



UNIVERSITY OF CALGARY

Fall 2020

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Introductory Social Research Methods			
Course Number	SOCI 313		
Pre/Co-Requisites	Sociology 201		
Instructor Name	Scott McLean	Email	smclean@ucalgary.ca
Instructor Email Policy	D2L is the primary platform for communication in this course. Questions regarding course content, assignments, and examinations should be posted to the appropriate location on D2L. Instructions will be provided as to what types of communication are appropriate for various locations on D2L. You are free to email me if you have questions or concerns that you do not wish to communicate publicly. Note that I will respond to emails as quickly as feasible and according to their urgency.		
Office Location	n/a	Office Hours	n/a
Telephone No.	n/a		
TA Name	Mohana Mukherjee	TA Email	mohana.mukherjee@ucalgary.ca
TA Office Location	n/a	TA Office Hours	n/a
Class Dates	Zoom sessions on Mondays, with weekly details given below.		
Class Times	14:00 to 14:50		
Class Location	Online		

Course Description

Calendar description: “Research processes including problem definition, data collection and analysis; quantitative and qualitative strategies.”

There are three teaching and learning strategies for this course, each of which contributes to the overall learning outcome of building students’ knowledge and skills for conducting and assessing social research. First, students **read a textbook** providing a coherent overview of key concepts and processes in the conduct of social research. The textbook, *Fundamentals of Social Research* (Fifth Canadian Edition), written by Earl Babbie, Jason Edgerton, and Lance Roberts (2020), may be purchased through the University of Calgary bookstore as an eBook or in hard copy.

Second, students **listen to lectures** designed to illustrate themes and research processes introduced in the textbook. Lectures will focus on sociological research about patterns of discrimination and racism faced by people of color in North America. Each lecture is associated with a published article that students may access online, free of charge, through the University of Calgary Library. Textbook readings and lectures are the foundation for two examinations worth 50% of the final grade for the course.

Third, students **complete six laboratory assignments** that address major components of the process of conducting social research. Substantively, this hands-on work focuses on understanding and explaining gender differences in enrolment at the University of Calgary. The instructor provides detailed instructions for each of the six assignments through D2L. These assignments account for 50% of the final grade for the course.

Course Objectives/Learning Outcomes

1. To understand key differences between empirical sociological research and other means of describing and explaining social reality.
2. To become aware of ethical issues in social research.
3. To learn the major elements of sociological research design.
4. To understand processes of conceptualization and operationalization, and recognize the roles of indexes, scales, and typologies in social research.
5. To understand the role and importance of sampling in social research, and recognize various approaches to sampling.
6. To compare and contrast five modes of observation in social research (experiments; survey research, non-reactive research, field research, and qualitative interviewing), and to distinguish between the purposes, questions, and contexts in which various modes of observation are more and less appropriate.
7. To become aware of basic guidelines and processes for undertaking the analysis of qualitative and quantitative data.
8. To practice, through a series of laboratory assignments, each of the following components of the process of social research:
 - i. Identifying social issues.
 - ii. Constructing alternative explanations for social issues.
 - iii. Designing survey research.
 - iv. Designing field research and/or qualitative interviews.
 - v. Undertaking quantitative data analysis.
 - vi. Undertaking qualitative data analysis.

Course Format

Due to the COVID-19 pandemic, this course will be delivered without face-to-face instruction. Students are expected to be available for sessions to be facilitated via teleconference on Mondays from 14:00 to 14:50. All other instruction will take place via D2L.

Learning Resources

The textbook, *Fundamentals of Social Research* (Fifth Canadian Edition), written by Earl Babbie, Jason Edgerton, and Lance Roberts (2020), may be purchased through the University of Calgary bookstore as an eBook or in hard copy. Optional readings are available online through the University of Calgary Library. Resources for laboratory assignments will be distributed via D2L.

Learning Technologies and Requirements

There is a D2L site for this course, which contains all relevant class resources and materials (see d2L.ucalgary.ca). Given that this course is delivered remotely, you must have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband (stable) internet connection.

Note that most current laptops will have a built-in webcam, speaker and microphone.

Schedule of Lectures and Readings

Synopsis

Week / textbook chapters	Optional reading	Laboratory activity
1: Inquiry, Paradigms, Ethics		
2: Research Design	Nix et al. (2017)	1: Issue identification
3: Conceptualization etc.	Logan et al. (2012)	1: Issue identification due
4: Sampling / Survey research	Godley (2018)	2: Alternative explanations
5: Experiments	Pager et al. (2009)	2: Alternative explanations due
6: Take home exam 1		3: Survey design
7: Field Research	Hardie et al. (2013)	3: Survey design due
8: Qualitative Interviews	Ispa-Landa (2013)	4: Field research / Interviews
9: Nonreactive Research	Hastings et al. (2020)	4: Field res. / Interviews due
10: Quantitative Analysis	(term break)	5: Quantitative analysis
11: Multivariate Analysis, Statistics	Gosine (2000)	5: Quantitative analysis due
12: Qualitative Analysis	Creese (2019)	6: Qualitative analysis
13: Reading & Writing		6: Qualitative analysis due
14: Take home exam 2		

Week 1 (September 7 – 13)

- Start of classes on September 8. No videoconference session this week.
- Textbook readings:
 - Chapter 1: Human Inquiry and Science
 - Chapter 2: Paradigms, Theory, and Research
 - Chapter 3: Ethical Issues for Social Researchers

Week 2 (September 14 – 20)

- Videoconference session on September 14 at 14:00.
 - Lecture: introduction and overview of the course / sociological ways of seeing
 - Lecture: illustration of empirical research as a means to avoid the shortcomings of everyday knowledge about social reality
 - Question and answer session
- Textbook reading:
 - Chapter 4: Research Design and the Logic of Causation
- Optional reading:
 - Justin Nix, Bradley Campbell, Edward Byers & Geoffrey Alpert (2017) A bird's eye view of civilians killed by police in 2015: Further evidence of implicit bias. *Criminology & Public Policy*, 16 (1) 309-340.
- Laboratory work:
 - Assignment 1 (Issue Identification) introduced on September 14.

Week 3 (September 21 – 27)

- Videoconference session on September 21 at 14:00.
 - Lecture: Illustration of research design and the use of typologies
 - Question and answer session
- Textbook reading:
 - Chapter 5: Conceptualization, Operationalization, and Measurement
- Optional reading:
 - John Logan, Elisabeta Minca & Sinem Adar (2012) The geography of inequality: why separate means unequal in American public schools. *Sociology of Education*, 85 (3) 287-301.
- Laboratory work:
 - Assignment 1 (Issue Identification) due on September 23 by noon.

Week 4 (September 28 – October 4)

- Videoconference session on September 28 at 14:00.
 - Lecture: illustration of survey research
 - Question and answer session
- Textbook readings:
 - Chapter 6: The Logic of Sampling
 - Chapter 8: Survey Research
- Optional reading:
 - Jenny Godley (2018) Everyday discrimination in Canada: Prevalence and patterns. *Canadian Journal of Sociology*, 43 (2) 111-142.
- Laboratory work:
 - Assignment 2 (Alternative Explanations) introduced on September 28.

Week 5 (October 5 – 11)

- Videoconference session on October 5 at 14:00.
 - Lecture: illustration of experimental research
 - Question and answer session
- Textbook reading:
 - Chapter 7: Experiments
- Optional reading:
 - Devah Pager, Bruce Western & Bart Bonikowski (2009) Discrimination in a low-wage labor market: A field experiment. *American Sociological Review*, 74 (5) 777-799.
- Laboratory work:
 - Assignment 2 (Alternative Explanations) due on October 7 by noon.
 - Assignment 3 (Survey Design) introduced on October 5 due to holiday on October 12.

Week 6 (October 12 – 18)

- No videoconference session October 12 due to Thanksgiving Day.
- **Take home examination** released October 13 at noon and due October 17 at noon.
- Laboratory work:
 - Assignment 3 (Survey Design) to be due during week 7.

Week 7 (October 19 – 25)

- Videoconference session on October 19 at 14:00.
 - Lecture: Illustration of field research
 - Question and answer session
- Textbook reading:
 - Chapter 10: Field Research
- Optional reading:
 - Halliday-Hardie, Jessica & Karolyn Tyson, 2013. Other people's racism: Race, rednecks, and riots in a Southern high school. *Sociology of Education*, 86 (1) 83-102.
- Laboratory work:
 - Assignment 3 (Survey Design) due on October 21 by noon.

Week 8 (October 26 – November 1)

- Videoconference session on October 26 at 14:00.
 - Lecture: Illustration of qualitative interviews
 - Question and answer session
- Textbook reading:
 - Chapter 11: Qualitative Interviewing
- Optional reading:

- Ispa-Landa, Simone (2013) Gender, race, and justifications for group exclusion: Urban black students bussed to affluent suburban schools. *Sociology of Education*, 86 (3) 218-233.
- Laboratory work:
 - Assignment 4 (Field Research / Qualitative Interviews) introduced October 26.

Week 9 (November 2 – 8)

- Videoconference session on November 2 at 14:00.
 - Lecture: Illustration of non-reactive research
 - Question and answer session
- Textbook reading:
 - Chapter 9: Nonreactive Research
- Optional reading:
 - Hastings, Colin, Eric Mykhalovskiy, Chris Sanders & Laura Bisailon (2020) Disrupting a Canadian prairie fantasy and constructing racial otherness: An analysis of news media coverage of Trevis Smith's criminal HIV non-disclosure case. *Canadian Journal of Sociology*, 45(1) 1-22.
- Laboratory work:
 - Assignment 4 (Field Research / Qualitative Interviews) due on November 4 by noon.
 - Assignment 5 (Quantitative Analysis) introduced on November 2 due to term break.

Week 10 (November 9 – 15)

- No videoconference session November 9 due to term break.
- Textbook reading:
 - Chapter 14: Quantitative Data Analysis
 - Chapter 15: The Logic of Multivariate Analysis

Week 11 (November 16 – 22)

- Videoconference session on November 16 at 14:00.
 - Lecture: illustration of quantitative analysis
 - Question and answer session
- Textbook readings:
 - Chapter 16: Social Statistics
- Optional reading:
 - Gosine, Kevin (2000) Revisiting the notion of a 'recast' vertical mosaic in Canada: Does a post-secondary education make a difference? *Canadian Ethnic Studies*, 32 (3) 89-104.
- Laboratory work:
 - Assignment 5 (Quantitative Analysis) due on November 18 by noon.

Week 12 (November 23 – 29)

- Videoconference session on November 23 at 14:00.
 - Lecture: Illustration of qualitative analysis
 - Question and answer session
- Textbook readings:
 - Chapter 13: Qualitative Data Analysis
 - Chapter 17: Reading, Designing and Writing Social Research
- Optional reading:
 - Creese, Gillian (2019) Growing up African Canadian in Vancouver: Racialization, gender and sexuality. *Canadian Journal of Sociology*, 44 (4) 425-446.
- Laboratory work:
 - Assignment 6 (Qualitative Analysis) introduced November 23.

Week 13 (November 30 – December 6)

- Videoconference session on November 30 at 14:00.
 - Lecture: Course wrap-up lecture
 - Question and answer session
- Laboratory work:
 - Assignment 6 (Qualitative Analysis) due on December 2 by noon.
- **Take home examination** released December 5 at noon and due December 9 at noon.

Week 14 (December 7 – 9)

- **Take home examination** released December 5 at noon and due December 9 at noon.
- End of classes on December 9.

Methods of Assessment and Grading Weights

Students should complete required readings on time. Students should read each textbook chapter by the end of the week with which it is associated on the schedule above. This will prepare students for lectures and laboratory assignments.

All assignments and take home examinations must be submitted via the D2L site associated with this course. Follow the instructions provided on D2L.

Laboratory assignments may be submitted late, but there will be a penalty associated with doing so. Assignments are worth either seven, eight, or ten points towards the final grade (one hundred points). Here are the penalties associated with submitting late assignments:

- Less than or exactly 24 hours late: one point.
- More than 24 but less than or exactly 48 hours late: two points.
- More than 48 but less than or exactly 72 hours late: three points.
- More than 72 hours late: a grade of zero will be assigned for the assignment.

Take home examinations may not be submitted late. Students will have a period of four days to complete each take home examination. To ensure fairness to all students, no extensions will be granted.

Grades in this class will be based on the completion of the following requirements:

- Take home examination held from October 13 – 17 (20%)
- Laboratory assignments 1 & 2 (2 x 8 = 16%)
- Laboratory assignments 3 & 4 (2 x 7 = 14%)
- Laboratory assignments 5 & 6 (2 x 10 = 20%)
- Take home examination held from December 5 – 9 (30%)

Final Exam Information

There is no registrar-scheduled final examination for this course.

Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale.

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

Absences and Deferrals

Students who do not submit an assignment or examination should inform the instructor as soon as possible. If the reason provided is acceptable, the instructor may approve an alternative arrangement. However, since all assignments and examinations in this course are of a “take home” nature, alternative arrangements will be granted rarely and only if warranted by circumstances. Note that penalties for the late submission of assignments are clearly outlined above.

Deferred Term Work Form: Deferral of term work past the end of a term requires a form to be filled out by the student and submitted, along with any supporting documentation, to the instructor. The form is available at:

<https://live-ucalgary.ucalgary.ca/sites/default/files/teams/14/deferral-of-term-work-2020.pdf>

Once an extension date has been agreed between instructor and student, the instructor will email the form to the Faculty of Arts Program Information Centre (ascarts@ucalgary.ca) for approval by the Associate Dean.

Grade Reappraisal

Within one week of the date the exam/assignment is returned, students seeking reappraisal of examinations or assignments must submit a written response to the instructor explaining the basis for reconsideration of one’s mark. The instructor will reconsider the grade assigned and will then book a time with the student to discuss his or her work and rationale. It should be noted that a re-assessed grade may be raised, lowered, or remain the same.

Handing in Papers, Assignments

1. All assignments and examinations must be submitted via D2L in accordance with instructions.
2. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
3. Final grades are not posted by the Sociology Department. They are only available online.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at the times identified above for a “live” video conference.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of

Calgary conduct policies (e.g., [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor will record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session.

Research Ethics

Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Faculty Ethics Committee. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Recording of Lectures

Note that the audio or video recording of lectures and taking screenshots of PowerPoint slides during the lecture are not permitted without explicit authorization. The non-authorized media recording of lectures is inconsistent with the Code of Conduct and may result in discipline in accordance with the Student Non-Academic Misconduct Policy and Procedure. For more information click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Sharing of Lecture Notes and Exam Questions

Note that publicly sharing lectures notes and exam questions on 3rd party sites such as OneClass, StudyBlue, Quizlet, Course Hero, etc. is not permitted. If you wish to use these helpful studying tools, make sure you adjust your privacy settings accordingly. Any violations are subject to investigation under the UofC Student Non-Academic Misconduct Policy. For more information, click here: <https://www.ucalgary.ca/policies/files/policies/non-academic-misconduct-policy.pdf>.

Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website go to: <https://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit:

<https://www.ucalgary.ca/student-services/student-success>

Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.