

University of Wisconsin-Madison

Sociology 693: Practicum in Analysis and Research Spring 2025

Instructor: Professor Christine Schwartz

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

Time: Wednesdays 3:00-5:00pm

Location: Social Science 6310

The Practicum in Analysis and Research is a course for students participating in the Sociology Department's Concentration in Analysis and Research. The course is designed to complement the Concentration's required internship; only students who have completed or are currently engaged in internships may enroll. The seminar provides hands-on experience in quantitative data analysis and interpretation, and in research reporting (including writing, use of tables and/or graphs, and oral presentations). Students will also explore career options and strategies in social science research.

Readings. I will provide copies of readings electronically as necessary.

Assignments and Grades. The research internship is pass/fail, based on evaluations by internship supervisors; students who do not satisfactorily complete the internship will not receive credit for 693. Seminar assignments and grading are summarized below:

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

Research project grades will be based on timeliness and completeness of analysis assignments, with some consideration for degree of difficulty. Written reports and oral presentations will be graded in terms of substantive content and writing/presentation quality. Class participation includes attendance, participation in discussions, peer reviews, and other contributions such as advising other class members on analytic problems. Grades for all components will also incorporate responsiveness to feedback on prior drafts and assignments. **Written assignments are to be turned in on time by via the course website on Canvas.** *If you are having trouble with a particular assignment, please contact me so that we can work through the problem before the assignment is due. Many of the assignments are cumulative parts of the research project so if you fall behind, it is difficult to catch up.*

Credits. This is 3-credit class. The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per

credit), which include regularly scheduled instructor-student meeting times and approximately 7.5 hours per week of work outside of class. This includes reading, analysis and written assignments for the semester-long research project, written peer-review feedback, and regular meetings with the instructor to discuss progress.

Accommodations. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's web page for details: <https://kb.wisc.edu/page.php?id=21698>.

Academic honesty. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](http://www.students.wisc.edu/doso/academic-integrity/) at <http://www.students.wisc.edu/doso/academic-integrity/>

According to UWS 14, academic misconduct is defined as:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor.

Sexual harassment and misconduct. Professional conduct and appropriate behavior are critical to create a safe learning environment for students and instructors alike. Here is a statement about sexual harassment from the University:

What is Sexual Harassment?

Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is a condition of employment, academic progress, or participation in a university program; or
- submission to or rejection of such conduct influences employment, academic or university program decisions; or
- the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

[Tangible Action or Quid Pro Quo \(This for That\) Sexual Harassment](#) and [Hostile Environment Sexual Harassment](#) are both illegal and unacceptable.

One practical implication is that instructors (faculty or graduate students) may not date students to whom they will be assigning grades. If you believe that you have been harassed, contact your instructor, the chair of the Department of Sociology (socchair@ssc.wisc.edu), or associate chair Max Besbris (besbris@wisc.edu).

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (socchair@ssc.wisc.edu).

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

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

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

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

Learning objectives. Beyond the specific substantive and methodological content covered in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of sociology:

- *Critically Evaluate Published Research.* Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Critical Thinking about Society and Social Processes:* Sociology graduates can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *Prepare for Graduate School and the Job Market:* Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications.
- *Improve project management skills:* Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

Class schedule. Schedule is subject to change. Please pay attention to room in which class is meeting – we may have a few sessions in rooms other than the regular classroom.

Jan 22 3:00-3:30	Introductions and semester overview
3:30-3:45	Internship report instructions
3:45-5:00	Constructing research questions; examples and discussion

Read:

Jensen, Katherine, and Javier Auyero. "[Teaching and learning the craft: The construction of ethnographic objects](#)." *Urban Ethnography*. Vol. 16. Emerald Publishing Limited, 2019. 69-87.

Jan 29 3:00-3:30 How to write constructive and useful peer reviews
 The peer review process in academic publishing
 Getting ready: Internship presentations
 3:30-5:00 Preparing resumes and writing cover letters
 Field trip to Successworks (University Book Store)
 Beth Karabin (ekarabin@wisc.edu), Career & Internship Specialist,
 SuccessWorks
 Individual meetings on research projects

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

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

Feb 5 3:00-5:00 Internship presentations

Read: Cuba, LJ. 2001. *A Short Guide to Writing about Social Science*. Chapter 6 “Oral Presentations” pp. 152-162. Pearson. [Canvas]

Due: (a) Peer reviews of draft internship reports (copies to instructor and author)
 (b) Revised research question and data source
 (c) Draft resume (upload to Canvas)
 (d) Slides to cschwartz@ssc.wisc.edu by 2 pm

Feb 12 3:00-4:00 Getting ready: Analysis plans
 4:00-5:00 **Stata** example, Part I (bring laptops)
 Defining your sample, constructing variables, weighting
 Individual meetings on research projects

Due: (a) Final internship report

Feb 19 3:00-3:30 The importance of documentation & organization

3:30-5:00 **Stata** example Part II (bring laptops)
 Defining your sample, constructing variables, weighting, regressions
 Individual meetings on research projects

Read: Long, Scott. 2009. *The Workflow of Data Analysis Using Stata*. Chapter 2
 “Planning, Organizing, and Documenting.” Stata Press.

Due: (a) Draft analysis plan and variables (upload to Canvas)
 (b) Final resume

Feb 26 3:00-4:00 Weighting descriptive statistics, missing data. Review of descriptive
 statistics (Table 1 and figures)

4:00-5:00 Flipped classroom: Table 1 and Figure 1
 Individual meetings on research projects

Read: Papageorgiou, Grigorios, et al. "Statistical primer: how to deal with
 missing data in scientific research?" *Interactive cardiovascular and
 thoracic surgery* 27.2 (2018): 153-158.

Optional other resources:

Johnson, David R., and Rebekah Young. "Toward best practices in
 analyzing datasets with missing data: Comparisons and
 recommendations." *Journal of Marriage and Family* 73.5 (2011): 926-
 945.

Allison, Paul D. 2010. Chapter 20, “[Missing Data](#)” in Handbook of Survey
 Research, Second Edition, Emerald Group Publishing Limited.

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

Due: (a) Revised analysis plan
 (b) Basic descriptive statistics (output)

Mar 5 **Professor Schwartz out of town at conference**

Asynchronous online activity. Complete the “Career Conversations” Canvas
 module, see this [SuccessWorks page](#) and click on “Enroll on Canvas”

Due: (a) Draft Table 1 and figure
 (b) Schedule individual appointment to review Table 1 & Figure 1

Mar 12 3:00-4:00 Networking (bring laptops)

4:00-5:00 How to write introductions and methods sections

Read: Cuba, LJ. 2001. *A Short Guide to Writing about Social Science*. Chapter 1
 “The Practice of Writing.” Pearson.

Cuba, LJ. 2001. *A Short Guide to Writing about Social Science*. Chapter 8 "Revising." Pearson.

Abstract only: Manning, Wendy D., and Pamela J. Smock. "'Swapping' families: Serial parenting and economic support for children." *Journal of Marriage and Family* 62.1 (2000): 111-122.

Abstract only: Borders, L. DiAnne, Lynda K. Black, and B. Kay Pasley. "Are adopted children and their parents at greater risk for negative outcomes?." *Family Relations* (1998): 237-241.

Due: (a) Revised Table 1 and figure
(b) Draft email regarding informational interview from Career Conversations Module.

Mar 19 3:00-4:00 Research ethics and the IRB, Casey Pellien, Minimal Risk Research Associate Director, UW-Madison Institutional Review Boards Office
4:00-4:30 Review of methods and statistics for academic writing
4:30-5:00 Flipped classroom: Multivariate statistics and Table 2s

Read: Data visualization TBA

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

Mar 26 Spring recess – no class

Apr 2 3:00-4:00 Writing about Multivariate Regression results
4:00-5:00 Group discussion of projects and individual meetings

Due: (a) Draft tables and bullet point interpretations (multivariate statistics)
(b) Peer reviews of introduction & methods sections (copies to instructor and author)

Apr 9 3:00-4:00 Class choice session *TBA* (e.g., panel on tips for the graduate school application process, software training session of your choice [Tableau, Python, SAS, R, etc.], more RA skills practice] (bring laptops)
4:00-5:00 "[How to Speak](https://ocw.mit.edu/courses/res-t11-005-how-to-speak-january-iap-2018/)" MIT OpenCourseWare, Patrick Winston. View the complete course: <https://ocw.mit.edu/courses/res-t11-005-how-to-speak-january-iap-2018/>

Due: (a) Revised tables and figure(s)
(b) Draft results section

- Apr 16** CAR alumni panel
(a) Revised tables and figure(s)
(b) Revised introduction & methods section
- Apr 23** 3:00-4:00 Bringing the threads together: final comments on projects
4:00-5:00 Individual meetings on research projects
- Due:** (a) Revised tables and figure(s)
(b) Draft results section, including tables and figure(s)
(c) Canvas reflection assignment on “How to Speak” by Patrick Winston
- April 30** 3:00-5:00. Research presentations
- Due:** (a) Slides to cschwartz@ssc.wisc.edu by 2pm
(b) Draft data documentation
- Final project due:** Friday, May 9, 2:25pm (Canvas)