

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

Spring 2023

Lecture: Tuesday and Thursday 9:30 AM - 10:45 AM (495 Van Hise Hall; In-person modality)

Lab: Friday 9:55 AM – 11:50 AM (346 Birge Hall; In-person modality)

Instructor name:	Dr. Jennifer Dykema
Instructor title:	Associate Professor of Sociology and UW Survey Center (UWSC) Faculty Director
e-mail:	dykema@ssc.wisc.edu
Office:	4304B Sterling Hall
Office hours:	In-person or online; Wednesdays 3:00pm-4:00pm and by appointment
Phone:	608-556-5813
Teaching assistant:	Xiaomei Sun
e-mail:	xsun95@wisc.edu
Office:	Vilas Communication Hall 5016
Office hours:	In-person or online; Thursdays 1:00pm-3:00pm
Requisites:	Sophomore standing and either C&E SOC/SOC 357 or C&E SOC/ SOC 360 or permission of instructor
Designations:	LAS Credit? Yes
Level:	Level: Advanced
Breadth:	Breadth: Social Science
Honors:	Honors credit available. Discuss with instructor if interested.

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. Survey Process 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. Stata is available free of charge to students at UW-Madison. We will discuss how to access Stata in class.

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.

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 in-person.
1. **Canvas**
 - URL for the course: <https://canvas.wisc.edu/courses/344943>
 - Guide to Canvas for Students: <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>
 2. **Zoom link for Jen's office hours if you want to meet remotely**
 - <https://uwmadison.zoom.us/j/95206394087>
 3. **Zoom link for Xiaomei's office hours if you want to meet remotely**
 - <https://uwmadison.zoom.us/j/3283218500>

Assignments

- Assignments for this course include: readings, Survey Process Assignments, and Short Papers.
 - At least one assignment is due every week.
 - Survey Process Assignments and Short Papers will be submitted in Canvas.
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 110 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.
- 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.
 - Attendance and participation are worth 40 points altogether.
- Your final grade is based on your combined score for the SPAs, Short Papers, and attendance and participation as shown:

Assignment Type	Points Per Assignment	Number of Assignments	Total Points	Weight
Survey Process Assignment	40	13	520	52%
Short Paper	110	4	440	44%
Attendance/participation	---	---	40	4%

- Grade point distribution for the course 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
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- Grade point distribution for the Short Papers

A	=	102 – 110 points
AB	=	96 – 101 points
B	=	88 – 95 points
BC	=	85 – 87 points
C	=	77 – 84 points
D	=	66 – 76 points
F	=	Below 66 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.

Office hours

- 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 Xiaomei:
 - 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."
 - Indicate if you want to meet in-person or by Zoom.
 - 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, either meet in person or 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.

Etiquette

- Be kind and professional when communicating with others in this course.

Course Outline

Schedule for Readings, Assignments, and Lab

Week 1	
Introduction, Total Survey Error (TSE), Planning a Survey	
Readings	Textbook: Chapter 1 -- Survey Practice
	Textbook: Chapter 2 -- Survey Error
	Textbook: Chapter 3 -- Planning the Survey: The Hierarchy of Decisions
Assignments	Survey Process Assignment #01 Assigned: January 24 at 9:00am Due: January 31 by 11:59pm
Lab	Discuss readings and discuss error sources
	Learn principles of standardized interviewing
	Practice standardized interviewing
	STATA introduction
Week 2	
Sampling I – Concepts, Populations, Sampling Frames	
Readings	Textbook: Chapter 5 -- Sampling I: Concepts of Representation and Sample Quality
	Textbook: Chapter 6 -- Sampling II: Population Definition and Frames
	Other: BRFSS Overview (for Survey Process Assignment)
Assignments	Survey Process Assignment #01 Due: January 31 by 11:59pm
	Survey Process Assignment #02 Assigned: January 31 at 9:00am Due: February 7 by 11:59pm
Lab	Discuss and describe a sample distribution
	Learn how to evaluate a sample frame
	Explore the sampling dataset
Week 3	
Sampling II – Sampling Designs	
Readings	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)
Assignments	Survey Process Assignment #02 Due: February 7 by 11:59pm
	Survey Process Assignment #03 Assigned: February 7 at 9:00am Due: February 14 by 11:59pm

Short Paper #01
Assigned: February 9 at 9:00am
Due: February 20 by 11:59pm

Lab Discuss Short Paper #01
Discuss readings
Learn how to draw a simple random sample using Stata
Learn how to draw a stratified sample using Stata

Week 4 Data Collection I – Overview of Modes

Readings Textbook: Chapter 4 -- Data Collection I: Selecting a Method
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)
Article: "Web Versus Other Survey Modes: An Updated and Extended Meta-Analysis Comparing Response Rates" (Daikeler, Bošnjak and Lozar Manfreda)

Assignments Survey Process Assignment #03
Due: February 14 by 11:59pm
Survey Process Assignment #04
Assigned: February 14 at 9:00am
Due: February 21 by 11:59pm

Lab Review major dimensions along which modes vary
Discuss experiments and survey research
Practice conducting a systematic literature review

Week 5 Data Collection II – Mixing Modes

Readings Article: "Survey Mode or Survey Modes?" (de Leeuw and Berzelak 2016)
Article: "Mode Effects Versus Question Format Effects: An Experimental Investigation of Measurement Error Implemented in a Probability-Based Online Panel" (de Leeuw, Edith D., Joop Hox and Annette Scherpenzeel 2019)
Article: "What Our Transition to Online Polling Means for Decades of Phone Survey Trends" (Kennedy and Deane 2019)

Assignments Short Paper #01
Due: February 20 by 11:59pm
Survey Process Assignment #04
Due: February 21 by 11:59pm
Survey Process Assignment #05
Assigned: February 21 at 9:00am
Due: February 28 by 11:59pm

Lab Draw on readings to define the dimensions of a mixed-mode design is
Draw on readings to define what a mode effect is
Code articles for systematic literature review

Week 6 Data Collection III – Survey Participation	
Readings	Textbook: Chapter 11 -- Data Collection II: Controlling Error in Data Collection Article: “Survey Nonresponse Trends and Fieldwork Effort in the 21st Century: Results of an International Study across Countries and Surveys” (Luiten, Hox and de Leeuw 2020) Article: “The Use and Effects of Incentives in Surveys” (Singer and Ye 2013)
Assignments	Survey Process Assignment #05 Due: February 28 by 11:59pm Survey Process Assignment #06 Assigned: February 28 at 9:00am Due: March 7 by 11:59pm
Lab	Discuss readings Continue working with systematic literature Begin examination of data from systematic literature review
Week 7 Data Collection IV – Survey Nonresponse	
Readings	Article: “What Low Response Rates Mean for Telephone Surveys” (Keeter et al. 2017) Article: “The Effectiveness of Incentives on Completion Rates, Data Quality, and Nonresponse Bias in a Probability-based Internet Panel Survey” (Stanley, Roycroft, Amaya, Dever and Srivastav 2020) Article: “Surveys as Social Interactions” (Bradburn 2016)
Assignments	Survey Process Assignment #06 Due: March 7 by 11:59pm Survey Process Assignment #07 Assigned: March 7 at 9:00am Due: March 21 by 11:59pm Short Paper #02 Assigned: March 9 at 9:00am Due: March 22 by 11:59pm
Lab	Discuss Short Paper #02 Discuss readings Calculate response rates Discuss nonresponse bias
Week 8 Spring Break Enjoy Your Break!	
Week 9 Questionnaire Design I – Writing Questions for Standardized Measurement	
Readings	Textbook: Chapter 8 -- Questionnaire Development I: Measurement Error and Question Writing

Article: "Measuring Trust in Medical Researchers: Adding Insights from Cognitive Interviews to Examine Agree-Disagree and Construct-Specific Survey Questions" (Dykema et al. 2019)

Article: "Experiments for Evaluating Survey Questions" (Krosnick 2011)

Assignments Short Paper #02

Due: March 22 by 11:59pm

Survey Process Assignment #07

Due: March 21 by 11:59pm

Survey Process Assignment #08

Assigned: March 21 at 9:00am

Due: March 28 by 11:59pm

Lab

Discuss split-sample question wording experiments

Review issues surrounding agree-disagree (AD) and item-specific (IS) questions

Identify the research question to be answered using question wording experiment

Begin analysis of question wording experiment

Week 10

Questionnaire Design II – Question Characteristics

Readings

Article: "Design and Evaluation of Survey Questions" (Fowler and Cosenza 2009)

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)

Assignments Survey Process Assignment #08

Due: March 28 by 11:59pm

Survey Process Assignment #09

Assigned: March 28 at 9:00am

Due: April 4 by 11:59pm

Lab

Discuss readings

Continue analysis of question wording experiment

Week 11

Questionnaire Design III – Questionnaire Structure

Readings

Textbook: Chapter 9 -- Questionnaire Development II: Questionnaire Structure

Article: "Adapting How We Ask about the Gender of Our Survey Respondents" (Amaya, Vogels and Brown 2020)

Article: "Alternative Layouts for Grid Questions in PC and Mobile Web Surveys: An Experimental Evaluation Using Response Quality Indicators and Survey Estimates" (Vehovar, Couper and Čehovin 2022)

Assignments Survey Process Assignment #09

Due: April 4 by 11:59pm

Survey Process Assignment #10

Assigned: April 4 at 9:00am

Due: April 11 by 11:59pm

Short Paper #03
Assigned: April 6 at 9:00am
Due: April 17 by 11:59pm

Lab	Discuss Short Paper #03
	Discuss readings
	Discuss measurement of key sociodemographic characteristic: Gender
	Continue analysis of question wording experiment

Week 12 Question Evaluation Methods I – Ex-ante Methods

Readings	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)

Assignments	Survey Process Assignment #10
	Due: April 11 by 11:59pm
	Survey Process Assignment #11
	Assigned: April 11 at 9:00am Due: April 18 by 11:59pm

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

Week 13 Question Evaluation Methods II – Cognitive Interviewing

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: "Multi-Mode Question Pretesting: Using Traditional Cognitive Interviews and Online Testing as Complementary Methods" (Kaplan and Edgar 2020)

Assignments	Short Paper #03
	Due: April 17 by 11:59pm
	Survey Process Assignment #11
	Due: April 18 by 11:59pm
	Survey Process Assignment #12
	Assigned: April 18 at 9:00am
	Due: April 25 by 11:59pm

Lab	Review methodology of cognitive interviewing
	Practice cognitive interviewing
	Practice writing cognitive interview probes

Week 14 Question Evaluation Methods III – Other Methods, Comparison

Readings	Article: “Correlates of Differences in Interactional Patterns among Black and White Respondents” (Dykema, Garbarski, Schaeffer, Anadon and Edwards 2020)
	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)
Assignments	Survey Process Assignment #12 Due: April 25 by 11:59pm
	Survey Process Assignment #13 Assigned: April 25 at 9:00am Due: May 2 by 11:59pm
	Short Paper #04 Assigned: April 27 at 9:00am Due: May 8 by 11:59pm
	Short Paper Optional Revision Available: May 2 at 9:00am Due: May 11 by 11:59pm
Lab	Discuss Short Paper #04
	Discuss OPTIONAL revision of a Short Paper
	Discuss readings
	Continue cognitive interviewing exercise

Week 15 Ethics, Industry Standards, State of the Field

Readings	Textbook: Postsurvey Statistical Adjustments and the Methodology Report; p. 356-370
	Article: “Problems and Prospects in Survey Research” (Moy and Murphy 2016)
	Article: “Unrepresentative Big Surveys Significantly Overestimated US Vaccine Uptake (Bradley et al. 2021)
	Web: AAPOR Code of Professional Ethics and Practices (https://www-archive.aapor.org/Standards-Ethics/AAPOR-Code-of-Ethics.aspx)
Assignments	Survey Process Assignment #13 Due: May 2 by 11:59pm
	Survey Process Assignment #14 Assigned: May 2 at 9:00am Due: May 9 by 11:59pm
Lab	Discuss readings
	Discuss ethics and human subjects training
	Discuss AAPOR Transparency Initiative
	Discuss the current state and future of survey research

Week 16

Assignments	Short Paper #04
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Due: May 8 by 11:59pm

Survey Process Assignment #14

Due: May 9 by 11:59pm

Short Paper **Optional** Revision

Due: May 11 by 11:59pm

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 the job market and graduate school.** 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

See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to

access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related 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

Campus policy requires that religious observances be accommodated if you make a timely request early in the term. 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.

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 sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

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

Academic misconduct includes (but is not limited to):

- Claiming credit for the work or efforts of another without authorization or citation.
- Copying another student's homework.
- Turning in work of another person and not giving them credit.
- Having a friend answer your clicker questions when you are absent.
- Using translation software when prohibited or limited by the instructor.
- Stealing an exam, or course materials.
- Uses unauthorized materials or fabricated data in any academic exercise, such as using notes for a closed-book online exam.
- Copying from another student during an exam.
- Working on an assignment with others when you are supposed to do so independently.
- Forges or falsifies academic documents or records (having a friend sign you in for attendance when you're absent).
- Intentionally impedes or damages the academic work of others (tampering with another student's experiment).
- Engaging in conduct aimed at making false representation of a student's academic performance (altering test answers and submitting the test for regrading).
- 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 me.

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/>

Teaching and Learning Data Transparency 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](https://teachlearn.wisc.edu/learning-analytics/) (<https://teachlearn.wisc.edu/learning-analytics/>), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](https://teachlearn.wisc.edu/teaching-and-learning-data-transparency-statement/) (<https://teachlearn.wisc.edu/teaching-and-learning-data-transparency-statement/>).

Privacy of Student Records and the Use of Audio Recorded Lectures Statement

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [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, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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 for information about FERPA: <https://registrar.wisc.edu/ferpa/>

Campus Resources for Academic Success

- [University Health Services](https://www.uhs.wisc.edu/); <https://www.uhs.wisc.edu/>
- [Undergraduate Academic Advising and Career Services](https://advising.wisc.edu/); <https://advising.wisc.edu/>
- [Office of the Registrar](https://advising.wisc.edu/); <https://advising.wisc.edu/>
- [Office of Student Financial Aid](https://financialaid.wisc.edu/); <https://financialaid.wisc.edu/>
- [Dean of Students Office](https://doso.students.wisc.edu/); <https://doso.students.wisc.edu/>
- [Graduate Student Services](https://grad.wisc.edu/); <https://grad.wisc.edu/>

Course Evaluations

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous.

Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

I strongly encourage you to participate in the course evaluation. I am interested in hearing your reactions to the course, and your suggestions for improvement. I use the information you provide to make changes to the course the next time I teach! In addition to the digital course evaluations, please feel free to e-mail comments or suggestions to me at dykema@ssc.wisc.edu or make an appointment to see me.

Departmental notice of grievance and appeal rights

As noted above, UW-Madison conducts student evaluations of all instructors 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 Sociology Chair, 8128 Social Science (socchair@ssc.wisc.edu).