ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Vancouver, BC, where I live and work is on the traditional, ancestral and unceded territories of the səl̓ilwətaʔɬ təməxʷ (Tsleil-Waututh), S'ólh Téméxw (Stó:lō), Qayqayt, Stz'uminus and šxʷməθkʷəy̓əmaʔɬ təməxʷ (Musqueam) people. I am thankful to have and to learn of the ties and stories on these lands and within the broader community that are connected.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Sociological Methods: Survey Research Days: Tue Thu Time:12:30-2:00pm (PST)	SOCI 380 202	3

PREREQUISITES

Students are required to have completed 3-credits of 100-level Sociology (SOCI 100, SOCI 101, SOCI 102), SOCI 217 Research Methods, and SOCI 328 Social Statistics 1 prior to enrolling in SOCI 380. This course satisfies the 3-credits of advanced research methods requirement for the Faculty of Arts.

CONTACTS

Course Instructor(s)	Contact Details	Office Hours
Kimberly Huyser, PhD Associate Professor UBC Sociology	Email: kimberly.huyser@ubc.ca	Online: Thursdays 10:00-11:00 (PST - Vancouver) or by appointment

OTHER INSTRUCTIONAL STAFF

Teaching Assistant: Tori Yang

Email: yangsc@mail.ubc.ca

Office Hours: Thursdays 2:00-3:00 (PST – Vancouver) or by appointment

COURSE DESCRIPTION & STRUCTURE

Sociologists use a variety of research methods to investigate the social world. As Sociology majors, you have learned how structures in society affect agency, how gender influences experience, and how institutions are reproduced in a seemingly automatic way, but that really depends on people complying with norms and expectations. In your Research Methods course (SOCI 217), you gained an overview of how sociologists study this phenomenon so that they can ground theories about society in data. In your social statistics course (SOCI 328) you learned how quantitative analysis is an important tool that sociologists use to identify and substantiate patterns and causal pathways in society. Much of the data

that we analyze using statistical methods originate from surveys. This class focuses on how those surveys are constructed, administered, and how the data once collected is made usable for statistical analysis. In this course you will develop the skills and understanding to conduct basic survey research. The focus of this class is on learning how to design "good" surveys – surveys that people want to take, that they know how to take, that they are comfortable taking and that give us the information, at the right level of specificity, that we need to test our hypotheses.

This course will be a Web-Oriented Course, which indicates that our course activities will dominantly occur on Zoom or Canvas (including Collaborate Ultra). There will be no required face-to-face (in-person) interactions. Lecture will be held on online on Tuesdays and Thursdays from 12:30-14:00 (PST). The lectures will be recorded and posted on Canvas; this will allow students to attend lecture by either synchronous or asynchronous method. There will be affiliated assignments for each lecture that will also students to apply the concepts in the lecture. All course assignments will posted on and submitted via UBC Canvas.

LEARNING OUTCOMES

The overall aim of this course is to develop student's ability to evaluate surveys, design surveys, and administer surveys. Specifically, this means:

1. Understanding the necessity of research for distinguishing between social facts and public perception;

2. Articulating the differences between inductive and deductive reasoning and how survey development follows from each;

3. Applying research ethics, with a specific focus on the specific ethical challenges of survey methods;

4. Developing strategies for addressing the limitations of survey research, particularly related to conceptualization, measurement, and sampling;

5. Identifying the kinds of research questions surveys are appropriate for answering;

6. Knowing the kinds of biases that are likely in surveys, and to know steps that help minimize these biases;

7. Developing questionnaires that conform with best practices in terms of question phrasing and ordering;

8. Being clear on the difference between causation and correlation and the methods required to make claims about either;

9. Understanding the importance of sampling strategies if the goal is to make generalizable claims; and

10. Developing the technical skills to construct and implement a survey.

LEARNING ACTIVITIES

1. Weekly Topics: Weekly dates are approximate for lecture topics, but everyone MUST have completed the assigned work by the date indicated (unless stated otherwise in class) and assignments must be completed by due dates as well. Staying on top of your work is key for success in this course.

2. Participation Grade: Your participation grade is based on participation in class via Zoom and on Canvas assignments and discussion boards, and participating in group exercises.
- There will be brief assignments with each class time with a coordinating due date that will allow students to complete and receive credit by both synchronous/asynchronous lecture attendance. Details of the assignments will be discussed in class and posted with the assignments.
- Missed In-Class Activities. Except under extraordinary circumstances, in-class activities cannot be made up. The lowest grade will be dropped, meaning that students can effectively miss on activity without it having a negative impact on their grade.

3. Exams: There will be two exams. Exams will cover materials from lectures, class discussions, and assignments. Exams will not be curved.
- Missed Exams. Students should make every effort to make it to the exams. If you are sick or have an emergency arise, please contact me as soon as possible. In some cases I will allow students to make up the exam, but I reserve this option for exceptional circumstances and may require the student to submit documentation to Arts Advising.

4. Final Project Assignments and Portfolio: The final project will be completed in stages throughout the term and will culminate in a portfolio which is due in December. Instructions for each assignment and the portfolio will be passed out during the term. The portfolio must be uploaded to UBC Canvas. Any portfolio turned in after 11:59:00 pm on designated date will lose 5 points (no exceptions). After this date and time, late portfolios will be lowered by 10 pts for each day that they are late. The projects will not be returned but I will discuss them with you if you wish.
- Late Assignments. If you need to miss an assignment deadline due to illness or any other unforeseen reason, you must notify me as soon as possible prior to the due date and apply for academic accommodation via your academic advisor. Without accommodation, points (specified below) will be deducted per day that the assignment is late. Please note: I am not obligated to accept late assignments and do so solely at my own discretion.
- Requests to Re-Mark Assignments. Students who feel that their papers are unfairly assessed should arrange to have their work re-assessed by the Instructor with the understanding that their grade may increase OR decrease. The process for re-submitting work to be re-marked is to submit the exact same work, with comments/grades with a paragraph explaining why you think your mark should be increased.

LEARNING MATERIALS

UBC Bookstore
Guppy, Neil and Gray, George. 2008*. Successful Surveys Research Methods and Practice* 4th edition. Thompson Publishing. ISB: 9780176102944

Canvas

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Additional course materials are available via our library and you can access them on Canvas. I also post grades on Canvas, send announcements to students via Canvas, and use Canvas to hold virtual office hours. Please note that Canvas collects information about student use and this material may be used by UBC. I do not use this data. For more information about this, please see this site: https://lthub.ubc.ca/guides/canvas/privacy/

UBC Survey Tool is provided by Qualtrics

We will be using UBC Survey Tool to design, administer, and analyse a survey. In practical terms, we will develop and administer a survey with the course participants. You will each take the survey where you will share demographic information and topics that the class identifies which could include sharing attitudes and opinions on social issues and personal wellbeing. We will do our best to keep responses to the surveys anonymous, however, the class participants are generally known through the class roster thus we cannot guarantee complete anonymity. I will provide further details in its use in the final project assignments.

https://ubc.qualtrics.com/

ASSESSMENTS OF LEARNING

Your grade in this course is based on class participation via Zoom or Canvas, assignments, exams, and the final project assignments and portfolio, each contributing to your grade according to the weights below:

Grades will be determined as follows:
Exams	30% Includes two exams
Participation	20% includes class participation via Zoom or Canvas
Final Project:	
-FP Assignments	30%
-Portfolio	20%
Total:	100%

Assessment Policies
According to the UBC Guidelines:
An A grade is "Exceptional performance: strong evidence of original thinking; good organization; capacity to analyze and synthesize;superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base."

A B grade is "Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature."

A "D to C" grade is "Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking style and vigour."

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Posting of Grades. Students can expect marks to be posted to Canvas and should monitor their marks there to ensure that they are correctly entered. If a mistake is suspected, students need to notify the instructor immediately and submit their original graded work with the TA/Instructors comments

On-line Access for Course Materials & Assignment Submission. This course uses UBC Canvas to disperse course materials and to submit course assignments and papers/projects for evaluation. It is your responsibility to ensure that you have access to the internet and UBC Canvas to access these materials in a timely manner and to submit your assignments and/or papers on time. It is also your responsibility to ensure that you have uploaded the correct document and verify it is in the correct format before the due date and time according to specified timezone (Pacific Time – Vancouver). If an incorrect document is received, or submitted after the due date and time, it will be treated as a late assignment, paper, or project.

SCHEDULE OF TOPICS

Schedule (tentative)
While this is the plan for the course, we may find that we need more time on some topics and less on others as we go along. The dates of different topics and course readings will be adjusted if necessary. If the schedule is adjusted the material each exam covers may change as well. Any changes will be announced both in class and on UBC Canvas. Please have readings done by class on the corresponding date. Due dates for final project assignments will be announced in class.
Module 1: Introduction to SOCI 380 & The Purpose of Surveys
Tuesday, January 12, 2021   Introduction to Survey Methods

Thursday, January 14, 2021
 	
        What is the history of survey research?
 	
                Guppy & Grey, Chptr 1 (pgs 1-9)
 	
                Schuman "Sense and Nonsense About Surveys"

Tuesday, January 19, 2021
 	
        What is survey research and why does good design matter?
 	
                Guppy & Grey Ch. 2 (pgs. 10-17)

Module 2: Ethical Issues in Survey Research

Thursday, January 21, 2021
        What are the ethical issues related to survey research?
                Guppy & Grey Ch. 3 (pgs. 18-30)

Tuesday, January 26, 2021
  Ethical Surveys with small populations
    Beals, J., Manson, S.M., Mitchell, C.M., Spicer, P. and AI-SUPERPFP Team, 2003. Cultural specificity and comparison in psychiatric epidemiology: Walking the tightrope in American Indian research. *Culture, medicine and psychiatry*, *27*(3), pp.259-289.

Module 3: Developing Research Questions

Thursday, January 28, 2021
  How do you know what you want to learn?
    Guppy & Grey Ch. 4 (pgs. 31-47)

Tuesday, February 2, 2021
  What is a dependent and independent variable? What is causation?
    Wheelan, Ch. 4 of Naked Statistics, "Correlation: How does Netflix know what movies I like?"

Thursday, February 4, 2021
  What are the different kinds of surveys and when do you use them?
    Guppy & Grey Ch. 5 (pgs. 48-59)

Tuesday, February 9, 2021
  Review for Exam 1

Thursday, February 11, 2021

  EXAM #1

MIDTERM BREAK
Tuesday, February 16, 2021 MIDTERM BREAK
Thursday, February 18, 2021 MIDTERM BREAK

Module 5: Asking the right questions

Tuesday, February 23, 2021
  Knowing what you are asking your respondents
    Guppy & Grey Ch. 7 (pgs. 76-86)

Thursday, February 25, 2021
  How do I write good survey questions?
    Guppy & Grey Ch. 8 (pgs. 87-101);

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Choosing Questions for SOCI 380 Survey
>   Tuesday, March 2, 2021

>   Thursday, March 4, 2021

>   Tuesday, March 9, 2021

Module 7: Organizing and Formatting the Questionnaire

Thursday, March 11, 2021
>   Why does question order matter?
>   Guppy & Grey Ch. 9 (pgs. 102-126)

Tuesday, March 16, 2021
>   What kind of survey should I use and how should I administer it?
>   Guppy & Grey Ch. 10 (pgs. 127-150)

Thursday, March 18, 2021
>   Who should take my survey?

Module 8: Sampling and Populations

Tuesday, March 23, 2021
>   How do I make sure my survey results are generalizable?
>   Guppy & Grey Ch. 11 (pgs.151-165)

Thursday, March 25, 2021
>   **Exam #2**

Module 9: Digital Surveys and Codebooks

Tuesday, March 30, 2021
>   What do I do with the data I collect from my survey?
>   Guppy & Grey Ch. 13 (pgs. 180-201)

Thursday, April 1, 2021
>   How do I codify my survey?
>   Litwin "Creating and Using a Codebook"

Module 10: Processing and Reporting Data

Tuesday, April 6, 2021
>   How do I summarize the results from my survey?

Thursday, April 8, 2021
>   How do I describe these results for an academic and for a non-academic audience?

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Preparing Final Report
Tuesday, April 13, 2021
Constructing and formatting final report for final project
Final Project due during the exam period.
Final Project – April 23 at 11:59 pm (Vancouver time)
Final Project Due will be digitally uploaded to Canvas.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on **the UBC Senate website.**

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/supportresources/freedom-expression

OTHER COURSE POLICIES

Academic Integrity. Sociologists have a code of professional ethics that they abide by, and these are reflected in our expectations of our students in Sociology. What this means in the context of any particular course may differ in terms of what ethical actions are being emphasized, but one area of that is common to all sociological work and is standard for all students at UBC is our commitment to academic integrity. Students who fail to uphold the standards of academic integrity, can be charged with academic misconduct, which can be severely punishable (i.e.

expulsion). Academic misconduct includes cheating, plagiarism, and falsifying information. If you are unfamiliar with the range of behaviours that are included in UBC's definition of academic misconduct, please read through the description available on UBC's calendar (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,0,0)

All students should be familiar with UBC's policies on academic honesty and academic misconduct, which can be found on the university website here:

http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0

http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959

Academic Resources. If you are citing papers and need a quick guide, the Harvard ASA style guide is helpful (https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf). The Purdue Owl Writing Lab also has fantastic resources for helping students: https://owl.purdue.edu/owl/purdue_owl.html. The UBC Library has an entire section devoted to helping students succeed in Sociology courses: http://guides.library.ubc.ca/sociology. If you want help with your writing, please check out the UBC Centre for Writing and Scholarly Communications (https://learningcommons.ubc.ca/improve-your-writing/).

Disability. The University accommodates individuals living with disability or ongoing conditions that may affect their academic success. I encourage students living with disability or ongoing medical conditions to register with Access & Diversity and to access university resources for academic accommodation here: http://students.ubc.ca/success/student-supports/academic-accommodations.

Academic Concession. UBC supports students' academic pursuits, including circumstances that may require academic concession. Arts Students must contact Arts Advising as soon as you are aware you may need an in term concession, including information on policies to enable students and members of faculty and staff to observe the holy days of their religions. Please review their website for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction.

If you encounter medical, emotional, or personal problems that affect your attendance or academic performance, please contact the Faculty of Arts Academic Advising Office, in Buchanan D111, phone 604-822-4028, http://students.arts.ubc.ca/advising/contact-us/ as soon as possible. There are a wide range of university resources available to support individuals who face challenges inside and outside the classroom. If you are in need of help and unsure of what resources are available to you, please come and see me and I will be happy to connect you with available resources.

Early Alert. During the term, I will do my best to reach out and offer support If I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to a coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help you get back on track. The

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information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Learning technologies capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to view overall class progress, track your progress in order to provide you with personalized feedback, review statistics on course content being accessed to support improvements in the course, track participation in discussion forums, and assess your participation in the course.

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