

**Classical and Contemporary
Sociological Theory
Sociology 702
QC – Spring 2009**

**Instructor: Nicholas Alexiou
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Office Hours: Tue: 5-6 PM**

COURSE DESCRIPTION

This course is an exploration to classical and contemporary sociological theory. It follows the approach of the sociological perspective and sociological imagination. This perspective argues that people act together to form “social forces”, and these forces shape our thoughts and actions.

In general, sociology emerged as discipline in the early decades of the 19th century as an extension of what is often termed “The Enlightenment”. The Enlightenment turned thinking about the human condition toward the view that progress was not only possible, but also inevitable. As an intellectual enterprise, sociology is powerfully conditioned by the directions taken in the intellectual work of thinkers working within three (at least) problematics, all emerging from advancing revolutions of preceding centuries. These were specifically:

1. The revolutionary idea of progress as a natural organizing principle of the human condition, set against theological and static doctrines.
2. A serious challenge of the idea of a fixed human nature.
3. The notion that human action could be understood scientifically, and that this understanding could be the basis for an emancipatory practice.

I wish to emphasize here that there is no single, homogeneous, and coherent body of sociological theory. The core works of sociological theory are subject to different interpretations and/or reinterpretations; (even what the “core” works are is debatable).

However, historically the classical sociological paradigms include the works of: Emile Durkheim, Karl Marx, Max Weber, and Georg Simmel.

Another major objective of this course is to discuss and analyze sociological theory as it is practiced today. In this respect, the course also focuses on those writers whose work has most influenced social theory and the way sociologists currently approach and analyze their subject matter. Contemporary sociology, in many ways, builds on and incorporates the classics. Therefore, an effective way to study and understand contemporary theory is to follow the ways in which the works of classical writers have been incorporated into that of later sociologists and discuss the central ideas and arguments of these contemporary thinkers, and the ways in which they provide a number of quite distinct perspectives on society and social theory. Undoubtedly, creating a manageable list of readings for Contemporary Theory is extremely difficult given the number of different “schools” of sociological theory and the ongoing strength of theoretical debates and concerns. In this respect, a selective list of contemporary writers has been created in order to represent, in the best possible way, most of the recent sociological paradigms.

REQUIRED MATERIAL

1. Classical Sociological Theory Reader (prepared by the instructor)
2. Contemporary Sociological Theory Reader (prepared by the instructor)

PRESENTATIONS:

There will be a presentation in class scheduled on specific dates.

The purpose of the group presentation is to give you, the students, a chance to:

- (a) more deeply comprehend the basic themes of the course by doing a small amount of research along the lines suggested and illustrated in class, and
- (b) increase your ability to comprehend and critically evaluate theoretical ideas by discussing them among yourselves and presenting them to the class in the form of an oral report.

Before the end of the 4th week of class (February 24th) members of the class (either individually or groups of 2 or 3) will choose one of the major theorists – Durkheim, Marx, Weber, Simmel, Parsons, Merton, Mills, Coser, Mead, Goffman, Garfinkel, Berger and others, and make an oral presentation to the class in which the group:

1. presents brief personal biography of the individual, emphasizing important historical, cultural, political and/or personal factors which contribute to understanding his/her theory
2. identifies some of the important intellectual influences on the particular thinker; and
3. presents some issues or questions for further discussion/exploration to the class which are derived from the presented material.

In general, the format of the presentation is up to the individual/group. Handouts are encouraged; materials will be duplicated by the instructor if they are submitted at least two weekdays prior to the scheduled presentation. All members of the class not involved in presenting a particular report (including the instructor) will grade it.

TAKE - HOME ESSAY EXAMS: Two take-home exams will be given. Questions will be handed out each time after roughly one-half of the course has been completed. You will have one week to answer the questions.

TERM PAPER: The term paper will provide you with several options, but all of them will basically require you to compare and contrast the views of two (2) of the major theorists covered in this course. Specific guidelines will be handed out separately. The papers will be expected to be approximately 12-15 pages in length, including notes and references. The term paper is due on TUE, May 19th.

FINAL GRADE: Your grade basically will be determined from the average of the term paper (40%), the two take-home essays (2 x 25% each), and the presentation (10%). Participation and effort will also be considered.

COURSE OUTLINE

Class Meetings: Tue 6:30-8:20

Room: PH 302

Note: You are requested to read all of the assigned material before the topic is covered in class and to come to class prepared to discuss it. Class time will be used to extend the supplement material in the readings and to clarify it and discuss it in greater depth. This class will be organized, to the extent possible, in a combination lecture/discussion format. After all, theory can be most effectively learned through intellectual dialogue

WEEK 1

1/27/09 TUE

I. Introductory Concepts & Classical Theory

Course Overview; the Nature of Human Society; the Nature of Social Theory; The Sociological Perspective and The Sociological Imagination; Masters of Sociological Perspectives

A brief review: from Renaissance to the Enlightenment
The Emergence of Sociology

**II. The Sociology of Emile DURKHEIM (1858-1917)
A Consensus Theory**

Read: *The Rules of Sociological Method. What is a Social Fact?*

WEEK 2

2/3/09 TUE

Durkheim's Theory of Human Beings

Suicide: Social Causes and Social Types

Read: *Anomic Suicide; The Social Element of Suicide*

Durkheim's Theory of Society

The Division of Labor in Society: Mechanical and Organic Solidarity

Read: *Society and Collective Representations*

WEEK 3

2/17/09 TUE

**III. The Sociology of Karl MARX (1818-1883)
Conflict Theory**

On Historical Materialism

Marx's Theory of Human Beings

WEEK 4

2/24/09 TUE

Marx's Theory of Society

WEEK 5

3/3/09 TUE

**IV. The Sociology of Max Weber (1864-1920)
An Action Theory**

Read: *Economy and Society: Basic Sociological Terms*

Weber's Theory of Human Beings

Read: *Types of Social Action*

Weber's Theory of Society

Read: *Forms of Social Relationships*

Status Groups and Classes

WEEK 6

3/10/09 TUE

Weber's Political Sociology

Power and Bureaucracy

Economy and Society: The Types of Legitimate Domination; Authority; The Protestant Ethic and The Spirit of Capitalism

WEEK 7
3/17/09 TUE

V. The Sociology of Georg Simmel (1958-1918) - Interactionism

Read: *The Field of Sociology*;
Conflict as the Basis of Group Formation: *The Sociological Nature of Conflict*

The Stranger; The Metropolis and Mental Life; Fashion;

Take Home Exam 1

WEEK 8
3/24/09 TUE

VI. Functionalism

- (i) Talcott Parsons: System Levels; Theory of Action
- (ii) R. K. Merton: Middle-Range Theory

Take-Home Essay Exam 1 - DUE

WEEK 9
3/31/09 TUE

VII. CONFLICT THEORY

- (i) C.W. Mills: *The Power Elite*
- (ii) The Frankfurt School: Theodor Adorno: *Mass Culture. How to Look at Television*

Jurgen Habermas: *Legitimation Crisis*

- (iii) Lewis Coser: *The Functions of Social Conflict*

- (iv) Randal Collins: *Functional and Conflict Theories of Educational Stratification*

WEEK 10
4/7/09 TUE

VIII. THEORIES OF RATIONAL CHOICE

George Homans: *Social Behavior as Exchange*
Peter Blau; *Exchange and Power in Social Life*

WEEK 11
4/21/09 TUE

IX. SYMBOLIC INTERACTION

G. H. Mead: *The Mind, Self and Society*
Erving Goffman: *The Presentation of Self in Everyday Life*

WEEK 12
4/28/09 TUE

X. PHENOMENOLOGY/ETHNOMETHODOLOGY

Harold Garfinkel: *Studies in Ethnomethodology*
Peter Berger, and Thomas Luckmann: *The Social Construction of Reality*

XI. FEMINIST THEORY

Katherine MacKinnon: *A Feminist Theory of the State*

WEEK 13
5/5/09 TUE

XII. POSTMODERNISM - GLOBALIZATION

David Harvey: *The Condition of Postmodernity*
Saskia Sassen: *Globalization and its Discontents*
Linda Weiss: *Globalization and the Myth of the Powerless State*
Michel Foucault: *Discipline and Punish*
Zygmunt Bauman: *Liquid Modernity/is There a Postmodern Sociology?*

Take-Home Exam 2

WEEK 14
5/12/09 TUE

Last Day of Classes
Take-Home Essay Exam 2 - DUE

WEEK 15
5/19/02 TUE

Term Paper Due

Spring 2009: PROFESSIONAL COMMUNICATIONS SYLLABUS

Sociology 716 Section E6R2A Course 2636 Powdermaker 302

Course Objectives

This class concentrates on how to communicate research goals, plans and findings using written and oral media.

Required Reading and Assignments

Mandatory readings will be distributed in class. Students are expected to read all material and participate in class discussions. In addition to readings, there will also be written assignments and projects. There is no make-up provision for assignment due dates. And absences will be cause for final grade reduction.

1. 1/29 *Introductions and Class Overview*
Presentations I
 - Orals and visuals
 - Preparation
 - Critique**Must assignment for 2/5 – monitor the polls on Obama’s inauguration/first few days in office and prepare a synopsis to present to class (team or individual), and ...find and commit to observe a sociological presentation.**

2. 2/5 *Presentations II*
 - Hands-on activity – critique presenters**Must assignment for 2/10 – read “Case Studies” and prepare to discuss findings.**
Must assignment for end-of-semester – prepare a 15-minute presentation.

3. 2/10 (Tuesday) *Data Analysis I*
 - Meeting the objectives
 - Understanding the data
 - Making recommendations**Must assignment for 2/19 – find a published research study, write ONE paragraph summarizing the objectives, sketch ONE simple table of data, sketch ONE simple graph of data, and write ONE paragraph highlighting the key findings and recommendations. ALSO- BE SURE YOU ARE REGISTERED TO USE SOCIOLOGY COMPUTER LAB.**

- 2/12 *No scheduled class – school closed*

4. 2/19 *Data Analysis II*
 - Identifying key measures
 - Summaries
 - Hands-on activity 1 – take pre-prepared data and write a summary
 - Hands on activity 2 – take homework assignment from last week and edit based on what you learned today**Must assignment for 2/26 – finish both hands-on activities and bring TWO HARD copies of each to next class.**

5. 2/26 *PowerPoint (Sociology Lab)*
 - The basics
 - Benefits and limitations
 - Hands-on activity – take homework assignment from last week and transfer to PowerPoint slides**Must assignment for 3/12 – finish hands-on activity and bring TWO hard copies to class.**

6. 3/5 *Peer Review*
- Hands-on activity – distribute homework assignments from last class and edit
- Must assignment for 3/19 – incorporate edits into your work, print out hard copy, attach to your initial original and hand in next week in for a grade.**
7. 3/12 *Field Trip*
- Must assignment for 5/22 – professional presentation critique.**
8. 3/19 *Proposal Writing I*
- Academic/business/grant proposals
- Must assignment for 3/26 – write a short proposal and bring TWO hard copies to class.**
9. 3/26 *Proposal Writing II*
- Hands-on activity – distribute homework assignment from last class and edit
- Must assignment for 4/2 – incorporate edits into your work, print out hard copy, attach to your initial original and hand in next week in for a grade.**
10. 4/2 *The Thesis*
- Basic organization
 - Hands-on activity – create an outline based on area of interest
- Must assignment for 4/23 – prepare a resume and bring TWO hard copies to class.**
- 4/9 and 4/16 *No scheduled class – school closed*
11. 4/23 *The Resume*
- What to write
 - Basic organization
 - Letter of introduction
 - Hands-on activity – critique your own work; edit your resumes
12. 4/30 *Presentations*
- Hands-on activity – critique presenters
- Must assignment for 5/22 – complete critiques (take home exam).**
13. 5/7 *Presentations*
- Hands-on activity – critique presenters
- Must assignment for 5/22 – complete critiques (take home exam).**
14. 5/14 *Presentations*
- Hands-on activity – critique presenters
- Must assignment for 5/22 – complete critiques (take home exam) and hand in by 5/22 for a grade.**
15. 5/21 *No scheduled class – take home exam due (class critiques)*

Grades

Each of the following areas is worth about 14% to 15%:

Synopsis presentation		Professional presentation critique
Data analysis – PowerPoint original work edit	&	Final presentation
Data analysis – Summary		Final exam (class critiques)
Proposal original work & edit		

Note: Be aware that there is a slight chance I will not be here on 5/14. If so, we will continue with presentations on 5/21 and you will please hand in the class critiques on that same today.

FALL 2008 - APPLIED SOCIAL RESEARCH IN MARKETING I - SYLLABUS
Sociology 734 Section E6R2A Course 1665 Powdermaker 302

Course Objectives

This class represents the first half of a two-part series on the applications of survey research to the market and commercial research industries. In this semester, the focus will be on developing and executing survey research designs.

Required Reading

Floyd J. Fowler, Jr., Survey Research Methods, Third Edition.

Additional mandatory readings will be distributed in class. Students are expected to read all assigned and participate in class discussions. These reading assignments are in addition to projects and exams.

Make-up Exams

There is no make-up provision. Students are expected to complete assignments and exams on time.

1. 8/28 ***Class overview***

- Course outline
- Industry background
- Ethics

Must assignment for next class: Read chapters #1, #4 and #9

2. 9/4 ***Introduction to quantitative research***

- Fundamental differences between qualitative and quantitative research
- In-class exercise: match client objectives to approach
- Quantitative data collection methods

Must assignment for next class: Using the “Public Opinion Quarterly”, prepare a short, 5-minute presentation on a current *data collection* concern

3. 9/11 ***Current issues with data collection methods***

- Student presentations and discussion
- In-class exercise: match client objectives to approach
- Field-trip requirements

Must assignment for next class: Finish in-class exercise and decide on field trip

4. 9/18 ***Basic design elements***

- Non-experimental, quasi-experimental and true experimental designs
- Design error
- In-class exercise: match client objectives to approach
- Discuss field trip plans

Must assignment for next class: Read chapter #2

5. 9/25 ***Sampling***

- Probability and other sampling designs
- In-class exercise: match client objectives to approach

Must assignment for next class: (1) Prepare a matrix matching data collection designs to sampling methods (2) Prepare any questions you have about exam #1

6. 10/2 **Review**
- Review student matrices
 - Address student questions about upcoming exam
 - Explain end-of-year project/presentation requirements
- Must assignment for next class: Study for exam #1**
- 10/9 **Class does not meet – holiday**
7. 10/16 **Exam #1**
- Must assignment for next class: (1) Read chapters #5 and #6 (2) Decide on project**
8. 10/23 **Questionnaire development**
- Rules, question types, layout, theory
 - In class exercise: match client objectives to approach
 - Discuss project plans
- Must assignment for next class: Read chapter #7**
9. 10/30 **Field trip**
10. 11/6 **Data collection**
- Staffing, training, supervision, quality controls
 - Updates on projects
- Must assignment for next class: Read chapter #8**
11. 11/13 **Data processing I**
- Editing, coding and data cleaning
 - Updates on projects
- Must assignment for next class: Finish draft of project**
12. 11/20 **Data processing II**
- Precoding and tabulation language
 - Reading and checking computer tabs
 - Updates on projects
- Must assignment for next class (1) Finish trip assessment and final project (2) Prepare any questions you have about exam #2**
- Must assignment for next class: Finish draft of project**
- 11/27 **Class does not meet – holiday**
13. 12/4 **End-of-year projects I**
- Student presentations and discussion
 - Address student questions about upcoming exam
14. 12/11 **End-of-year projects II**
- Student presentations and discussion
 - Address student questions about upcoming exam
15. 12/18 **Exam #2**

Grades

Exams	50%
End-of-year project/presentation	25%
Class participation, including discussion on peer end-of-year projects	15%
Field trip assessment	10%

RESEARCH IN MARKETING II SYLLABUS

Course Objectives

This class represents the second half of a two-part series on the applications of survey research and analysis to the market and commercial research industries. In this semester, the concentration will be on analysis – special techniques with a marketing twist that are not generally used in academics.

Required Reading and Assignments

There is no official textbook in this class. However, students are expected to read the specially-prepared materials that will be distributed in class, and participate in discussions about these materials the next time the class meets. From time-to-time, there will also be ad hoc assignments. These reading requirements and assignments are in addition to the major project and final exam.

Weekly Schedule

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|----|------|--|
| 1. | 1/26 | <u>Introductions, Class Overview and Design Review.</u> <ul style="list-style-type: none">• Review basic study designs, sampling, questionnaire construction. Must assignments for next week ... (1) Read “The Multivariate Revolution in Marketing Research”. (2) Select an article describing a statistical analytical technique from a recent edition of the <i>Journal of Advertising Research</i> , <i>Journal of Marketing Research</i> , or <i>Journal of Consumer Research</i> . Prepare short presentation (5-10 minutes) of technique with visuals. |
| 2. | 2/2 | <u>The Cutting-Edge of Commercial and Market Research.</u> <ul style="list-style-type: none">• Review of “The Multivariate Revolution in Marketing Research”.• Review of basic stats.• Class presents “<i>new and hot</i>” techniques. Must assignments for next class ... (1) Read “Regression Analysis”. (2) Select a commercial product or service category with at least 2 competitive brands. Develop 10 attributes that might describe the performance of a brand in this category. Rate each attribute based on how important it is to you, using a scale from 1 to 10, with 10 being “extremely important”. Then select 2 brands from the category and rate each on an overall basis using a 1 to 10 scale with 10 being “excellent”. Finally, rate the attributes (from 1 to 10) for each brand based on how well the brand delivers. Bring notes of results to class to be used for an in-class exercise. |
| 3. | 2/9 | <u>Consumer Choices. Technique: Derived Importance.</u> <ul style="list-style-type: none">• Review “Regression Analysis”.• Review Derived Importance.• Do in-class exercise. Must assignments for next class... (1) Finish in-class exercise. (2) Develop creative visuals to show key findings from this exercise. |
| 4. | 2/16 | <u>Visualizing Brand Performance. Technique: Leverage/Quadrant Charts.</u> <ul style="list-style-type: none">• Review student visuals.• Review Leverage chart.• Review Quadrant chart. Must assignments for next class...(1) Compare student visuals with Leverage/Quadrant Charts. What are the benefits of each? (2) Read “Evaluating New Products”. |
| 5. | 2/23 | <u>Choosing Brand Attributes. Technique: Conjoint/Trade-off/Turf.</u> <ul style="list-style-type: none">• Review student comparison assignments.• Review Conjoint/Trade-Off /Turf analysis and “Evaluating New Products”. Must assignment for next class...Draw a map that shows the relationship of 5 hospitals to each other and to 10 performance characteristics. |

6. 3/2 **The Competition. Technique: Correspondence/Perceptual Maps.**
- Review Correspondence and Perceptual Maps.
 - Do in-class exercise.
- Must assignments for next class...Choose a possible subject and technique for final project.
7. 3/9 **Review: Application of Techniques – the Final Project and Exam.**
- Review final project and exam.
 - Discuss student topics.
 - Do in-class exercises.
- Must assignment for next class...Identify several product or service categories where either the knowledge of demography or geography would enhance the product's marketing success.
8. 3/16 **Using Geography and Demographics. Technique: GIS**
- Review student assignments.
 - Review importance of geography and demography.
 - Review GIS.
- Must assignment for 3/30 class...Read "Market Segmentation".
9. 3/23 **Field Trip To ARF Convention. Class Does Not Meet.**
- Visit ARF Convention either 3/21 or 3/22
- Must assignment for next class...Select a featured analytical technique from a firm in the Exhibit area. Prepare short presentation (5-10 minutes) of technique with visuals from Exhibit.
10. 3/30 **Defining the Market. Technique: Market Segmentation.**
- Review Segmentation
 - Class presents ARF techniques
- Must assignment for next class...Determine whether these market techniques would be appropriate for your final project and why. Bring notes to class.
11. 4/6 **Keeping Customers. Technique: Customer Sat/Brand Loyalty.**
- Review student assignments.
 - Review Customer Satisfaction/Brand Loyalty
- Must assignment for next class...Read "ROI".
- 4/13 **Class Does Not Meet.**
- 4/20 **Class Does Not Meet.**
12. 4/27 **Applying Resource. Advertising, Promotions and ROI**
- Review Advertising and Promotion plans
 - Review ROI
- No assignment for next week.
13. 5/4 **Class Presentations.**
- Presentations and discussion
14. 5/11 **Class Presentations.**
- Presentations and discussion
- 5/18 **Class Does Not Meet.**
15. 5/25 **Final Exam.**

Grades

Each of the following areas is worth 25% of final grade:

- (1) Research and presentation on new statistical technique and ARF technique
 (2) Final project - presentation/paper

- (3) Class preparation and discussion
 (4) Final exam

**Demography
Sociology 736
(SOC 736, 3 credit hours, Section E6T2A, Code 1671)**

Class hours: Tuesdays, 6:30-8:20 p.m.

Location: Powdermaker Hall, Room 302 or Room 102

Professor Holly Reed

Office: Powdermaker Hall 252 R

E-mail: Holly.Reed@qc.cuny.edu

Office hours: Tuesdays, 2-4 p.m. (or by appointment)

Department of Sociology: (718) 997-2800

Office phone: (718) 997-2828

Course Objectives: Demography focuses on the U.S. population and how it has changed in recent decades, most particularly in the New York metropolitan area. We will also touch on the demography of other countries, for those of you who are interested in international research. The methods and data used by demographers help to inform a lot of social research and market research, so this course is useful for anyone who will be designing and carrying out research.

This course will provide a more in-depth understanding of our social world, including basic demographic processes (fertility, migration, and mortality) and population structures (variations in sex, age, race and ethnicity, socioeconomic status, and family relations). My goal is to provide you with an overview of demographic data, methods, and concepts that will be useful to you in your future studies and jobs. And you will be better able to understand some of the most important demographic issues that we hear about in the media today, including social security, immigration, and public health.

Course Structure: This class will combine lectures with class participation and discussion. Each session, I will lecture on a particular aspect of the field of demography, drawing on the assigned readings for the session to highlight central issues and questions. My goal will be to help you to understand the concepts and methods in the readings. You will be expected to carefully read the assigned pages BEFORE the class session in which they will be discussed. You should bring any questions that you have from the readings to class, so that if they are not answered during my lecture, we can discuss them together during the second half of the class. I will also bring some key questions and issues for discussion and will expect each of you to participate in the class discussion. We can all benefit from class discussions and class participation will count as part of your grade.

Office Hours: My office hours are from 2-4 p.m. on Tuesdays in my office at Powdermaker Hall. No appointment is needed during office hours; first come, first served. If you want an appointment with me outside of my regular office hours, please talk with me before or after class, email me, or call me. I will usually not answer emails that are sent after 4 p.m. until the following day, so please plan ahead if you need to contact me. Email is not the appropriate method of communication for long questions that require detailed answers. Please visit my office hours or make an appointment for a face-to-face meeting or telephone call if you would like to have a detailed discussion.

Required Materials:

Yaukey, David, Douglas L. Anderton, and Jennifer Hicketts Lundquist. 2005.
Demography: The Study of Human Population. 3rd edition. Long Grove, IL: Waveland.

Yaukey et al. is on reserve at the Rosenthal Library, however, QC only has the 2nd edition, so the examples and some text are different. I suggest that you buy the book. It is available at the QC bookstore. Used copies are fine as long as it is the 3rd edition.

Other readings, such as journal or magazine articles, will be added to the syllabus as we go along. These readings will either be available on-line (Blackboard, noted as BB on the syllabus) or will be provided by me in class the week before the reading is due.

Assignments and Grading:

You will be evaluated on your performance according to the following assignments:

Assignment	Number	Percentage of Total Grade
Longer essays (max. 10 pages)	2	50%
Short essays (max. 2 pages)	2	15%
Final paper (max. 20 pages)	1	25%
Class participation and attendance		10%

Assignments will be distributed in class; questions for longer essays will be distributed at least 2 weeks in advance of their due date and questions for shorter essays will be distributed at least 1 week in advance of their due date. Assignments may include some tables and graphs as well as written text. The text portion of each longer essay should be no more than 10 pages, and the text portion of each short essay should be no more than 2 pages (typed, double-spaced, about 250 words per page). Assignments are due in class; e-mailed assignments will NOT be accepted.

Written work will be graded on content as well as style, grammar, spelling, and organization. Please use spell-check and edit your work. Assignments that are late will be downgraded one half letter grade for each day that they are late. Note that you are responsible for understanding and complying with all CUNY and Queens College guidelines regarding academic integrity. Cheating, plagiarism, and any other form of academic dishonesty will not be tolerated. Please use care when citing original sources and use footnotes or parentheses to indicate proper attribution.

Attendance at each class session is expected; please be courteous to your fellow students and to me and arrive for class ON TIME. If you are unable to attend class, please let me know ahead of time if at all possible. If you miss class, you are expected to do the readings and get the notes from another student and to come to office hours to go over any questions you may have. Repeated absences will affect your grade, and more importantly, your understanding of the material. Please do your best to attend class every week.

Important Dates:Short paper #1 **due September 16**Long paper #1 **due October 21**Short paper #2 **due November 4**Long paper #2 **due November 25**Final paper **due December 16****Class Session Schedule****Part I: Thinking Like a Demographer**

September 2	Introduction <i>Readings:</i> Yaukey et al. Chapter 1 (pp. 1-16)
September 9	Demographic Data <i>Readings:</i> Yaukey et al. Chapter 2 (pp. 17-38) PRB Population Bulletin Vol. 62, No. 1 (Box #4, p. 17)—BB
September 16	Population Growth <i>Readings:</i> Yaukey et al. Chapter 3 (pp. 39-74) PRB Population Bulletin Vol. 62, No. 1 (pp. 15-16)—BB SHORT PAPER #1 DUE
September 23	Age and Sex Structure <i>Readings:</i> Yaukey et al. Chapter 4 (pp. 75-120) PRB Population Bulletin Vol. 62, No. 1 (pp. 17-22)—BB
September 30	QC HOLIDAY--NO CLASS

Part II: Understanding Population Processes

October 7	Mortality: Concepts, Measures, Trends and Levels <i>Readings:</i> Yaukey et al. Chapter 5 (pp. 121-162) PRB Population Bulletin Vol. 62, No. 1 (pp. 8-12)—BB
October 14	NO CLASS (Classes on a Monday schedule)
October 21	Morbidity and Health <i>Readings:</i> Yaukey et al. Chapter 6 (pp. 163-190) PRB Population Bulletin Vol. 61, No. 2 (all)—BB LONG PAPER #1 DUE

- October 28 Fertility Concepts and Measures
Readings: Yaukey et al. Chapter 7 (pp. 199-203; pp. 215-226)
 PRB Population Bulletin Vol. 62, No. 1 (pp. 4-6)—BB
- November 4 Fertility Trends and Levels
Readings: Yaukey et al. Chapter 7 (pp. 191-199; pp. 203-215; pp. 227-242)
 PRB Population Bulletin Vol. 62, No. 1 (pp. 6-8; pp. 25-28)—BB
SHORT PAPER #2 DUE
- November 11 Marriage and Households
Readings: Yaukey et al. Chapter 8 (pp. 243-286)
 PRB Population Bulletin Vol. 62, No. 1 (p. 18, Box 5)—BB
 PRB Population Bulletin Vol. 55, No. 4 (all)—BB
- November 18 Migration: Concepts, Measures, Trends, Theory & Policy
Readings: Yaukey et al. Chapter 9 (pp. 287-331)
 PRB Population Bulletin Vol. 62, No. 1 (pp. 12-15)—BB
 PRB Population Bulletin Vol. 61, No. 4 (all)—BB

Part III: Understanding Population Structure and Characteristics

- November 25 Urbanization
Readings: Yaukey et al. Chapter 10 (pp. 333-361)
 PRB Population Bulletin Vol. 62, No. 1 (pp. 23-25)—BB
LONG PAPER #2 DUE
- December 2 Population Diversity: Aging
Readings: PRB Population Bulletin Vol. 60, No. 1 (all)—BB
- December 9 Population Diversity: Race and Ethnicity
Readings: Yaukey et al. Chapter 11 (pp. 363-402)
 PRB Population Bulletin Vol. 62, No. 1 (pp. 22-23)—BB
- December 16 Population and the Environment; Population Policy
Readings: PRB Population Bulletin Vol. 58, No. 3 (all)—BB
 PRB Population Bulletin Vol. 62, No. 1 (pp. 28-29)—BB
FINAL PAPER DUE

THE RESEARCH PROCESS

SOCIOLOGY 738

Wednesday, 6:30 - 8:20 pm, PH-302

Charles F. Turner

Office Hours: Wednesday, 4:30 to 6:30pm and by appointment

E-Mail: cfturner3@rcn.com; Website: Soc.Qc.Edu/Turner

The aim of this course is to provide students with an overview of the methods, practices, and outcomes of applied social research. Major emphasis will be placed on applications of survey and evaluation research methods to the study of contemporary social issues. We will begin each segment of the course with a brief overview of the relevant research methodology. To provide students with an overview of the life cycle of the research process, we will follow a number of contemporary research enterprises from their inception in a research proposal through their realization in publications many years later. Using this strategy, we will review the basic stages and issues in empirical research, including conceptualization, operationalization, causal explanation, criteria for selecting research strategies and research designs, sampling theory, and some basic issues in data collection and analysis. We will also have the opportunity to observe the ways in which serendipity, opportunity, and luck -- both good and bad -- can reshape the research process.

For most of this course, there will be no formal text. Instead, we will be reading from a wide selection of articles, chapters, and unpublished research proposals. For classes on November 19th and 26th, the required text is: Robert Boruch, *Randomized Experiments for Planning and Evaluation*. This text will be available at the College Bookstore at mid-semester.

GRADING

EVALUATIVE QUIZZES. Quizzes will be given in class on October 22nd and December 10th. These quizzes will be designed to evaluate whether you have completed your reading assignments and mastered **key** concepts covered in class. As we will discuss in our first class meeting, the assigned reading for this course is substantial, and I expect students to be serious about learning from it. Quizzes, however, will be designed so that a student who has completed at least half of the class readings and mastered the most important concepts discussed in class should be able to achieve an excellent grade.

TERM PAPER. All students are required to submit one 10-15 page research proposal providing an overview of a research problem, statement of specific research objectives, specific hypotheses to be tested (if appropriate), description of research methods to be employed (including instruments to be used or developed, sample design, potential impediments to research), and types of analyses that will be done with the data generated by the research. The term paper must be submitted by e-mail before 11:00 pm on December 29th. (If you will be submitting your paper using a word processor other than MS Word or WordPerfect, you must save your file in RTF format.)

Before beginning work on your term paper, all students must meet with the instructor to discuss and receive approval for their proposed research topic. These meetings should be completed on or before October 31st.

GRADES. Grades in the course will be based upon student's performance in the two evaluative quizzes (25% each), and the term paper (50%).

PLAGIARISM. The use of other people's work or ideas without appropriate acknowledgment is a serious breach of the standards of academic scholarship. Students who engage in such behavior may be given a grade of F, and they may be subject to other disciplinary action. The university's academic integrity policy is published in full at ---
<http://web.cuny.edu/academics/info-central/policies/academic-integrity.pdf>

CONTACTING ME. The best way to contact me is to send E-Mail to CFTurner3@.RCN.COM. My office telephones are 202-657-4455 (home) and 718-997-2819 (university). *Please leave voicemail messages ONLY on 202-657-4455.*

READINGS (* indicates a required reading)

August 27 COURSE OVERVIEW AND INTRODUCTION TO RESEARCH PROCESS

Sept. 3, 10 ORIGINS AND METHODS OF SURVEY RESEARCH

* Chapters 1-5 in C. Moser and G. Kalton, *Survey Methods in Social Investigation*. New York: Basic Books, 1971. [Reading 01]

S. Sudman, Applied Sampling. Chapter 5 in P. Rossi et al., *Handbook of Survey Research*. New York: Academic Press, 1983. [Reading 02]

* J.M. Lepkowski, Telephone Sampling Methods in the United States. Chapter 5 in R. Groves et al., *Telephone Survey Methodology*. New York: Wiley, 1988. [Reading 07]

* Introduction to Survey Methodology. Chapter 1 in R. Groves et al., *Survey Methodology*. New York: Wiley, 2004. [Reading 201].

Sept. 10 (cont'd) PRACTICE AND SOME PROBLEMS OF SURVEY RESEARCH

Sept. 17

The Development and Contemporary Use of Subjective Surveys. Chapter 2 in C. Turner and E. Martin, *Surveying Subjective Phenomena, Volume 1*. New York: Russell Sage. [Reading 03]

* Standards of Practice and Misuses of Surveys. Chapters 3 in C.F. Turner and E. Martin, *Surveying Subjective Phenomena, Volume 1*. New York: Russell Sage, 1985. [Reading 05]

Chapters 1-3 in R. Andersen et al. *Total Survey Error*. San Francisco: Jossey-Bass, 1979. [Reading 06]

* Questions and Answers in Surveys and Evaluating Survey Questions. Chapters 7-8 in R. Groves et al., *Survey Methodology*. New York: Wiley, 2004. [Reading 202].

* F.J. Fowler. The case for more split-sample experiments in developing survey instruments. Chapter 9 in S. Presser et al., eds. *Methods for Testing and Evaluating Survey Questionnaires*. New York: Wiley, 2004. [Reading 203].

**Sept. 24 APPLIED RESEARCH ON SEXUAL BEHAVIORS AT THE ONSET OF THE AIDS
Oct. 15 EPIDEMIC AND BEYOND**

* Chapter 1-4 in A.C. Kinsey et al., *Sexual Behavior of the Male*. Philadelphia: Saunders, 1948. [Reading 08]

* W.G. Cochran, F. Mosteller, and J.W. Tukey (1953) Statistical problems of the Kinsey Report. *Journal of the American Statistical Association*, 48:673-716. [Reading 09]

C.F. Turner, H.G. Miller, L.E. Moses, Eds., (1989) *AIDS, Sexual Behavior, and Intravenous Drug Use*. Washington DC: National Academy Press
Ch. 2: Sexual Behavior and AIDS. [Reading 11]

* Institute of Medicine (1997) *The Hidden Epidemic: Confronting Sexually Transmitted Diseases: Summary*. Washington DC: National Academy Press. [Reading 101]

NOTICE Oct. 1, 8 —> No Class

Oct. 15, 22, 29 AGONIES AND OUTCOMES OF APPLIED RESEARCH ON SEXUAL BEHAVIOR

Research Proposals

* F.L. Sonenstein and J.H. Pleck (1985), Proposal to National Institutes of Health for 1987 National Survey of Adolescent Males. Unpublished. [Sections of Reading 12].

* C.F. Turner et al., (1993) Survey Measurement of Sensitive Behaviors Using Audio-CASI. Proposal to the National Institutes of Health. Research Triangle Institute: Unpublished. [Reading 105]

Chapters 1-2, Appendix A-B in E. Laumann et al., *Social Organization of Sexuality*. Chicago: University of Chicago Press, 1994. (*Optional Reading: Appendix C, Questionnaire*) [Reading 17, 18]

Research Outcomes

Mosher WD, Chandra A, Jones J. (2005) Sexual behavior and selected health measures: men and women 15-44 years of age, United States, 2002. *Advanced Data (NCHS)*, 15:1-55. [Reading 110]

* Sonenstein FL, Pleck JH, Ku L (1989) Sexual activity, condom use and AIDS awareness among adolescent males. *Family Planning Perspectives*, 21(4):152-158. [Reading 13]

* Sonenstein FL, Ku L, Lindberg LD, Turner CF, Pleck JH (1998) Changes in sexual behavior and condom use among teenaged males: 1988 to 1995. *American Journal of Public Health*, 88(6):956-959. [Reading 15]

* Turner, CF, Ku, L, Rogers, SM, Lindberg, LD, Pleck, JH, Sonenstein, FL (1998) Adolescent sexual behavior, drug use, and violence: Increased reporting with computer survey technology. *Science*, 280:867-873. [Reading 16]

* Al-Tayyib, A.A., S.M. Rogers, J.N. Gribble, M. Villarroel, C.F. Turner (2002) Effect of low medical literacy on health survey measurements. *American Journal of Public Health*, 92: 1478-1481. [Reading 51]

* Turner, C.F., S.M. Rogers, H.G. Miller, W.C. Miller, J.N. Gribble, J.R. Chromy, P.A. Leone, P.C., Cooley, T.C. Quinn, J.M. Zenilman (2002) Untreated gonococcal and chlamydial infection in a probability sample of adults. *Journal of the American Medical Association*, 287:726-733. [Readings 49, 49a, 49b]

Ku L, St Louis M, Black C, Aral S, Turner CF, Lindberg LD, Sonenstein F (2002) Risk behaviors, medical care and chlamydial infection among young men in the United States. *American Journal of Public Health*, 92: 588-596. [Reading 54]

Rogers, S.M., H.G. Miller, W.C. Miller, J.M. Zenilman, C.F. Turner (2002) NAAT-identified and self-reported gonorrhea and chlamydial infections: Different at-risk population subgroups? *Sexually Transmitted Infections*, 79: 94-97. [Reading 55]

* Zenilman JM, Yuenger J, Galai N, Turner CF, Rogers SM. (2005) PCR Detection of Y-chromosome Sequences in Vaginal Fluid: Preliminary Studies of a Potential Biomarker for Sexual Behavior. *Sexually Transmitted Diseases*, 32:90-94. [Reading 66]

* Turner, C.F., M.A. Villarroel, J.R. Chromy, E. Eggleston, S.M. Rogers (2005). Same-Gender Sex in the USA: Trends across the 20th century and during the 1990s. *Public Opinion Quarterly*, 69: 439-462. [Readings 63,64]

Johnson AM, Mercer CH, Erens B, Copas AJ, McManus S, Wellings K, Fenton KA, Korovessis C, Macdowall W, Nanchahal K, Purdon S, Field J. (2001) Sexual behaviour in Britain: partnerships, practices, and HIV risk behaviours. *Lancet*. 358:1835-42. [Reading 111]

* Villarroel, M.A., C.F. Turner, E.E. Eggleston, A.A Al-Tayyib, S.M. Rogers, A.M. Roman, P.C. Cooley, H. Gordek (2006). Same-Gender Sex In the USA: Impact of T-ACASI on Prevalence Estimates. *Public Opinion Quarterly*, 70:166-196. [Reading 68]

* Turner, C.F., J.N. Gribble, A. Al-Tayyib, J.R. Chromy (2000) Falsification in epidemiologic surveys: Detection and remediation. Paper presented at Conference on Research Integrity. Bethesda, MD, November 18-20, 2000. [Reading 53]

NOTE. October 22nd class will include in-class evaluative quiz #1.

Nov. 6, 12

REDISCOVERING THE NEED FOR APPLIED RESEARCH ON INJECTION DRUG USE

Research Proposals

DesJarlais DC, et al., Research on Spread of AIDS among IV Drug Users in New York. Proposal to the National Institutes of Health. New York: NDRI. [Reading 19]

* DesJarlais DC, et al., National Evaluation of Syringe Exchange Programs. Proposal to the National Institutes of Health. New York. Beth Israel Medical Center. [Reading 107]

Research Outcomes

DesJarlais et al., Bibliography and Abstracts of Published Research. [Reading 21]

* DesJarlais, DC, Friedman, SR (1987) HIV infection among intravenous drug users: Epidemiology and risk reduction. *AIDS*, 1:67-76. [Reading 22]

* DesJarlais, DC, Hopkins, W. (1985) Free needles for intravenous drug users at risk for AIDS: Current developments in New York City (letter). *New England Journal of Medicine*, 313:1476. [Reading 23]

DesJarlais, DC, et al. (1987) Development of AIDS, HIV seroconversion, and potential co-factors for T-4 cell loss in a cohort of intravenous drug users. *AIDS*, 2:105-111. [Reading 24]

* Friedman, SR, et al. (1997) Sex, drugs, and infections among youth: Parenterally and sexually transmitted diseases in a high-risk neighborhood. *Sexually Transmitted Diseases*, 24: 322-326. [Reading 25]

DesJarlais, D.C., D. Paone, J. Milliken, C.F. Turner, H.G. Miller, J. N. Gribble, Q. Shi, H.Hagan, S.R.Friedman (1999) Using audio-computer interviewing to measure HIV risk behavior in a high risk population. *Lancet*, 353(9165):1657-1661. [Reading 40]

Normand J, Vlahov D, Moses L. (1995) *Preventing HIV Transmission: The Role of Sterile Needs and Bleach*. Washington DC: National Academy Press. [Reading 108]

* Braine N, Des Jarlais DC, Ahmad S, Purchase D, Turner CF. (2004) Long-term effects of syringe exchange on risk behavior and HIV prevention. *AIDS Education and Prevention*, 16: 264-275. [Reading 62]

Perlis, T.E., Des Jarlais, D.C., Friedman, S.R., Arasteh, K., Turner, C.F. (2004) Audio-computerized self-interviewing versus face-to-face interviewing for data collection at drug abuse treatment programs. *Addiction*, 99:885-896. [Reading 59]

* Turner, C.F., M.A. Villarroel, S.M. Rogers, E. Eggleston, L. Ganapathi, A.M. Roman, A. Al-Tayyib (2005). Reducing Bias in Telephone Survey Estimates of the Prevalence of Drug Use: A Randomized Trial of Telephone Audio-CASI. *Addiction*, 100:1432-1444. [Readings 68, 69]

Nov. 19 - 26

EVALUATION RESEARCH

* Boruch, R.F. *Randomized Experiments for Planning and Evaluation*. Sage Publications (Applied Social Research Methods Series). ISBN: 0803935102 (**TEXT TO BE PURCHASED BY STUDENTS**)

* The NIMH Multisite HIV Prevention Trial Investigators. (1998) Reducing HIV Risk Behaviors, *Science*, 280: 1889-1894. [Reading 26]

Dec. 3, 10

THE FUTURE: SURVEY RESEARCH ON THE INTERACTION OF GENETICS, ENVIRONMENT, AND HUMAN DISEASES.

* National Research Council (2006) *Genes, Behavior, and the Social Environment*. Washington DC: National Academy Press, in press. Selected chapters. [Reading 109]

National Research Council (2001) *Cells and Surveys*. Washington DC: National Academy Press. [Reading 104]

Chapter 1: Introduction [Reading 102]

*Chapter3: Biological Material in Household Surveys: The interface between Epidemiology and Genetics [Reading 103]

Glossary

*National Research Council (2008) *The National Children's Study Research Plan: A Review*. Washington DC: National Academy Press. *Selected Chapters*. [Reading 205]

NOTES: The December 10th class will include in-class evaluative quiz #2.
Term papers must be submitted before 11pm on December 29th

Sociology 710: Computer Methods in the Social Sciences
Monday 6:30-8:20 Powdermaker 302.

PROFESSOR ANDREW A. BEVERIDGE

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Queens College -- CUNY
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This course is the first part of two-term sequence that covers using statistics to analyze social science data.

The text for this course (both terms) is *Applied Statistics and the SAS Programming Language*, 5/e by Ron P. Cody and Jeffrey K. Smith **ISBN10:** 0131465325 **ISBN13:** 97801314653295. Extensive work will also be done using the IPUMS website www.ipums.org.

Grades will be based upon a term long project that will include all of the elements of data analysis. This will consist of several assignments that will cumulate into one set of analyses on a topic of your choosing using the so-called Public Use Microdata Samples from the United States Census. You will choose your topic, do simple descriptive statistics for your variables, recode your variables, perform simple cross-tabs on the variables, and carry out more complex analyses. Each assignment will require you to write up the results.

First Assignment: Due September 22. Using information from www.ipums.org, choose a topic and a set of variables that you will use for your first term analysis. List the variables to be used and discuss what you hope to be able to investigate. (This should include a list of variables and up to two pages of description.)

For September 15, read the first two chapters of Cody and Smith and explore the www.ipums.org site. When you come to class on September 10, you should have some idea of what topic you want to investigate and what variables you want to use. There are examples in the bibliography in the IPUMS site of topics people have used the data for.

APPLIED SOCIAL RESEARCH — 2

SOCIOLOGY 755

Tuesdays, 6:30 - 8:20 pm in KS 224

Charles F. Turner

E-Mail: Turner@troll.soc.qc.edu

Office Hours

Tues. 1:00 to 2:00pm and 8:20 to 9:20pm

Other times by appointment

The aim of this course is to provide students with a hands-on learning experience conducting multivariate statistical analyses of large-scale datasets. The course will emphasize the conduct and interpretation of data analyses for substantively important questions. While we do not intend to turn students into computer programmers, all students will be required to master the technical details required to use common statistical software. By the conclusion of the course, students should be sufficiently fluent in major tools of multivariate statistics to conduct independent analytic work.

Most of the analytic work in this class will use SPSS version 9 which is installed on the NT workstations in the department's graduate lab. Students will find this course easier if they have already obtained a good foundation in statistical theory — such as that provided by Soc 710. However, Soc 710 is not a formal prerequisite for registering for this course.

The only required text for this course is Marija Norusis, **SPSS Advanced Statistics, 6.1**, which is available for purchase at the bookstore. Occasional xeroxed readings will also be distributed in class.

DATASETS

Class exercises will draw from the following collection of datasets.

- 1972 - 1998 Cumulative General Social Survey Dataset
- 1992 National Health and Social Life Survey (NHSLs), also known as the University of Chicago Sex Survey
- 1979 - 1997 National Hospital Discharge Survey Dataset
- 1989 -1995 Marriage and Divorce Data from NCHS Vital Statistics System
- 1992 Cause of Death Dataset for the USA from NCHS Vital Statistics System
- 1996 Birth Data file for USA from NCHS Vital Statistics System

GRADING

Two exercises will be made during the course to test students' mastery of the material taught in class. These exercises will be designed to be completed in 2-3 hours and students will be given one week to turn them in. Performance on these assignments will count for 40 percent of the final grade. All students will also be required to submit one larger data analysis project at the end of the term (see below). This project will count for 60 percent of the final grade.

PROJECT. All students are required to submit a data analysis project that uses the techniques taught in this class to answer a substantively important research question. The analysis must use one of the class datasets. Before beginning work on this project, all students must meet with the instructor to discuss and receive approval for their proposed research topic. These meetings should be completed on or before March 14th.

CONTACTING THE INSTRUCTOR.

The best way to contact me is to send E-Mail to Turner@troll.soc.qc.edu. My office telephone is 718-997-2819. In an emergency, you may also call 202-728-2493.

COURSE TOPICS

- Feb. 1 Overview of course. Introduction to hardware, software, and datasets. Discussion of substantive interests of class members.
- Feb. 8 Exploring large datasets: First steps, formulating strategies, efficient data processing, and good programming hygiene.
- Feb. 15. No class. Classes follow Friday Schedule.*

ANALYSIS OF CATEGORICAL DATA

- Feb. 22 Understanding the Logic of Tables
- Feb 29 Elementary Models for Tabular Data: Independence and Quasi-Independence
- March 7 Log-Linear Model for N-Way Tables
March 14 *Note. You must have an approved topic for your project by March 14th.*
March 21
- March 28 Logistic Regression

ANALYSIS OF METRIC DATA

- April 4 Basic Concepts and the Case of Two Metric Variables
- April 11 Multiple Linear Regression
April 18
- April 25 Spring Recess*
- May 2 Non-Linear Regression
- May 9 Factor Analysis and Item Scaling Approaches
- May 16 **Final Class:** Special Topics
- May 26 **Last day to turn in Project Reports.**

APPLIED SOCIAL RESEARCH — 2

SOCIOLOGY 755

Wednesdays, 6:30 - 8:20 pm in PH-202 & Sociology Lab

Charles F. Turner

Student E-Mail: CFTurner3@GMail.com

Website: Soc.Qc.edu/Turner

Office Hours

Wednesdays, 4-30 to 6-30

Other times by appointment

The aim of this course is to provide students with a hands-on learning experience conducting multivariate statistical analyses of large datasets. The course will emphasize the conduct and interpretation of data analyses for substantively important questions. While we do not intend to turn students into computer programmers, all students will be required to master the technical details required to use common statistical software. By the conclusion of the course, students should be sufficiently fluent in major tools of multivariate statistics to conduct independent analytic work.

Students will find this course easier if they have already obtained a good foundation in statistical theory — such as that provided by Soc 710. However, Soc 710 is not a formal prerequisite for registering for this course.

The text ***Statistics with STATA*** (by Lee Hamilton, Duxbury Press)¹ is required for this course. Three additional primers on multivariate linear and logistic regression are suggested as optional reference material for our course work (Schroeder, *Understanding Regression Analysis*, Lewis-Beck, *Applied Regression*, Menard, *Applied Logistic Regression Analysis*).² PDF files and/or xeroxed readings may also be made available to the class to illustrate analytic techniques and strategies for data interpretation.

DATASETS

Class exercises and student projects will use the 2000 National Survey of Sexual Attitudes and Lifestyles (NATSAL) in Great Britain.

GRADING. Two exercises will be assigned during the course to test students' mastery of the material taught in class. These exercises will be designed to be completed in 2-3 hours and students will be given one week to turn them in. Performance on these assignments will count for 40 percent of the final grade. All students will also be required to submit one larger data analysis project at the end of the term (see below). This project will count for 60 percent of the final grade.

PROJECT. All students are required to submit a data analysis project that uses the techniques taught in this class to answer a substantively important research question. The analysis must use the NATSAL dataset. Before beginning work on this project, all students must meet with the instructor to discuss and receive approval for their proposed research topic. These meetings should be completed on or before March 27th.

COMPUTER ACCOUNTS. If you do not have a CAMS/Active Directory account, you must sign up for one. See tutorial at: www.qc.cuny.edu/cams_tutorial/newcams.swf

¹This book is available for purchase at: www.stata.com/bookstore/sws.html

² These three primers are part of the Sage series on Quantitative Applications in the Social Sciences. Amazon has both new and used copies of these primers; copies may also be ordered directly from Sage.

CONTACTING ME. The best way to contact me is to send E-Mail to CFTurner3@GMail.com. My office telephones are 202-657-4455 (home) and 718-997-2819 (University). Voice mail should **only** be left on 202-657-4455.

COURSE TOPICS

- Jan. 28 Overview of course. Introduction to hardware, software, and datasets. Discussion of substantive interests of class members.
- Feb. 4 Exploring large datasets: First steps, formulating strategies, efficient data processing, and good programming hygiene.

ANALYSIS OF METRIC DATA

- Feb. 11 Basic Concepts and the Case of Two Metric Variables
- Feb. 18 Multiple Linear Regression
Feb. 25
Mar. 4
- Mar. 11 Non-Linear Regression

ANALYSIS OF CATEGORICAL DATA

- Mar. 18 Understanding the Logic of Tables
Mar. 25
- Apr. 1 Logistic Regression
Apr. 8-15 **SPRING BREAK**
Apr. 22
Apr. 29

SPECIAL TOPICS

- May 6
May 13 ***Last day to turn in Project Reports.***

COUSE OPEN TO GRADUATE STDUENTS

Immigration

(Sociology 381W, E2597): Spring 2009

Time: Tue. 6:30-9: 20

Room: KY 423

Instructor: Pyong Gap Min

Office: Powder Maker Hall 233H

Textbooks

Pyong Gap Min (ed.), *Mass Migration in the United States: Classical and Contemporary Periods* (Altamira Press, 2002); Nancy Foner, *New Immigrants in New York*, Updated Edition (New York: Columbia University Press, 2001); *Ethnic Solidarity for Economic Survival: Korean Greengrocers in New York City*. New York: Russell Sage Foundation; Mary Waters, *Black Identities: West Indian Immigrant Dreams and American Realities* (New York City: Russell Sage Foundation, 1999).

Course Outline

1. The main objective of this course is to examine (1) contemporary immigration patterns in the United States, (2) major contemporary immigrant groups in New York City, (3) similarities and differences between turn-of-the-century and contemporary immigration periods in immigrants' characteristics and their adaptations in the U.S., and (4) intergenerational transition in adaptation (racialization).
2. For contemporary immigrant groups in New York, we cover Soviet Jews, Chinese, Koreans, Indians, Jamaicans, Dominicans, and Mexicans.
3. To compare classical and contemporary immigration periods, we cover anti-immigrant attitudes and actions, ethnic and racial diversity, social conflict, intergenerational cultural transmission, naturalization, immigrant residence and neighborhoods in New York, immigrant women and work in New York City, Jewish immigrants, and Asian immigrant businesses.
4. For examination of intergeneration transition in adaptation, we read Mary Waters' *Black Identities*.

Grading

*Two Essays	24
Attendance	10
Reading Assignments & Discussion	16
Final	25
Term Paper	25

Total	100 points
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*Each essay involves answering two of the three given questions relating to the book chapters already covered.

Class Schedule

January 26: Review of Syllabus; History of Immigration and Contemporary Immigration Patterns (Introduction of Min's Book) & Anti-Immigrant Attitudes and Actions (Min's Book, Chapter 1)

February 2: The Changing Face of America (Chapter 2) & Contemporary Immigrants' Advantages for Intergenerational Cultural Transmissions (Chapter 4)

February 9: Naturalization and U.S. Citizenship (Chapter 5) & Immigrant Residence and Immigrant Neighborhoods (Chapter 6)

February 23: Immigrant Women Work in New York City (Chapter 7) & Asian Immigrant Businesses (Chapter 9)

March 2: Jews Then and Now (Min's Book, Chapter 8) & Waters' Book, Chapters 1 & 2

March 9: Waters' Book, Chapters 3 & 4; **First Essay Due**

March 16: Waters' Book, Chapters 5 & 6

March 23: Waters' Book, Chapters 7, 8 & 9; **An Outline of Term Paper**

March 30: Min's Book, Chapters 1, 2 & 3

April 6: Min's Book, Chapter 4 & 5; **Second Essay Due**

April 20: Min's Book, Chapters 6, 7 & 8

April 27: Foner's Book, Chapters 1 (Introduction) & 4 (Soviet Jews)

May 4: Foner's Book, Chapters 5 (Chinese) & 7 (Jamaicans)

May 11: Foner's Book, Chapters 9 (Dominicans) & 10 (Mexicans)