Preface

After the initial publication of *Quantitative Social Science: An Introduction* (QSS) in 2017, Princeton University Press received numerous inquiries from faculty and students about potential plans for a Stata version of the book. This was not a surprise since Stata, along with R, is widely used by social scientists. We hope that many students in social sciences who wish to learn data analysis and statistics with Stata find this book useful. Like the original version of QSS, the book shows how data analysis can be used to answer interesting and important questions in social sciences.

While "translating" QSS from R to Stata initially sounded straightforward, we quickly realized the difficulty of this task. In fact, after finally completing the project, we can confidently say that it would be much easier to translate the book into a foreign language! Because QSS embeds computer code within the discussion of analytical and statistical concepts, the change from R to Stata meant that many parts of the book needed to be rewritten. In addition, some data analyses are easier to conduct in one computer language than another. While Stata provides simple commands for many routine data analyses, the contents of the Discovery chapter proved to be particularly challenging. Therefore, we decided to move this chapter to the end of the book.

Without the support of many people, we would not have been able to complete this translated version. In particular, we are grateful to Raymond Hicks, who made numerous contributions at the beginning of the project. His vast knowledge of Stata was essential for the development of the book. At Princeton University Press, Eric Crahan was responsible for the idea of the translation and encouraged us to take up the challenge. Although we had some moments of doubt from time to time, we are proud to have completed the book. Bridget Flannery-McCoy inherited this project from Eric and has been a patient supporter. We especially appreciate her flexibility about deadlines as well as her understanding of the importance of pedagogy and presentation.

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June 2020

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