing variables

```
/* the 'generate and replace' strategy */
// generate a column of missings
gen age_wealth = .

// Next, start adding your qualifications
replace age_wealth=1 if age < 30 & inc < 10
replace age_wealth=2 if age < 30 & inc > 10
replace age_wealth=3 if age > 30 & inc < 10
replace age_wealth=4 if age > 30 & inc > 10
```

10.7.1 Exercise 3

Manipulating variables with gen and replace

1. Use the dataset, talent.dta, work on the previous do-file. Save any changes to the data to original data
**
2. Generate a new “overwork” dummy variable from the original variable **workperweek** that will take on a value of 1 if a person works more than 40 hours per week, and 0 if a person works equal to or less than 40 hours per week

```
**
3. Generate a new marital_dummy dummy variable from the original variable marital
   that will take on a value of 1 if a person is either married or partnered and 0 otherwise
**
4. Save the changes to the original dataset
**

```

10.7.2 Use drop to delete variables and keep to keep them

```
use gss.dta, clear
drop inc

keep age region happy educ sex
```

You can drop cases selectively using the conditional `if`, for example:

```
drop if sex == 2 /*this will drop observations (rows) where gender = 2*/
drop if age > 40 /*this will drop observations where age > 40*/
```

10.7.3 Alternatively, you can keep options you want

```
keep if sex == 1
keep if age < 40
keep if region == "north" | region == "south"
```

For more details type `help keep` or `help drop`.

10.7.4 Exercise 4

Combine all what we have learned together!

1. Use the dataset, `talent.dta`
- **
2. Rename the `Sex` variable and give it a more intuitive name
- **
3. Use `codebook`, `describe`, `tab`, and `browse` commands to know more about how the three variables `A3`, `A5`, and `A7` are coded and stored, give them new names
- **
4. Plot a histogram distribution for `workperweek` and add a normal curve
- **
5. Give a variable label and value labels for the variable `overwork`

- ```
**
6. Generate a new variable called work_family and code it as 2 if a respondent perceived
 work to be more important than family, 1 if a respondent perceived family to be more
 important than work, and 0 if the two are of equal importance

**
7. Drop the B3C variable that is not used in our exercise

**
8. Save the changes to a new dataset called talent_new.dta and save it to our folder
```

\*\*

## 10.8 Exercise solutions

### 10.8.1 Ex 0: prototype

```
clear
cd "C:\Users\yiw640\Desktop\StataIntro\dataSets"

import delimited gss.csv, clear
import excel gss.xlsx, clear
```

### 10.8.2 Ex 1: prototype

```
use talent.dta, clear
describe workperweek
tab I3
sum income
codebook job

tab marital
tab marital, nol

bysort marital: sum income
tabulate marital job
summarize income if marital == 1
```

### 10.8.3 Ex 2: prototype

```
import delimited gss.csv, clear

rename v2 age
rename v3 educ
```

```

rename v4 sex
rename v5 inc
rename v6 happy
rename v7 region

label var age "age of respondent"
label var educ "education"
label var sex "respondent's sex"
label var inc "household income"
label var happy "general happiness"
label var region "region of interview"

rename v1 marital
label var marital "marital status"
label define marital_label 1 "married" 2 "widowed" 3 "divorced" 4 "seperated" 5 "never married"
label val marital marital_label

```

#### 10.8.4 Ex 3: prototype

```

use talent.dta, clear
gen overwork = .
replace overwork = 1 if workperweek > 40
replace overwork = 0 if workperweek <= 40
replace overwork = . if workperweek == .
tab overwork

gen marital_dummy = .
replace marital_dummy = 1 if marital == 1 | marital == 2
replace marital_dummy = 0 if marital != 1 & marital != 2
replace marital_dummy = . if marital == .
tab marital_dummy

```

#### 10.8.5 Ex 4: prototype

```

use talent.dta, clear
rename I3 Sex

codebook A3
describe A5
tab A7

rename A3 otherjob
rename A5 workschedule
rename A7 parttime

hist workperweek, normal

```

```

label variable overwork "whether someone works more than 40 hours per week"
label define overworklabel 1 "Yes" 0 "No"
label values overwork overworklabel

gen work_family = .
replace work_family = 2 if B3A > B3B
replace work_family = 1 if B3A < B3B
replace work_family = 0 if B3A == B3B
replace work_family = . if B3A == .
replace work_family = . if B3B == .

drop B3C

save talent_new.dta, replace

```

## 10.9 Wrap-up

### 10.9.1 Feedback

These workshops are a work in progress, please provide any feedback to: [help@iq.harvard.edu](mailto:help@iq.harvard.edu)

### 10.9.2 Resources

- IQSS
  - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
  - Data Science Services: <https://dss.iq.harvard.edu/>
  - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
  - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
  - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
  - RCS consulting email: <mailto:research@hbs.edu>
- Stata
  - UCLA website: <http://www.ats.ucla.edu/stat/Stata/>
  - Stata website: <http://www.stata.com/help.cgi?contents>
  - Email list: <http://www.stata.com/statalist/>



# Chapter 11

# Stata Data Management

## Topics

- Generating and replacing variables
- Processing with `by` statements
- Missing values
- Variable types and conversion
- Merging, appending, and joining
- Creating summarized data sets

## 11.1 Setup

### 11.1.1 Software & Materials

Laptop users: you will need a copy of Stata installed on your machine. Harvard FAS affiliates can install a licensed version from <http://downloads.fas.harvard.edu/download>

- Download class materials at <https://github.com/IQSS/dss-workshops/raw/master/Stata/StataDatMan.zip>
- Extract materials from the zipped directory `StataDatMan.zip` (Right-click => Extract All on Windows, double-click on Mac) and move them to your desktop!

### 11.1.2 Organization

- Please feel free to ask questions at any point if they are relevant to the current topic (or if you are lost!)
- Collaboration is encouraged - please introduce yourself to your neighbors!
- If you are using a laptop, you will need to adjust file paths accordingly
- Make comments in your Do-file - save on flash drive or email to yourself

### 11.1.3 Goals

- This is an introduction to data management in Stata
- Assumes basic knowledge of Stata
- Not appropriate for people already familiar with Stata
- If you are catching on before the rest of the class, experiment with command features described in help files
- Learning Objectives:
  - Basic data manipulation commands
  - Processing with `by` statements
  - Dealing with missing values
  - Variable types and conversion
  - Merging and appending datasets

## 11.2 Opening Files

- Look at bottom left hand corner of Stata screen
  - This is the directory Stata is currently reading from
- Files are located in the `StataDatMan` folder in your home directory
- Start by telling Stata where to look for these

```
// change directory
cd "~/Desktop/Stata/StataDatMan"

// Use dir to see what is in the directory:
dir
dir dataSets

// use the gss data set
use dataSets/gss.dta

set more off

cd "~/Desktop/Stata/StataDatMan"
/nfs/www/edu-harvard-iq-tutorials/Stata/StataDatMan

dir

total 100
drwxrwsr-x. 2 apache tutorwww 4096 Oct 9 08:44 dataSets/
-rwxrwxr-x. 1 izahn tutorwww 1302 Oct 9 08:44 Exercises.do*
drwxrwsr-x. 2 apache tutorwww 4096 Oct 9 08:44 images/
drwxrwsr-x. 4 apache tutorwww 4096 Oct 9 08:44 StataDatMan/
-rwxrwxr-x. 1 izahn tutorwww 17446 Oct 9 08:44 StataDatMan.do*
-rwxrwxr-x. 1 izahn tutorwww 38153 Oct 9 08:44 StataDatMan.html*
-rwxrwxr-x. 1 izahn tutorwww 20463 Oct 9 08:44 StataDatMan.org*
```

```
dir dataSets

total 2644
-rwxrwxr-x. 1 izahn tutorwww 275705 Oct 9 08:44 gss1.dta*
-rwxrwxr-x. 1 izahn tutorwww 263324 Oct 9 08:44 gss2.dta*
-rwxrwxr-x. 1 izahn tutorwww 532880 Oct 9 08:44 gssAddObserve.dta*
-rwxrwxr-x. 1 izahn tutorwww 527005 Oct 9 08:44 gssAppend.dta*
-rwxrwxr-x. 1 izahn tutorwww 527005 Oct 9 08:44 gsscompare1.dta*
-rwxrwxr-x. 1 izahn tutorwww 538755 Oct 9 08:44 gss.dta*
-rwxrwxr-x. 1 izahn tutorwww 1139 Oct 9 08:44 marital.dta*
```

use dataSets/gss.dta

## 11.3 Generating & replacing variables

### 11.3.1 Data Manipulation Commands

Basic commands you'll use for generating new variables or recoding existing variables:

- gen
- egen
- replace
- recode

Many different means of accomplishing the same thing in Stata – find what is comfortable (and easy) for you!

### 11.3.2 Generate & Replace

The `replace` command is often used with logic statements. Available logical operators include the following:

Operator	Meaning
<code>==</code>	equal to
<code>!=</code>	not equal to
<code>&gt;</code>	greater than
<code>&gt;=</code>	greater than or equal to
<code>&lt;</code>	less than
<code>&lt;=</code>	less than or equal to
<code>&amp;</code>	and

For example:

```

//create "hapnew" variable
gen hapnew = .
//set to 0 if happy equals 1
replace hapnew=0 if happy==1
//set to 1 if happy both and hapmar are greater than 3
replace hapnew=1 if happy>3 & hapmar>3
// tabulate the new
tab hapnew

gen hapnew = .
(1,419 missing values generated)

replace hapnew=0 if happy==1
(435 real changes made)

replace hapnew=1 if happy>3 & hapmar>3
(4 real changes made)

tab hapnew

 hapnew | Freq. Percent Cum.
-----+-----+-----+-----+
 0 | 435 99.09 99.09
 1 | 4 0.91 100.00
-----+-----+
 Total | 439 100.00

```

### 11.3.3 Recode

The recode command is basically generate and replace combined. You can recode an existing variable OR use recode to create a new variable (via the gen option).

```

// recode the wrkstat variable
recode wrkstat (1=8) (2=7) (3=6) (4=5) (5=4) (6=3) (7=2) (8=1)
// recode wrkstat into a new variable named wrkstat2
recode wrkstat (1=8), gen(wrkstat2)
// tabulate workstat
tab wrkstat

recode wrkstat (1=8) (2=7) (3=6) (4=5) (5=4) (6=3) (7=2) (8=1)
(wrkstat: 1419 changes made)

recode wrkstat (1=8), gen(wrkstat2)
(32 differences between wrkstat and wrkstat2)

tab wrkstat

 LABOR FRCE |
 STATUS | Freq. Percent Cum.

```

WORKING FULLTIME		32	2.26
WORKING PARTTIME		155	10.92
TEMP NOT WORKING		34	2.40
UNEMPL, LAID OFF		214	15.08
RETIRED		29	2.04
SCHOOL		35	2.47
KEEPING HOUSE		146	10.29
OTHER		774	54.55
			100.00
Total		1,419	100.00

The table below illustrates common forms of recoding

Rule	Example	Meaning
#=#	3=1	3 recoded to 1
##=#	2. 9   2 and . recoded to 9     #/# #	1/5=4
nonmissing=#	nonmiss=8	nonmissing recoded to 8
missing=#	miss=9	missing recoded to 9

### 11.3.4 egen

The `egen` command (“extensions” to the `gen` command) provides convenient methods for performing many common data manipulation tasks.

For example, we can use `egen` to create a new variable that counts the number of “yes” responses on computer, email and internet use:

```
// count number of yes on use comp email and net
egen compuser= anycount(usecomp usemail usenet), values(1)
tab compuser

egen compuser= anycount(usecomp usemail usenet), values(1)
tab compuser

usecomp |
usemail |
usenet == 1 | Freq. Percent Cum.
-----+
0 | 623 43.90 43.90
1 | 142 10.01 53.91
2 | 78 5.50 59.41
3 | 576 40.59 100.00
-----+
Total | 1,419 100.00
```

Here are some additional examples of `egen` in action:

```
// assess how much missing data each participant has:
egen countmiss = rowmiss(age-wifeft)
codebook countmiss
// compare values on multiple variables
egen ftdiff=diff(wkftwife wkfthusb)
codebook ftdiff

egen countmiss = rowmiss(age-wifeft)
codebook countmiss

countmiss (unlabeled)

 type: numeric (float)

 range: [0,7] units: 1
 unique values: 6 missing .: 0/1,419

 tabulation: Freq. Value
 296 0
 215 1
 113 2
 7 3
 782 6
 6 7

egen ftdiff=diff(wkftwife wkfthusb)
codebook ftdiff

ftdiff diff wkftwife wkfthusb

 type: numeric (float)

 range: [0,1] units: 1
 unique values: 2 missing .: 0/1,419

 tabulation: Freq. Value
 1,169 0
 250 1
```

You will need to refer to the documentation to discover what else `egen` can do: type “`help egen`” in Stata to get a complete list of functions.

### 11.3.5 Exercise 0

#### Generate, Replace, Recode & Egen

Open the gss.dta data.

1. Generate a new variable that represents the squared value of age.
2. Generate a new variable equal to “1” if income is greater than “19”.
3. Create a new variable that counts the number of missing responses for each respondent.  
What is the maximum number of missing variables?

## 11.4 By processing

### 11.4.1 The bysort Command

Sometimes, you’d like to create variables based on different categories of a single variable. For example, say you want to look at happiness based on whether an individual is male or female. The “bysort” prefix does just this:

```
// tabulate happy separately for male and female
bysort sex: tab happy
// generate summary statistics using bysort
bysort state: egen stateincome = mean(income)
bysort degree: egen degreeincome = mean(income)
bysort marital: egen marincomesd = sd(income)

bysort sex: tab happy
```

---

-> sex = Male

	GENERAL			
HAPPINESS		Freq.	Percent	Cum.
VERY HAPPY	189	30.39	30.39	
PRETTY HAPPY	350	56.27	86.66	
NOT TOO HAPPY	73	11.74	98.39	
NA	10	1.61	100.00	
Total	622	100.00		

-> sex = Female

	GENERAL			
HAPPINESS		Freq.	Percent	Cum.
VERY HAPPY	246	30.87	30.87	

PRETTY HAPPY	447	56.09	86.95
NOT TOO HAPPY	84	10.54	97.49
DK	1	0.13	97.62
NA	19	2.38	100.00
<hr/>			
Total	797	100.00	

```
bysort state: egen stateincome = mean(income)
variable state not found
r(111);
bysort degree: egen degreeincome = mean(income)
bysort marital: egen marincomesd = sd(income)
```

### 11.4.2 by prefix vs. by options

Some commands won't work with by prefix, but instead have a by option:

```
// generate separate histograms for female and male
hist nethrs, by(sex)
```

## 11.5 Missing values

You always need to consider how missing values are coded when recoding variables.

- Stata's symbol for a missing value is .
- Stata interprets . as a large value
- Easy to make mistakes!

To identify highly educated women, we might use the command:

```
// generate and replace without considering missing values
gen hi_ed=0
replace hi_ed=1 if wifeduc>15
// What happens to our missing values?
tab hi_ed, mi nola

gen hi_ed=0
replace hi_ed=1 if wifeduc>15
(944 real changes made)

tab hi_ed, mi nola

hi_ed | Freq. Percent Cum.
-----+
 0 | 475 33.47 33.47
 1 | 944 66.53 100.00
-----+
Total | 1,419 100.00
```

It looks like around 66% have higher education, but look closer:

```
// gen hi_ed2, but don't set a value if wifeduc is missing
gen hi_ed2 = 0 if wifeduc != .
// only replace non-missing
replace hi_ed2=1 if wifeduc >15 & wifeduc !=.
//check to see that missingness is preserved
tab hi_ed2, mi

gen hi_ed2 = 0 if wifeduc != .
(797 missing values generated)

replace hi_ed2=1 if wifeduc >15 & wifeduc !=.
(147 real changes made)

| 797 56.17 100.00
-----+-----+
Total | 1,419 100.00
```

The correct value is 10%. Moral of the story? Be careful with missing values and remember that Stata considers missing values to be large!

### 11.5.1 Bulk Conversion to Missing Values

Often the data collection/generating procedure will have used some other value besides . to represent missing values. The `mvdecode` command will convert all these values to missing. For example:

```
mvdecode _all, mv(999)
mvdecode _all, mv(999)

• The “_all” command tells Stata to do this to all variables
• Use this command carefully!
 – If you have any variables where “999” is a legitimate value, Stata is going to
 recode it to missing
 – As an alternative, you could list var names separately rather than using “_all”
```

## 11.6 Variable types

Stata uses two main types of variables: String and Numeric. To be able to perform any mathematical operations, your variables need to be in a numeric format. Stata can store numbers with differing levels of precision, as described in the table below.

type	Minimum	Maximum	being 0	bytes
byte	-127	100	+/-1	1
int	-32,767	32,740	+/-1	2
long	-2,147,483,647	2,147,483,620	+/-1	4

type	Minimum	Maximum	being 0	bytes
float	-1.70141173319*1038	1.70141173319*1038	+/-10-38	4
double	-8.9884656743*10307	8.9884656743*10307	+/-10-323	8

- Precision for float is 3.795x10-8.
- Precision for double is 1.414x10-16.

### 11.6.1 Converting to & from Strings

Stata provides several ways to convert to and from strings. You can use `tostring` and `destring` to convert from one type to the other:

```
// convert degree to a string
tostring degree, gen(degree_s)
// and back to a number
destring degree_s, gen(degree_n)

tostring degree, gen(degree_s)
degree_s generated as str1

destring degree_s, gen(degree_n)
degree_s has all characters numeric; degree_n generated as byte
```

Use `decode` and `encode` to convert to/from variable labels:

```
// convert degree to a descriptive string
decode degree, gen(degree_s2)
// and back to a number with labels
encode degree_s2, gen(degree_n2)

decode degree, gen(degree_s2)

encode degree_s2, gen(degree_n2)
```

### 11.6.2 Converting Strings to Date/Time

Often date/time variables start out as strings – You'll need to convert them to numbers using one of the conversion functions listed below.

Format	Meaning	String-to-numeric conversion function
%tc	milliseconds	clock(string, mask)
%td	days	date(string, mask)
%tw	weeks	weekly(string, mask)
%tm	months	monthly(string, mask)
%tq	quarters	quarterly(string, mask)
%ty	years	yearly(string, mask)

Date/time variables are stored as the number of units elapsed since 01jan1960 00:00:00.000. For example, the `date` function returns the number of days since that time, and the `clock` function returns the number of milliseconds since that time.

```
// create string variable and convert to date
gen date = "November 9 2020"
gen date1 = date(date, "MDY")
list date1 in 1/5

gen date = "November 9 2020"
gen date1 = date(date, "MDY")
list date1 in 1/5

+-----+
| date1 |
|-----|
1. | 22228 |
2. | 22228 |
3. | 22228 |
4. | 22228 |
5. | 22228 |
+-----+
```

### 11.6.3 Formatting Numbers as Dates

Once you have converted the string to a number you can format it for display. You can simply accept the defaults used by your formatting string or provide details to customize it.

```
// format so humans can read the date
format date1 %d
list date1 in 1/5
// format with detail
format date1 %tdMonth_dd,_CCYY
list date1 in 1/5

format date1 %d
list date1 in 1/5

+-----+
| date1 |
|-----|
1. | 09nov2020 |
2. | 09nov2020 |
3. | 09nov2020 |
4. | 09nov2020 |
5. | 09nov2020 |
+-----+
```

format date1 %tdMonth\_dd,\_CCYY

```
list date1 in 1/5

+-----+
| date1 |
|-----|
1. | November 9, 2020 |
2. | November 9, 2020 |
3. | November 9, 2020 |
4. | November 9, 2020 |
5. | November 9, 2020 |
+-----+
```

### 11.6.4 Exercise 1

#### Missing Values, String Conversion, & by Processing

1. Recode values “99” and “98” on the variable, “hrs1” as “missing.”
2. Recode the marital variable into a “string” variable and then back into a numeric variable.
3. Create a new variable that associates each individual with the average number of hours worked among individuals with matching educational degrees (see the last “by” example for inspiration).

## 11.7 Merging, appending, & joining

### 11.7.1 Appending Datasets

Sometimes you have observations in two different datasets, or you’d like to add observations to an existing dataset. In this case you can use the `append` command to add observations to the end of the observations in the master dataset. For example:

```
clear
// from the append help file
webuse even
list
webuse odd
list
// Append even data to the end of the odd data
append using "http://www.stata-press.com/data/r14/even"
list
clear

clear

webuse even
(6th through 8th even numbers)
list
```

```

+-----+
| number even |
+-----|
1. | 6 12 |
2. | 7 14 |
3. | 8 16 |
+-----+
webuse odd
(First five odd numbers)
list

+-----+
| number odd |
+-----|
1. | 1 1 |
2. | 2 3 |
3. | 3 5 |
4. | 4 7 |
5. | 5 9 |
+-----+
append using "http://www.stata-press.com/data/r14/even"
list

+-----+
| number odd even |
+-----|
1. | 1 1 . |
2. | 2 3 . |
3. | 3 5 . |
4. | 4 7 . |
5. | 5 9 . |
+-----|
6. | 6 . 12 |
7. | 7 . 14 |
8. | 8 . 16 |
+-----+
clear

```

To keep track of where observations came from, use the `generate` option as shown below:

```

webuse odd
append using "http://www.stata-press.com/data/r14/even", generate(observesource)
list
clear

webuse odd
(First five odd numbers)

```

```

ce)
list

+-----+
| number odd observ~e even |
|-----|
1. | 1 1 0 . |
2. | 2 3 0 . |
3. | 3 5 0 . |
4. | 4 7 0 . |
5. | 5 9 0 . |
|-----|
6. | 6 . 1 12 |
7. | 7 . 1 14 |
8. | 8 . 1 16 |
+-----+
clear

```

There is a “force” option will allow for data type mismatches, but again this is not recommended.

Remember, `append` is for adding observations (i.e., rows) from a second data set.

### 11.7.2 Merging Datasets

You can `merge` variables from a second dataset to the dataset you’re currently working with.

- Current active dataset = master dataset
- Dataset you’d like to merge with master = using dataset

There are different ways that you might be interested in merging data:

- Two datasets with same participant pool, one row per participant (1:1)
- A dataset with one participant per row with a dataset with multiple rows per participant (1:many or many:1)

Before you begin:

- Identify the “ID” that you will use to merge your two datasets
- Determine which variables you’d like to merge
- In Stata  $>= 11$ , data does NOT have to be sorted
- Variable types must match across datasets (there is a “force” option to get around this, but not recommended)

```

// Adapted from the merge help page
webuse autosize
list
webuse autoexpense
list

webuse autosize

```

```

merge 1:1 make using "http://www.stata-press.com/data/r14/autoexpense"
list
clear

// keep only the matches (AKA "inner join")
webuse autosize, clear
merge 1:1 make using "http://www.stata-press.com/data/r14/autoexpense", keep(match) nogen
list
clear

webuse autosize
(1978 Automobile Data)
list

+-----+
| make weight length |
|-----|
1. | Toyota Celica 2,410 174 |
2. | BMW 320i 2,650 177 |
3. | Cad. Seville 4,290 204 |
4. | Pont. Grand Prix 3,210 201 |
5. | Datsun 210 2,020 165 |
|-----|
6. | Plym. Arrow 3,260 170 |
+-----+

webuse autoexpense
(1978 Automobile Data)
list

+-----+
| make price mpg |
|-----|
1. | Toyota Celica 5,899 18 |
2. | BMW 320i 9,735 25 |
3. | Cad. Seville 15,906 21 |
4. | Pont. Grand Prix 5,222 19 |
5. | Datsun 210 4,589 35 |
+-----+

webuse autosize
(1978 Automobile Data)
merge 1:1 make using "http://www.stata-press.com/data/r14/autoexpense"

Result # of obs.

not matched 1
 from master 1 (_merge==1)
 from using 0 (_merge==2)

```

```

matched 5 (_merge==3)

list

+-----+
| make weight length price mpg _merge |
|-----|
1. | BMW 320i 2,650 177 9,735 25 matched (3) |
2. | Cad. Seville 4,290 204 15,906 21 matched (3) |
3. | Datsun 210 2,020 165 4,589 35 matched (3) |
4. | Plym. Arrow 3,260 170 . . master only (1) |
5. | Pont. Grand Prix 3,210 201 5,222 19 matched (3) |
|-----|
6. | Toyota Celica 2,410 174 5,899 18 matched (3) |
+-----+
clear

webuse autosize, clear
(1978 Automobile Data)
match) nogen

Result # of obs.

not matched 0
matched 5

list

+-----+
| make weight length price mpg |
|-----|
1. | BMW 320i 2,650 177 9,735 25 |
2. | Cad. Seville 4,290 204 15,906 21 |
3. | Datsun 210 2,020 165 4,589 35 |
4. | Pont. Grand Prix 3,210 201 5,222 19 |
5. | Toyota Celica 2,410 174 5,899 18 |
+-----+
clear

```

Remember, `merge` is for adding variables (i.e., columns) from a second data set.

### 11.7.3 Merge Options

There are several options that provide more fine-grain control over what happens to non-id columns contained in both data sets. If you've carefully cleaned and prepared the data prior

to merging this shouldn't be an issue, but here are some details about how Stata handles this situation.

- In standard merge, the master dataset is the authority and WON'T CHANGE
- If your master dataset has missing data and some of those values are not missing in your using dataset, specify "update" – this will fill in missing data in master
- If you want data from your using dataset to overwrite that in your master, specify "replace update" – this will replace master data with using data UNLESS the value is missing in the using dataset

#### 11.7.4 Many-to-many merges

Stata allows you to specify merges like `merge m:m id using newdata.dta`, but I have never seen this do anything useful. To quote the official Stata manual:

`m:m` specifies a many-to-many merge and is a **bad idea**. In an `m:m` merge, observations are matched within equal values of the key variable(s), with the first observation being matched to the first; the second, to the second; and so on. If the master and using have an unequal number of observations within the group, then the last observation of the shorter group is used repeatedly to match with subsequent observations of the longer group. Thus `m:m` merges are dependent on the current sort order—something which should never happen. Because `m:m` merges are such a bad idea, we are not going to show you an example. If you think that you need an `m:m` merge, then you probably need to work with your data so that you can use a `1:m` or `m:1` merge. Tips for this are given in Troubleshooting `m:m` merges below

(emphasis added).

If you are thinking about using `merge m:m` chances are good that you actually need `joinby`. Here is a quick example, modified from the `joinby` help page.

```
clear
webuse parent
list
webuse children
list
// Complete and utter nonsense!
merge m:m family_id using http://www.stata-press.com/data/r14/parent
// You want joinby instead
clear
webuse children
joinby family_id using http://www.stata-press.com/data/r14/parent
```

Remember, `merge m:m` is old and broken; **do not use**. Anytime you think you might want `m:m` you should use `joinby` instead.

## 11.8 Creating summarized data sets

### 11.8.1 Collapse

Collapse will take master data and create a new dataset of summary statistics

- Useful in hierarchical linear modeling if you'd like to create aggregate, summary statistics
- Can generate group summary data for many descriptive stats
- Can also attach weights

Before you collapse:

- Save your master dataset and then save it again under a new name (this will prevent collapse from writing over your original data)
- Consider issues of missing data. Do you want Stata to use all possible observations? If not, the `cw` (casewise) option will make casewise deletions

```
// Adapted from the collapse help page
clear
webuse college
list
// mean and sd by hospital
collapse (mean) mean_gpa = gpa mean_hour = hour (sd) sd_gpa = gpa sd_hour = hour, by(year)
list
clear

clear
webuse college
list

+-----+
| gpa hour year number |
|-----|
1. | 3.2 30 1 3 |
2. | 3.5 34 1 2 |
3. | 2.8 28 1 9 |
4. | 2.1 30 1 4 |
5. | 3.8 29 2 3 |
|-----|
6. | 2.5 30 2 4 |
7. | 2.9 35 2 5 |
8. | 3.7 30 3 4 |
9. | 2.2 35 3 2 |
10. | 3.3 33 3 3 |
|-----|
11. | 3.4 32 4 5 |
12. | 2.9 31 4 2 |
+-----+
```

```

our, by(year)
list

+-----+
| year mean_gpa mean_h~r sd_gpa sd_hour |
|-----|
1. | 1 2.9 30.5 .6055301 2.516612 |
2. | 2 3.066667 31.33333 .6658328 3.21455 |
3. | 3 3.066667 32.66667 .7767453 2.516612 |
4. | 4 3.15 31.5 .3535534 .7071068 |
+-----+
clear

```

You could also generate different statistics for multiple variables

### 11.8.2 Exercise 2

#### Merge, Append, & Collapse

Open the gss2.dta dataset. This dataset contains only half of the variables that are in the complete gss dataset.

1. Merge dataset gss1.dta with dataset gss2.dta. The identification variable is “id.”
2. Open the gss.dta dataset and merge in data from the “marital.dta” dataset, which includes income information grouped by individuals’ marital status. The marital dataset contains collapsed data regarding average statistics of individuals based on their marital status.
3. Open the gssAppend.dta dataset and Create a new dataset that combines the observations in gssAppend.dta with those in gssAddObserve.dta.
4. Open the gss.dta dataset. Create a new dataset that summarizes mean and standard deviation of income based on individuals’ degree status (“degree”). In the process of creating this new dataset, rename your three new variables.

## 11.9 Exercise Solutions

### 11.9.1 Ex 0: prototype

Open the gss.dta data.

1. Generate a new variable that represents the squared value of age.

```

use dataSets/gss.dta, clear
gen age2 = age^2

```

2. Generate a new variable equal to “1” if income is greater than “19”.

```

describe income
label list income
recode income (99=.) (98=.)

```

```
gen highincome =0 if income != .
replace highincome=1 if income>19
sum highincome
```

3. Create a new variable that counts the number of missing responses for each respondent. What is the maximum number of missing variables?

```
egen nmissing = rowmiss(_all)
sum nmissing
```

### 11.9.2 Ex 1: prototype

1. Recode values “99” and “98” on the variable, “hrs1” as “missing.”

```
use dataSets/gss.dta, clear
sum hrs1
recode hrs1 (99=.) (98=.)
sum hrs1
```

2. Recode the marital variable into a “string” variable and then back into a numeric variable.

```
tostring marital, gen(marstring)
destring marstring, gen(mardstring)
//compare with
decode marital, gen(marital_s)
encode marital_s, gen(marital_n)

describe marital marstring mardstring marital_s marital_n
sum marital marstring mardstring marital_s marital_n
```

3. Create a new variable that associates each individual with the average number of hours worked among individuals with matching educational degrees (see the last “by” example for inspiration).

```
bysort degree: egen hrsdegree = mean(hrs1)
tab hrsdegree
tab hrsdegree degree
```

### 11.9.3 Ex 2: prototype

Open the gss2.dta dataset. This dataset contains only half of the variables that are in the complete gss dataset.

1. Merge dataset gss1.dta with dataset gss2.dta. The identification variable is “id.”

```
use dataSets/gss2.dta, clear
merge 1:1 id using dataSets/gss1.dta
save gss3.dta, replace
```

2. Open the gss.dta dataset and merge in data from the “marital.dta” dataset, which includes income information grouped by individuals’ marital status. The marital dataset contains collapsed data regarding average statistics of individuals based on their marital status.

```
use dataSets/gss.dta, clear
merge m:1 marital using dataSets/marital.dta, nogenerate replace update
save gss4.dta, replace
```

3. Open the gssAppend.dta dataset and Create a new dataset that combines the observations in gssAppend.dta with those in gssAddObserve.dta.

```
use dataSets/gssAppend.dta, clear
append using dataSets/gssAddObserve, generate(observe)
```

4. Open the gss.dta dataset. Create a new dataset that summarizes mean and standard deviation of income based on individuals’ degree status (“degree”). In the process of creating this new dataset, rename your three new variables.

```
use dataSets/gss.dta, clear
save collapse2.dta, replace
use collapse2.dta, clear
collapse (mean) meaninc=income (sd) sdinc=income, by(marital)
```

## 11.10 Wrap-up

### 11.10.1 Feedback

These workshops are a work-in-progress, please provide any feedback to: [help@iq.harvard.edu](mailto:help@iq.harvard.edu)

### 11.10.2 Resources

- IQSS
  - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
  - Data Science Services: <https://dss.iq.harvard.edu/>
  - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
  - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
  - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
  - RCS consulting email: <mailto:research@hbs.edu>
- Stata
  - UCLA website: <http://www.ats.ucla.edu/stat/Stata/>
  - Stata website: <http://www.stata.com/help.cgi?contents>
  - Email list: <http://www.stata.com/statalist/>



## Chapter 12

# Stata Modeling & Graphing

### Topics

- Stata modeling
  - Simple regression
  - Multiple regression
  - Interactions
  - Exporting regression tables
  - Testing model assumptions
- Stata graphing
  - Univariate graphs
  - Bivariate graphs

### 12.1 Setup

#### 12.1.1 Software & Materials

Laptop users: you will need a copy of Stata installed on your machine. Harvard FAS affiliates can install a licensed version from <http://downloads.fas.harvard.edu/download>

- Download class materials at <https://github.com/IQSS/dss-workshops/raw/master/Stata/StataModGraph.zip>
- Extract materials from the zipped directory `StataModGraph.zip` (Right-click => Extract All on Windows, double-click on Mac) and move them to your desktop!

#### 12.1.2 Organization

- Please feel free to ask questions at any point if they are relevant to the current topic (or if you are lost!)
- Collaboration is encouraged - please introduce yourself to your neighbors!
- If you are using a laptop, you will need to adjust file paths accordingly

- Make comments in your Do-file - save on flash drive or email to yourself

### 12.1.3 Goals

- This is an introduction to modeling and visualization in Stata
- Assumes basic knowledge of Stata
- Not appropriate for people already familiar with Stata
- If you are catching on before the rest of the class, experiment with command features described in help files
- Learning Objectives:
  - Fit models in Stata
  - Test modeling assumptions
  - Plot basic graphs in Stata
  - Plot two-way graphs

## 12.2 Fitting models

### 12.2.1 Today's Dataset

- We have data on a variety of variables for all 50 states
- Population, density, energy use, voting tendencies, graduation rates, income, etc.
- We're going to be predicting SAT scores
- Univariate Regression: SAT scores and Education Expenditures
- Does the amount of money spent on education affect the mean SAT score in a state?
- Dependent variable: csat
- Independent variable: expense

### 12.2.2 Opening Files

- Look at bottom left hand corner of Stata screen
  - This is the directory Stata is currently reading from
- Files are located in the StataStatistics folder on the Desktop
- Start by telling Stata where to look for these

```
// change directory
cd "~/Desktop/Stata/StataStatGraph"

set more off

cd "~/Desktop/Stata/StataStatGraph"
/nfs/www/edu-harvard-iq-tutorials/Stata/StataStatGraph

• Use dir to see what is in the directory:

dir
cd dataSets
```

```

dir
cd ..

dir

total 8
drwxr-sr-x. 2 izahn tutorwww 4096 Oct 22 21:59 dataSets/
drwxr-sr-x. 3 izahn tutorwww 4096 Oct 22 21:59 images/
cd dataSets
/nfs/www/edu-harvard-iq-tutorials/Stata/StataStatGraph/dataSet
dir

total 21008
-rwxr-xr-x. 1 izahn tutorwww 21103444 Oct 22 21:59 NatNeighCrimeStudy.dta*
-rwxr-xr-x. 1 izahn tutorwww 8977 Oct 22 21:59 states.dta*
-rwxr-xr-x. 1 izahn tutorwww 298191 Oct 22 21:59 TimePollPubSchools.dta*
cd ..
/nfs/www/edu-harvard-iq-tutorials/Stata/StataStatGraph

• Load the data

// use the states data set
use dataSets/states.dta

use dataSets/states.dta
(U.S. states data 1990-91)

```

## 12.3 Simple regression

### 12.3.1 Steps for running regression

1. Examine descriptive statistics
2. Look at relationship graphically and test correlation(s)
3. Run and interpret regression
4. Test regression assumptions

### 12.3.2 Preliminaries

- We want to predict csat scores from expense
- First, let's look at some descriptives

```

// generate summary statistics for csat and expense
sum csat expense

sum csat expense

```

Variable	Obs	Mean	Std. Dev.	Min	Max
----------	-----	------	-----------	-----	-----

	csat	51	944.098	66.93497	832	1093
	expense	51	5235.961	1401.155	2960	9259

- We want to predict csat scores from expense
- First, let's look at some descriptives

```
// look at codebook
codebook csat expense

codebook csat expense
```

---

csat	Mean composite SAT score
------	--------------------------

---

type:	numeric (int)					
range:	[832,1093]	units:	1			
unique values:	45	missing .:	0/51			
mean:	944.098					
std. dev:	66.935					
percentiles:	10% 874	25% 886	50% 926	75% 997	90% 1024	

---

expense	Per pupil expenditures prim&sec
---------	---------------------------------

---

type:	numeric (int)					
range:	[2960,9259]	units:	1			
unique values:	51	missing .:	0/51			
mean:	5235.96					
std. dev:	1401.16					
percentiles:	10% 3782	25% 4351	50% 5000	75% 5865	90% 6738	

- Next, view relationship graphically
- Scatterplots work well for univariate relationships

```
// graph expense by csat
twoway scatter expense csat

• Next look at the correlation matrix

// correlate csat and expense
pwcorr csat expense, star(.05)
```

```
pwcorr csat expense, star(.05)
```

	csat	expense
csat	1.0000	
expense	-0.4663*	1.0000

- Not very interesting with only one predictor

### 12.3.3 SAT scores & Education Expenditures

```
regress csat expense
```

```
regress csat expense
```

Source	SS	df	MS	Number of obs	=	51
Model	48708.3001	1	48708.3001	F(1, 49)	=	13.61
Residual	175306.21	49	3577.67775	Prob > F	=	0.0006
Total	224014.51	50	4480.2902	R-squared	=	0.2174
				Adj R-squared	=	0.2015
				Root MSE	=	59.814

	csat	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
expense		-.0222756	.0060371	-3.69	0.001	-.0344077 -.0101436
_cons		1060.732	32.7009	32.44	0.000	995.0175 1126.447

### 12.3.4 OLS assumptions

- Assumption 1: Specification is appropriate (i.e., no relevant omitted variables)
- Assumption 2: Homoscedasticity (The variance around the regression model is the same for all values of the predictor variable)
- Assumption 3: Errors are independent
- Assumption 4: Relationships are linear
- Assumption 5: Normal Distribution of errors (only needed for inference)

#### 12.3.4.1 Specification

The model specification should be informed by theory - i.e., our substantive knowledge of the subject matter. It's important to include all relevant predictors in the model, otherwise our estimates will be biased.

- Goodness of fit

### 12.3.4.2 Homoscedasticity

```
rvfplot
rvfplot
```

### 12.3.4.3 Normality

- A simple histogram of the residuals can be informative

```
// graph the residual values of csat
predict resid, residual
histogram resid, normal

predict resid, residual
histogram resid, normal
(bin=7, start=-131.81111, width=38.329487)
```

## 12.4 Multiple Regression

- Just keep adding predictors
- Let's try adding some predictors to the model of SAT scores
- income :: % students taking SATs
- percent :: % adults with HS diploma (high)

### 12.4.1 Preliminaries

- As before, start with descriptive statistics and correlations

```
// descriptive statistics and correlations
sum income percent high
pwcorr csat expense income percent high

sum income percent high
```

Variable	Obs	Mean	Std. Dev.	Min	Max
income	51	33.95657	6.423134	23.465	48.618
percent	51	35.76471	26.19281	4	81
high	51	76.26078	5.588741	64.3	86.6

pwcorr csat expense income percent high

	csat	expense	income	percent	high
csat	1.0000				
expense	-0.4663	1.0000			
income	-0.4713	0.6784	1.0000		

```

percent | -0.8758 0.6509 0.6733 1.0000
 high | 0.0858 0.3133 0.5099 0.1413 1.0000

• regress csat on expense, income, percent, and high

regress csat expense income percent high

regress csat expense income percent high

Source | SS df MS Number of obs = 51
-----+----- F(4, 46) = 51.86
 Model | 183354.603 4 45838.6508 Prob > F = 0.0000
 Residual | 40659.9067 46 883.911016 R-squared = 0.8185
-----+----- Adj R-squared = 0.8027
 Total | 224014.51 50 4480.2902 Root MSE = 29.731

-----+
 csat | Coef. Std. Err. t P>|t| [95% Conf. Interval]
-----+
 expense | .0045604 .004384 1.04 0.304 -.0042641 .013385
 income | .4437858 1.138947 0.39 0.699 -1.848795 2.736367
 percent | -2.533084 .2454477 -10.32 0.000 -3.027145 -2.039024
 high | 2.086599 .9246023 2.26 0.029 .2254712 3.947727
 _cons | 836.6197 58.33238 14.34 0.000 719.2027 954.0366
-----+

```

### 12.4.2 Exercise 0

#### Multiple Regression

Open the datafile, states.dta.

1. Select a few variables to use in a multiple regression of your own. Before running the regression, examine descriptive of the variables and generate a few scatterplots.
2. Run your regression
3. Examine the plausibility of the assumptions of normality and homogeneity

## 12.5 Interactions

- What if we wanted to test an interaction between percent & high?
- Option 1: generate product terms by hand

```

// generate product of percent and high
gen percenthigh = percent*high
regress csat expense income percent high percenthigh

gen percenthigh = percent*high
regress csat expense income percent high percenthigh

```

Source	SS	df	MS	Number of obs	=	51
				F(5, 45)	=	46.11
Model	187430.401	5	37486.0801	Prob > F	=	0.0000
Residual	36584.1091	45	812.980201	R-squared	=	0.8367
				Adj R-squared	=	0.8185
Total	224014.51	50	4480.2902	Root MSE	=	28.513

csat	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
expense	.0045575	.0042044	1.08	0.284	-.0039107 .0130256
income	.0887856	1.10374	0.08	0.936	-2.134261 2.311832
percent	-8.143002	2.516509	-3.24	0.002	-13.21151 -3.074493
high	.4240906	1.156545	0.37	0.716	-1.905311 2.753492
percenthigh	.0740926	.0330909	2.24	0.030	.00744411 .1407411
_cons	972.525	82.5457	11.78	0.000	806.2695 1138.781

- What if we wanted to test an interaction between percent & high?
- Option 2: Let Stata do your dirty work

```
// use the # sign to represent interactions
regress csat percent high c.percent#c.high
// same as . regress csat c.percent##high
```

```
regress csat percent high c.percent#c.high
```

Source	SS	df	MS	Number of obs	=	51
				F(3, 47)	=	77.39
Model	186302.091	3	62100.6971	Prob > F	=	0.0000
Residual	37712.4186	47	802.391885	R-squared	=	0.8317
				Adj R-squared	=	0.8209
Total	224014.51	50	4480.2902	Root MSE	=	28.327

csat	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
percent	-8.15717	2.488388	-3.28	0.002	-13.16316 -3.151179
high	.6674578	1.082615	0.62	0.541	-1.510482 2.845398
c.percent#					
c.high	.0764271	.0324919	2.35	0.023	.0110619 .1417924
_cons	974.9354	81.98078	11.89	0.000	810.0113 1139.859

### 12.5.1 Categorical Predictors

- For categorical variables, we first need to dummy code

- Use region as example
  - Option 1: create dummy codes before fitting regression model

```
// create region dummy codes using tab
tab region, gen(region)

//regress csat on region
regress csat region1 region2 region3

tab region, gen(region)
```

Geographica		Freq.	Percent	Cum.
1	region			
West	13	26.00	26.00	
N. East	9	18.00	44.00	
South	16	32.00	76.00	
Midwest	12	24.00	100.00	
Total	50	100.00		

```
regress csat region1 region2 region3
```

Source	SS	df	MS	Number of obs	=	50
Model	82049.4719	3	27349.824	F(3, 46)	=	9.61
Residual	130911.908	46	2845.91105	Prob > F	=	0.0000
Total	212961.38	49	4346.15061	R-squared	=	0.3853
				Adj R-squared	=	0.3452
				Root MSE	=	53.347

csat	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
region1	-63.77564	21.35592	-2.99	0.005	-106.7629 -20.7884
region2	-120.5278	23.52385	-5.12	0.000	-167.8788 -73.17672
region3	-80.08333	20.37225	-3.93	0.000	-121.0906 -39.07611
_cons	1010.083	15.39998	65.59	0.000	979.0848 1041.082

- For categorical variables, we first need to dummy code
- Use region as example
  - Option 2: Let Stata do it for you

```
// regress csat on region using fvvarlist syntax
// see help fvvarlist for details
regress csat i.region
```

```
regress csat i.region
```

Source	SS	df	MS	Number of obs	=	50
				F(3, 46)	=	9.61
Model	82049.4719	3	27349.824	Prob > F	=	0.0000
Residual	130911.908	46	2845.91105	R-squared	=	0.3853
				Adj R-squared	=	0.3452
Total	212961.38	49	4346.15061	Root MSE	=	53.347

csat	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
region					
N. East	-56.75214	23.13285	-2.45	0.018	-103.3161 -10.18813
South	-16.30769	19.91948	-0.82	0.417	-56.40353 23.78814
Midwest	63.77564	21.35592	2.99	0.005	20.7884 106.7629
_cons	946.3077	14.79582	63.96	0.000	916.5253 976.0901

### 12.5.2 Exercise 1

#### Regression, Categorical Predictors, & Interactions

Open the datafile, states.dta.

1. Add on to the regression equation that you created in exercise 1 by generating an interaction term and testing the interaction.
2. Try adding a categorical variable to your regression (remember, it will need to be dummy coded). You could use region or generate a new categorical variable from one of the continuous variables in the dataset.

## 12.6 Exporting & saving results

### 12.6.1 Regression tables

- Usually when we're running regression, we'll be testing multiple models at a time
- Can be difficult to compare results
- Stata offers several user-friendly options for storing and viewing regression output from multiple models
- First, download the necessary packages:

```
// install outreg2 package
findit outreg2
```

### 12.6.2 Saving & replaying

- You can store regression model results in Stata

```
// fit two regression models and store the results
regress csat expense income percent high
estimates store Model1
regress csat expense income percent high i.region
estimates store Model2
```

```
regress csat expense income percent high
```

Source	SS	df	MS	Number of obs	=	51
				F(4, 46)	=	51.86
Model	183354.603	4	45838.6508	Prob > F	=	0.0000
Residual	40659.9067	46	883.911016	R-squared	=	0.8185
				Adj R-squared	=	0.8027
Total	224014.51	50	4480.2902	Root MSE	=	29.731

csat	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
expense	.0045604	.004384	1.04	0.304	-.0042641 .013385
income	.4437858	1.138947	0.39	0.699	-1.848795 2.736367
percent	-2.533084	.2454477	-10.32	0.000	-3.027145 -2.039024
high	2.086599	.9246023	2.26	0.029	.2254712 3.947727
_cons	836.6197	58.33238	14.34	0.000	719.2027 954.0366

```
estimates store Model1
```

```
regress csat expense income percent high i.region
```

Source	SS	df	MS	Number of obs	=	50
				F(7, 42)	=	51.07
Model	190570.293	7	27224.3275	Prob > F	=	0.0000
Residual	22391.0874	42	533.121128	R-squared	=	0.8949
				Adj R-squared	=	0.8773
Total	212961.38	49	4346.15061	Root MSE	=	23.089

csat	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
expense	-.004375	.0044603	-0.98	0.332	-.0133763 .0046263
income	1.306164	.950279	1.37	0.177	-.6115765 3.223905
percent	-2.965514	.2496481	-11.88	0.000	-3.469325 -2.461704
high	3.544804	1.075863	3.29	0.002	1.373625 5.715983
region					
N. East	80.81334	15.4341	5.24	0.000	49.66607 111.9606
South	33.61225	13.94521	2.41	0.020	5.469676 61.75483

Midwest		32.15421	10.20145	3.15	0.003	11.56686	52.74157
_cons		724.8289	79.25065	9.15	0.000	564.8946	884.7631

---

```
estimates store Model2
```

- Stored models can be recalled

```
// Display Model1
estimates replay Model1
```

```
estimates replay Model1
```

---

```
Model Model1
```

---

Source		SS	df	MS	Number of obs	=	51
	+				F(4, 46)	=	51.86
Model		183354.603	4	45838.6508	Prob > F	=	0.0000
Residual		40659.9067	46	883.911016	R-squared	=	0.8185
	+				Adj R-squared	=	0.8027
Total		224014.51	50	4480.2902	Root MSE	=	29.731

csat		Coef.	Std. Err.	t	P> t	[95% Conf. Interval]
expense		.0045604	.004384	1.04	0.304	-.0042641 .013385
income		.4437858	1.138947	0.39	0.699	-1.848795 2.736367
percent		-2.533084	.2454477	-10.32	0.000	-3.027145 -2.039024
high		2.086599	.9246023	2.26	0.029	.2254712 3.947727
_cons		836.6197	58.33238	14.34	0.000	719.2027 954.0366

---

- Stored models can be compared

```
// Compare Model1 and Model2 coefficients
estimates table Model1 Model2
```

```
estimates table Model1 Model2
```

---

Variable		Model1	Model2
expense		.00456044	-.00437502
income		.44378583	1.3061642
percent		-2.5330843	-2.9655142
high		2.0865991	3.5448038
region			
N. East			80.813342

South		33.612251
Midwest		32.154215
_cons		836.61966    724.82886

---

### 12.6.3 Exporting to Excel

- Avoid human error when transferring coefficients into tables
- Excel can be used to format publication-ready tables

```
outreg2 [Model1 Model2] using csatprediction.xls, replace
```

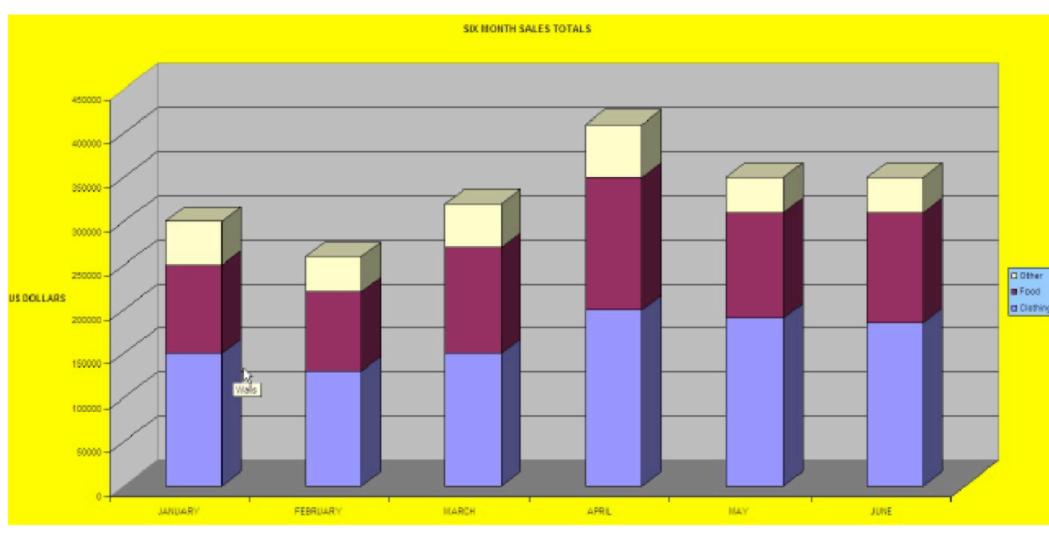
```
outreg2 [Model1 Model2] using csatprediction.xls, replace
~/ado/plus/o/outreg2.ado
csatprediction.xls
dir : seeout
```

## 12.7 Graphing in Stata

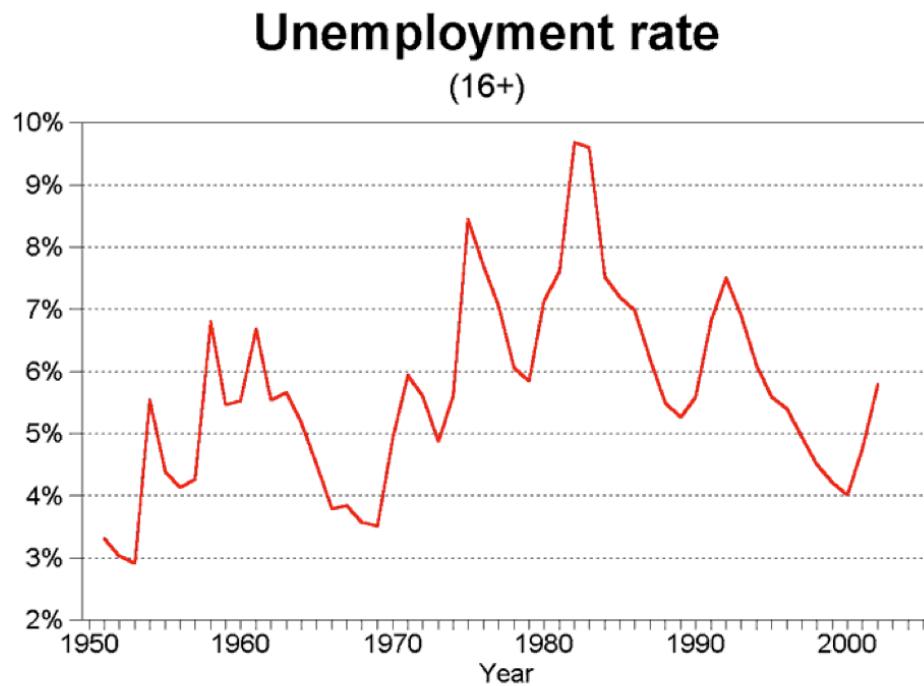
### 12.7.1 Graphing Strategies

- Keep it simple
- Labels, labels, labels!!
- Avoid cluttered graphs
- Every part of the graph should be meaningful
- Avoid:
  - Shading
  - Distracting colors
  - Decoration
- Always know what you're working with before you get started
  - Recognize scale of data
  - If you're using multiple variables – how do their scales align?
- Before any graphing procedure review variables with `codebook`, `sum`, `tab`, etc.
- HELPFUL STATA HINT: If you want your command to go on multiple lines use `///` at end of each line

### 12.7.2 Terrible Graph



### 12.7.3 Much Better Graph



Source: Bureau of Labor Statistics, <http://www.bls.gov/data/>

## 12.8 Univariate Graphics

### 12.8.1 Our First Dataset

- Time Magazine Public School Poll
  - Based on survey of 1,000 adults in U.S.
  - Conducted in August 2010
  - Questions regarding feelings about parental involvement, teachers union, current potential for reform
- Open Stata and call up the datafile for today

```
// Step 1: tell Stata where to find data:
cd "~/StataGraphics/dataSets"
// Step 2: call up our dataset:
use TimePollPubSchools.dta
```

### 12.8.2 Single Continuous Variables

#### Example: Histograms

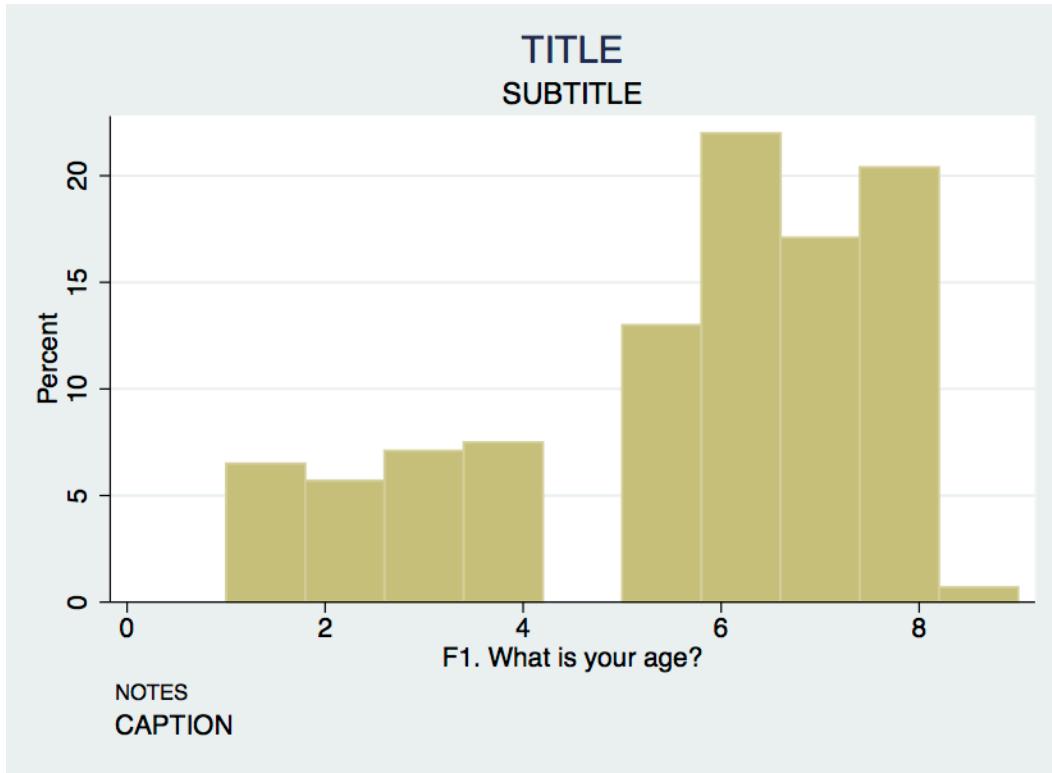
- Stata assumes you're working with continuous data
- Very simple syntax:
  - **hist varname**
- Put a comma after your varname and start adding options
  - **bin(#)** : change the number of bars that the graph displays
  - **normal** : overlay normal curve
  - **addlabels** : add actual values to bars

#### Histogram Options

- To change the numeric depiction of your data add these options after the comma
  - Choose one: density fraction frequency percent
- Be sure to properly describe your histogram:
  - **title(insert name of graph)**
  - **subtitle(insert subtitle of graph)**
  - **note(insert note to appear at bottom of graph)**
  - **caption(insert caption to appear below notes)**

#### Histogram Example

```
hist F1, bin(10) percent title(TITLE) ///
subtitle(SUBTITLE) caption(CAPTION) note(NOTES)
```

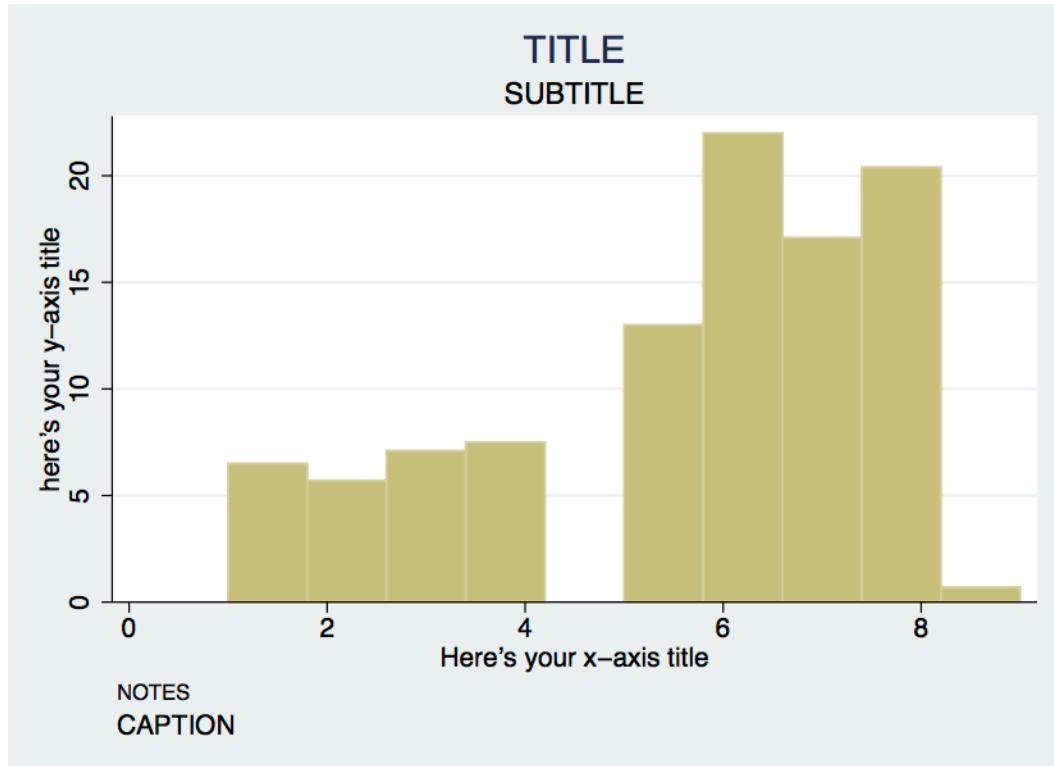


### Axis Titles & Labels

- Axis title options (default is variable label):
  - `xtitle(insert x axis name)`
  - `ytitle(insert y axis name)`
- Don't want axis titles?
  - `xtitle("")`
  - `ytitle("")`
- Add labels to X or Y axis:
  - `xlabel(insert x axis label)`
  - `ylabel(insert y axis label)`
- Tell Stata how to scale each axis
  - `xlabel(start#(increment)end#)`
  - `xlabel(0(5)100)`
- This would label x-axis from 0-100 in increments of 5

### Axis Labels Example

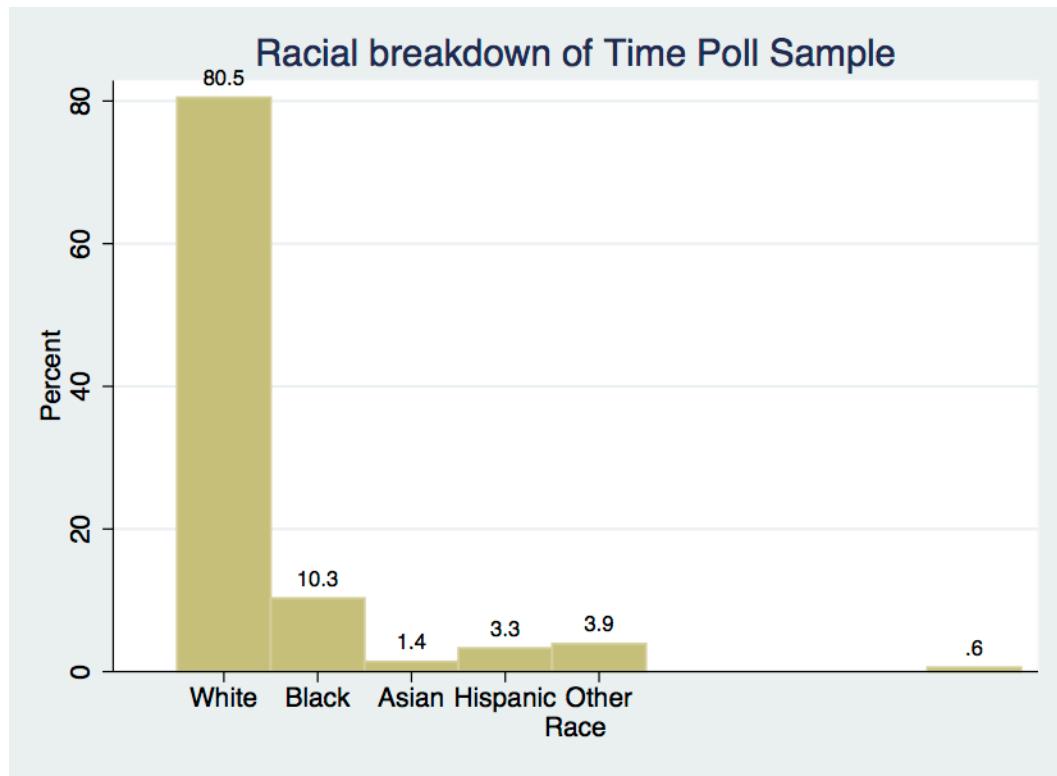
```
hist F1, bin(10) percent title(TITLE) subtitle(SUBTITLE) ///
 caption(CAPTION) note(NOTES) ///
 xtitle(Here's your x-axis title) ///
 ytitle(here's your y-axis title)
```



### 12.8.3 Single Categorical Variables

- We can also use the `hist` command for bar graphs
  - Simply specify “discrete” with options
- Stata will produce one bar for each level (i.e. category) of variable
- Use `xlabel` command to insert names of individual categories

```
hist F4, title(Racial breakdown of Time Poll Sample) xtitle(Race) ///
ytitle(Percent) xlabel(1 "White" 2 "Black" 3 "Asian" 4 "Hispanic" ///
5 "Other") discrete percent addlabels
```



#### 12.8.4 Exercise 2

##### Histograms Bar Graphs

1. Open the datafile, NatNeighCrimeStudy.dta.
2. Create a histogram of the tract-level poverty rate (variable name: T\_POVRTY).
3. Insert the normal curve over the histogram
4. Change the numeric representation on the Y-axis to “percent”
5. Add appropriate titles to the overall graph and the x axis and y axis. Also, add a note that states the source of this data.
6. Open the datafile, TimePollPubSchools.dta
7. Create a histogram of the question, “What grade would you give your child’s school” (variable name: Q11). Be sure to tell Stata that this is a categorical variable.
8. Format this graph so that the axes have proper titles and labels. Also, add an appropriate title to the overall graph that goes onto two lines. Add a note stating the source of the data.

## 12.9 Bivariate Graphics

### 12.9.1 Next Dataset:

- National Neighborhood Crime Study (NNCS)
  - N=9,593 census tracts in 2000
  - Explore sources of variation in crime for communities in the United States
  - Tract-level data: crime, social disorganization, disadvantage, socioeconomic inequality
  - City-level data: labor market, socioeconomic inequality, population change

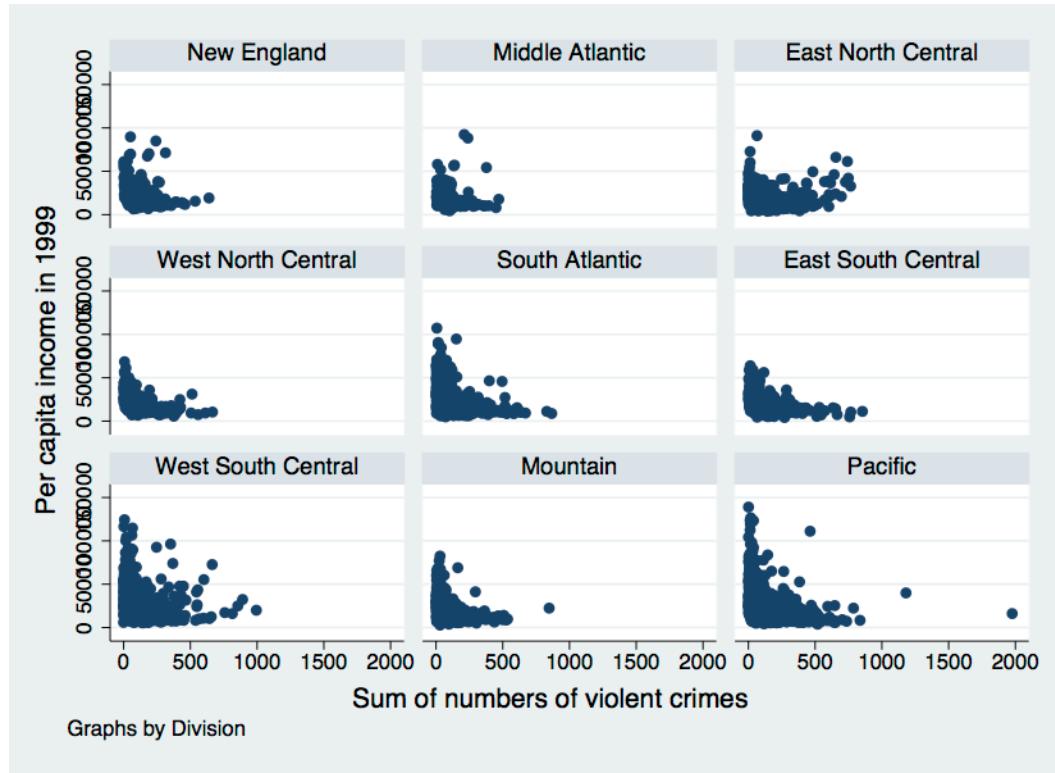
### 12.9.2 The TwoWay Family

- `twoway` is basic Stata command for all two-way graphs
- Use `twoway` anytime you want to make comparisons among variables
- Can be used to combine graphs (i.e., overlay one graph with another)
  - e.g., insert line of best fit over a scatter plot
- Some basic examples:

```
use NatNeighCrimeStudy.dta
twoway scatter T_PERCAP T_VIOLNT
twoway dropline T_PERCAP T_VIOLNT
twoway lfitci T_PERCAP T_VIOLNT
```

#### TwoWay & the by Statement

```
twoway scatter T_PERCAP T_VIOLNT, by(DIVISION)
```



### Two-way Title Options

- Same title options as with histogram
  - `title(insert name of graph)`
  - `subtitle(insert subtitle of graph)`
  - `note(insert note to appear at bottom of graph)`
  - `caption(insert caption to appear below notes)`

### Two-way Title Options Example

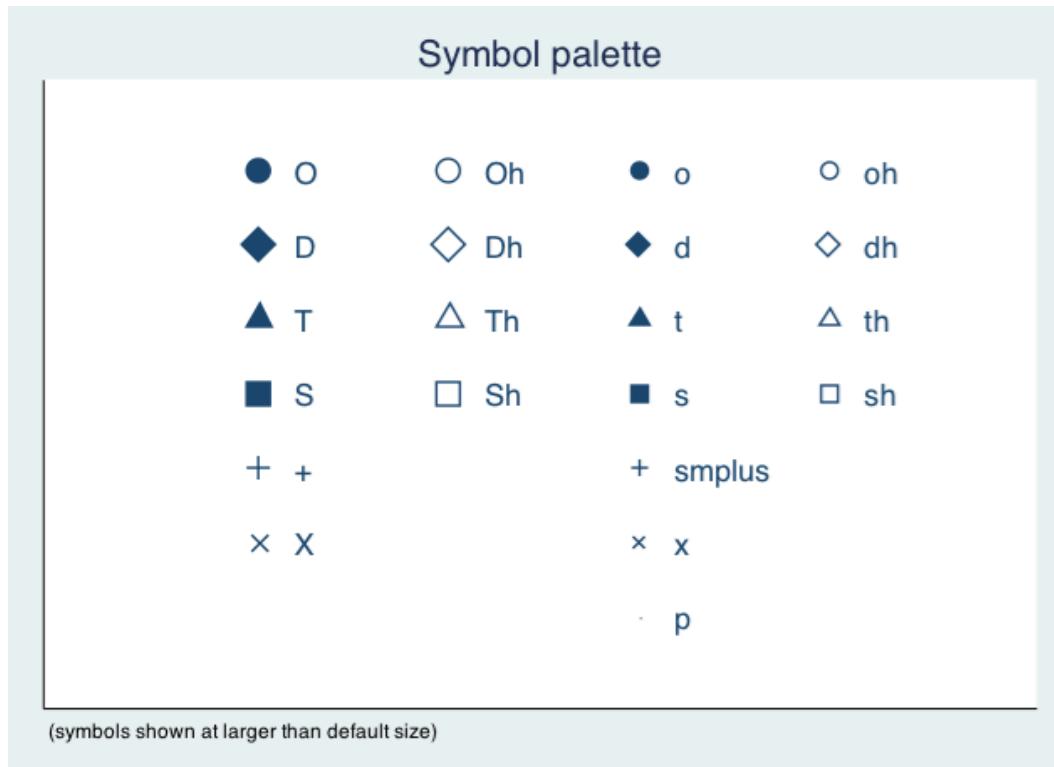
```
twoway scatter T_PERCAP T_VIOLNT, ///
 title(Comparison of Per Capita Income ///
 and Violent Crime Rate at Tract level) ///
 xtitle(Violent Crime Rate) ytitle(Per Capita Income) ///
 note(Source: National Neighborhood Crime Study 2000)
```

- The title is a bit cramped—let's fix that:

```
twoway scatter T_PERCAP T_VIOLNT, ///
 title("Comparison of Per Capita Income" ///
 "and Violent Crime Rate at Tract level") ///
 xtitle(Violent Crime Rate) ytitle(Per Capita Income) ///
 note(Source: National Neighborhood Crime Study 2000)
```

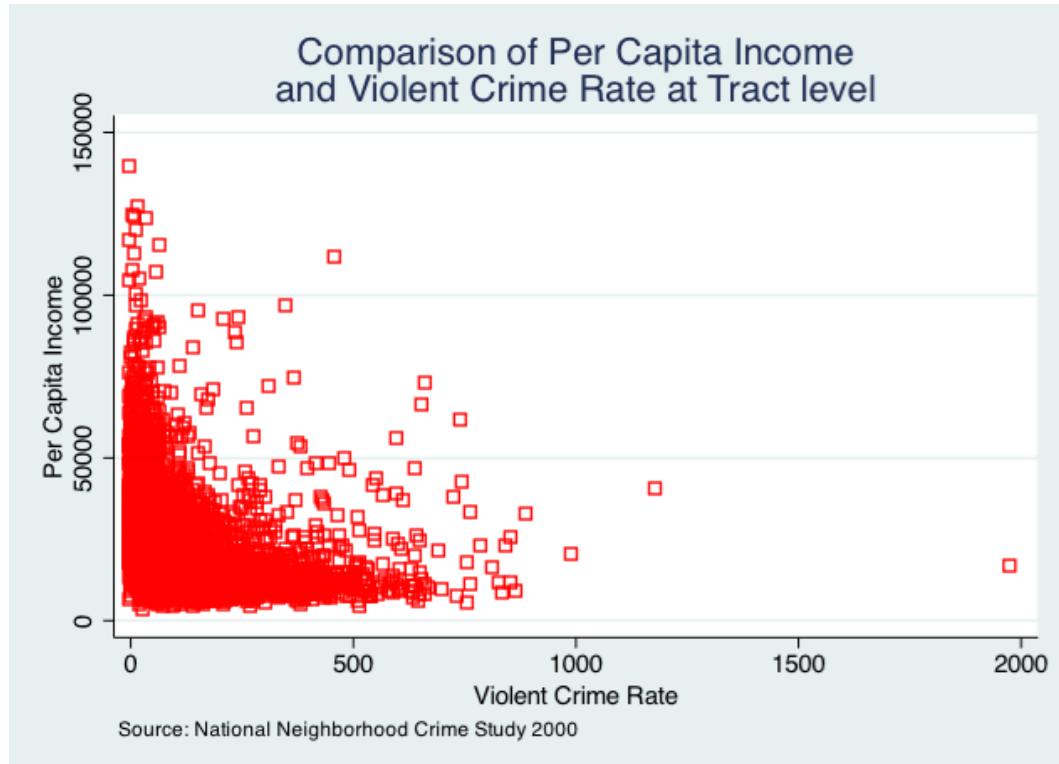
### Two-way Symbol Options

- A variety of symbol shapes are available: use `palette symbolpalette` to seem them and `msymbol()` to set them



### Two-way Symbol Options

```
twoway scatter T_PERCAP T_VIOLNT, ///
 title("Comparison of Per Capita Income" ///
 "and Violent Crime Rate at Tract level") ///
 xtitle(Violent Crime Rate) ytitle(Per Capita Income) ///
 note(Source: National Neighborhood Crime Study 2000) ///
 msymbol(Sh) mcolor("red")
```



### 12.9.3 Overlaying Twoway Graphs

- Very simple to combine multiple graphs...just put each graph command in parentheses
  - `twoway (scatter var1 var2) (lfit var1 var2)`
- Add individual options to each graph within the parentheses
- Add overall graph options as usual following the comma
  - `twoway (scatter var1 var2) (lfit var1 var2), options`

#### Overlaying Points & Lines

```
twoway (scatter T_PERCAP T_VIOLNT) ///
(lfit T_PERCAP T_VIOLNT), ///
title("Comparison of Per Capita Income" ///
"and Violent Crime Rate at Tract level") ///
xtitle(Violent Crime Rate) ytitle(Per Capita Income) ///
note(Source: National Neighborhood Crime Study 2000)
```

#### Overlaying Points & Labels

```
twoway (scatter T_PERCAP T_VIOLNT if T_VIOLNT==1976, ///
mlabel(CITY)) (scatter T_PERCAP T_VIOLNT), ///
title("Comparison of Per Capita Income" ///
"and Violent Crime Rate at Tract level") ///
xlabel(0(200)2400) note(Source: National Neighborhood ///
```

```
Crime Study 2000) legend(off)
```

### 12.9.4 Exercise 3

#### The TwoWay Family

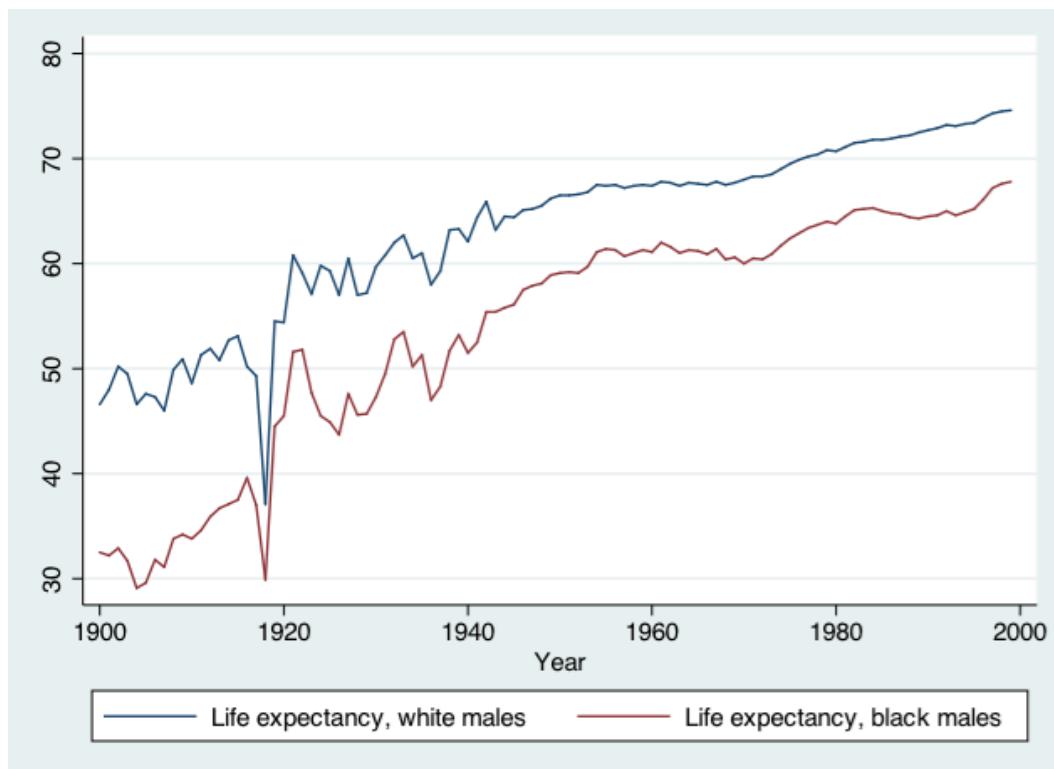
Open the datafile, NatNeighCrimeStudy.dta.

1. Create a basic twoway scatterplot that compares the city unemployment rate (`C_UNEMP`) to the percent secondary sector low-wage jobs (`C_SSLOW`)
2. Generate the same scatterplot, but this time, divide the plot by the dummy variable indicating whether the city is located in the south or not (`C_SOUTH`)
3. Change the color of the symbol that you use in this scatter plot
4. Change the type of symbol you use to a marker of your choice
5. Notice in your scatterplot that is broken down by `C_SOUTH` that there is an outlier in the upper right hand corner of the “Not South” graph. Add the city name label to this marker.
6. Review the options available under “help twowayoptions” and change one aspect of your graph using an option that we haven’t already reviewed

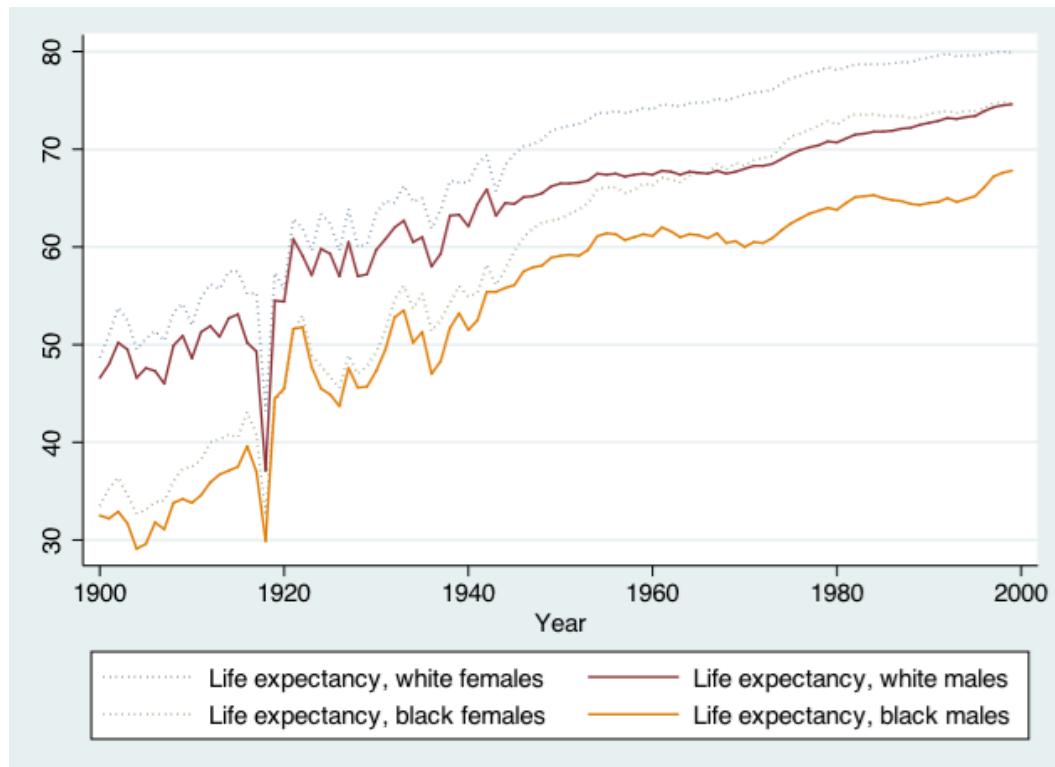
## 12.10 Twoway Line Graphs

- Line graphs helpful for a variety of data
  - Especially any type of time series data
- We’ll use data on US life expectancy from 1900-1999
  - `webuse uslifeexp, clear`

```
webuse uslifeexp, clear
twoway (line le_wm year, mcolor("red")) ///
 (line le_bm year, mcolor("green"))
```

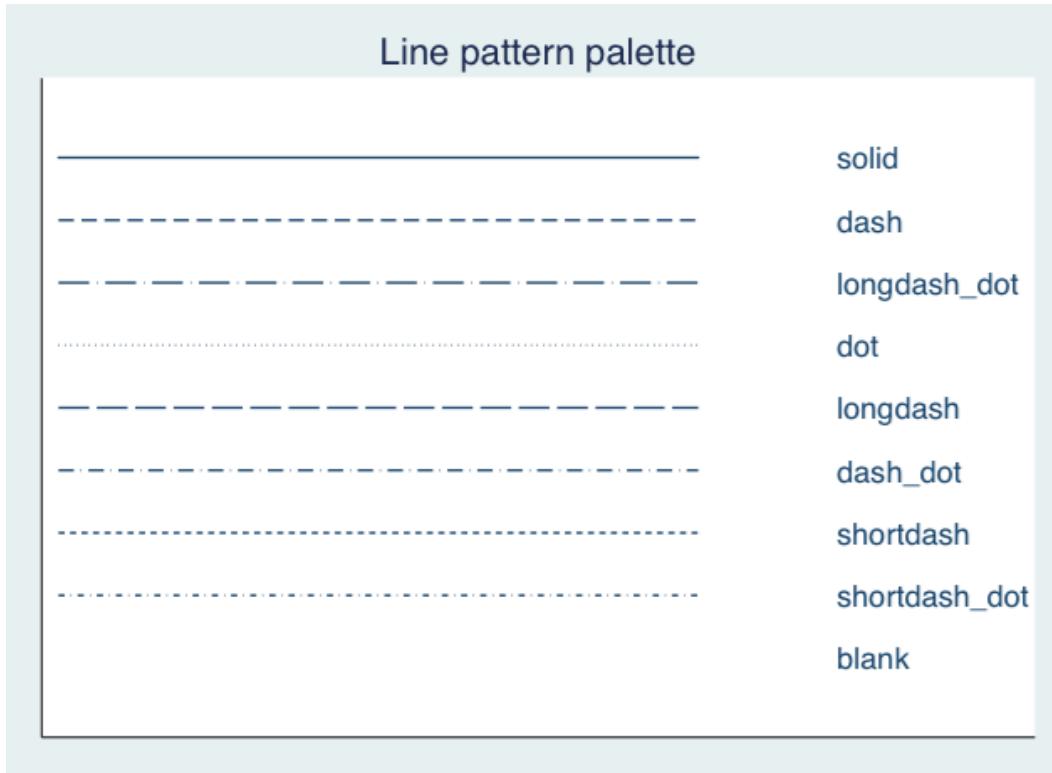


```
twoway (line (le_wfemale le_wmale le_bf le_bm) year, ///
lpattern(dot solid dot solid))
```



Stata Graphing Lines

palette linepalette



## 12.11 Exporting Graphs

- From Stata, right click on image and select “save as” or try syntax:
  - `graph export myfig.esp, replace`
- In Microsoft Word: insert -> picture -> from file
  - Or, right click on graph in Stata and copy and paste into MS Word

## 12.12 Exercise Solutions

### 12.12.1 Ex 0: prototype

\*\*

### 12.12.2 Ex 1: prototype

\*\*

### 12.12.3 Ex 2: prototype

\*\*

### 12.12.4 Ex 3: prototype

\*\*

## 12.13 Wrap-up

### 12.13.1 Feedback

These workshops are a work in progress, please provide any feedback to: [help@iq.harvard.edu](mailto:help@iq.harvard.edu)

### 12.13.2 Resources

- IQSS
  - Workshops: <https://dss.iq.harvard.edu/workshop-materials>
  - Data Science Services: <https://dss.iq.harvard.edu/>
  - Research Computing Environment: <https://iqss.github.io/dss-rce/>
- HBS
  - Research Computing Services workshops: <https://training.rcs.hbs.org/workshops>
  - Other HBS RCS resources: <https://training.rcs.hbs.org/workshop-materials>
  - RCS consulting email: <mailto:research@hbs.edu>
- Stata
  - UCLA website: <http://www.ats.ucla.edu/stat/Stata/>
  - Stata website: <http://www.stata.com/help.cgi?contents>
  - Email list: <http://www.stata.com/statalist/>