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# Homework 3

Amy L. Stone

Trinity University, [astone@trinity.edu](mailto:astone@trinity.edu)

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# Introduction to Sociology

## Homework #3

This homework is worth 5% of your grade, and is due in HARD copy either typed or handwritten on Thursday April 16 in class. You do not need to print out any output.

All of this homework can be completed using the following website:

<http://sda.berkeley.edu/archive.htm>

Using the GSS Cumulative File 1972-2006

### **Part I: Race, Class, Gender and Education**

MacLeod's book examines the role of race, class, and gender on education in the 1980s. However, what are the current statistics on the effect of race, class and gender on education?

**Run all of the analysis in this part using a Selection Filter of Year (1990-2006) to just examine recent GSS surveys.** You should use no weighting in your analysis.

#### **1. Race**

What is the relationship between race (RACE) and highest degree earned (DEGREE)? Run a crosstabs using the filter for years. Fill in the chart below

Race	% with Less than HS diploma	% with HS diploma	% with Bachelors
White			
Black			
Other			

Describe in one or two sentences the relationship between race and highest degree earned.

#### **2. Social Class**

What is the relationship between social class (CLASS) and highest degree earned (DEGREE)? Run a crosstabs using the filter for years. Answer the questions below?

A. What percentage of working class respondents have a high school degree as their highest degree?

B. What percentage of upper class respondents have a high school degree as their highest degree?

C. Why do more working class individuals have a high school degree than upper class individuals?

D. What percentage of the lower class did not get a high school diploma?

E. For all classes, what percentage of the whole GSS sample gets a graduate school degree?

### **3. Sex**

What is the relationship between sex (SEX) and highest degree earned (DEGREE)? Run a crosstabs using the filter for years.

Briefly, what differences, if any, are there between the highest degree of women and men?

### **4. Hispanic/Latino**

What is the relationship between Hispanic identification (HISPANIC) and highest degree earned (DEGREE)? Run a crosstabs using the filter for years.

ONLY examining Hispanic groups with more than 40 people responding, which Hispanic group has the highest percentage of individuals with a bachelor's degree?

ONLY examining Hispanic groups with more than 40 people responding, which Hispanic group has the highest percentage of individuals will less than a high school diploma?

### **5. Intersectionality**

Re-examine the relationship between race and degree, controlling for either social class or sex in your crosstabs. Describe briefly if either sex or social class affects the relationships between race and degree.

## **Part II: The Year Effect**

Obviously access to education for African Americans has changed dramatically over the last 100 years! In this next section we are going to examine the cohort effect. The variable YEAR is the year the respondent took the survey. Get information on the relationship between race and degree for the following groups: 1970-1979, 1980-1989, 1990-1999, 2000-2006. Use this information to fill in the table below:

Year	% of African Americans with LT HS diploma	% LT HS Difference with Whites*	% of African Americans with HS diploma	% HS Diff with Whites	% of African Americans with Bachelors Degree	% BACH Diff with Whites
1970-1979						
1980-1989						
1990-1999						
2000-2006						

\*To calculate the percent difference with whites, take the percentage of whites with a particular degree and subtract from it the percentage of African Americans with that degree. For example, if the percentage of whites with a high school degree is 57% and the percentage of African Americans with a high school degree is 50%, the difference is  $57\% - 50\%$  or 7%.

Briefly analyze the table above. What changes do you see in African American educational achievement?