

# Analysis of Occupational Change Data 1950-1990

## Part III. Analysis and Write-Up Interpretation of the Data

***This section should be included in the Findings section below.***

You will now have what are called an original table and 8 partial tables —separate tables of occupation by year for each category of your control variable.

### **FIRST STEP**

Examine the original table first and describe how the population is differently distributed among the occupations across the years from 1950 to 1990. Describe which occupational categories change and the general direction—up or down or stay the same. You should notice some changes over time. Did the proportion of people farming change over time? If so, did the proportion of farmers increase or decrease? Big change, little change? Etc. Take your time and do this step carefully and thoroughly because you will have to compare the findings from the partial tables to the findings for the original table. Discuss these changes in general terms to convey the overall pattern of changes.

### **SECOND STEP**

- In this step you will be comparing the relationship between occupation and year for each of the categories of the three control variables. For example, for gender you need to describe the relationship between occupation and year for males compared to the relationship between occupation and year for females. Are the proportions of males and females in the same occupational categories the same for each year (compare 1950 across the years to 1990)? Describe how males and females are distributed across the occupational categories for each year. You do not have to be real detailed here but state the general trends that you find for your state for the kind of work men are doing compared to women over time.
- Now you need to turn to an analysis by your second control variable, race. Compare the relationship between occupation and year for blacks to the relationship between occupation and year for nonblacks. Again, describe how the two groups are differently distributed across the occupational categories across time. Look for general trends here and state them. I can assure you they are not the same.
- Next do the same kind of comparisons for each of the four education categories. This is a very interesting part of this assignment. In a sense, the question you want to try and answer here is what occupations do the various levels of education get people over time? For example, what kinds of occupations do people with high school educations have in 1950 compared to 1990? How does this trend compare with people with the other levels

of education? What are people with LTHS doing in 1950 compared to 1990? etc.

- Does the occupational structure in 1950 differ by your control variable? Does it differ in 1990? Does the rate or nature of change in occupational structure over time vary by your control variable?
- You can also explore the other datasets to see how they might help you understand the above analysis. For example, analyzing the `centrend > edoc502k.dat` dataset will give you trends in occupational structure for the whole US. Also, `geography2k > edocc2k > edocc2k.XX` (the two-letter abbreviation for your state) will give you the occupational structure for your state in 2000.

## THE WRITE-UP

1. Create reader-friendly tables and graphs to display the results of your analysis.
  - Copy your tables (the bivariate crosstab and all partial tables) into Excel by using the copy and paste shortcuts.
  - Number and title your tables and edit them so that they look neat and reader-friendly.

Your tables should include the cell percentages and column total percent.

- Create line charts from your data using the graph function in Excel. I will demonstrate in class how to do this. (If you have questions, ask me or a classmate).

2. Write a 4 to 5+ page paper that reports your analysis. It should include:

- **Title page that includes your name.**
- **Introductory paragraph** that introduces the topic of occupational change in the last half of the 20<sup>th</sup> century. Then discuss the kinds of societal changes that have occurred during that time that might make it likely that people would be doing different kinds of work for the most part at the end of the century. Are people doing different work because they changed their minds about what they want to do or did changes occur because of structural changes in the social mobility system of the U.S.? Pay attention to the lectures about this and read about it in the text as well. You are writing about sociological research here!
- **Body Paragraphs** that state and describe your ***hypothesis*** and the reasoning behind your hypothesis. That is, you should state whether you expect the proportions of people working in various occupations to have changed in the last half of the 20<sup>th</sup> century and why. Then state whether you expect the kind of work each gender did was different and why it might have changed over time. Next, do the same for race. Why might people of different racial backgrounds each be doing different kinds of work at the middle as compared to the end of the century? What things happened that would mean people of each race changed the kind of work they did? Finally, what about education? Have the kinds of jobs changed to require more education as time went on? Did the educational institution change over time? How? (This section will take some time to write so plan accordingly)
- **Methods:** Describe the dataset (decennial U.S. Census); your independent, dependent, and control variables and how they are measured; and your analytical strategy (i.e., "I first examine changes in the occupational structure between 1950 and 1990 for all residents, and then control for race, sex, and education.")
- **Findings:** a discussion of the results of your analyses. Describe your findings here for the state without any controls and then the findings with controls.
- **Conclusion** that generalizes your specific findings to the larger research question you posed in the Introduction.

- ***Tables and line charts (these are in addition to the 4-5 pages of written text report)***

### RUBRIC-EVALUATION OF PAPER ON STRATIFICATION PART III

Requirements	Excellent	Good	Needs Improvement	Failed to meet requirement
<b>Introductory paragraph (10-0 pts)</b>	Student thoroughly discussed the topic of occupational change and included at least two references to course materials.	Student briefly discussed the topic of occupational change and included at least two references to course materials.	Student briefly discussed the topic of occupational change but did not include any references to course materials.	Student did not discuss the topic of occupational change.
<b>Hypothesis Statement/ Body Paragraph (20-0 pts)</b>	Student stated 4 hypotheses that correctly specified how overall occupational changes were affected by time and how these changes varied for people of different gender, race and educational level. The rationale for each hypothesis was correct and clearly stated. (20-18)	Student stated some hypotheses that specified how overall occupational changes were affected by time and how these changes varied for people of different gender, race and educational level. But some hypotheses were not correctly stated and the rationale for each hypothesis was sometimes correct and not always clearly stated. (17-14)	Student included one general hypothesis statement about how overall occupational change varied over time but not how these varied for people of different gender, race and education level. Some attempt was made to discuss the rationale for expected changes but was discussed fully. (13-12)	Student did not include hypotheses about occupational change or how people of different gender, race or educational level would be affected. In addition, no attempt was made to provide a rationale for occupational change. (0)
<b>Methods/ Describe Data (10-0 pts)</b>	Student correctly identified data set and correctly referenced all data and variables in this section.	Student correctly identified data set and most of the variables in this section	Student struggled with identifying the data set and the variables in this section.	Student omitted identification of or did not correctly identify data and/or variables in this section.
<b>Findings (20-0 pts)</b>	Student described the occupational changes across	Student attempted to discuss data using without	Student made a weak attempt to describe	Student made no attempt to discuss control variables,

	<p>time without control and with control variables. Student demonstrated ability to discuss numerical information in a written format. Stated whether data supported hypotheses. (20-18)</p>	<p>control and with control but struggled with details and writing numerical information in a written format. Made some attempt to state whether data supported hypotheses. (17-14)</p>	<p>occupational changes across time without and with control variables and writing material in numerical format. Did not state whether findings supported hypotheses. (13-12)</p>	<p>writing numerical information in a written format, or describe whether findings supported hypotheses. (0)</p>
<p><b>Conclusion (10-0 pts)</b></p>	<p>Student demonstrated excellent critical thinking ability in specifying how occupational changes have been affected by larger social issues in the U.S.</p>	<p>Student showed some critical thinking ability in specifying how occupational changes have been affected by larger social issues in the U.S.</p>	<p>Student showed little critical thinking in specifying how the occupational changes have been affected by larger social issues in the U.S.</p>	<p>Student made no attempt to write a conclusion about how occupational change is related to larger social issues in the U.S.</p>