

**University of Wisconsin-Madison**  
**SOCIOLOGY 351: Introduction to Survey Methods for Social Research**  
4 credits

Spring 2021  
Lecture: Tuesday/Thursday 9:30 AM - 10:45 AM (Online/Synchronous)  
Lab: 9:55 AM – 11:10 AM (Online/Synchronous)

<b>Instructor name:</b>	Dr. Jennifer Dykema
<b>Instructor title:</b>	Visiting Associate Professor of Sociology and UW Survey Center (UWSC) Faculty Director
<b>Office:</b>	4308 Sterling Hall (online Spring 2021)
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<b>Phone:</b>	608-556-5813
<b>Office hours:</b>	Online; Mondays 2:00pm-3:30pm (and by appointment)
<b>Teaching assistant:</b>	Daniela Campos Ugaz
<b>e-mail:</b>	<a href="mailto:camposugaz@wisc.edu">camposugaz@wisc.edu</a>
<b>Office hours:</b>	Online; Tuesdays 2:30pm-4:30pm
<b>Requisites:</b>	Sophomore standing and either C&E SOC/SOC 357 or concurrent enrollment in C&E SOC/SOC 360
<b>Designations:</b>	LAS Credit? Yes
<b>Level:</b>	Level: Advanced
<b>Breadth:</b>	Breadth: Social Science

### Overview of the Course

- This is an intermediate undergraduate research methodology course that introduces the principles underlying the uses of surveys for social research. This course provides practice in the methodological and statistical skills you learned in introductory methods and statistics while teaching concepts and principles of survey methodology.
- The course is divided into four units. The first unit focuses on issues of how to represent a population using the basic concepts of sampling. The second unit focuses on issues surrounding data collection including study design, administration, and response rates. The second half of the course focuses on measurement. The third unit is about refining concepts and questionnaire design. The fourth unit focuses on writing and testing survey questions.
- Material presented in lecture is complemented and reinforced by content provided in weekly labs, by completing weekly Survey Process Assignments, and by writing four Short Papers. The Survey Process Assignments provide practice in the conduct of social science and survey research, for example, in systematically conducting a literature review, performing statistical analyses, and developing and testing questions. Assignments also provide support in developing Short Papers that integrate course materials and apply research skills in a professional presentation.
- Lectures, labs, and readings present different material. All are required and integral to the course. Labs involve discussion of the readings and practice in data analysis and other research skills.
- The course provides a substantial experience with practical research skills that are relevant in research and non-research jobs in both the academic and private sectors. The techniques used in this class are relevant for many kinds of data collection and standardized measurement, such as experiments in social psychology or election polls, although this course does not cover either of these specialized methodologies.
- Some exercises require using Stata, and we assume that you have used it before.

## Credits and credit hour policy standards

- This is a 4-credit course that includes lecture and a lab.
- The course meets the credit hour policy standard as follows: Class meets for three, 75-minute periods each week over the semester and carries the expectation that students will work on course learning activities, such as reading, writing, assignments, and studying, for about 3 hours for every class period.
- The syllabus includes more information about meeting times and expectations for student work.
- Optional Honors available!

## Course learning outcomes

- Describe basic concepts of error in surveys, total survey error, variable errors, and bias.
- Identify basic sampling concepts and apply them when drawing and documenting a sample.
- Analyze the components of experiments with a variety of outcomes and designs relevant to survey methodology.
- Conduct a systematic review of the literature, synthesize findings, and use the findings to propose a new study design.
- Analyze a split-ballot experiment, accurately describe results, and draw appropriate conclusions.
- Apply fundamental methods for question testing.
- Apply principles of question design in developing survey questions.
- Document work in professionally written reports.

## Course URLs

- Lecture and lab will be held online synchronous.
- To facilitate your learning, lectures and labs will be recorded, and recordings will be posted to Canvas.

### 1. Canvas

- URL for the course: <https://canvas.wisc.edu/courses/244962>
- Guide to Canvas for Students: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

### 2. Zoom link for lecture

- <https://uwmadison.zoom.us/j/99984447775?pwd=S3RuNzFnOVZPZjZLU2dvT0RPci9DZz09>  
Passcode: 375887

### 3. Zoom link for lab

- <https://uwmadison.zoom.us/j/98641233281>

### 4. Zoom link for Jen's office hours

- <https://uwmadison.zoom.us/j/97425450294?pwd=SmduR082YjFLd3c5eXNaSmV2NnJtZz09>  
Passcode: 321471

### 5. Zoom link for Daniela's office hours

- <https://uwmadison.zoom.us/j/98641233281>

## Assignments

- Assignments for this course include: readings, Survey Process Assignments, and Short Papers.
- At least one assignment is due every week.

### 1. Readings

- In most weeks, readings are the equivalent of three chapters or articles.

- One textbook is required for this course
  - Blair, Johnny, Ronald F. Czaja, Edward A. Blair. 2014. *Designing Surveys: A Guide to Decisions and Procedures*. Los Angeles: Sage.
- Other readings
  - Include articles, book chapters, blog postings, and reference materials.
  - Are listed in the Course Outline and available on Canvas.

## 2. Survey Process Assignments (SPAs)

- SPAs are based on the material covered in readings, lecture, and lab.
- SPAs are usually 2-3 pages, although some may be longer.
- SPAs provide building blocks for Short Papers.

## 3. Short Papers

- Structured reports of modest length – 1,500 words or less (about 3 single spaced pages).
- Are more formal than SPAs and require integration of additional sources.

## Grading and evaluation

### 1. Grading

- Grades for this course are evaluated out of a possible total of 1,000 points.
  - Final grades are not curved.
- Survey Process Assignments (SPAs)
  - There are 14 SPAs and each SPA is worth 40 points.
  - You must complete at least 13 of the SPAs to receive a grade for the class.
  - We count your 13 highest scores; you may skip one SPA if you are satisfied with your grade.
- Short Papers
  - There are 4 Short Papers and each is worth 120 points.
  - You must complete all 4 Short Papers to receive a grade for the class.
  - You will be given the option to revise and resubmit **one** of the first 3 papers for an updated grade.
- Your final grade is based on your combined score for the SPAs and Short Papers as shown:

Assignment Type	Points Per Assignment	Number of Assignments	Total Points	Weight
Survey Process Assignment	40	13	520	52%
Short Paper	120	4	480	48%

- Attendance
  - Will be taken at lecture and lab.
  - Participation will be considered for grades that are within 5 points of a boundary.
- Grade point distribution is expected to be as follows:

A	=	930 – 1,000 points
AB	=	870 – 929 points
B	=	800 – 869 points
BC	=	770 – 799 points
C	=	700 – 769 points

D	=	600 – 699 points
F	=	Below 600 points

- In evaluating assignments, we will consider how well your work applies relevant concepts and findings presented in lectures, labs, assigned 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. We also consider the practicality, comprehensiveness, and creativity of the solution to the problem presented in the assignments. Finally, we will evaluate how well you present your solution -- whether the presentation is organized, clearly written, and professional.

## 2. Late penalties and incompletes

- You must complete the SPAs and Short Papers on time to avoid a penalty.
- To be fair to those who complete work on time, we will deduct a point total corresponding to a letter grade for each day an assignment is late until the beginning of lab that week. Any assignment turned in after the beginning of lab gets no credit.
- I recognize that emergencies happen and I allow a one-day grace period for one SPA.
- If your life is disrupted and we need to talk about how that will affect your timeliness in this class, please let me know.

## 3. Anonymous grading

- To the extent possible, we will grade assignments **anonymously** such that your identity is not known during the grading process.
- To achieve this standard, do not put your name on assignments.
- Instead, all assignments are formatted so that you enter the last 7 digits of your UWID number.

## 4. Privacy of grades

- To protect your privacy, we will not give grades by email or over the phone.
- If you want your grade given to someone else, you must provide us with a letter of authorization.

## Attendance and participation

- Attendance for lectures and lab is expected, required, and recorded.
- The TA provides substantial support for the assignments during lab.
- Your participation in class enhances the experience for everyone.
- If your grade for the class as a whole is within 5 points of a boundary, I will take your attendance and contributions to discussion into account in assigning the final grade.

## Office hours

- Due to the COVID-19 pandemic, office hours will be conducted remotely.
- Office hours are very informal! Do not feel pressured to have a polished set of questions or comments prepared in advance of a meeting. We are happy to answer any questions you have about the course or just talk about how your classes and life are going more generally.
- To schedule an appointment during regularly scheduled office hours for either Jen or Daniela:
  - In Canvas, click on "Calendar" on the left sidebar
  - Click on "Find appointment" on the right sidebar and select "SOC 351" to find scheduled time slots
  - Select your preferred time slot and click "reserve"
  - If you wish, you can add notes specifying what you want to talk about, but it is not mandatory
- When it is time for the meeting, use the correct Zoom link (shown above and also in Canvas).
- If the regularly scheduled times do not work for you, email the instructor or TA to find an alternative

time.

### **Communication and e-mail**

- Unless instructed otherwise, please communicate about this course by UW email.
- Send messages to the instructor or the TA, from whomever you wish a reply.
- The instructor and TA may each then add the other to a reply to help speed communication.
- Begin the subject line with "**Soc 351**".

### **Language issues**

- If you are not a native speaker of English and you would like us to know this when your assignments are evaluated, indicate that you are "international" in the upper, right-hand corner of your assignment, under your ID.

### **Netiquette (some guidelines for online behavior in class)**

- Be kind and professional when communicating with others in the course
- Use but don't abuse the chat
- Avoid typing in all caps
- Think before you type

**Course Outline**  
**Schedule for Readings, Assignments, and Lab**

<b>Week 1</b>	
<b>Introduction, Total Survey Error (TSE), and Planning a Survey</b>	
<b>Readings</b>	Textbook: Chapter 1 -- Survey Practice
	Textbook: Chapter 2 -- Survey Error
	Textbook: Chapter 3 -- Planning the Survey: The Hierarchy of Decisions
	Article: "Problems and Prospects in Survey Research" (Moy and Murphy 2016)
<b>Assignments</b>	Survey Process Assignment #01 Assigned: January 26 at 9:00am <b>Due:</b> February 2 by 11:59pm
<b>Lab</b>	Discuss readings
	Learn principles of standardized interviewing
	Practice standardized interviewing
	Discuss error sources
<b>Week 2</b>	
<b>Sampling I – Concepts, Populations, Sampling Frames</b>	
<b>Readings</b>	Textbook: Chapter 5 -- Sampling I: Concepts of Representation and Sample Quality
	Textbook: Chapter 6 -- Sampling II: Population Definition and Frames
	Other: BRFSS 2019 Overview (for Survey Process Assignment)
<b>Assignments</b>	Survey Process Assignment #01 <b>Due:</b> February 2 by 11:59pm
	Survey Process Assignment #02 Assigned: February 2 at 9:00am <b>Due:</b> February 9 by 11:59pm
<b>Lab</b>	Discuss and describe a sample distribution
	Learn how to evaluate a sample frame
	Explore the sampling dataset
<b>Week 3</b>	
<b>Sampling II – Sampling Designs</b>	
<b>Readings</b>	Textbook: Chapter 7 -- Sampling III: Sample Size and Sample Design
	Article: "Fundamentals of Applied Sampling" (Piazza 2010)
	Article: "Can Non-full-probability Internet Surveys Yield Useful Data? A Comparison with Full-probability Face-to-face Surveys in the Domain of Race and Social Inequality Attitudes" (Simmons and Bobo 2015)
<b>Assignments</b>	Survey Process Assignment #02 <b>Due:</b> February 9 by 11:59pm
	Survey Process Assignment #03 Assigned: February 9 at 9:00am

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**Due:** February 16 by 11:59pm

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Short Paper #01

Assigned: February 11 at 9:00am

**Due:** February 18 by 11:59pm

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**Lab**

Discuss readings

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Learn how to draw a simple random sample using Stata

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Learn how to draw a stratified sample using Stata

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Discuss Short Paper #01

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#### Week 4

##### Data Collection I – Overview of Modes

**Readings**

Textbook: Chapter 4 -- Data Collection I: Selecting a Method

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Article: "Effects of E-Mailed Versus Mailed Invitation and Incentives on Response Rates, Data Quality, and Costs in a Web Survey of University Faculty" (Dykema et al. 2013)

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**Assignments**

Survey Process Assignment #03

**Due:** February 16 by 11:59pm

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Short Paper #01

**Due:** February 18 by 11:59pm

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Survey Process Assignment #04

Assigned: February 16 at 9:00am

**Due:** February 23 by 11:59pm

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**Lab**

Review major dimensions along which modes vary

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Discuss experiments and survey research

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Practice conducting a systematic literature review

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#### Week 5

##### Data Collection II – Mixing Modes

**Readings**

Article: "Survey Mode or Survey Modes?" (de Leeuw and Berzelak 2016)

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Article: "What Our Transition to Online Polling Means for Decades of Phone Survey Trends" (Kennedy and Deane 2019)

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**Assignments**

Survey Process Assignment #04

**Due:** February 23 by 11:59pm

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Survey Process Assignment #05

Assigned: February 23 at 9:00am

**Due:** March 2 by 11:59pm

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**Lab**

Draw on readings to define the dimensions of a mixed-mode design is

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Draw on readings to define what a mode effect is

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Code articles for systematic literature review

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#### Week 6

##### Data Collection III – Survey Participation

**Readings**

Textbook: Chapter 11 -- Data Collection II: Controlling Error in Data Collection

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Article: "The Use and Effects of Incentives in Surveys" (Singer and Ye 2013)

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**Assignments** Survey Process Assignment #05  
**Due:** March 2 by 11:59pm

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Survey Process Assignment #06  
Assigned: March 2 at 9:00am  
**Due:** March 9 by 11:59pm

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**Lab** Discuss readings  
Begin examination of data from systematic literature review  
Practice "budget-ing"

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**Week 7**  
**Data Collection IV – Survey Nonresponse**

**Readings** Article: "What Low Response Rates Mean for Telephone Surveys" (Keeter et al. 2017)  
Article: "Surveys as Social Interactions" (Bradburn 2016)

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**Assignments** Survey Process Assignment #06  
**Due:** March 9 by 11:59pm

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Survey Process Assignment #07  
Assigned: March 9 at 9:00am  
**Due:** March 16 by 11:59pm

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Short Paper #02  
Assigned: March 11 at 9:00am  
**Due:** March 18 by 11:59pm

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**Lab** Discuss readings  
Discuss nonresponse bias and implications for Short Paper #02  
Continue examination of data from systematic literature review  
Discuss Short Paper #02

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**Week 8**  
**Questionnaire Design I – Writing Questions for Standardized Measurement**

**Readings** Textbook: Chapter 8 -- Questionnaire Development I: Measurement Error and Question Writing  
Article: "Design and Evaluation of Survey Questions" (Fowler and Cosenza 2009)  
Article: "Measuring Trust in Medical Researchers: Adding Insights from Cognitive Interviews to Examine Agree-Disagree and Construct-Specific Survey Questions" (Dykema et al. 2019)

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**Assignments** Survey Process Assignment #07  
**Due:** March 16 by 11:59pm

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Short Paper #02  
**Due:** March 18 by 11:59pm

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Survey Process Assignment #08  
Assigned: March 16 at 9:00am  
**Due:** March 23 by 11:59pm

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**Lab** Discuss split-ballot question wording experiments

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Review issues surrounding AD and CS questions as discussed in readings

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Identify the research question to be answered using 2012 GSS data

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Begin analysis of 2012 GSS data for assignments

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### Week 9

#### Questionnaire Design II – Question Characteristics

<b>Readings</b>	Article: “The Role of Question Characteristics in Designing and Evaluating Survey Questions” (Dykema et al. 2020)
	Article: “Surveys: Question Wording and Response Categories” (Schaeffer and Dykema 2015)
<b>Assignments</b>	Survey Process Assignment #08 <b>Due:</b> March 23 by 11:59pm
	Survey Process Assignment #09 Assigned: March 23 at 9:00am <b>Due:</b> March 30 by 11:59pm
<b>Lab</b>	Discuss readings
	Continue analysis of 2012 GSS data

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### Week 10

#### Questionnaire Design III – Questionnaire Structure

<b>Readings</b>	Textbook: Chapter 9 -- Questionnaire Development II: Questionnaire Structure
	Textbook: Methodology Appendix 2 – Questionnaire Evaluation Workshop
	Article: “Helping Respondents Get It Right the First Time: The Influence of Words, Symbols, and Graphics in Web Surveys” (Christian, Dillman and Smyth 2007)
<b>Assignments</b>	Survey Process Assignment #09 <b>Due:</b> March 30 by 11:59pm
	Survey Process Assignment #10 Assigned: March 30 at 9:00am <b>Due:</b> April 6 by 11:59pm
	Short Paper #03 Assigned: April 1 at 9:00am <b>Due:</b> April 9 by 11:59pm
<b>Lab</b>	Spring break – no lab!
	We will discuss Short Paper #03 in lecture

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### Week 11

#### Question Evaluation Methods I – Ex-ante Methods

<b>Readings</b>	Textbook: Chapter 10 -- Questionnaire Development III: Pretesting
	Article: “Question Appraisal System QAS-99” (Willis and Lessler 1999); Pages 6-18; 52-59
	Article: “Response Times as an Indicator of Data Quality: Associations with Question, Interviewer, and Respondent Characteristics in a Health Survey of Diverse Respondents” (Garbarski et al. 2020)
<b>Assignments</b>	Survey Process Assignment #10 <b>Due:</b> April 6 by 11:59pm

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Short Paper #03  
**Due:** April 9 by 11:59pm

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Survey Process Assignment #11  
Assigned: April 6 at 9:00am  
**Due:** April 13 by 11:59pm

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**Lab** Learn about ex-ante methods for evaluating survey questions  
Use ex-ante methods to code survey questions

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**Week 12**  
**Question Evaluation Methods II – Cognitive Interviewing**

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**Readings** Textbook: Methodology Appendix 3 – Cognitive Interviewing Workshop  
Article: “Evaluation of Cognitive Interviewing Techniques: Do the Results Generalize to the Field?” (Willis and Schechter 1997)  
Article: “The Psychology of Survey Response” (Tourangeau and Bradburn 2010)

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**Assignments** Survey Process Assignment #11  
**Due:** April 13 by 11:59pm  
Survey Process Assignment #12  
Assigned: April 13 at 9:00am  
**Due:** April 20 by 11:59pm

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**Lab** Review methodology of cognitive interviewing  
Practice cognitive interviewing  
Practice writing cognitive interview probes  
Discuss OPTIONAL revision of a Short Paper

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**Week 13**  
**Question Evaluation Methods III – Other Methods, Comparison**

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**Readings** Article: "How Accurately Do Different Evaluation Methods Predict the Reliability of Survey Questions?" (Maitland and Presser 2016)  
Article: “A Comparison of Five Question Evaluation Methods in Predicting the Validity of Respondent Answers to Factual Items” (Maitland and Presser 2020)  
Article: “Correlates of Differences in Interactional Patterns among Black and White Respondents” (Dykema, Garbarski, Schaeffer, Anadon and Edwards 2020)

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**Assignments** Survey Process Assignment #12  
**Due:** April 20 by 11:59pm  
Survey Process Assignment #13  
Assigned: April 20 at 9:00am  
**Due:** April 27 by 11:59pm  
Short Paper #04  
Assigned: April 22 at 9:00am  
**Due:** April 29 by 11:59pm

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**Lab** Discuss readings  
Continue cognitive interviewing exercise

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Learn about and practice interaction coding

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Discuss Short Paper #04

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**Week 14**  
**Ethics and Industry Standards**

**Readings**     Textbook: Postsurvey Statistical Adjustments and the Methodology Report; p. 360-370  
Article: "Principles and Practices Related to Scientific Integrity" (Groves et al. 2009)  
Web: AAPOR Code of Professional Ethics and Practices

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**Assignments**   Survey Process Assignment #13  
                         **Due:** April 27 by 11:59pm

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                         Short Paper #04  
                         **Due:** April 29 by 11:59pm

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                         Survey Process Assignment #14  
                         Assigned: April 27 at 9:00am  
                         **Due:** May 4 by 11:59pm

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                         Short Paper **Optional** Revision  
                         **Due:** May 5 by 11:59pm

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**Lab**             Discuss readings

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                         Discuss ethics and human subjects training

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                         Discuss AAPOR Transparency Initiative

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## University and Departmental Notices

### Official course description

Introduces the principles that underlie the uses of surveys for social research and experience in some of the basic techniques of survey research. Specific topics include the basic concepts of sampling and survey measurement. Labs and short reports are an integral part of the course. They illustrate how survey researchers apply the methods presented in the class and provide students the opportunity to practice applying the concepts and methods they learn every week. Techniques learned are relevant for many kinds of data collection and standardized measurement, such as experiments in social psychology or political polls. Provides a substantial experience with practical research skills that are relevant in many academic and private sector contexts.

### Department learning outcomes

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. **Conduct Research and Analyze Data (quantitative or qualitative).** Although professional-quality research requires graduate-level training, we expect that all undergraduate majors will be able to conduct small-scale research in which they formulate a research question, collect data, analyze results, and draw conclusions.
2. **Critically Evaluate Published Research.** Sociology graduates will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
3. **Communicate Skillfully.** Sociology majors write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner. Students will communicate in a clear, organized engaging manner, using language, methods, and critical tools appropriate to the social sciences.
4. **Prepare for Graduate School and the Job Market.** Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications and to learn how to present their accomplishments. Students will understand, recognize, and apply principles of ethical and professional conduct.
5. **Work effectively in groups.** Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.
6. **Improve project management skills.** Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

### Students' rules, rights, and responsibilities

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

#### UW-Madison Badger Pledge

See <https://covidresponse.wisc.edu/badgerpledge/>

### **Campus Guidance on the use of Face Coverings**

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

See <https://d1cjb8q1w2lzm7.cloudfront.net/wp-content/uploads/sites/22/2020/06/Cloth-face-cover-guidance-06-22-20-final.pdf>

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

### **Quarantine or Isolation Due to COVID-19**

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

### **Campus spaces for virtual learning and testing**

Dedicated on-campus spaces with high-speed internet are available for students to [reserve](#) for any exam/quiz taken during the semester. Computers can also be requested.

See: <https://virtuallearning.wisc.edu/>

### **Accommodations for students with disabilities**

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 faculty [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. Faculty [I], will work either directly with the student [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.

See: [McBurney Disability Resource Center](#)

### **Academic calendar and 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: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

### **Academic integrity statement**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

See: <https://conduct.students.wisc.edu/academic-misconduct/>

According to UWS Chapter 14, academic misconduct includes (but is not limited to):

- Plagiarism (turning in work of another person and not giving them credit)
- Having a friend answer your clicker questions when you are absent
- Stealing an exam or course materials
- Copying another student's homework
- Cheating on an exam (copying from another student, using unauthorized material)
- Working on an assignment with others when you are supposed to do so independently
- Claiming credit for the work or efforts of another without authorization or citation
- Using unauthorized materials or fabricated data in any academic exercise;
- Forging or falsifying academic documents or records;
- Intentionally impeding or damaging the academic work of others;
- Engaging in conduct aimed at making false representation of a student's academic performance;
- Assisting other students in any of these acts.

My tolerance for plagiarism or other academic misconduct is very low. If you plagiarize or engage in other misconduct in this course, you will probably be required to discuss the matter with the Dean of Students. If you have questions about the rules for any of the assignments or exams, please ask your instructor.

### **Diversity and inclusion statement**

[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.

See: <https://diversity.wisc.edu/>

### **Privacy of student information and digital tools: teaching and learning analytics and proctoring statement**

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of

sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

### **Privacy of student records and the use of audio recorded lectures**

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1]. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

See: <https://instructionalcontinuity.wisc.edu/2020/04/03/privacy-of-student-records-and-the-usage-of-audio-recorded-lectures/>

### **Course evaluations**

I am interested in hearing your reactions to the course, and your suggestions for improvement. Students will be provided with an opportunity to evaluate this course and your learning experience. Your participation is an integral component of this course, and your feedback is important to me.

I strongly encourage you to participate in the course evaluation. UW-Madison uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously.

At one point during the semester, we may also have an informal evaluation at which time you are able to write comments or make suggestions anonymously. In addition, please feel free to e-mail comments or suggestions to [dykema@ssc.wisc.edu](mailto:dykema@ssc.wisc.edu) 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)).