In class on Tuesday (11/27/07) we are going to run through an example of the effects of race on whether people think police treats blacks and whites equally, or similarly, one group more fairly than another. It is basically the same issue. PURPOSE: to decode links between race and this question, in class and the US, and reflect.

In class we are going to first go through some data from the student in class survey, completed at the beginning of this semester, to see if your classmates’ race influences their answers to this question. Then we will look at results from a national poll completed in 2000 by the Roper Organization. The Roper Poll, along with the Harris Poll and the General Social Survey, are national surveys that are high quality and well done, and can tell you about the views of U.S. households with only about 2,000 surveys. It is because they use scientific probability sampling procedures. But I digress.

Because you may be interested at some point in looking at U.S. opinion data, here are the steps that were completed for getting the national results you will see in class today. Follow these steps.

1. Browse to PALEY main page
2. Click on databases.
3. Click on Roper Opinion Poll
4. You will then have to log in; use your Temple email.
5. Click on data analysis tools
6. The “IDEAS Tools page” comes up
7. Search for a study called New York Times Poll: Race Relations in America [June, 2000]. Right now it is the second study down in the list.
8. A page should come up that gives you options for entering row and column variables. The row variable that you specify is the specific question you want to look at. If you click on the button just to the right of this box, different questions pop up. If you pick just a row variable, and specify nothing else, and then click on Run the Table it will show you the distribution of all scores on the variable. The variable that we are working with in class on Tuesday is Q52: Just your impression, are blacks in your community treated less fairly than whites in dealings with the police, such as traffic accidents? Note, however, that if you look further in the table there are other questions about the police. See questions 61 through 66.
9. Under Options you will see that “include column percents” and “weight tables” are both checked by default. Leave it that way. Column percents will tell you the percent of each group picking each response. The weight tables will apply a weighting so that the results are representative of the U.S. population.
10. If you want to select a respondent characteristic, you must specify it as a column variable (see open box under optional). To see what variables are called you are going to need to open up the codebook; this tells you what the variable names are for specific items. Click on View Codebook in Separate Window.
11. Flip to the codebook window, click on Standard variable list on the left. Under Name is the variable name. It is that name that you want to enter for your row variable. Scroll down the list and you will eventually see a variable labeled race. This is what you want for your column variable.
12. Flip back to your main analysis page, enter race as your column variable.
13. Click on the Run Tables command. Your table should be generated.
14. To save the table, print it to a pdf file.
15. A note about the color coding of the cells in the tables you see. The dark blue is telling you that the percent of that group giving that answer is much lower than would be expected if there were no relationship between group status and answers to the question. The deepest pink is telling you that the percent of that group giving that answer is much higher than would be expected if there were no relationship between group status and answers to this question.

I have generated some example tables, in addition to the ones we have reviewed in class, if you want to examine them. Look at handouts for this week.
1. When looking at the in-class survey one assumption being made is that white students are more likely to live in _________ neighborhoods and nonwhite students are more likely to live in _________ neighborhoods.

2. Write down your hypothesis: which group of your classmates will rate police as treating people in their neighborhood more fairly?:

3. What is the reasoning or rationale for your prediction?

4. What was the most popular answer to this question chosen by your classmates?

5. Which group of your classmates rated police as treating people more fairly in their neighborhood?

6. Was it a big difference?

7. Was there a difference in the likelihood that a white student, as compared to a student of color, would give the police in their neighborhood an average rating?

8. After viewing the details, what is your conclusion about the differences between white students and students of color in this class in their answers to this question?

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9. Did more Americans in 2000 agree or disagree with Question 52?

10. Do the majority of Americans think police treat blacks as fairly as they treat whites?

11. What was the most popular answer to Q 52 chosen by whites in America in 2000?

12. What was the most popular to Q 52 chosen by blacks in America in 2000?

13. IMPORTANT – are the race differences in answers to a question about police treating people equally by race bigger in this class or the national survey? What might explain this discrepancy?