



SOC 313 (LEC 02) (Introductory Social Research Methods)			
Pre/Co-Requisites	SOC 201		
Instructor:	Dr. Scott McLean	Lecture Location:	SB 146
Phone:	(403) 220-2128	Lecture Days / Time:	Tues. and Thurs. 14:00 – 15:15
Email:	smclean@ucalgary.ca	Lab Location	SB 142
Office:	Social Sciences 942	Lab Days / Time:	Tues. 15:30 – 17:20
Instructor Email Policy	<p>Apart from interaction in the classroom, D2L is the primary platform for communication in this course. Questions regarding course content, assignments, and examinations should be asked in class or posted to the discussion forum on D2L.</p> <p>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. If you have questions regarding examinations or laboratory assignments, then I recommend that you do not ask such questions on evenings, weekends, or near to the due date.</p>		

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, *Research Methods: Exploring the Social World in Canadian Contexts* (Second Edition), written by Diane Symbaluk (2019), may be purchased through the University of Calgary bookstore as an eBook or in hard copy.

Second, students **attend lectures** designed to illustrate themes and research processes introduced in the textbook. Some lectures focus on sociological research about patterns of discrimination and racism faced by people of color in North America. Other lectures present examples of research undertaken by the instructor. Most lectures are 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 five examinations worth 50% of the final grade for the course.

Third, students **complete five 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 five assignments through D2L, and the teaching assistant provides support for the completion of these assignments in laboratory sessions on a schedule to be announced via D2L. Laboratory 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 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 five modes of observation in social research (experiments; survey research, unobtrusive methods, ethnography, and qualitative interviewing), and to distinguish between the purposes, questions, and contexts in which various modes of observation are appropriate.
7. To become aware of basic processes for analyzing qualitative and quantitative data.
8. To practice, through a series of laboratory assignments, each of the following components of the process of social research:
 - a. Identifying social issues.
 - b. Constructing explanations for social issues with the aid of quantitative data.
 - c. Writing coherent research questions and qualitative interview questions.
 - d. Gathering data through qualitative interviews.
 - e. Undertaking basic qualitative data analysis.

Required Textbooks, Readings, Materials, Electronic Resources

The required textbook, *Research Methods: Exploring the Social World in Canadian Contexts* (Second Edition), written by Diane Symbaluk (2019), 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

Students must be able to upload their completed laboratory assignments, as MS Word or PDF documents, via D2L.

Schedule of Lectures and Readings

See the following pages.

Synopsis

Week / textbook chapter	Optional reading	Assignments due / exams held
1. Research foundations	Nix (2017)	
2. The importance of theory	McLean (1999)	Issue identification (Lab 1)
3. Research ethics	n/a	Exam 1
4. Research design and measurement	Logan (2012)	Explaining social issues (Lab 2)
5. Qualitative interviewing	Ispa-Landa (2013) / McLean (2015)	
6. Sampling and Surveys	Godley (2018)	Exam 2
7. Unobtrusive methods	Hastings (2020)	Research design (Lab 3)
8. Ethnography	Hardie (2013) / McLean (2021)	
9. Experiments	Pager (2009)	Exam 3
10. Term break	n/a	
11. Mixed methods / multiple methods	McLean (2022)	Data gathering (Lab 4)
12. Illustrations of social research	McLean (2018/2019)	Exam 4
13. Take-home exam	n/a	Qualitative analysis (Lab 5)
14. Conclusion	n/a	Exam 5

Week 1 (5 – 11 September)

- **Textbook reading:** Research Foundations (Chapter 1)
- **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.
- **6 September lecture:** introduction, course overview, and introduction to assignment one
- **6 September laboratory:** workshop for assignment one
- **8 September lecture:** textbook Q&A; illustration of empirical evidence as a way of knowing
- **Graded requirement:** assignment one guidelines released on 6 September

Week 2 (12 – 18 September)

- **Textbook readings:** The Importance of Theory (Chapter 2)
- **Optional reading:** Scott McLean (1999) Thinking about research in continuing education: A meta-theoretical primer. *Canadian Journal of University Continuing Education*, 25 (2) 23-42.
- **13 September lecture:** textbook Q&A; sociological ways of seeing the world
- **13 September laboratory:** introduction and guidelines for assignment two
- **15 September lecture:** discussion of exam 1; review of assignment one
- **Graded requirement:** assignment one due on 13 September at noon
- **Graded requirement:** assignment two released on 13 September during lab

Week 3 (19 – 25 September)

- **Textbook reading:** Research Ethics (Chapter 3)
- **20 September lecture:** textbook Q&A; illustrations of research ethics
- **20 September laboratory:** workshop for assignment two

- **22 September lecture:** exam 1 to be written during class time
- **Graded requirement:** exam 1 during scheduled lecture on 22 September

Week 4 (26 September – 2 October)

- **Textbook reading:** Research Design and Measurement (Chapter 4)
- **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.
- **27 September lecture:** review of exam 1; textbook Q&A
- **27 September laboratory:** introduction and guidelines for assignment three
- **29 September lecture:** illustration of research design; review of assignment two
- **Graded requirement:** assignment two due on 27 September at noon
- **Graded requirement:** assignment three released on 27 September during lab

Week 5 (3 – 9 October)

- **Textbook readings:** Qualitative Interviewing (Chapter 9)
- **Optional reading 1:** Simone Ispa-Landa (2013) Gender, race, and justifications for group exclusion: Urban black students bussed to affluent suburban schools. *Sociology of Education*, 86 (3) 218-233.
- **Optional Reading 2:** Scott McLean (2015) Individual autonomy or social engagement: Adult Learners in neo liberal times. *Adult Education Quarterly*, 65 (3) 196-214.
- **4 October lecture:** textbook Q&A; first illustration of qualitative interviewing
- **4 October laboratory:** workshop for assignment three
- **6 October lecture:** second illustration of qualitative interviewing

Week 6 (10 – 16 October)

- **Textbook reading:** Sampling (Chapter 5) and Surveys (Chapter 7)
- **Optional reading:** Jenny Godley (2018) Everyday discrimination in Canada: Prevalence and patterns. *Canadian Journal of Sociology*, 43 (2) 111-142.
- **11 October lecture:** textbook Q&A; illustration of sampling and survey research
- **11 October laboratory:** no laboratory session this week
- **13 October lecture:** exam 2 to be written during class time
- **Graded requirement:** exam 2 during scheduled lecture on 13 October

Week 7 (17 – 23 October)

- **Textbook reading:** Unobtrusive Methods (Chapter 8)
- **Optional reading:** Colin Hastings, 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.
- **18 October lecture:** textbook Q&A; illustration of unobtrusive research
- **18 October laboratory:** introduction and guidelines for assignment four
- **20 October lecture:** review of exam 2 and assignment three
- **Graded requirement:** assignment three due on 18 October at noon
- **Graded requirement:** assignment four released on 18 October during lab

Week 8 (24 – 30 October)

- **Textbook reading:** Ethnography (Chapter 10)
- **Optional reading 1:** Jessica Halliday-Hardie & Karolyn Tyson (2013) Other people's racism: Race, rednecks, and riots in a Southern high school. *Sociology of Education*, 86 (1) 83-102.
- **Optional reading 2:** Scott McLean (2021) "The advent of civilization amongst them will not tend to their betterment": Understanding representations of colonial contact in the Kitikmeot. *Journal of Canadian Studies*, 55 (3) 481-506.
- **25 October lecture:** textbook Q&A; illustration of ethnographic field research
- **25 October laboratory:** workshop for assignment four
- **27 October lecture:** illustration of research blending unobtrusive and field research

Week 9 (31 October – 6 November)

- **Textbook reading:** Experiments (Chapter 6)
- **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.
- **1 November lecture:** textbook Q&A; illustration of experimental research
- **1 November laboratory:** workshop for assignment four
- **3 November lecture:** exam 3 to be written during class time
- **Graded requirement:** exam 3 during scheduled lecture on 3 November

Week 10 (7 – 13 November): Term break: no course requirements this week

Week 11 (14 – 20 November):

- **Textbook reading:** Mixed Methods and Multiple Methods (Chapter 11)
- **Optional reading:** Scott McLean (2022) Understanding the evolving context for lifelong education: Global trends, 1950 – 2020. *International Journal of Lifelong Education*, 44 (1) 5-26.
- **15 November lecture:** textbook Q&A; illustration of quantitative analysis
- **15 November laboratory:** introduction and guidelines for assignment five
- **17 November lecture:** review of exam 3 and assignment four
- **Graded requirement:** assignment four due on 15 November at noon
- **Graded requirement:** assignment five released on 15 November during lab

Week 12 (21 – 27 November)

- **Optional readings:**
 - Scott McLean and Jaya Dixit (2018) The power of positive thinking: A hidden curriculum for precarious times. *Adult Education Quarterly*, 68 (4) 280-296.
 - Scott McLean and Laurie Vermeulen (2019) From getting ahead to getting back on one's feet: Performing masculinity as a self-help reader. *Men & Masculinities*, 22 (4) 716-737.
- **22 November lecture:** illustration of qualitative data analysis
- **22 November laboratory:** workshop for assignment five
- **24 November lecture:** exam 4 to be written during class time
- **Graded requirement:** exam 4 during scheduled lecture on 24 November

Week 13 (28 November – 4 December)

- **29 November lecture:** course wrap-up and feedback session; take-home exam 5 introduced

- **29 November laboratory:** no laboratory session this week
- **1 December lecture:** no lecture to give time for (take-home) exam 5 preparation
- **Graded requirement:** assignment five due on 29 November at noon

Week 14 (5 – 7 December)

- **6 December lecture:** exam 5 to be submitted (hard copy and in-class presentation) during class time; review of exam 5 and assignment 5
- **6 December laboratory:** no laboratory session this week
- **Graded requirement:** exam 5 to be submitted during scheduled lecture on 6 December

Methods of Assessment and Grading Weights

COMPONENT	WEIGHTING	DUE DATES / TIMES
Assignment 1	10%	13 Sept. at 12:00 noon
In-class exam 1	10%	22 Sept. at 2:00 p.m.
Assignment 2	10%	27 Sept. at 12:00 noon
In-class exam 2	10%	13 Oct. at 2:00 p.m.
Assignment 3	10%	18 Oct. at 12:00 noon
In-class exam 3	10%	3 Nov. at 2:00 p.m.
Assignment 4	10%	15 Nov. at 12:00 noon
In-class exam 4	10%	24 Nov. at 2:00 p.m.
Assignment 5	10%	29 Nov. at 12:00 noon
Take home exam 5	10%	6 Dec. at 2:00 p.m.
Total	100%	

Examinations 1 through 4 must be written in class on the dates and times scheduled above. These examinations will be multiple choice with answers entered on machine-readable forms. Results will be communicated via D2L.

Examination 5 will be a take-home examination. Guidelines will be provided on 29 November during the regularly scheduled lecture period. The take-home examination must be submitted in class at 2:00 p.m. on 6 December. The take-home examination may involve the making of a brief (one-minute or less) presentation in class on 6 December.

While assignments will be discussed in a laboratory environment, the writing and submission of assignments is an individual responsibility. Students are not allowed to collaborate on the writing of assignments. All assignments must be submitted via D2L and are due on the dates and times identified above. Assignment 1 must be submitted on time. Assignments 2 through 5 may be submitted late, but the following penalties will be associated with doing so:

- Less than or exactly 24 hours late: two points (i.e., your maximum grade would be 8 / 10).
- More than 24 but less than or exactly 48 hours late: four points (i.e., your maximum grade would be 6 / 10).
- More than 48 hours late: a grade of zero will be assigned for the assignment.

Final Exam Information

There is no final exam 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.

Passing Grades

A grade of at least D is required on (take-home) exam 5 to pass the course.

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>

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of that email may be requested as proof of the attempt to contact the instructor.

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/P22_deferral-of-term-work_lapseGrade.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.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Reappraisal of Grades:

For Reappraisal of Graded Term Work, see Calendar I.2

<http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

For Reappraisal of Final Grade, see Calendar I.3

<http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Misconduct:

Academic Misconduct refers to student behavior that compromises proper assessment of students' academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

Student committing academic misconduct during the final exam will not receive a passing grade for the course.

For information on the Student Academic Misconduct Policy, Procedure and Academic Integrity, please visit: <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Plagiarism And Other Forms Of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Recording of Lectures:

Recording of lectures is prohibited, except for audio recordings authorized as an accommodation by SAS or an audio recording for individual private study and only with the written permission of the instructor. Any unauthorized electronic or mechanical recording of lectures, their transcription, copying, or distribution, constitutes academic misconduct. See <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>.

Academic Accommodations:

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. 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

<https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>

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 Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subject research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

Freedom of Information and Protection of Privacy (FOIP) Act:

Personal information is collected in accordance with FOIP. Assignments can only be returned to the student and will be accessible only to authorized faculty and staff. For more information, see

<https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation:

See the University of Calgary policy on Acceptable Use of Material Protected by Copyright at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. 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.

Evacuation Assembly Points

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at <https://www.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points> and note the assembly point nearest to your classroom.

Important Dates:

Please check: <http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students' Centre is your information resource for everything in Arts! Drop in at SS102, call them at 403-220-3580, or email them at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which has detailed information on common academic concerns, including program planning and advice.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit them in the MacKimmie Tower.

Important Contact Information

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: askgsa@ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student 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 supports 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 the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>
Student Wellness Services:
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>
Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.