

The version you're consulting is not final. This course description may change. The final version will be published on 1st June.



5.00 credits

35.0 h

Q1

Teacher(s)	Bocquier Philippe ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	<p>The 10 tasks are scored on 2 points and must be given to the professor via Moodle at the indicated deadlines, 1 to 3 days before the course, each day of delay reducing by one point the note.</p> <p>The 4 assignments are rated on 4 pts and must be delivered via Moodle at the following deadlines, each day of delay reduces the score by one point.</p> <p>A peer review will be organised and marked out of 7 points. Students will prepare comments on a regression result and correct the comments of two other students.</p> <p>Students will also be asked to prepare questions on the course as a whole for discussion in the final session (marked out of 2 pts).</p> <p>Individual final report (rated out of 55): to be submitted to the incumbent via i-campus AND in hard copy by Friday, January 4, 2019. Evaluation Criteria:</p> <ul style="list-style-type: none"> <li>- Presentation of the demographic situation of the country (5 pts)</li> <li>- Sources and methods used (10 pts)</li> <li>- Descriptive analysis results of biographies (10 pts)</li> <li>- Results of in-depth analysis of biographies (20 pts)</li> <li>- Conclusions (10 pts)</li> <li>- Presentation graphs, tables, language, bibliography (bonus 2 pts)</li> </ul> <p>PLEASE NOTE:</p> <ul style="list-style-type: none"> <li>- Continuous assessment cannot be made up in the 2nd session; the 2nd session final report mark replaces the 1st session final report mark; continuous assessment marks are retained for the 2nd session.</li> <li>- The use of artificial intelligence is not prohibited, but must comply with the rules set out in the ESPO faculty note on the subject, which is available on its intranet site for students (<a href="http://uclouvain.be/consignes-chatgpt">http://uclouvain.be/consignes-chatgpt</a>)</li> </ul>
Teaching methods	<p>The course follows the principle of flipped classrooms, combined with the principle of just-in-time teaching for some instances.</p> <p>Videos on theoretical issues will be watched by the students, who will then answer questions. The answers to these questions will be discussed face-to-face.</p> <p>Other videos on more practical issues will also be viewed, but usually in class, in order to carry out practical exercises (TP: practicals).</p>
Content	<p>This course is a continuation of the course Quantitative Methods in Social Sciences. The focus is on longitudinal analysis. The objectives are:</p> <ul style="list-style-type: none"> <li>- To learn the relevant tools to analyse biographical surveys.</li> <li>- To be able to understand and use the scientific literature using these methods.</li> <li>- To be autonomous in the use of data analysis software.</li> <li>- To be able to select a data analysis strategy in relation to the relevant research questions and to present and interpret the results correctly.</li> </ul> <p>6 major themes:</p> <ul style="list-style-type: none"> <li>- Event History Analysis: an introduction.</li> <li>- The format of the biographical data</li> <li>- Conceptualization of time and event, truncation and censoring, questions to answer before any event history analysis</li> <li>- Extinction tables, Kaplan-Meier curves, cross-sectional indices</li> <li>- Semi-parametric model with proportional hazards (Cox)</li> <li>- Competitive Risk Model (Fine &amp; Gray)</li> </ul>
Inline resources	Videos (screencast), computer programs (Stata) and other materials are available on MoodleUCL.

Bibliography	<p>Reed, H.E. 2012. Moving Across Boundaries: Migration in South Africa, 1950–2000. <i>Demography</i> 50(1):71-95.</p> <p>Clark, S. &amp; C. Cotton. 2013. Transitions to adulthood in urban Kenya: A focus on adolescent migrants. <i>Demographic Research</i> 28(37):1053-1092.</p> <p>Widmer, E. &amp; Ritschard, G. 2009. The de-standardization of the life course: Are men and women equal? <i>Advances in Life Course Research</i> 14:28-39.</p> <p>Gutierrez-Demènech M. 2008. The impact of the labour market on the timing of marriage and births in Spain. <i>Journal of Population Economics</i> 21:83-110.</p> <p>Kamrul Islam, M., Gerdtham, U.-G., Gullberg, B., Lindström, M. &amp; Merlo, J., (2008), Social capital externalities and mortality in Sweden. <i>Economics and Human Biology</i> 6, 19-42.</p> <p>Manuel: Mario Cleves, William W. Gould, Roberto G. Gutierrez, and Yulia Marchenko (2008) <i>An Introduction to Survival Analysis Using Stata</i>, 2nd Edition, Publisher: Stata Press</p>
Other infos	A good knowledge of Stata software or other statistical processing software is essential.
Faculty or entity in charge	PSAD

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Sociology	<a href="#">SOC2M</a>	5		
Advanced Master in Quantitative Methods in the Social Sciences	<a href="#">LMQS2MC</a>	5		
Master [120] in Population and Development Studies	<a href="#">SPED2M</a>	5		