

**University of Wisconsin-Madison**  
**SOCIOLOGY 751: Survey Methods for Social Research**  
Fall 2018  
TR 2:30-3:45 PM  
223 Ingraham Hall

Instructor name: Dr. Jennifer Dykema  
Instructor title: Distinguished Scientist and Survey Methodologist  
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Phone: 608-556-5813  
Office Hours: Tuesday 4:00-5:00 PM or by appointment  
Requisites: Graduate standing and Sociology 361 (Statistics for Sociologists II) or the equivalent

### **A. Overview of the Course**

This course is about survey data and where they come from. The course considers issues that arise before analysis of data begins. The course examines the principal features of survey design and how they contribute to total survey error. Topics include: inference and error in surveys; basic sampling concepts; mode of interview; effects of nonparticipation; questionnaire design and measurement; interviewing; postcollection data processing; and ethics. Most of the course is spent integrating research that describes the effects of features of survey design on survey error. The conceptual and practical tools introduced in this course may be useful in planning and executing your own research. The assignments and readings require familiarity with principles of research design. Some course assignments, particularly those about sampling, require some comfort with elementary statistical concepts and formulas. Lectures proceed somewhat independently of the readings. The schedule of readings given here is fixed, regardless of how much the lectures appear to deviate from the schedule. Lectures do not systematically summarize the readings. The instructional mode for the course is all face-to-face lectures.

### **B. Canvas Course URL**

<https://canvas.wisc.edu/courses/117268>

### **C. Assignments**

There are four kinds of assignments for this course: readings, exercises, short papers, and a long paper.

#### **1. Readings**

- a. Readings are outlined in detail below. Two books – *Survey Methodology* and the *Handbook of Survey Research* -- are required for this course. Remaining sources (articles, book chapters, reference materials, etc.) are available on Canvas.

#### **2. Exercises**

- a. Exercises are designed to ensure you keep up with the readings and give you practice applying concepts and techniques. Most exercises are based on the *Survey Methodology* textbook, but some include a written analysis of an article.
- b. Complete at least 10 of the 12 exercises. I count only your 10 best grades. You may skip two exercises if you are satisfied with your grade, but you must complete at least 10 exercises to receive a grade for the class.
- c. Templates for the exercises are on Canvas. Download the template, complete the exercise, and submit your work online.

#### **3. Short papers: focused instructions**

- a. Short papers present realistic research situations that require research-based decisions. They give you practice applying material from the lectures and readings. You usually need to supplement lectures and readings with additional research to improve the final product.
  - b. Complete at least 2 of the 3 short papers. I count only your 2 best grades. You may skip one short paper if you are satisfied with your grade, but you must complete at least 2 short papers to receive a grade for the class.
  - c. The maximum length of each paper is 4 pages of text.
  - d. Additional instructions will be given in class.
4. Long paper: focused instructions
- a. The long paper requires you write a brief proposal to conduct a survey. I will provide a detailed description of the project approximately 4 weeks before it is due.
  - b. You must work independently on the long paper.
  - c. The maximum length of the paper is 10 pages of text (there is no limit on appendices).
  - d. Additional instructions will be given in class.
5. Short and long papers: general instructions
- a. In these assignments, you practice analyzing problems and proposing solutions in the style that you will use in writing research papers and grant proposals.
  - b. Write in a professional style; edit and proof read your text.
  - c. Format as follows: 1-inch margins, double-spaced (not 1.5-spaced), upper-lower case, 11- or 12-point font (like Times New Roman or Arial), page-numbered.
    - i. Format requirements like this are common in requests for proposals. They ensure that all students write assignments of about the same length.
  - d. I may refuse to read assignments that do not follow these guidelines.
  - e. Submit papers online.

## **D. Grading and evaluation**

### 1. Grading

Assignments receive letter grades. Grades are combined using the grade point value of the letter grade and the following weights. Final grades are not curved.

10 Exercises	30%
2 Short Papers	30%
1 Long Paper	40%

In evaluating assignments, I consider how well the work applies relevant concepts and findings presented in lectures, class readings, and additional readings that you find in your own exploration. It is difficult to obtain a high grade without incorporating readings and additional literature for the papers. I also consider the practicality, comprehensiveness, and creativity of the solution to the problem presented in the assignments. Finally, I take into account of how well you present your solution--whether the presentation is organized, clear, and professional.

### 2. Anonymous grading

To the extent possible, grading is done anonymously such that your identity is not known at the time of grading. To achieve this standard, do not put your name on assignments. Instead, the title page for all assignments must show the last 6 digits of your student ID, which serves as your ID for the class. If you put your name on an assignment, I will return it to you unread.

### 3. Late penalties and incompletes

To receive a grade for the course, you must complete the following: 10 exercises, 2 short papers, and 1 long paper. You must complete assignments on time to avoid a penalty. Because I may discuss the content of assignments in class after the due-date, accepting late assignments is not fair to the other students. Assignments may be turned in one day late (up to 24 hours) but I will deduct a letter grade. I will not accept assignments more than 24 hours after the due date. If your life is disrupted and we need to talk about the impact on the schedule for this class, let me know as soon as possible.

#### 4. Privacy of grades

To protect your privacy, I cannot give grades over the telephone or by email. If you want an assignment or grade given to someone else, you must give me a letter of authorization.

#### **E. Attendance and participation**

Class attendance is expected and required. If you miss a class, I expect that you will get notes from a fellow student. Your participation in class enhances the experience for everyone and I expect that you will have completed the readings before class. If your grade for the class as a whole is borderline, I take attendance and contributions to class discussion into account in assigning the final grade.

#### **F. Office hours**

Office hours will be held Tuesday 4:00-5:00 PM at Dr. Dykema's office, 4308 Sterling Hall. Other meetings can be scheduled as needed by e-mail.

#### **G. Communication and e-mail**

Please communicate about this course through Canvas. Go to your inbox in Canvas to send messages. It is your responsibility to ensure that your e-mail address in Canvas is up-to-date. It is also your responsibility to ensure that other class members who need your e-mail address have your preferred e-mail address.

#### **H. Language issues**

If you are not a native speaker of English and you would like me to know this when I read your assignments, indicate that you are "international" under your ID.

#### **I. CITI Human Participants Research Training**

Dealing with issues surrounding human subjects is an important part of working as a survey researcher. Although you will not be conducting research as part of this course, you are required to complete CITI Human Participants Research Training if you have not already done so. Completing the training is needed for Exercise 11 (due at the end of the semester), but I suggest that you do it in Week 1; you will be very busy by the end of the semester.

Go to this link to get started: <https://kb.wisc.edu/gradsch/page.php?id=32559>

## Readings and Course Schedule

Two books are required for this course. Other materials (articles, book chapters, etc.) are available through the class web page. Physical copies of required books are on reserve in the Social Science (Sewell) Building Somers Reading Room (on the 8th floor; use the rear elevator). As a courtesy, do not write on any materials on reserve in the Reading Room.

The schedule below is subject to change. Changes will be announced in class and/or on the class web page. Not knowing about syllabus changes, including changes in assignments, because of class absence or for not checking the Canvas website are not legitimate excuses for failure to complete the course requirements.

### **Required Books**

Groves, Robert M., Floyd J. Fowler, Mick Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau. 2009. *Survey Methodology*, Second Edition. Hoboken, New Jersey: Wiley. (Referred to as *SM*)

Marsden, Peter V. and James D. Wright, editors. 2010. *Handbook of Survey Research, Second Edition*. Bingley, UK: Emerald Group Publishing Limited. (Referred to as *HSR*)

### **Recommended Books**

Other books you may find useful, but that I did not assign or order. Buy only if you think will be useful for your work.

Dillman, Don A., Jolene D. Smyth and Leah Melani Christian. 2014. *Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method, Fourth Edition*. Hoboken, NJ: John Wiley & Sons, Inc.

Fowler, Jr., Floyd J. 2014. *Survey Research Methods, Fifth Edition*. Thousand Oaks, CA: Sage Publications, Inc.

Wolf, Christof, Dominique Joye, Tom W. Smith and Yang-chih Fu (Editors). 2016. *The SAGE Handbook of Survey Methodology*. Thousand Oaks, CA: SAGE Publications Inc.

### **Supplementary Resources and Readings**

A listing of additional resources including contemporary and classic books, edited volumes, articles, and book chapters will be available on the class web page. These may be useful to you for the short and long paper assignments or for your personal research.

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## **Week 1: Introduction**

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### **Readings**

*SM*, Chapter 1, "An Introduction to Survey Methodology"

Miller, Peter V. 1995. "They Said It Couldn't Be Done: The National Health and Social Life Survey." *Public Opinion Quarterly* 59:404-19.

Miller, Peter V. 2017. "Is There a Future for Surveys?" *Public Opinion Quarterly* 81(S1):205-12.

Schuman, Howard. 1982. "Artifacts Are in the Mind of the Beholder." *American Sociologist* 17(1):21-28.

Tourangeau, Roger. 2004. "Survey Research and Societal Change." *Annual Review of Psychology* 55:775-801.

**Assignments** Exercise 1: “Introduction”  
Assigned: September 6 at 2:30pm  
Due: September 13 by 2:30pm

Exercise 11: “Ethical Research Practices”  
Assigned: September 6 at 2:30pm  
Due: December 11 by 2:30pm

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## Week 2: Inference and Error in Surveys

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**Readings** *SM*, Chapter 2, “Inference and Error in Surveys”

*HSR*, Chapter 2, P. B. Biemer, "Overview of Design Issues: Total Survey Error"

Baker et al. 2016. “Evaluating Survey Quality in Today’s Complex Environment.” Report of the American Association for Public Opinion Research. <https://www.aapor.org/Education-Resources/Reports/Evaluating-Survey-Quality.aspx>

Hox, Joop J. 1997. "From Theoretical Concept to Survey Question." Pp. 47-70 in *Survey Measurement and Process Quality*, edited by L. Lyberg, P. Biemer, M. Collins, E. de Leeuw, C. Dippo, N. Schwarz and D. Trewin. N.Y.: Wiley-Interscience.

Moy, Patricia and Joe Murphy. 2016. "Problems and Prospects in Survey Research." *Journalism & Mass Communication Quarterly* 93(1):16-37.

**Assignments** Exercise 1: “Introduction”  
Due: September 13 by 2:30pm

Exercise 2: “Inference and Error in Surveys”  
Assigned: September 11 at 2:30pm  
Due: September 18 by 2:30pm

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## Week 3-5: Basic Sampling Concepts

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**Readings** *SM*, Chapter 3, “Target Populations, Sampling Frames, and Coverage Error”

Michael, Robert T. and Colm O’Muircheartaigh. 2009. "Design Priorities and Disciplinary Perspectives: The Case of the Us National Children's Study." *Journal of the Royal Statistical Society* 171(2):465-80.

Blumberg, Stephen J. and Luke, Julian V. 2018 (June). Wireless Substitution: Early Release of Estimates from the National Health Interview Survey, July–December 2017. National Center for Health Statistics. Available from: <https://www.cdc.gov/nchs/nhis.htm>

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*SM*, Chapter 4, “Sample Design and Sampling Error”

*HSR*, Chapter 5, T. Piazza, “Fundamentals of Applied Sampling”

*HSR*, Chapter 6, R. Harter, S. Eckman, N. English, and C. O’Muircheartaigh, “Applied Sampling for Large-Scale Multistage Area Probability Designs”

Brick, J. Michael. 2011. "The Future of Survey Sampling." *Public Opinion Quarterly* 75(5):872-88.  
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Battaglia, Michael P., Don A. Dillman, Martin R. Frankel, Rachel Harter, Trent D. Buskirk, Cameron B. McPhee, Jill M. Dematteis and Tracey Yancey. 2016. "Sampling, Data Collection, and Weighting Procedures for Address-Based Sample Surveys." *Journal of Survey Statistics and Methodology* 4(1):476-500.

Link, Michael W., Michael P. Battaglia, Martin R. Frankel, Larry Osborn and Ali H. Mokdad. 2008. "A Comparison of Address-Based Sampling (ABS) Versus Random-Digit Dialing (RDD) for General Population Surveys." *Public Opinion Quarterly* 72(1):6-27.

Antoun, Christopher, Chan Zhang, Frederick G. Conrad and Michael F. Schober. 2015. "Comparisons of Online Recruitment Strategies for Convenience Samples: Craigslist, Google Adwords, Facebook, and Amazon Mechanical Turk." *Field Methods* 28(3):231-46.

**Assignments** Exercise 2: "Inference and Error in Surveys"  
Due: September 18 by 2:30pm

Exercise 3: "Populations, Frames, and Coverage"  
Assigned: September 18 at 2:30pm  
Due: September 25 by 2:30pm

Exercise 4a: "Sampling (Part 1)"  
Assigned: September 25 at 2:30pm  
Due: October 2 by 2:30pm

Exercise 4b: "Sampling (Part 2)"  
Assigned: October 2 at 2:30pm  
Due: October 9 by 2:30pm

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## Week 6-7: Survey Mode

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**Readings** *SM*, Chapter 5, "Methods of Data Collection"

*HSR*, Chapter 16, M.P. Couper and M. Bosnjak, "Internet Surveys"

*HSR*, Chapter 17, D.A. Dillman and B.L. Messer, "Mixed-Mode Surveys"

Kreuter, Frauke, Stanley Presser and Roger Tourangeau. 2008. "Social Desirability Bias in CATI, IVR, and Web Surveys: The Effects of Mode and Question Sensitivity." *Public Opinion Quarterly* 72(5):847-65.

O'Muircheartaigh, Colm, Stephanie Eckman and Stephen Smith. 2009. "Statistical Design and Estimation for the National Social Life, Health, and Aging Project." *Journal of Gerontology: Social Sciences* 64B(S1):i12-i19.

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Amaya, Ashley, Felicia Leclere, Kari Carris and Youlian Liao. 2015. "Where to Start: An Evaluation of Primary Data-Collection Modes in an Address-Based Sampling Design." *Public Opinion Quarterly* 79(2):420-42.

Dykema, Jennifer, John Stevenson, Lisa Klein, Yujin Kim and Brendan Day. 2013. "Effects of E-Mailed Versus Mailed Invitations and Incentives on Response Rates, Data Quality, and Costs in a Web Survey of University Faculty." *Social Science Computer Review* 31(3):359-70.

Lavrakas et al. 2017. "The Future of the U.S. General Population Telephone Survey Research." Report of the American Association for Public Opinion Research. <https://www.aapor.org/Education-Resources/Reports/The-Future-Of-U-S-General-Population-Telephone-Sur.aspx>

Schober, Michael F., Frederick G. Conrad, Christopher Antoun, Patrick Ehlen, Stefanie Fail, Andrew L. Hupp, Michael Johnston, Lucas Vickers, H. Yanna Yan and Chan Zhang. 2015. "Precision and Disclosure in Text and Voice Interviews on Smartphones." *PLOS ONE* 10(6):e0128337.

Wagner, James, Jennifer Arrieta, Heidi Guyer and Mary Beth Ofstedal. 2014. "Does Sequence Matter in Multimode Surveys: Results from an Experiment." *Field Methods* 26(2):141-55.

**Assignments** Exercise 4b: "Sampling (Part 2)"  
Due: October 9 by 2:30pm

Exercise 5: "Survey Mode"  
Assigned: October 9 at 2:30pm  
Due: October 16 by 2:30pm

Short Paper: "Survey Mode"  
Assigned: October 9 at 2:30pm  
Due: October 23 by 2:30pm

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## Week 8-9: Nonparticipation

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**Readings** *SM*, Chapter 6, "Nonresponse in Sample Surveys"

*HSR*, Chapter 19, J. Dixon and C. Tucker, "Survey Nonresponse"

Groves, Robert M. and Emilia Peytcheva. 2008. "The Impact of Nonresponse Rates on Nonresponse Bias: A Meta-Analysis." *Public Opinion Quarterly* 72(2):167-89.

Brick, J Michael and Roger Tourangeau. 2017. "Responsive Survey Designs for Reducing Nonresponse Bias." *Journal of Official Statistics* 33(3):735-52.

Dykema, Jennifer, Karen Jaques, Kristen Cyffka, Nadia Assad, Rae Ganci Hammers, Kelly Elver, Kristen C. Malecki and John Stevenson. 2015. "Effects of Sequential Prepaid Incentives and Envelope Messaging in Mail Surveys." *Public Opinion Quarterly* 79(4):906-31.

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Bradburn, Norman M. 2016. "Surveys as Social Interactions." *Journal of Survey Statistics and Methodology* 4(1):94-109.

Dutwin, David, et al.. 2015. "Current Knowledge and Considerations Regarding Survey Refusals: Executive Summary of the Aapor Task Force Report on Survey Refusals." *Public Opinion Quarterly* 79(2):411-19.

Dutwin, David and Trent D. Buskirk. 2017. "Apples to Oranges or Gala Versus Golden Delicious? Comparing Data Quality of Nonprobability Internet Samples to Low Response Rate Probability Samples." *Public Opinion Quarterly* 81(S1):213-39.

Keeter, Scott, Nick Hatley, Courtney Kennedy and Arnold Lau. 2017. "What Low Response Rates Mean for Telephone Surveys." Pew Research Center.

Singer, Eleanor and Cong Ye. 2013. "The Use and Effects of Incentives in Surveys." *The ANNALS of the American Academy of Political and Social Science* 645(1):112-41.

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For Reference:

American Association for Public Opinion Research. (2016). Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys (9th ed.). Oakbrook Terrace, IL.  
[https://www.aapor.org/AAPOR\\_Main/media/publications/Standard-Definitions20169theditionfinal.pdf](https://www.aapor.org/AAPOR_Main/media/publications/Standard-Definitions20169theditionfinal.pdf)

**Assignments** Short Paper: "Survey Mode"  
Due: October 23 by 2:30pm

Exercise 6: "Nonparticipation"  
Assigned: October 23 at 2:30pm  
Due: October 30 by 2:30pm

Short Paper: "Nonparticipation"  
Assigned: October 23 at 2:30pm  
Due: November 6 by 2:30pm

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### **Week 10: Interviewers and Interviewing**

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**Readings** *SM*, Chapter 9, "Survey Interviewing"

*HSR*, Chapter 13, N.C. Schaeffer, J. Dykema, and D.W. Maynard, "Interviewers and Interviewing"

Garbarski, Dana, Nora Cate Schaeffer and Jennifer Dykema. 2016. "Interviewing Practices, Conversational Practices, and Rapport: Responsiveness and Engagement in the Standardized Survey Interview." *Sociological Methodology* 46(1):1-38.

West, Brady T. and Annelies G. Blom. 2017. "Explaining Interviewer Effects: A Research Synthesis." *Journal of Survey Statistics and Methodology* 5(2):175-211.

Kirchner, Antje, Kristen Olson and Jolene D Smyth. 2017. "Do Interviewer Postsurvey Evaluations of Respondents' Engagement Measure Who Respondents Are or What They Do? A Behavior Coding Study." *Public Opinion Quarterly* 81(4):817-46.

**Assignments** Short Paper: "Nonparticipation"  
Due: November 6 by 2:30pm

Exercise 7: "Interviewers and Interviewing"  
Assigned: November 6 at 2:30pm  
Due: November 13 by 2:30pm

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### **Week 11-12: Measurement, Questions, and Responses**

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**Readings** *SM*, Chapter 7, "Questions and Answers in Surveys"

*HSR*, Chapter 9, J. A. Krosnick and S. Presser, "Question and Questionnaire Design"

*HSR*, Chapter 12, D. F. Alwin, "How Good is Survey Measurement? Assessing the Reliability and Validity of Survey Measures"

Schaeffer, Nora Cate and Stanley Presser. 2003. "The Science of Asking Questions." *Annual Review of Sociology* 29(1):65-88. doi: 10.1146/annurev.soc.29.110702.110112.



Schaeffer, Nora Cate and Jennifer Dykema. 2015. "Question Wording and Response Categories." Pp. 764-70 in *International Encyclopedia of the Social and Behavioral Sciences*, Vol. 23, edited by J. D. Wright. Oxford, England: Elsevier.

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Schaeffer, Nora Cate and Jennifer Dykema. 2011. "Questions for Surveys: Current Trends and Future Directions." *Public Opinion Quarterly* 75(5):909-61. doi: 10.1093/poq/nfr048.

Fowler, Floyd J. and Carol Cosenza. 2009. "Design and Evaluation of Survey Questions." Pp. 375-412 in *The Sage Handbook of Applied Social Research Methods*, edited by L. Bickman and D. J. Rog. Thousand Oaks, CA: Sage.

Saris, Willem E., Melanie Revilla, Jon A. Krosnick and Eric M. Shaeffer. 2010. "Comparing Questions with Agree/Disagree Response Options to Questions with Item-Specific Response Options." *Survey Research Methods* 4(1):61-79.

*HSR*, Chapter 10, Tourangeau and Bradburn, "The Psychology of Survey Response"

Harkness, Janet A., Brad Edwards, Sue Ellen Hansen, Debra R. Miller and Ana Villar. 2010. "Designing Questionnaires for Multipopulation Research." Pp. 33-57 in *Survey Methods in Multinational, Multiregional, and Multicultural Contexts*, edited by J. A. Harkness, M. Braun, B. Edwards, T. P. Johnson, L. E. Lyberg, P. P. Mohler, B.-E. Pennell and T. W. Smith. Hoboken, New Jersey: John Wiley & Sons, Inc.

**Assignments** Exercise 7: "Interviewers and Interviewing"  
Due: November 13 by 2:30pm

Exercise 8: "Measurement, Questions, and Responses"  
Assigned: November 13 at 2:30  
Due: November 20 by 2:30pm

Short Paper: "Survey Questions"  
Assigned: November 13 at 2:30pm  
Due: November 27 by 2:30pm

Long Paper: "Study Design"  
Assigned: November 15 at 2:30pm  
Due: December 13 by 2:30pm

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### Week 13: Evaluating Survey Questions

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**Readings** *SM*, Chapter 8, "Evaluating Survey Questions"

Schaeffer, Nora Cate and Jennifer Dykema. 2004. "A Multiple-Method Approach to Improving the Clarity of Closely Related Concepts: Distinguishing Legal and Physical Custody of Children." Pp. 475-502 in *Methods for Testing and Evaluating Survey Questionnaires*, edited by S. Presser, J. M. Rothgeb, M. P. Couper, J. T. Lessler, E. Martin, J. Martin and E. Singer. New York: Springer-Verlag.

Maitland, Aaron and Stanley Presser. 2016. "How Accurately Do Different Evaluation Methods Predict the Reliability of Survey Questions?" *Journal of Survey Statistics and Methodology* 4(3):362-81.

Beatty, Paul C. and Gordon B. Willis. 2007. "Research Synthesis: The Practice of Cognitive Interviewing." *Public Opinion Quarterly* 71(2):287-311.

Schaeffer, Nora Cate and Jennifer Dykema. 2011. "Response 1 to Fowler's Chapter: Coding the Behavior of Interviewers and Respondents to Evaluate Survey Questions." Pp. 23-39 in *Question Evaluation Methods: Contributing to the Science of Data Quality*, edited by J. Madans, K. Miller, A. Maitland and G. Willis. Hoboken, NJ: John Wiley & Sons, Inc.

**Assignments** Short Paper: "Survey Questions"  
Due: November 27 by 2:30pm

Exercise 9: "Evaluating Survey Questions"  
Assigned: November 27 at 2:30  
Due: December 4 by 2:30pm

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#### **Week 14: Post-Survey Processing and Documentation**

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**Readings** *SM*, Chapter 10, "Postcollection Processing of Survey Data"  
*HSR*, Chapter 23, M. B. Vardigan and P. Granda, "Archiving, Documentation, and Dissemination"  
Mercer, Andrew, Arnold Lau, and Courtney Kennedy. 2018. "For Weighting Online Opt-In Samples, What Matters Most?" Pew Research Center.

**Assignments** Exercise 9: "Evaluating Survey Questions"  
Due: December 4 by 2:30pm

Exercise 10: "Post-Survey Processing and Documentation"  
Assigned: December 4 at 2:30pm  
Due: December 11 by 2:30pm

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#### **Week 15: Ethical Research Practices**

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**Readings** *SM*, Chapter 11, "Principles and Practices Related to Ethical Research"  
*HSR*, Chapter 3, C. F. Citro, "Legal and Human Subjects Considerations in Surveys"  
American Association for Public Opinion Research (AAPOR). 2015. The Code of Professional Ethics and Practices. <https://www.aapor.org/Standards-Ethics/AAPOR-Code-of-Ethics.aspx>  
American Association for Public Opinion Research (AAPOR). Best Practices for Survey Research. <https://www.aapor.org/Standards-Ethics/Best-Practices.aspx>

**Assignments** Exercise 10: "Post-Survey Processing and Documentation"  
Due: December 11 by 2:30pm

Exercise 11: "Ethical Research Practices"  
Due: December 11 by 2:30pm

Long Paper: "Study Design"  
Due: December 13 by 2:30pm

## University and Departmental Notices

**Credits and credit hour policy standards.** This is a 3-credit course. The course meets the credit hour policy standard as follows: the class meets for two 75-minute class periods each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc) for about 3 hours out of classroom for every class period. The syllabus includes more information about meeting times and expectations for student work.

**Official course description.** “Theoretical and practical issues involved in the design of surveys and their components. Students apply knowledge of survey research techniques to a specific and complete research project.”

**Learning objectives.** Beyond the specific substantive and methodological content I will cover in this course, I have designed this course to provide students opportunities to achieve the following instructional objectives designated as priorities by the Department of Sociology:

1. Students will demonstrate a broad understanding of major theories, methodologies, and research findings in the relevant literature.
2. Students will develop analytical thinking skills that enable them to evaluate information presented in research papers in the course and apply those skills to solving problems in survey methods.
3. Students will communicate in a clear, organized engaging manner, using language, methods, and critical tools appropriate to the social sciences.
4. Students will understand, recognize, and apply principles of ethical and professional conduct.

**Accommodations for students with disabilities.** McBurney Disability Resource Center syllabus statement: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

**Accommodations for religious observances.** If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the University's [web page](https://kb.wisc.edu/page.php?id=21698) for details: <https://kb.wisc.edu/page.php?id=21698>.

**Academic integrity.** By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

**Sexual harassment and misconduct.** Professional conduct and appropriate behavior are critical to create a safe learning environment for students and instructors alike. Here is a statement about sexual harassment from the University:

**What is Sexual Harassment?** Unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature constitute sexual harassment when:

submission to such conduct is a condition of employment, academic progress, or participation in a university program; or  
submission to or rejection of such conduct influences employment, academic or university program decisions; or  
the conduct interferes with an employee's work or a student's academic career, or creates an intimidating, hostile or offensive work, learning, or program environment.

**Tangible Action or Quid Pro Quo (This for That) Sexual Harassment** and **Hostile Environment Sexual Harassment** are both illegal and unacceptable.

One practical implication is that instructors (faculty or graduate students) may not date students to whom they will be assigning grades. If you believe that you have been harassed, contact the chair of the Department of Sociology ([socchair@ssc.wisc.edu](mailto:socchair@ssc.wisc.edu)), The Title IX office ([TitleIX\\_Coordinator@wisc.edu](mailto:TitleIX_Coordinator@wisc.edu)), or see this link for confidential sources (<https://compliance.wisc.edu/titleix/campusprocedures/reporting/complainant/>).

**Diversity and inclusion.** Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

**Feedback.** I am interested in hearing your reactions to the course, and your suggestions for improvement. At one point during the semester, we may have an informal evaluation at which time you are able to write comments or make suggestions anonymously. In addition, please e-mail comments or suggestions or make an appointment to see me.

**Departmental notice of grievance and appeal rights.** The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science ([socchair@ssc.wisc.edu](mailto:socchair@ssc.wisc.edu)).