# Group Project: Gender

## INTRODUCTION

For this project, you will explore two topics: (1) occupational mobility and (2) earnings. I suggest that each of you take responsibility for one question, and that you then come together to discuss your findings and interpret the data.

Questions:

1. Use the file "Doctors9". This is a file from the 1990 census which examines the distribution of doctors by age, sex, race and earnings. To answer this, look at the following questions:
   a. Compare the gender distribution of doctors at each age group. Is there any difference between the two groups? You may want to represent this as a pie chart. (Crosstab age and sex)
   b. Compare the earnings of males and females for each age group. What does this tell you? (Crosstab earnings by sex by age)
   c. Compare the earnings of males and females for each age group controlling for race.
2. Earnings: This is based on census data on occupation, gender, education and earnings. The data for this is in three files: "WORK9-25", "WORK9-35", "WORK9-45". These files look respectively at the work situation of 25-34 yr olds, 35-44 yr. olds and 45-54 yr olds. The occupation variable divides work into four categories: 1) top white collars--professionals, administrators, managers; 2) other white collar--clerical and sales; 3) service--household work, or services such as restaurant work; 4) blue collar--skilled and less skilled blue collar work.
   a. For each age group, look at the gender distribution of occupations (crosstab sex and occupations). How does the distribution change as we move through age groups?
   b. For each age group, look at the gender distribution of earnings. Is the wage gap decreasing as women get younger?
   c. For each age group, look at the gender distribution of earnings controlling for occupation. How much of the difference in earnings can be attributed to occupational differences?

## EDUCATION

For this exercise you will examine the relationship between education and various demographic variables. Who is likely to receive more education?

Questions:

1. Is someone's level of education related to age, race or sex? For this you will use the file "EDUC5090.CHP". Run one crosstab for each of these variables--e.g. EDUC by Gender, EDUC by Age, EDUC by RACE. For now look only at the year 1990.
2. Using the same data set, how much do these variables interact? For example, are black women more likely to be educated than black men? Run a crosstab of EDUC by Gender, controlling for RACE. What affect does age have? Crosstab EDUC by Gender by Age, then EDUC by Race by Age. Finally, complete the same analyses for the year 1950. Are educational differences disappearing?
3. Finally, to what extent does education determine whether you are working, what kind of job you have, or how much money you have? For this use the file "EDOCC935".
   a. Is there a relationship between education and occupation?
   b. What other variables make a difference? Does the relationship between education and occupation these differ by sex? What difference does race make? Run the same crosstab as in part a, but this time control for Gender and RACELAT.

**FAMILY I**

These exercises will explore levels of marital attainment and the relationship between poverty and household type. Are people more likely to never get married, or are they simply putting off marriage? Do divorce rates vary by race?

Use the file "MARITAL9" for all the following three questions.

Questions:

1. Show the marital status distribution of each age group. What is the dominant status in each age group? Do your findings surprise you? (Crosstab Marital by Age).
2. Examine the marital status differences by race (Crosstab Marital by RaceLat). Discuss you findings. Control for age. Do you see any important patterns? (Marital by RaceLat by Age)
3. Analyze the differences in the proportion of divorced people by race. Discuss significant differences between races.
4. For the next question use the data set "COHAB9": Examine the age distribution of those who are currently cohabiting (Marstus by Age). Are there significant differences? Are people with more education likely to be cohabiting? (Marstus by age by educ)
5. For the next two questions use the data set "HHPOV9": Examine the poverty status of individuals based on the type of household they live in. Are people

in female headed households more likely to be poor (pov by HHtype)?

6. Is there a difference by race in the type of household people are likely to be in (hhtype by race)? What happens when you control for age?

**FAMILY II**

In these exercises you will examine differences in marital status and the trends in teenage childbearing.

Questions:

1. Using the file "MARR5090", examine the marital status distribution of Americans from 1950 to 1990. What patterns do you see?
2. Using data from 1950 to 1990 in the file "MARR5090", look specifically at the marital status distribution of people ages 15-24. What trends do you notice? What happens when you control for race?
3. Using the file "BORN5090", examine the percentage of 35-44 year old women who have ever had children. Also look at the percentage of 35-44 year old women who have had three or more children. Describe any significant trends.
4. Using the file "BORN9", focus on 1990. For each race/ethnic group, look at the percentage of women who have had three or more children. Does a woman's education level play a role in her childbearing decisions?
5. Using the file "TNFM5090" examine trends in teen pregnancy. From 1950 to 1990, are more teenagers having babies (Crosstab child by year)? How do the trends compare by race?
6. What effect does education have on the likelihood of having a baby? Does education have the same effect for each racial group?

**RACE**

For this group project I want you to explore attitudes towards race and structural differences between ethnic groups in the U.S. Please answer each of these questions below, perhaps dividing the work between each of the members of your group.

Questions:

1. A hot issue in politics today is affirmative action. What determines our attitudes toward affirmative action? The data set "HELPBLK1.CHP" addresses this question in part by looking at the relationship between age, sex, race, region of the country and your economic background; and whether respondents believe the government should give "special treatment" to blacks. The specific question is, "Is government obligated to help blacks--or should it give them no special treatment." Please look at the following:

a. Frequency of responses. By examining the "marginals" (under the "commands" menu item), indicate what percentage of those surveyed believe that the government should help blacks.
b. How are these views distributed by age, sex, race, and region? For this run a crosstab of the variable HELPBLK and each of the above variables separately.
c. Finally, how much of the differences you saw in attitudes by sex, race and region might be explained by SES (socio-economic status)? For this, run a crosstab again of each of the variables and control for SES.

2. For this question you will examine differences in occupation by race. You will use the data set "OCCUPTN9.CHP". This is based on the 1990 census: Examine the occupations differences between each of the race/ethnic groups.
   a. For this you will run a crosstab of racelat and occup. The occupation variable divides work into six categories: 1) top white collars--professionals, administrators, managers; 2)other white collar--clerical and sales; 3) service-- household work, or services such as restaurant work; 4) blue collar--skilled, 5) other blue collar-- less skilled blue collar work, and 6) farm.
   b. Control now for gender. For each racial group, are men and women represented differently in occupation? Run a crosstab of racelat and occupation, controlling for gender.
   c. Now control for age. Have differences in occupation by race lessened with younger workers?