## Special Topics Seminar: Soc 998 (Spring 2015)
*Working with Hidden and Hard to Reach Populations*
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<th>Date</th>
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<td>1/14</td>
<td>No Formal Class—Instructor Traveling (Students will meet for independent discussion)</td>
<td>Assignment—students will meet as scheduled to produce a preliminary (collective) list of issues associated with research among hard-to-reach and hidden populations</td>
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| 1/21 | Orientations | Required Reading: Howell, 1969; Favret-Saada & Cullen, 1980; Kish, 1991  
**Standing Assignment (all classes):** Please bring 3 questions to class (written for me to collect) pertaining to the reading. Be prepared to discuss the rationale behind the questions.  
**Class Goal:** A succinct list of the issues and agendas involved in studying hidden and hard-to-reach populations |
**Class Goal:** A list of possible hard-to-reach or hidden populations and a list of ethical issues associated with their study/non-study. Overarching question: Is there a common set of ethical questions for this sort of work, and if so, what are they? |
**Class Goal:** Answer the question “why networks?” Achieve a basic understanding of RDS strategy. |
| 2/11 | Respondent Driven Sampling (the basics) | Required Reading: Heckathorn, 2007; Heckathorn, 2002; Salganik & Heckathorn, 2004; Spiller, Cameron, & Heckathorn, 2012; Wejnert, Pham, Krishna, Le, & DiNenno, 2012  
**Special Assignment:** RDSAT analysis of SVRP in DRC data. |
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<td>2/25</td>
<td>Advancing Network Science and RDS modeling</td>
<td>Going beyond the basic ideas of RDS—understanding current state of the method and its extensions</td>
<td>FISHER &amp; MERLI, 2014; Merli et al., 2014</td>
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<td>3/4</td>
<td>RDS and Implementation</td>
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<td>Broadhead, 2008; Lansky &amp; Mastro, 2008; Ouellet, 2008; Prachand &amp; Benbow, 2008; Scott, 2008a, 2008b</td>
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<td>Special Assignment: RDSAT analysis of SVRP in DRC data SHORT PAPER due in class.</td>
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<td>3/11</td>
<td>Spatial Sampling and Venue-Based Sampling</td>
<td>Generate a list of implementation issues specific to the “Scott controversy” and a general list of implementation issues for RDS more generally. Complete the analysis of an RDS data set to demonstrate overall competence and understanding.</td>
<td>Bian, 2004; Chutuape et al., 2009; Kruse et al., 2003; Muhib et al., 2001; Park, 1926; Semaan, 2013; Tatem et al., 2012; Watters &amp; Biernacki, 1989</td>
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<td>3/18</td>
<td>Advancing and Comparing VBS</td>
<td>Understand the comparative benefits and drawbacks of VBS in comparison to other possible systems (such as peer referral-based systems).</td>
<td>Fiedler, Schuurman, &amp; Hyndman, 2006; Gustafson et al., 2013; Jenness et al., 2011; Law, Serre, Christakos, Leone, &amp; Miller, 2004; Straub et al., 2011; Weir et al., 2012</td>
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<td>4/1</td>
<td>Population Estimation—Capture / Recapture</td>
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<td>4/8</td>
<td>Revisions and Rethinking of Capture/Recapture</td>
<td>Abdul-Quader, Baughman, &amp; Hladik, 2014; Blair, 1999; Burnham, Lafta, Doocy, &amp; Roberts, 2006; Dombrowski et al., 2012; Jones et al., 2014; Neugebauer &amp; Wittes, 1994; M. Williams &amp; Cheal, 2002</td>
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<td><strong>Class Goal:</strong> Understand the basics of Lincoln-Peterson “capture-recapture” methods and how they have been used in human populations.</td>
<td><strong>Class Goal:</strong> A discussion of recent extensions/extrapolations on original capture-recapture techniques.</td>
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<td>4/15</td>
<td>Point-In-Time Counts</td>
<td>Bassuk, 1995; Burt, 1995; Fattorini &amp; Ghellini, 2014; Goudie &amp; Gormley, 2013; Hopper, 1995; Jocoy, 2012; Link et al., 1995; Straw, 1995; Wright &amp; Devine, 1995</td>
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<td><strong>Class Goal:</strong> Understand the issues and controversies around enumerating the homeless population in the United States, and the issues associated with the Point-in-Time count method and its extensions.</td>
<td><strong>Class Goal:</strong> Under the vantage point of the methodologies discussed in the course. We will try to answer the question of what, if anything, Brennan might have done differently, and what the possible implications of those differences are.</td>
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<td>4/22</td>
<td>Network Scale-Up</td>
<td>Bernard et al., 2010; Ezoe, Morooka, Noda, Sabin, &amp; Koike, 2012; Feehan &amp; Salganik, 2014; Guo et al., 2013; Salganik et al., 2011; Snidero, Morra, Corradetti, &amp; Gregori, 2007</td>
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<td><strong>Class Goal:</strong> An introduction to Network Scale-Up Methods as a technique for population estimation among hidden and hard to reach populations. Some discussion will feature the recent “Nebraska NSUM” project, its results and innovations.</td>
<td><strong>Class Goal:</strong> Revisit the original ideas behind the course introduction from the vantage point of the methodologies discussed in the course. We will try to answer the question of what, if anything, Brennan might have done differently, and what the possible implications of those differences are.</td>
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<td>4/29</td>
<td>Revisiting Week 1</td>
<td>Brennan, 2014</td>
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RDS Short Paper (due 3/4): A brief paper detailing RDS analysis using RDSAT of the DRC database. The paper should contain 3 parts: 1) an analysis plan / protocol, with brief rationale, 2) data collection methodology/design, and 3) implementation issues. 2500-3000 words.

Final Course Paper: A proposal for a research project with a hidden or hard-to-reach population with an emphasis on the links between 1) defining the population/problem, 2) data collection methodology/design, and 3) implementation issues. 2500-3000 words.
Students who wish to substitute a research paper for the final paper should contact me prior to Spring Break to discuss the data that will be used, and the overall approach that will be taken. I recognize the desire by advanced graduate students to do original analytical work during their courses, and I am happy to work with you on this. The goal, though, must be both feasible (in that it can be accomplished during the semester) and worthwhile (that it has sufficient innovation to warrant possible journal submission shortly after the conclusion of the course). I’m fond fishing, but not academic fishing expeditions as a substitute for course work...so have some solid ideas about what you think is worthwhile about the paper you propose.


