

SOCIOLOGY 475: Analysis in Survey Research
University of Hawai'i at Mānoa, Fall 2009

COURSE SYLLABUS

Lecture: TR 1:30-2:45pm Room: Kuykendall 308 Dates: 08/25/2009-12/10/2009 Instructor: Quincy Edwards	CRN: 79341 Office hours/location: TBA/Saunders 247 Email: quincy.edwards@hawaii.edu Web: http://www2.hawaii.edu/~qedwards/
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1. <i>Classmate contact information:</i> Name: _____ email: _____ Tel.: _____	2. <i>Classmate contact information:</i> Name: _____ email: _____ Tel.: _____
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UH CATALOG COURSE DESCRIPTION

SOC 475 Analysis in Survey Research (3)** Survey research design and analysis, including theory selection instrument construction, sampling techniques, data collection, computerized data analysis, and writing up research reports of the findings. Pre: junior standing and 300, graduate standing; or consent. **DS

INSTRUCTOR'S ADVICE TO STUDENTS

This syllabus is different from many others. It is longer than some, more detailed than most. But most importantly, it is designed to help you successfully pass the course. Please keep this syllabus for reference during the course.

In the following pages there are many suggestions to you, but the most crucial one is this: get help as soon as you think you need it. Do not create an insurmountable "catch-up" problem for yourself. I offer generous office hours. If you need help, come see me.

Because the learning process is a cumulative one, it is imperative that students do not fall behind and, to this end, the following practices will be adopted:

1. Before each class, students may place their completed Suggestion/Question Forms (see page 10) at my lectern or, at any time, in my mailbox.
2. Each assignment will be graded and individual feedback provided.
3. After the term examination, each student will be provided with an individual grading sheet that explains any deduction of points. Students are encouraged to meet with me independently to discuss their progress.
4. Generous office hours will be offered.

INTRODUCTION

As Social Scientists, we are all survey methodologists — students of the theories and practices of the various data collection and analysis activities that are known collectively as "survey research." Drawing upon the theories and practices developed in several academic disciplines, including mathematics, statistics, psychology, sociology, computer science, and economics, a set of theories and principles has evolved that offers a unified perspective on the design, conduct, and evaluation of surveys. This perspective is most commonly referred to as the "total survey error" paradigm. This framework guides modern research on survey quality and shapes how practicing survey professionals approach their work.

This course is designed as an introduction to sociological research methods focusing on survey research. As sociologists, our focus will be the design, the implementation, and the interpretation of survey research, based on standard practices in the field. Larger epistemological questions (e.g., How do we "know" what we know?) also will be addressed.

Students will be exposed to research literatures that employ both observational and experimental methods to test key hypotheses on the nature of human behavior that affect the quality of survey data. Statistical concepts and techniques in sample design, execution, and estimation will also be presented along with models of behavior describing errors/problems in survey question responses. In this way, both social science and statistical concepts will be presented.

The concept of total survey error will be presented as a framework within which to discuss coverage properties of sampling frames, alternative sample designs and their impacts on standard errors of survey statistics, alternative modes of data collection, field administration

operations, the role of the survey interviewer, impacts of non-response on survey statistics, the effect of question structure, wording and context on respondent behavior, models of measurement error, post-survey processing, and estimation in surveys.

Lectures and course readings assume that students understand basic statistical concepts, but this is *not* a statistics course and the working assumption is that students do not have a statistics background.

LEARNING OBJECTIVES

The overall goals for this course are fourfold:

1. Understand what the role of survey research is within the discipline of sociology.
2. Study survey methodologies through readings and published research.
3. Develop an understanding of the theories and practices of data collection and analysis used in survey research.
4. Gain insight into the underlying methodologies employed by sociologists in their research and foster the ability to constructively criticize the methods used in any social science study.

Computerized Data Analysis

Survey data collected by academic, government and private enterprise are increasingly complex in structure. Analysis of complex sample survey data must take into account characteristics of the sample design including stages of sample selection, clustering, stratification, and unequal probabilities of selection. Specialized statistical software packages, such as SAS®, SPSS®, STATA®, and SUDAAN®, greatly ease the task of providing accurate estimates of population statistics along with the resulting confidence intervals and statistical significance tests. Factors affecting the selection of package choice include cost, ease of operation, overall data management capabilities, and alternative methods of variance estimation. It is prudent to be familiar with each package's abilities and general operation when considering its employment.

OFFICE HOURS, MAIL BOX, AND EMAIL

Office hours will be negotiated during the first class meeting. It is pointless to offer office hours when students cannot attend. Once office hours have been established, no appointment is necessary. I will be faithful to my office hours, but if I am delayed or temporarily in another office, I will leave a note on my door to that effect.

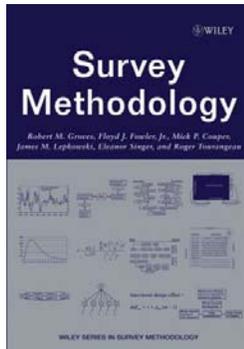
Many routine administrative office matters, such as signing add-drop slips can be handled before or after class.

If you would like an appointment with me outside regular office hours, arrangements can be made via email. You may leave messages or assignments in my mailbox in Saunders 247. Another means of communication (anonymously, if you wish) is by the suggestion form included at the end of the syllabus. Make a suggestion, bring about a complaint, or just remind me of something....

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TEXTBOOK

Robert M. Groves, Floyd J. Fowler, Jr., Mick P. Couper, James M. Lepkowski, Eleanor Singer, Roger Tourangeau. 2004. *Survey Methodology*. New York: John Wiley & Sons.



Title: Survey Methodology
Hardcover: xix, 448 pages
Publisher: Wiley-Interscience (April 30, 2004)
ISBN-10: 0471483486
ISBN-13: 978-0471483489
Product Dimensions: 9.9 x 7 x 1 inches
Shipping Weight: 1.7 pounds
List price: \$69.99

UH Bookstore: TBA
Amazon: \$48.54
Barnes & Noble: \$69.95 (Members, \$62.95)
Borders: \$48.54
eCampus: \$65.75 (eVIP, \$62.47)

MATERIALS ON RESERVE

A copy of the course textbook will be made available at Sinclair Library with a two-hour loan period. Likewise, assignment and examination solutions sets will be on reserve.

ATTENDANCE POLICY

Sometimes it is necessary to miss a class. If you must miss a class, please arrange with a classmate to borrow notes. I will not assume responsibility for providing lecture notes for missed classes.

Attendance will be taken at the beginning of each class. While attendance is not explicitly used in the calculation of your overall course grade, I am required to report excessive absences to your academic dean. The matter will then be left to the dean's discretion.

Having explained the attendance policy, please know that research has shown — and my experience confirms — that absenteeism is correlated with lower grades. This is especially true of this course as the knowledge is cumulative with each step building on the previous step. Inconsistent attendance will create insurmountable "catch-up" problems for the student.

In other words, absenteeism is counter-productive to your academic objectives and strongly discouraged. However, this course will come easily to anyone who attends all classes and labs, keeps up with the assignments, and gets help when needed.

METHOD OF EVALUATION: Assignments, Examinations and the Course Grading Criteria

The overall grading structure of the course will consist of class participation (10%), a mid-term examination (25%), a class presentation (10%), a final examination/research paper (30%), a written peer review (15%), and IRB certification (10%).

Research Paper and Presentation

One method of understanding the range of survey methods and the potential of surveys is to learn by example. This is especially true of ongoing surveys – surveys that are conducted at regular specified time intervals. By definition, their sponsors believe there is a continuous need for the information they provide and, in some cases, further studies may offer insight into the rationale for their evolution.

In an 8-page research paper, on a topic agreed to by the student and instructor, the student will provide an analysis and a critical evaluation of an ongoing survey.

Peer Review

There will be a peer review panel in which every student will participate as a primary and secondary reviewer. Their role will be to critique the work of their classmates.

Examinations

There will be one term examination and a final examination/research paper. Exams will directly reflect lecture and textbook content. Everyone is required to take these examinations at the specified dates and times.

When taking an exam, be sure to bring a sufficient number of sharpened pencils, an eraser, etc.

WARNING: Do NOT miss an exam! Makeup exams are given the day of the final examination. They are made more difficult so as to negate any advantage a student may gain from having additional time. To do otherwise would put your classmates at a severe disadvantage. Make-up examinations are seldom passed.

Course Grading Criteria:

This course employs a criterion grading system. Therefore, theoretically, everyone in the class could earn an "A". This helps to prevent students from being penalized in the event one or two students do exceptionally well. To assure a specific grade, consider the following scale:

98-100% = A+	87-89% = B+	77-79% = C+	67-69% = D+
94-97% = A	83-86% = B	73-76% = C	63-66% = D
90-93% = A-	80-82% = B-	70-72% = C-	60-62% = D-
			<60 = F

Human Subject Research Training

The Committee on Human Studies is the unit designated to function as the federally mandated Institutional Review Board (IRB) for the University of Hawai'i (UH) system. This responsibility extends to all research involving human subjects by faculty, researchers, students, and others affiliated with the University of Hawaii or using UH personnel, staff, or students. This applies to all research involving human subjects whether funded or not.

The IRB (Institutional Review Board) serves as an objective third party, an oversight committee, governed by Federal Regulations (45CFR46, 20CFR50, 21CFR56) with the purpose of protecting and managing risk to human participants involved in research. Although these regulations specifically apply only to federally funded research, the policy of the University of Hawai'i is that all research conducted under its banner shall meet the same standard.

Specific aims of the IRB are:

- To promote the safety and wellbeing of human participants.
- To ensure adherence to the ethical values and principles underlying research.
- To ensure that only ethical and scientifically valid research is implemented.
- To allay concerns by the general public about the responsible conduct of research.

UH Investigator Training in Human Subjects Research

Human Subject Research Training is a four-hour single session investigator workshop on human subjects research for researchers, staff, faculty and students. There is no cost for the workshop and no need to sign up ahead of time. The workshop provides a basic understanding of the ethics and principles of human subjects research and what is required of investigators at UH. It also meets the UH and National Institutes of Health (NIH) requirements for human subjects research training.

The University of Hawai'i Committee on Human Studies conducts investigator workshops on various dates at locations across the Mānoa campus. Please consult the following web page for the date, time, and location for scheduled workshops (http://www.hawaii.edu/irb/html/train_cal.htm).

National Institutes of Health Protecting Human Subject Research Participants (PHRP)

Alternatively, human participant protection education is offered courtesy of the NIH Office of Extramural Research via the online tutorial *Protecting Human Research Participants* (PHRP). Participants are required to register, but everything is straightforward and provided without cost to students (<http://phrp.nihtraining.com/users/login.php>).

On completion of either workshop, you will receive a completion certificate attesting to your newly-acquired knowledge. To be eligible for this opportunity, certification must be presented on or before October 22, 2009.

GENERAL INSTRUCTIONS FOR PREPARING ASSIGNMENTS

Quality and clarity of content presented are grading criteria. All written assignments are to be typed in 10-point Arial or 11-point Times New Roman fonts, double-spaced, with all margins set at one inch. The grade for a paper will be based on:

1. Presentation Style
 - (a) Grammar (e.g., sentence structure, noun-verb agreement, consistent verb tense)
 - (b) Spelling and punctuation
 - (c) Correct citation (e.g., APA, Chicago, or MLA style). Each citation must be the result of an in-text reference with page number.
 - (d) Except for the title page, all pages are to be numbered consecutively at the top right-hand margin.
 - (e) All pages are to be stapled together before submission.
2. Organization
 - (a) Structure and format
 - (b) Logical sequencing and continuity of ideas
 - (c) Clarity of expression
 - (d) Conciseness.
3. Content

As indicated by specific paper assignment.

NOTE: Citation Guides and Style Manuals are available at:
<http://library.manoa.hawaii.edu/research/tools/writing.html#style>

KOKUA FOR STUDENTS WITH DISABILITIES

Any students who feel they may need an accommodation based on the impact of a disability are invited to contact me privately. I will be happy to work with you and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA may be reached at:

*Queen Lili'uokalani Center for Student Services 013
2600 Campus Road,
Honolulu, HI 96822*

Hours: Monday-Friday, 7:45am-4:30pm

Tel.: (808) 956-7511 (V/T) or (808) 956-7612 (V/T)

Fax: (808) 956-8093

Email: kokua@hawaii.edu

Website: <http://www.hawaii.edu/kokua/>

The KOKUA Program — *Kahi O Ka Ulu'Ana* ("The Place of Growing") — is the primary campus unit responsible for providing academic access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence, & Diversity within the Division of Student Affairs.

IMPORTANT NOTE CONCERNING STUDENT CONDUCT

Students are required to abide by the University of Hawai'i at Mānoa Student Conduct Code. Note that "the University of Hawai'i at Mānoa exists for the pursuit of knowledge through teaching, learning, and research conducted in an atmosphere of physical and intellectual freedom. Moreover, members of the UH academic community are committed to engage in teaching, learning, research, and community service and to assist one another in the creation and maintenance of an environment which supports these activities. It is therefore the policy of the University that members of the academic community may not violate the rights of one another nor disrupt the basic activities of the institution (as provided in section 1-4, chapter 1 of the Board of Regents' Bylaws and Policies [Part D]). Students who are disruptive are, consequently, subject to a variety of academically related penalties which may include reprimand, probation, restitution, suspension or expulsion" (<http://www.manoa.hawaii.edu/students/conduct/>).

Furthermore, recognize that the code prohibits all forms of scholastic dishonesty, including cheating, plagiarism, and falsification or misrepresentation of experimental data. The code covers all written and oral examinations, term papers, creative works, assigned computer related work, and any other academic work done at the University of Hawai'i. Any violation of the student code will be reported.

Any further questions regarding the Conduct Code should be addressed to the Office of the Dean of Students, Bachman Annex 10, phone V/TT (808) 956-3290.

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SCHEDULE OF READING ASSIGNMENTS & EXAMINATIONS

✓	READINGS	TOPIC	DATE
<input type="checkbox"/>		Orientation	08/25/2009
<input type="checkbox"/>	Ancillaries	What is a Survey?	08/27/2009
<input type="checkbox"/>	Chapter 1	An Introduction to Survey Methodology	09/01/2009
<input type="checkbox"/>	Chapter 2	Inference and Error in Surveys	09/08/2009
<input type="checkbox"/>	Ancillaries	Ongoing Survey Research Paper Workshop and IRB	09/15/2009
<input type="checkbox"/>	Chapter 3	Target Populations, Sampling Frames, and Coverage	09/22/2009
<input type="checkbox"/>	Chapter 4	Sample Design and Sampling Error	09/29/2009
<input type="checkbox"/>	Chapter 5	Methods of Data Collection	10/06/2009
<input type="checkbox"/>	Mid-term Examination Due		10/13/2009
<input type="checkbox"/>	Chapter 6	Non-response in Sample Surveys; Proposals Due	10/20/2009
<input type="checkbox"/>	Proposals and IRB Due		10/22/2009
<input type="checkbox"/>	Chapter 7	Questions and Answers in Surveys	10/27/2009
<input type="checkbox"/>	Chapter 8	Evaluating Survey Questions	11/03/2009
<input type="checkbox"/>	Chapter 9	Survey Interviewing	11/10/2009
<input type="checkbox"/>	Chapter 10	Post-collection Processing of Survey Data	11/17/2009
<input type="checkbox"/>	Chapter 11	Principles and Practices Related to Scientific Integrity	11/24/2009
<input type="checkbox"/>	Ancillaries	Computerized Data Analysis	12/01/2009
<input type="checkbox"/>	Ongoing Survey Research Paper Due; Presentations		12/03/2009
<input type="checkbox"/>		Peer Review Session	12/08/2009
<input type="checkbox"/>		Peer Review Session	12/10/2009
<input type="checkbox"/>	Final Examination and Peer Reviews Due		TBA

IMPORTANT REGISTRATION AND WITHDRAWAL DEADLINE INFORMATION

- TBA Last day to register. Last day to receive 100% refund
- TBA Last day to drop (No "W" on transcript). Last day to receive 50% refund.
- TBA Last day to withdraw from class ("W" on transcript).

Disclaimer: If circumstances change, the instructor reserves the right to alter, modify, amend, or otherwise change the syllabus. No changes are anticipated at this time, but if changes do become necessary, students will be notified in writing.

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COURSE CALENDAR (FALL 2009)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
AUG	3	4	5	6	7	8
2						
9	10	11	12	13	14	15
16	17	18	19	20	21 <i>Holiday Statehood Day</i>	22
23	24	25 First Class Meeting 1:30-2:45 PM	26	27 Class Meeting 1:30-2:45 PM	28	29
30	31					

Sun	Mon	Tue	Wed	Thu	Fri	Sat
SEP		1	2	3	4	5
6	7 <i>Holiday Labor Day</i>	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
OCT				1	2	3
4	5	6	7	8	9	10
11	12	13 Mid-Term Exam Due	14	15	16	17
18	19	20	21	22 Proposals & IRB Due	23	24
25	26	27	28	29	30	31

Sun	Mon	Tue	Wed	Thu	Fri	Sat
NOV	2	3	4	5	6	7
1						
8	9	10	11 Holiday <i>Veterans' Day</i>	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Holiday <i>Thanksgiving</i>	27 Holiday <i>Thanksgiving</i>	28
29	30					

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
DEC		1	2	3 Research Papers Due	4	5
	6	7	8 Peer Reviews	9	10 Peer Reviews	11
13	14 <i>Final Exams</i>	15 <i>Final Exams</i>	16 <i>Final Exams</i>	17 <i>Final Exams</i>	18 <i>Final Exams</i>	19
20	21	22	23	24	25 <i>Christmas Day</i>	26
27	28	29	30	31	29	30

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STUDENT SUGGESTION AND QUESTION FORM

This form may be completed at any time during the course and left at my lectern before class or in my mailbox.

I HAVE THE FOLLOWING SUGGESTION/QUESTION:

PLEASE ANSWER ME (CHECK ONE):

- In class (if time permits).
- Through my email at: _____
- No answer is required.

NAME (optional): _____