

**Syllabus**  
**Research Design for Social Data Analytics**  
**SoDA 308**  
**Spring 2019**  
**T/R 1:35–2:50pm, Chambers 104**

**Instructor:** Bruce A. Desmarais

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Office Hours: W 9–10, R 3–4 & by appt.

**Course Description:** This course engages students in the study and use of research design tools for the analysis of social systems and “big data”. Topics to be addressed include: how the scientific method relates to a practice of establishing the validity of propositions and the role that analytics can play in that process when the observations are vast and varied; how the validity of systematic patterns in data are assessed as well as how spurious or biased patterns in the data are ruled out; and how the scientific method can guide the use of exploratory techniques. Through the course, students will learn to develop innovative research designs in an effort to improve the statistical analyses used with social data and how to present these analyses to nontechnical audiences, such as non-profits, employers, and the general public.

**Prerequisites:** PLSC 309 or equivalent training in statistical analysis

**Learning Objectives:** There are four related learning goals that underpin the design and content of this course. Students who successfully complete the course will develop:

- A mastery of the process of designing research to quantitatively evaluate causal claims about the social world.
- A familiarity with a diverse set of examples of social research designs, especially those investigating the digital social world.
- A competence in using several critical computational tools for carrying out social data analytics projects.

- A capacity to convey the motivations, designs, and results of projects to non-specialists.

### **Required Book:**

- Title: Social Scientific Research
- Author: Dawn Brancati
- Publisher: SAGE, 2018
- ISBN: 1526452790, 9781526452795

**Software:** The software of the course is the free and open source R statistical programming software. It is required that all problem sets and analyses reported in the research paper be completed using R .

**Article component presentation:** Each Thursday beginning on 1/24, the first part of class will consist of up to six 5–10min student presentations. Each student is responsible for delivering two presentations over the course of the semester. Each of the three presentations must be delivered on a different day, and cover a different article component (i.e., students may not give more than one presentation on a given day or on a given article component). Each presentation will provide a brief overview of a particular component of the research article that the class reads for that day. The article components are drawn from the Huck reading (assigned for 1/10), and are listed below. A PDF version of the slides to be presented must be uploaded to the Canvas dropbox by the student by 11pm on the Tuesday before the presentation date. Students should sign up for their presentations on SignUpGenius, at the following link <https://www.signupgenius.com/go/70A0E4DADA82EA7F58-article>, by class time on Thursday, 1/17.

- Background (see Huck)
- Purpose & Hypotheses (see Huck)
- Participants & Materials (see Huck)
- Statistical Plans & Results (see Huck)
- Applying Brancatti: Commentary on the ways in which the Brancatti reading from Tuesday applies to the article.

- **Critique:** Discussion of limitations, shortcomings, or possible errors in the research.

**Research Project:** Students are required to complete a group research paper by the end of the semester. Groups will be assigned on the basis of the article interest survey/quiz. Please complete this on Canvas no later than Tuesday, 1/15. The paper is expected to be original research—applying the research design principles covered in the course. The final paper is due on 5/1.

- **Process:** Groups should make progress on the project each week. The files associated with the paper should be shared among the students in the group and Professor Desmarais using a folder on box.psu.edu. It is possible to assign tasks related to a file to individual collaborators in Box. Each week during the group project time, the group should assign a task, to be completed over the next week, to each student in the group. Each student is responsible for making sure they have a task to work on, and complete that task, each week.
- **Topic:** The project can address virtually any topic in which students are interested. Considering Brancatti’s discussion of research topics, this document should include a brief discussion of why this is a good topic. There are two constraints in terms of a hypothesis. First, students must define at least one hypothesis that constitutes an “effect of a cause” statement. Second, the hypothesis should be amenable to a design that can be implemented before the end of the semester. The document should include a brief justification for your hypothesis. Please provide proper citation/reference for any literature discussed in the topic document. The topic of the research project, including the hypotheses, should be written up in a one-page document. This is due on 2/8.
- **Design:** Students should write up a research design. A research design will consist of complete introduction, literature review, theory and research design sections, with the results yet to come. This is due on 3/15.

**Research tool tutorial:** Each student is responsible for writing a 3–5 page appendix to the group research project in which a data analysis tool/method that is used in the group project is explained. The tutorial should include a definition and overview of the tool/method, example code, a data analysis example that is separate from the group project (i.e., doesn’t use any of the same data), a link to an online archive (e.g., Box, Google Drive, Dropbox, Github) at which the example data can be downloaded, and a discussion of the

sorts of research projects and objectives for which the tool could be used. Students will submit a one-page outline of the tutorial by 3/27, and the final product is due on 4/12.

**Pop quizzes:** There will be 4 or 5 pop quizzes administered throughout the semester. Each quiz will include a combination of multiple choice and true/false questions covering material that has previously been covered in lectures. If you miss a quiz day with an excused absence, you will be given the opportunity to make up the quiz. The objective of these quizzes is to assure that students are keeping up with the lecture material.

**Grading:**

- Article component presentations–30%
- Research tool tutorial–20%
- Group project–30%
- Pop quizzes–20%

**Grading Scale.** Grade values will not be rounded - any grade that is greater than or equal to ‘Lower’ and less than ‘Upper’ will receive the respective grade.

Grade	Lower	Upper
A	92	101
A-	90	92
B+	88	90
B	82	88
B-	80	82
C+	78	80
C	72	78
C-	70	72
D+	68	70
D	62	68
D-	60	62
F	0	60

**Course Schedule:** The schedule below gives the required reading. The date corresponds to the week beginning on the respective Monday. The readings listed for a particular day should be read before class time that day.

1. 1/7, Reading a scientific study
  - Tuesday: Syllabus/course overview
  - Thursday: Chapter 1, “Reading Statistics and Research,” Schuyler W. Huck. (provided on Canvas).
2. 1/14, Social Research, Definition and Ethics
  - Tuesday: Brancati, Chapter 1 & 2
  - Thursday: Group Project Kickoff
3. 1/21, Background and Research Objectives
  - Tuesday: Brancati, Chapter 3 & 4
  - Thursday: McClendon (2016)
4. 1/28, Theory and Causality
  - Tuesday: Brancati, Chapter 5 & 6
  - Thursday: Beaman, Duflo, Pande and Topalova (2012)
5. 2/4, Methods Selection
  - Tuesday: Brancati, Chapter 7 & 8
  - Thursday: Jordan, Hoffman, Nowak and Rand (2016)
6. 2/11, Case selection
  - Tuesday: Brancati, Chapter 9
  - Thursday: Howard, Savage, Saviaga, Toxtli and Monroy-Hernandez (2016)
7. 2/18, Individual and Group Interviews
  - Tuesday: Brancati, Chapter 10 & 11
  - Thursday: Whitby, McLaws and Ross (2006)

8. 2/25, Case analysis
  - Tuesday: Brancati, Chapter 13 & 14
  - Thursday: Zorn, Grant and Henderson (2013)
9. 3/11, Quantitative measurement
  - Tuesday: Brancati, Chapter 15
  - Thursday: (Lee, Van Dolen and Kolk, 2013)
10. 3/18, Quantitative Data
  - Tuesday: Brancati, Chapter 16
  - Thursday: Lutz and Lutz (2015)
11. 3/25, Content Analysis
  - Tuesday: Brancati, Chapter 17
  - Thursday: Bigler and Jeffries (2008)
12. 4/1, Surveys
  - Tuesday: Brancati, Chapter 18
  - Thursday: Samuels and Zucco Jr (2014)
13. 4/8, Experiments
  - Tuesday: Brancati, Chapter 19
  - Thursday: Rhodes, Leslie and Tworek (2012)
14. 4/15, Observational data analysis
  - Tuesday: Brancati, Chapter 20
  - Thursday: Van Dyke and Soule (2002)
15. 4/22,
  - Tuesday: Project presentations
  - Thursday: Project presentations

**Attendance:** Attendance will not be taken during each class meeting, but if there appears to be an attendance problem attendance will be taken. In-excused absences beyond the first one may be penalized with a one-point reduction in the final grade.

**Late Submission Policy:** A penalty of 20% will accrue for each (rounded up) day that an assignment is late.

**Disability Accommodation Statement** Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus (<http://equity.psu.edu/sdr/disability-coordinator>). For further information, please visit Student Disability Resources website (<http://equity.psu.edu/sdr/>).

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: See documentation guidelines (<http://equity.psu.edu/sdr/guidelines>). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

**Academic Integrity Statement** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

**Counseling and Psychological Services Statement** Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of

confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services at University Park (CAPS)  
(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Counseling and Psychological Services at Commonwealth Campuses  
(<http://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400 Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

**Educational Equity/Report Bias Statements** Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the University's Report Bias webpage (<http://equity.psu.edu/reportbias/>)

## References

- Beaman, Lori, Esther Duflo, Rohini Pande and Petia Topalova. 2012. "Female leadership raises aspirations and educational attainment for girls: A policy experiment in India." *science* p. 1212382.
- Bigler, Matthew and Judson L Jeffries. 2008. "An Amazing Specimen: NFL Draft Experts Evaluations of Black Quarterbacks." *Journal of African American Studies* 12(2):120–141.
- Howard, Philip N., Saiph Savage, Claudia Flores Saviaga, Carlos Toxtli and Andrs Monroy-Hernandez. 2016. "Social Media, Civic Engagement, and the Slacktivism Hypothesis: Lessons from Mexico's El Bronco." *Journal of International Affairs* 70(1):55–73.  
**URL:** <https://www.jstor.org/stable/90012597>
- Jordan, Jillian J, Moshe Hoffman, Martin A Nowak and David G Rand. 2016. "Uncalculating cooperation is used to signal trustworthiness." *Proceedings of the National Academy of Sciences* 113(31):8658–8663.



- Lee, Hsin-Hsuan Meg, Willemijn Van Dolen and Ans Kolk. 2013. "On the role of social media in the responsible food business: Blogger buzz on health and obesity issues." *Journal of business ethics* 118(4):695–707.
- Lutz, Brenda J and James M Lutz. 2015. "Globalisation and terrorism in the middle east." *Perspectives on terrorism* 9(5):27–46.
- McClendon, Gwyneth H. 2016. "Race and responsiveness: An experiment with South African politicians." *Journal of Experimental Political Science* 3(1):60–74.
- Rhodes, Marjorie, Sarah-Jane Leslie and Christina M Tworek. 2012. "Cultural transmission of social essentialism." *Proceedings of the National Academy of Sciences* 109(34):13526–13531.
- Samuels, David and Cesar Zucco Jr. 2014. "The power of partisanship in Brazil: Evidence from survey experiments." *American Journal of Political Science* 58(1):212–225.
- Van Dyke, Nella and Sarah A Soule. 2002. "Structural social change and the mobilizing effect of threat: Explaining levels of patriot and militia organizing in the United States." *Social Problems* 49(4):497–520.
- Whitby, Michael, Mary-Louise McLaws and Michael W Ross. 2006. "Why healthcare workers don't wash their hands: a behavioral explanation." *Infection Control & Hospital Epidemiology* 27(5):484–492.
- Zorn, Theodore E, Suzanne Grant and Alison Henderson. 2013. "Strengthening resource mobilization chains: Developing the social media competencies of community and voluntary organizations in New Zealand." *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations* 24(3):666–687.