

SOC252H1 S

Intermediate Quantitative Methods in Sociology

Winter 2024 Syllabus

Course Meetings

SOC252H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Thursday, 11:10 AM - 1:00 PM	In Person:
TUT0101	Monday, 9:00 AM - 11:00 AM	In Person:
TUT0201	Friday, 1:00 PM - 3:00 PM	In Person:
TUT0301	Friday, 3:00 PM - 5:00 PM	In Person:

Course Contacts

Instructor: Leafia Ye

Email: lye.teaching@gmail.com

Office Hours and Location: Thursday 2-3 pm on Zoom:

<https://utoronto.zoom.us/j/85117011249>

Course Overview

Provides students with the opportunity to develop an understanding of the logic of multivariate analysis by applying various strategies for the analysis of complex multivariate data. Restricted to sociology majors and specialists.

Provides students with the opportunity to develop an understanding of the logic of multivariate analysis by applying various strategies for the analysis of complex multivariate data. Restricted to sociology majors and specialists.

Course Learning Outcomes

Upon successful completion of the course, students will be able to apply various quantitative methods, correctly interpret statistical outputs, and critically evaluate sociological research that uses regression.

Prerequisites: SOC202H1

Corequisites: None

Exclusions: SOC300H1, ECO220Y1, PSY202H1, STA221H1

Recommended Preparation: SOC150H1

Credit Value: 0.5

Course Materials

Text

Thrane, C. (2019). *Applied regression analysis: Doing, interpreting and reporting*. Routledge.

This book is free to access online via UofT libraries.

Week 1: Introduction: what is regression analysis?

No required readings.

Week 2: Simple linear regression

Thrane Ch. 1 and 2.

Balogun, A. G., & Olanrewaju, A. S. (2016). Role of computer self-efficacy and gender in computer-based test anxiety among undergraduates in Nigeria. *Psychological Thought*, 9(1).

Week 4: Multiple regression

Thrane Ch 3.

Delucchi, M. (2000). Don't worry, be happy: Instructor likability, student perceptions of learning, and teacher ratings in upper-level sociology courses. *Teaching Sociology*, 220-231.

Rohrer, J. M. (2018). Thinking clearly about correlations and causation: Graphical causal models for observational data. *Advances in methods and practices in psychological science*, 1(1), 27-42.

Week 4: Samples, populations, and significance

Thrane Ch 4.

Jung, M. (2020). Immigration and crime in Canadian cities: A 35-year study. *Canadian Journal of Criminology and Criminal Justice*, 62(1), 71-97.

Week 5: Assumptions of regression analysis

Thrane Ch 5.

Pridemore, W. A. (2008). A methodological addition to the cross-national empirical literature on social structure and homicide: a first test of the poverty-homicide thesis. *Criminology*, 46(1), 133-154.

Week 6: Mid-term exam

Week 7: No class – reading week

Guidelines for data analysis project will be posted.

Week 8: Mediation and moderation

Thrane Ch 6.

Jang, H., Pilkauskas, N. V., & Tang, F. (2022). Age at immigration and depression: The mediating role of contemporary relationships with adult children among older immigrants. *The Journals of Gerontology: Series B*, 77(2), 413-423.

Zhang, Z., Liu, G., Chen, B., & Huang, K. (2022). Social asset or social liability? how partisanship moderates the relationship between social capital and covid-19 vaccination rates across united states counties. *Social Science & Medicine*, 311, 115325.

Week 9: Logistic regression

Thrane Ch 7.

Erickson, M., & Kim, C. (2022). Tied staying on the rise? Declining migration among co-breadwinner couples in the United States, 1990s to 2010s. *Social Forces*, 101(2), 974-1002.

Akresh, I. R., & Frank, R. (2008). Health selection among new immigrants. *American journal of public health*, 98(11), 2058-2064.

Week 10: Ordinal logistic regression

Thrane Ch 8.

Costello, M., Hawdon, J., Bernatzky, C., & Mendes, K. (2019). Social group identity and perceptions of online hate. *Sociological inquiry*, 89(3), 427-452.

Week 11: Instrumental Variable

Thrane Ch 9.

Kim, D., Baum, C. F., Ganz, M. L., Subramanian, S. V., & Kawachi, I. (2011). The contextual effects of social capital on health: a cross-national instrumental variable analysis. *Social science & medicine*, 73(12), 1689-1697.

Flashman, J. (2014). Friend effects and racial disparities in academic achievement. *Sociological Science*, 1, 260-276.

Week 12: Multilevel modeling

Albright, J. J., & Marinova, D. M. (2015). Estimating multilevel models using SPSS, Stata, SAS and R.

Bittmann, F. (2022). How trust makes a difference: The impact of the first wave of the COVID-19 pandemic on life satisfaction in Germany. *Applied research in quality of life*, 17(3), 1389-1405.

Villarreal, A., & Tamborini, C. R. (2018). Immigrants' economic assimilation: Evidence from longitudinal earnings records. *American Sociological Review*, 83(4), 686-715.

Week 13: Final exam

Marking Scheme

Assessment	Percent	Details	Due Date
Quizzes	15%	You will complete three quizzes on Quercus that test what you learned from the readings (both textbook and academic articles) and during lectures. Quizzes are open-book, untimed, and allow multiple attempts. You must complete them independently, and each quiz is worth 5% of your grade.	2024-01-24,2024-02-07,2024-03-13
Mid-term exam	25%	You will be given a mid-term exam in class on February 15 to test your knowledge in the first five weeks of the course. The exam is close book and can cover readings (textbook, academic articles) as well as lecture content.	2024-02-15

Assessment	Percent	Details	Due Date
Final exam	25%	You will be given a final exam in class on April 4 to test your knowledge in the entire course. The exam is close book and can cover readings (textbook, academic articles) as well as lecture content. Although the final exam is cumulative, there will be an emphasis on topics in the weeks after the mid-term exam.	2024-04-04
Data analysis project	30%	You will complete a data analysis project to apply the methods you learned in this course. Specifically, you will use Stata to analyze actual survey data to answer a social science research question. The final product will be a 1500-word essay with an introduction and background, data and methods, results, and conclusion. Your project will be evaluated on the significance of the question, the sufficiency of your explanation of methods, the rigor of the data analysis, and the quality of your interpretation of the analysis. While you should conduct original research and complete the analysis independently, it is normal and expected for you to discuss your data analysis project with your classmates.	2024-03-19

Assessment	Percent	Details	Due Date
Tutorial participation	5%	The tutorials serve as supplements to weekly lectures. The two main goals of tutorials are to 1) solidify your understanding of the material (including Q&A on quizzes and the mid-term), and 2) prepare you with the necessary programming skills (in Stata) for the data analysis project. It is important that you consistently attend and actively participate in tutorials, and you will be graded by your TA on your performance.	No Specific Date

Late Assessment Submissions Policy

Late submission deduction for quizzes and the data analysis project is 10% per day. For example, if the deadline is on Monday (11:59 pm) and you submitted your assignment on Tuesday at 9 am, then we will multiply your grade by 0.9; if you submitted your assignment on Wednesday at 1 pm, then we will multiply your grade by 0.8, and so on. Assignments that are late by 7 days or more will receive a mark of zero. You do not need to contact us if an assignment is late; the grader will apply the penalty. If you have either a medical reason or a severe personal circumstance that prevents you from completing an assignment, please take the following steps: Students who are late in submitting an assignment for medical reasons need to email the professor (not the TA), and also declare their absence on the system (ACORN). This can only be used ONCE during the semester. Students who are late in submitting an assignment for other severe circumstances, such as a family or other personal emergency, should request their College Registrar to email the instructor.

Policies & Statements

Plagiarism Detection Tool

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019) (<https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, to learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see [A&S Student Academic Integrity](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>) and the [University of Toronto Website on Academic Integrity](https://www.academicintegrity.utoronto.ca) (<https://www.academicintegrity.utoronto.ca>).