In recent years concern has developed about understanding the social dimensions of forestry and forest land-use decisions. Reasons for this trend include the observations that we know quite a lot about timber values, and about the economic importance of the forest industry, but that we know less about the non-economic values of forests, and about the social context of forestry, forest land use, and intergroup conflict over forests.

The objective of this course is to provide students with a detailed introduction and overview of social science methods relevant to studying forestry and conservation problems. In the course, students will become familiar with a variety of social science research design, data collection and data analysis issues. The main emphasis of the course will be on quantitative techniques, but some attention will also be given to qualitative research methods. Some of the research methods topics to be covered include:

- Constructing Social Scientific Explanations
- The Logic of Research Design
- Measurement Issues (Creation of Indexes and Scales, Questionnaire Construction)
- Using SPSS for Windows
- Conducting Surveys (Including Mail Questionnaires, and Interview Studies)
- Conducting Field Research
- Ethical Issues in Social and Behavioural Research
- Analysis of Available Data/Materials
- Coding and Processing of Data
- Presentation of Data
- Sampling
- Writing a Research Proposal
- An Overview of Statistics (univariate, bivariate, multivariate) – emphasizing the identification of available alternatives and appropriate techniques.

In the course students will become familiar with social science research on a variety of forestry and natural resource topics. Some of these include:

- Values, Public Opinion and Attitudes about Forestry and Environmental Issues.
- Research on Forest Recreation
- Forestry Communities
- Social Impact Assessment
- Gender and Forestry
- First Nations and Forest Issues
- Perception Studies of Visual Aspects of Forest Management
Students will be expected to read and provide critical presentations on excerpts from books, journal articles, and reports related to the forementioned topics.

**EVALUATION:** Evaluation for the course will be based on the following:

- **Research Proposal (40%).** At the end of term, students will be required to produce a research proposal. This proposal will include a brief literature section, theoretical hypotheses and their justification, and a detailed account of research design, plans for analysis, and plans for addressing ethical concerns.

- **Four small assignments (30% in total).** Some examples of potential assignments include: developing a research question and testable hypothesis; developing a questionnaire; developing an interview schedule; developing a sampling strategy for a survey; analyzing a data set. Some of these assignments will parallel the requirements for the research proposal and thus will be complementary to the above activity.

- **Class participation (10%).** Attendance, and level (frequency) and quality of presentation (e.g. demonstration of knowledge of class material) in class discussion.

- **Several in-class presentations (20% in total).** These will be based primarily on a list readings included at the end of the handout. Students will probably be required to review and critique two published research articles, and one methodological article. (The precise number is subject to change, depending upon the size of the class.)

**FORMAT:** The format for the course will entail a mixture of lectures, student presentations, class discussion, and the occasional guest lecture.

**READINGS:**

**Required:**


**Recommended:**


**Note:** In addition, from time to time, students will be required to read additional selected articles.

**COURSE LOCATION AND TIME:** Term II (January - April 2006), usually, Fridays 1:00pm-4:00pm, Forest Sciences Centre 1611.

Note: some classes will be held in Buchanan B111 (from 2:00-5:00pm) in order to make use of a computer lab.
COMPUTER LAB LOCATION: Buchanan B111.

COMPUTER LAB HOURS: 7:00-9:00pm, February 8th, February 22nd, March 22nd, March 29th.

OFFICE LOCATION
AND HOURS: Forest Sciences Centre Room 2024, Fridays 11:00am-12:00pm
E-mail: tindall@interchange.ubc.ca
Phone: 604-822-2550
Course Web Site: http://faculty.arts.ubc.ca/tindall/frst/

SCHEDULE OF TOPICS, ASSIGNMENTS, AND READINGS.

Week #1 – January 6th

Introduction/Constructing Social Scientific Explanations

• Course outline to be distributed.

• Oral presentation instructions to be distributed.

Required Readings: none.

Week #2 – January 13th.

Constructing Social Scientific Explanations/Lecture on the Wilderness Preservation Movement Study

• Assignment #1 on Research Question, Hypotheses, etc. to be distributed.

• Research Proposal Instructions to be distributed.

Required Readings:

• Babbie, Chapter 1: Human Inquiry and Science.
• Babbie, Chapter 2: Paradigms, Theory, and Social Research.

Recommended Readings:

• Henderson, Chapter 2: Shift into Gear.
• Henderson, Chapter 3: Field Research and Participant Observation.


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**Week #3 – January 20th**

**Lecture on the Wilderness Preservation Movement Study/Readings on The Logic of Research Design**

**Required Readings:**

• Babbie, Chapter 4: Research Design.
• Babbie, Chapter 5: Conceptualization, Operationalization, and Measurement.
• Babbie, Chapter 8: Experiments.

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**Week #4 – January 27th**

**Logic of Research Design/Survey Design I (Different Modes of Collecting Data, Question Construction, Creation of Indexes)**

**• Assignment #2 on Questionnaire Construction or Systematic Content Analysis to be distributed.**

**Required Readings:**

• Babbie, Chapter 9: Survey Research.
• Babbie, Chapter 6: Indexes, Scales, and Typologies.

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**Week #5 – February 3rd – IN BUCHANAN B111, 2:00pm - 5:00pm**

**Workshop on Using SPSS/Coding and Processing of Data/Online Resources/Other Computer Resources and Applications**

* Assignment #1 Due.

**Required Reading:**

• Babbie, Chapter 14: Quantitative Data Analysis.

**Recommended Readings:**

• Norušis, Chapters 1,2,3,4,5.
Week #6 – February 10th – SOCIAL STATISTICS, 2:00pm-5:00pm
TUESDAY – IN BUCHANAN B111.

An Overview of Statistics (Univariate, Bivariate, Multivariate – emphasizing the identification of available alternatives and appropriate statistics)/Data Analysis.

Readings:

• Babbie, Chapter 15: The Elaboration Model.
• Babbie, Chapter 16: Social Statistics.
• Henderson, Chapter 9: Data Interpretation.

Recommended Readings:

• Norušis, Review Chapter 5, Read Chapters 19, 20, 21, 23, 24, Appendix B.

Week #7 – February 17th.

Reading Break – No Class

Week #8 – February 24th.

Survey Design II/Sampling

• Assignment #3 on Sampling to be distributed.

Required Readings:

• Babbie, Chapter 7: The Logic of Sampling.

Recommended Reading:

• Norušis, Chapter 11.

Week #9 – March 3rd

Content Analysis/Unobtrusive Measures

* Assignment #2 Due.

Required Readings:

• Babbie, Chapter 11: Unobtrusive Research
Recommended Readings:

- Henderson, Chapter 6: Other Qualitative Methods.

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**Week #10 – March 10th**

**Qualitative Research Methods/Writing a Research Proposal.**

- **Assignment #4 on Data Analysis to be distributed.**

**Required Readings:**

- Babbie, Chapter 10: Qualitative Field Research.
- Babbie, Chapter 13: Qualitative Data Analysis.
- Henderson, Chapter 4: Field Research and Participant Observation.
- Henderson, Chapter 5: InDepth Interviewing.
- Henderson, Chapter 8: Data Discovery and Organization.
- Babbie, Appendix A: Using the Library.
- Babbie, Chapter 17: Reading and Writing Social Research.

**Recommended Readings:**

- Henderson, Chapter 10: Data Explanation by Writing the Report.

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**Week #11 – March 17th – IN BUCHANAN B111, 2:00pm-5:00pm.**

**SPSS Creating Indexes/Composite Variables/Research Ethics – IN BUCHANAN B111**

* **Assignment #3 on Sampling Due.**

**Required Reading:**

- Babbie, Chapter 3: The Ethics and Politics of Social Research.
Week # 12: March 24th – IN BUCHANAN B111, 2:00pm-5:00pm.

Studying Values, Attitudes, and Perceptions.

Required Readings:


Week #13: March 31st

Forestry Communities/Sustainability/Social Impact Assessment

* Assignment #4 Due.

Required Readings:

- Babbie, Chapter 12: Evaluation Research.


Week # 14: April 7th

Studying Social Groups and Intergroup Differences

* Research Proposal Due.

Required Readings:


Recommended Readings:


LIST OF ARTICLES FOR STUDENT PRESENTATIONS

Each student will have to make three presentations throughout the course. Each presentation will be based on an article. A listing of substantive and methodological articles is provided below. Each student will have to present on one methodological article, and upon two substantive articles.

Please send an e-mail to me with your top 4 preferences regarding a substantive article, and your top 4 preferences regarding a methodological article. I will then assign students to present on particular articles and dates.

SUBSTANTIVE ARTICLES


LIST OF ARTICLES FOR STUDENT PRESENTATIONS


LIST OF ARTICLES FOR STUDENT PRESENTATIONS

QUANTITATIVE METHODOLOGY ARTICLES


QUALITATIVE METHODOLOGY ARTICLES


ARTICLES DEALING WITH ETHICS
