

# Survey Research Spring 2021 – POS 6757

**Professor:** Hannah M. Alarian (she/her/hers)  
**Email:** [halarian@ufl.edu](mailto:halarian@ufl.edu)  
**Office Hours:** F 3– 5pm, by [appointment](#)

**Office:** Anderson Hall 004  
**Class:** W 3:00 PM – 6:00 PM  
**Website:** [hannahalarian.com](http://hannahalarian.com)

## Course Description

This graduate-level course introduces students to contemporary scholarship and methodological approaches in the design, collection, and analysis of survey data. Specifically, the course covers topics related to modes of survey data collection, principles of sampling, techniques for identifying and minimizing survey error, questionnaire development, interviewing and fieldwork methods, statistical analysis of survey data, and ethics in surveys. During the course students will also explore innovations in survey research, including the use of survey experiments, mixed mode designs, and approaches for linking survey data with external sources. The primary objective of the course is to explore the practical dimensions of survey design and implementation.

## Course Requirements

- (1) [Weekly class discussion: 15%](#)
- (2) [Review responses: 15%](#)
- (3) [Reading presentations: 30%](#)
- (4) [Final paper: 20%](#)
- (5) [Research Presentations: 20%](#)

### *Weekly discussion – 15%*

This is a graduate level seminar and therefore relies heavily on in class discussion. Students should attend class ready to discuss the reading assigned for that class meeting. Participation may include providing personal insight to the material, outside articles, current events, or responding to classmates.

I understand some students may feel uncomfortable speaking in class, the class and I benefit from hearing a wide range of perspectives. I encourage you to step outside your comfort zone to ask, answer, or comment on a question from time to time throughout the course. If you are someone who often is a frequent contributor to class discussion, I urge you be considerate of your fellow classmates and encourage an open conversation for those who wish to speak.

### *Article Review Responses – 15%*

Every week, there will be at least one article which applies a survey method relevant for the weekly theme. Students will write a concise response in the form of a referee report for these articles. This response should 1) summarize in your own words the article, 2) thematically identify strengths and weaknesses, and 3) outline next steps to improve the article. Assume these reports will be read by editors and the authors themselves. This means you should work to develop a deep connection to the reading and remain civil. We will use these responses to develop our skills in the classroom and beyond – both using the report to assist in framing a question for further discussion in class and walking through the process of review. Consider: what issues and developments related to survey design require our attention and closer analysis? If you were to suggest the authors improve upon the paper, what would the suggest and why? How would your suggestions affect the paper and its ensuing results?

Article review responses must be submitted to Canvas by Tuesday at midnight (i.e., 11:59pm) and be prepared to be discussed in class on Wednesday. Student scores will be calculated for three (3) out of the twelve (12) possible weeks. These responses should not exceed three, single-spaced pages.

### *Discussion Leaders– 30%*

Students will lead the class in pairs to present the readings and their relevant themes twice (15% each) throughout the semester. Students can use PowerPoint or any other medium as they see fit for these presentations. I strongly encourage you to sign up for a week where you will also complete a referee report.

This assignment will require students to meet two goals 1) introduce the importance and relevance of the theme of the week to survey research and 2) identify its application, including potential pitfalls, solutions, or innovations in the field. Strong presentations will move far beyond the summaries of the readings to practice bridging on-the-ground realities of academic research. This often will require students to dig deeply into the mechanics of the readings, examining the study materials (e.g., pre-analysis plans, IRB protocol), datasets, and survey questionnaires. In doing so, leaders should further include a discussion of the relevant strengths and weaknesses and invite conversation from the class on questions raised in the set of readings and observations.

All students are encouraged to bring in any material outside of the assigned readings (e.g., research) as you see it relates to class material. I encourage all to consider this exercise as an opportunity to practice lecture and presentation skills.

### *Final Research Design– 20%*

A research design paper is the main writing activity for the course. Students will analyze a question of your choice in this final paper, worth 20% of your grade. In this research paper (maximum 35 written pages), students will 1) describe the research question; 2) include a detailed analysis of existing survey data and; 3) develop a unique research design including a survey of one's own. For the third portion of the paper topic, students will be required to include an IRB proposal as an addendum (i.e., not included in the total page count). Papers without this IRB protocol will receive an automatic 15% deduction.

You are expected to begin working on this project early on in course. We will have multiple opportunities to discuss this paper throughout the course individually and as a group. Electronic copies of the final paper must be turned in by the [final date and time](#). No late assignments will be accepted without prior approval.

### *Research Presentations – 20%*

Students will individually present two brief presentations of your individual research, building toward the final research design paper throughout class. The first presentation will include the planned analysis for part two and the second will cover part three of the research paper.

We will treat these presentations as conference workshop presentations, with each day organized as a panel of three to four paper topics. The Professor will act as discussant and the class as the panel audience. Presentations should be accompanied by a PowerPoint presentation including any multi-media format (e.g., figures, tables) and should be between 15 and 20 minutes in length.

### **Grading Scale**

	A 94–100%	A– 90–93.9%
B+ 87–89.9%	B 84–86.9%	B– 80–83.9%
C+ 77–79.9%	C 74–76.9%	C– 70–73.9%
D+ 67–69.9%	D 64–66.9%	D– 60–63.9%
E < 60%		

### **Readings**

There are no required books for purchase for this course. I will post a link to the required readings on Canvas. However, you may consider purchasing full copies of the following books to guide your research throughout the course.

You are responsible for completing all readings prior to the class for which they are assigned. If you would like supplemental reading on any topic, please see me.

## **Class Policies**

### **Syllabus**

This syllabus is a living document. This means it is subject to change. All potential changes will be communicated with you in our class meetings and on Canvas.

### **HyBrid Modality**

There will be one mandatory face-to-face graded class discussion during the first portion of the class. All students must attend face-to-face at our regularly scheduled time and location on this date (indicated in the syllabus).

### **Expected Workload**

This is a graduate level course and therefore requires a significant deal of outside work including reading, writing, analysis, and preparing comments. The design of this course further necessitates moving far beyond the act of reading to a deep practical and critical engagement with the extent literature across political science. The workload of course can vary by week, but plan accordingly if you are new to graduate coursework. I strongly encourage you to speak to me in office hours if you encounter any struggles or difficulty.

### **Privacy Protection**

As in all courses, unauthorized recording and unauthorized sharing of recorded materials is strictly prohibited. As our class sessions will be live and students should both attend with their camera engaged and participate orally and in writing, lecture and class sessions will never be recorded by the professor nor any student. This policy is in place to ensure the privacy of our classmates and to ensure our material (and our ideas of that material) can be discussed openly and honestly.

### **Cameras On/Off**

This is a discussion-based course and therefore I strongly encourage you to keep your cameras on to help facilitate discussion and help keep us all engaged. Please feel free to use Zoom's free '[virtual background](#)' feature as desired – no green screen required!

### **Grade adjustment policy**

I do not under any circumstances round or adjust grades. This policy is not an attempt to be harsh but to hold all students in equal standing.

### **Absences**

Absences are factored into participation and presentation grades. I understand that unforeseen events can arise and therefore missing one class will not harm your grade. However, a pattern of absences will result in a low participation score. If for some reason you must miss class outside of one meeting, you must contact me in advance (i.e., prior to class starting).

### **Late or Make-up Assignments**

As stated above, no late or make-up assignments will be accepted without prior approval. If an assignment is submitted late without prior approval, it will receive a 0.

Generally, at least one week in advance notice is required for assignment extension request. In accordance with university attendance policy, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. Please note that assignment deadlines for other courses will not be considered.

### **Contacting the Professor**

Students should use Canvas to contact me. Although you may email me at my UF email account, the university strongly encourages we communicate via Canvas to avoid the potential of violations of student confidentiality protected by [FERPA](#). I strongly encourage students to visit my virtual office hours, available by [appointment](#), to discuss any questions, comments, or concerns regarding the course.

### **Email/Messaging Hours**

You may email or message me via Canvas at any time that is convenient to you. I will respond within one business day between the hours of 8am and 5pm. If you do not receive a reply from me after 48 hours, please resend your message. Although I may sometimes reply outside of these designated hours, responses cannot be guaranteed after 5pm on weekdays, on weekends, or holidays. Please plan accordingly to have your questions answered in advance of assignment and exam deadlines.

### **Referencing the Professor**

Often, students have questions over proper naming or titling etiquette for communicating with their professors. In keeping with department culture and in an effort to remove this confusion and reduce email anxiety, you may use any of the following acceptable references in all communication with me throughout the duration of our course. The use of any other references, titles, or names is not acceptable unless otherwise directly stated.

- Professor Alarian
- Dr. Alarian
- Prof. A.
- Dr. A.

### **Inclusion, Equality, and Respect**

Many topics covered in the course can be controversial, divisive, and often difficult. Creating an inclusive, respectful, and safe classroom environment is integral to the success of this course. To this end, all class members are expected to treat each other at all times with respect, courtesy, tolerance, fairness, and justice. We will work together as a class in this goal and I will continuously check in to ensure all students have the opportunity to be heard, respected, and consider new theories and ideas without prejudice.

### **Academic Integrity**

The University of Florida is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. It is essential that all members of the University practice academic integrity and accept individual responsibility for their work and actions. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction and referral to the university's Academic Integrity Committee, which may impose additional sanctions. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code also specifies a number of behaviors that are in violation of this code and the possible sanctions ([sccr.dso.ufl.edu/process/student-conduct-code](https://sccr.dso.ufl.edu/process/student-conduct-code)). Violations of the Honor Code is unacceptable and devalues the teaching and learning experience for the entire community. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Should you have questions regarding academic integrity and honesty, I suggest reviewing the policies found on the University website and/or speaking with me during office hours.

## Course Resources

### Accessibility Services

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible ([dso.ufl.edu/drc](https://dso.ufl.edu/drc)). Please be sure that necessary accommodations are properly documented by the UFDRC. To obtain a classroom accommodation, you must first pre-register with the DRC (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

### Technology Resources

The entirety of our course will take place virtually, requiring the use of a working computer and access to audio-visual resources (e.g., webcam, microphones). If you are struggling to use Zoom or Canvas, please review these [UF Quick Start guides](#). This [link](#) also connects to UF resources regarding internet connectivity.

The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392- HELP (4357), or [helpdesk.@ufl.edu](mailto:helpdesk.@ufl.edu). If you use email, write from your [gatorlink@ufl.edu](mailto:gatorlink@ufl.edu) email address, or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Finally, keep in mind that in a pinch you can dial in to our virtual class using your cellphone to participate in class.

### Academic Resources

There are many other campus, academic resources you should take advantage of throughout the semester. These include:

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Library Support:* [cms.uflib.ufl.edu/ask](https://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources. [teachingcenter.ufl.edu](https://teachingcenter.ufl.edu)
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. [teachingcenter.ufl.edu](https://teachingcenter.ufl.edu)
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio](https://writing.ufl.edu/writing-studio) Now offering [online consultation](#).
- *Student Complaints On-Campus:* [sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code](https://sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code)
- *On-Line Students Complaints:* <https://distance.ufl.edu/getting-help/student-complaint-process/>.

## **Crisis Resources**

If you or someone you know is struggling with any crisis including but not limited to gender, sexual, racial, or domestic violence, there are many community and University of Florida resources available. Some of these include:

- *U Matter, We Care* ([umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, [umatter.ufl.edu](http://umatter.ufl.edu))
- *RESPECT – UF Division of Student Affairs* ([respect.ufsa.ufl.edu](http://respect.ufsa.ufl.edu))
- *Counseling and Wellness Center* – available 24/7 (352-392-1575, [counseling.ufl.edu](http://counseling.ufl.edu))
- *Student Health Care Center* (352-392-1161, [shcc.ufl.edu](http://shcc.ufl.edu))
- *Multicultural & Diversity Affairs* (352-392-1217, [multicultural.ufl.edu](http://multicultural.ufl.edu))
- *Hitchcock Field & Fork Pantry*- Assisting members of our campus community who experience food insecurity - [pantry.fieldandfork.ufl.edu](http://pantry.fieldandfork.ufl.edu)
- *UF Health Shands Emergency Room / Trauma Center* (352-733-0111)
- *Gainesville Police Department* (non-emergency #: 352-955-1818, [gainesvillepd.org](http://gainesvillepd.org))

My (virtual) office door is also always open to you. Please keep in mind I am a Title IX mandatory reporter.

## **Financial and COVID Related Services**

In case of emergency financial need, UF's [Aid-a-Gator program](#) that provides students with emergency funding. The program is intended to “help our students need to cover costs related to unanticipated travel, additional technology requirements, or other needs related to an emergency situation.”

HealthStreet [Drive Up Services](#) provides clothing, toiletries, naloxone (Narcan), masks, and medical referrals. HealthStreet also has an [extensive list](#) of resources including: financial assistance, food/grocery and medicine delivery services, online exercise, mental health, recovery, support for parents, and suggestions for ways to socialize while physically distancing.

If you have a family member whose financial situation was affected by the Covid-19 crisis, especially loss of work hours or job, you submit a revision petition for consideration of having their income reevaluated. UF is encouraging these students to complete the [2019-20 Financial Aid Revision](#) Petition and the [2020-2021 Revision Petition](#).

## **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. I take these evaluations very seriously and expect students to provide honest, constructive feedback. These evaluations are conducted online at: [evaluations.ufl.edu](http://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: [evaluations.ufl.edu/results](http://evaluations.ufl.edu/results).



## Semester Schedule

### Week 1: Course Introduction

#### January 13

- Syllabus
- Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps.

### Week 2: Introduction to Survey Methods: Background Concepts and Measurement

*What can we assess using survey methods? What should we evaluate in every research design?*

#### January 20

- Adcock, Robert and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95:3 (September): 529-46
- Brady, H. E. (2000). Contributions of survey research to political science. *PS: Political Science & Politics*, 33(1), 47-58.
- Lavrakas, Paul J. 2013. "Presidential address: applying a total error perspective for improving research quality in the social, behavioral, and marketing sciences." *Public Opinion Quarterly*: 831-850.
- Munck, Gerardo L., and Jay Verkuilen. 2002. "Conceptualizing and measuring democracy: Evaluating alternative indices." *Comparative Political Studies* 35.1: 5-34.
- Kurtz, Marcus J., and Andrew Schrank. "Growth and governance: Models, measures, and mechanisms." *The Journal of Politics* 69, no. 2 (2007): 538-554.
- Kaufmann, Daniel, Aart Kraay, and Massimo Mastruzzi. "Growth and governance: A reply." *The Journal of Politics* 69, no. 2 (2007): 555-562.

*Optional:* Kurtz, M. J., & Schrank, A. (2007). Growth and governance: A defense. *The Journal of Politics*, 69(2), 563-569.

### Week 3: Introduction to Survey Methods: Research Design & Quality

*How do surveys help us make inferences about our environment? What are the strengths and weaknesses of various designs?*

#### January 27

- Berinsky, Adam J. "Measuring public opinion with surveys." *Annual Review of Political Science* 20 (2017): 309-329.
- Johnston, Richard, and Henry E. Brady. 2002. "The rolling cross-section design." *Electoral Studies* 21.2: 283-295.
- Muñoz, Jordi, Albert Falcó-Gimeno, and Enrique Hernández. 2020. "Unexpected event during survey design: promise and pitfalls for causal inference." *Political Analysis* 28:2: 186-206.
- Sen, Maya, and Omar Wasow. 2016. "Race as a bundle of sticks: Designs that estimate effects of seemingly immutable characteristics." *Annual Review of Political Science* 19.
- Barrington, Lowell W. 2012. "Fragile snapshot or stable relationships? What the Orange and Rose revolutions reveal about the stability of cross-sectional survey data." *Comparative Political Studies* 45.3: 312-340.

## **Week 4: Population and Sampling I: Design and Error**

*How do we sample from a general population? How do we sample from them in a way that avoids error across survey designs?*

### **February 3**

- Baker, R., Brick, J.M., Bates, N.A., Battaglia, M., Couper, M.P., Dever, J.A., Gile, K.J., Tourangeau, R., 2013. Summary Report of the AAPOR Task Force on Non-probability Sampling. *J Surv Stat Methodol* 1, 90–143.
- Heckathorn, Douglas D. "Respondent-driven sampling: a new approach to the study of hidden populations." *Social problems* 44, no. 2 (1997): 174-199.
- Yeager, David S., Jon A. Krosnick, LinChiat Chang, Harold S. Javitz, Matthew S. Levendusky, Alberto Simpser, and Rui Wang. 2011. "Comparing the accuracy of RDD telephone surveys and internet surveys conducted with probability and non-probability samples." *Public opinion quarterly* 75. 4: 709-747.
- Olson, Kristen, and Lindsey Witt. 2011. "Are we keeping the people who used to stay? Changes in correlates of panel survey attrition over time." *Social Science Research* 40: 1037-1050.
- Huddy, Leonie, Lilliana Mason, and Lene Aarøe. 2015. "Expressive partisanship: Campaign involvement, political emotion, and partisan identity." *American Political Science Review* 109.1: 1-17.

*Optional:* Brick, J. Michael. 2011. "The future of survey sampling." *Public Opinion Quarterly* 75:5: 872-888;

Groves, R.M., Peytcheva, E., 2008. The Impact of Nonresponse Rates on Nonresponse Bias. A Meta-Analysis. *Public Opin Q* 72, 167–189.

## **Week 5: Population and Sampling: Hard to Reach Populations**

*How do we sample respondents from specific populations of interest? What consequences do those options have for survey projects?*

### **February 10**

- Brickman Bhutta, C., 2012. Not by the Book: Facebook as a Sampling Frame. *Sociological Methods & Research* 41, 57–88.
- Dutwin, David, and Mark Hugo Lopez. 2014. "Considerations of survey error in surveys of Hispanics." *Public opinion quarterly* 78.2: 392-415.
- Kendall, C., et al. 2008. An empirical comparison of respondent-driven sampling, time location sampling, and snowball sampling for behavioral surveillance in men who have sex with men, Fortaleza, Brazil. *AIDS and Behavior*, 12(1), 97.
- Alrababa'h, A., Dillon, A., Williamson, S., Hainmueller, J., Hangartner, D., & Weinstein, J. 2021. Attitudes toward migrants in a highly impacted economy: Evidence from the Syrian refugee crisis in Jordan. *Comparative Political Studies*, 54(1), 33-76.
- Schaffner, Brian F., and Samantha Luks. 2018. "Misinformation or expressive responding? What an inauguration crowd can tell us about the source of political misinformation in surveys." *Public Opinion Quarterly* 82.1: 135-147.

## **Week 6: Panel 1 Presentations**

*How will you address your research question using existing survey data? How can we assist our classmates in the development of these projects?*

**\*Face-to-Face Proposal Presentations!\***

**February 17**

## **Week 7: Survey Experiments**

*What are survey experimental methods? How can these tools help us uncover unique elements of our social and political world? What are the benefits and tradeoffs of survey experiments?*

**February 24**

### **Guest Lecture: James Fahey**

- Gaines, Brian J., James H. Kuklinski, and Paul J. Quirk. 2007. "The logic of the survey experiment reexamined." *Political Analysis*: 1-20.
- Clifford, S., Jewell, R.M., Waggoner, P.D., 2015. Are samples drawn from Mechanical Turk valid for research on political ideology? *Research & Politics* 2.
- Cassese, Erin C., Leonie Huddy, Todd K. Hartman, Lilliana Mason, and Christopher R. Weber. "Socially mediated Internet surveys: Recruiting participants for online experiments." *PS: Political Science & Politics* 46, no. 4 (2013): 775-784.
- Weeks, Brian E. 2015. "Emotions, partisanship, and misperceptions: How anger and anxiety moderate the effect of partisan bias on susceptibility to political misinformation." *Journal of Communication* 65.4: 699-719.
- Bonilla, Tabitha, and Alvin B. Tillery. 2020. "Which Identity Frames Boost Support for and Mobilization in the# BlackLivesMatter Movement? An Experimental Test." *American Political Science Review* 114.4: 947-962.

## **Week 8: Legal & Ethical Issues in Survey Research**

*How do we navigate the complex legal and ethical issues arising from survey research? What tools do we have to ensure we are ethically conducting research?*

**March 3**

- Seligson, M.A., 2008. Human Subjects Protection and Large-N Research: When Exempt is Non-Exempt and Research is Non-Research. *PS: Political Science & Politics* 41, 477-482.
- Lupu, Noam, and Kristin Michelitch. 2018. "Advances in survey methods for the developing world." *Annual Review of Political Science* 21: 195-214.
- Fujii, Lee Ann. 2012. "Research ethics 101: Dilemmas and responsibilities." *PS: Political Science & Politics* 45(4): 717-723.
- Falk, Armin, and Nora Szech. "Morals and markets." *Science* 340, no. 6133 (2013): 707-711.
- Review and complete IRB training

*Optional:* Koczela, S., Furlong, C., McCarthy, J., Mushtaq, A., 2015. Curbstoning and beyond: Confronting data fabrication in survey research. *Statistical Journal of the IAOS* 31, 413-422.

<https://doi.org/10.3233/SJI-150917>

## **Week 9: Questions & Responses I: Design**

*How do we design surveys and questionnaires so that we measure concepts we care about? How do we adjudicate between alternative ways of questionnaire design?*

### **March 10**

- Schaeffer, Nora Cate, and Stanley Presser. 2003. "The Science of Asking Questions." *Annual Review of Sociology* 29.
- Zaller, John, and Stanley Feldman. "A simple theory of the survey response: Answering questions versus revealing preferences." *American Journal of Political Science* (1992): 579-616.
- Ansolabehere, Stephen, Jonathan Rodden, and James M. Snyder Jr. "The strength of issues: Using multiple measures to gauge preference stability, ideological constraint, and issue voting." *American Political Science Review* (2008): 215-232.
- Wilcox, Clyde, Lee Sigelman, and Elizabeth Cook. "Some like it hot: Individual differences in responses to group feeling thermometers." *Public Opinion Quarterly* 53, no. 2 (1989): 246-257.
- Smyth, Jolene D., Don A. Dillman, Leah Melani Christian, and Michael J. Stern. 2006. "Comparing check-all and forced-choice question formats in web surveys." *Public Opinion Quarterly* 70.1: 66-77.
- Krosnick, Jon A., Neil Malhotra, and Urja Mittal. "Public misunderstanding of political facts: How question wording affected estimates of partisan differences in birtherism." *Public opinion quarterly* 78, no. 1 (2014): 147-165.

*Optional:* Schaeffer, Nora Cate, and Jennifer Dykema. 2011. "Questions for surveys: current trends and future directions." *Public opinion quarterly* 75.5: 909-961.

## **Week 10: Questions & Responses II: Evaluation**

*How do we evaluate whether our questionnaire, survey, or experiment is valid? What tools do we have to evaluate our tools prior to implementation?*

### **March 17**

- Krosnick, J.A., 2011. [Experiments for Evaluating Survey Questions](#), in: Question Evaluation Methods. John Wiley & Sons, Ltd, pp. 213–238.
- O'Donnell, A.B., Lutfey, K.E., Marceau, L.D., McKinlay, J.B., 2007. Using Focus Groups to Improve the Validity of Cross-National Survey Research: A Study of Physician Decision Making. *Qual Health Res* 17, 971–981.
- King, G., et al., 2004. Enhancing the Validity and Cross-Cultural Comparability of Measurement in Survey Research. *American Political Science Review* 98, 191–207.
- Burlig, Fiona. 2018. "Improving transparency in observational social science research: A pre-analysis plan approach." *Economics Letters* 168: 56-60.
- Sen, Maya. 2017. "How political signals affect public support for judicial nominations: Evidence from a conjoint experiment." *Political Research Quarterly* 70.2: 374-393.
- Lyall, Jason, Yang-Yang Zhou, and Kosuke Imai. 2020. "Can Economic Assistance Shape Combatant Support in Wartime? Experimental Evidence from Afghanistan." *American Political Science Review* 114.1: 126-143.

*Optional:* Davidov, E., De Beuckelaer, A., 2010. How Harmful are Survey Translations? A Test with Schwartz's Human Values Instrument. *Int J Public Opin Res* 22, 485–510.

## **Week 11: Questions & Responses III: Sensitive Issues**

*How can we ask respondents about challenging or sensitive topics? How do we balance ethics and concerns for measurement validity to reveal truth?*

**March 24**

- Corstange, D., 2012. Vote Trafficking In Lebanon. *International Journal of Middle East Studies* 44, 483–505.
- Streb, M.J., Burrell, B., Frederick, B., Genovese, M.A., 2008. Social Desirability Effects and Support for a Female American President. *Public Opin Q* 72, 76–89.
- Holbrook, A.L., Krosnick, J.A., 2010. Measuring Voter Turnout By Using The Randomized Response Technique Evidence Calling Into Question The Method's Validity. *Public Opin Q* 74, 328–343.
- Rosenfeld, Imai, and Shapiro. 2015. An Empirical Validation Study of Popular Survey Methodologies for Sensitive Questions. *American Journal of Political Science*.
- Magaloni, Beatriz, and Luis Rodriguez. 2020. "Institutionalized Police Brutality: Torture, the Militarization of Security, and the Reform of Inquisitorial Criminal Justice in Mexico." *American Political Science Review* 114.4: 1013-1034.

*Optional:* <https://www.cambridge.org/core/blog/2020/12/15/conversations-with-authors-institutionalized-police-brutality/>

Chauchard, S., 2013. Using MP3 Players in Surveys: The Impact of a Low-Tech Self-Administration Mode on Reporting of Sensitive Attitudes. *Public Opin Q* 77, 220–231.

## **Week 12: Panel 2 Presentations**

*How will you address your research question using your own survey? How can we help?*

**March 31**

## **Week 13: Modes of Data Collection**

*In what format can respondents provide answers to our questions? How can modality affect survey responses? What can we do to maximize validity?*

**April 7**

- Couper, Mick P. 2011. "The future of modes of data collection." *Public Opinion Quarterly* 75.5: 889-908.
- Bush, Sarah Sunn, and Lauren Prather. 2019. "Do electronic devices in face-to-face interviews change survey behavior? Evidence from a developing country." *Research & Politics* 6. 2: doi:2053168019844645.
- Olson, K., Smyth, J. D., & Wood, H. M. (2012). Does giving people their preferred survey mode actually increase survey participation rates? An experimental examination. *Public opinion quarterly*, 76(4), 611-635.
- Ansolabehere, Stephen, and Brian F. Schaffner. 2014. "Does survey mode still matter? Findings from a 2010 multi-mode comparison." *Political Analysis*: 285-303.
- Huff, Connor, and Dustin Tingley. 2015. "“Who are these people?” Evaluating the demographic characteristics and political preferences of MTurk survey respondents." *Research & Politics* 2.3: doi: 2053168015604648.
- Tankard, Margaret E., and Elizabeth Levy Paluck. 2017. "The effect of a Supreme Court decision regarding gay marriage on social norms and personal attitudes." *Psychological science* 28.9: 1334-1344.

## **Week 14: Data Management and Analysis**

*What unique challenges arise when it comes to managing and analyzing survey data? How do we maximize the utility of our data?*

### **April 14**

- Gomila, Robin, and Chelsey S. Clark. 2020. "Missing data in experiments: Challenges and solutions." *Psychological Methods*.
- Dutwin, D., Buskirk, T.D., 2017. Apples to Oranges or Gala versus Golden Delicious? Comparing Data Quality of Nonprobability Internet Samples to Low Response Rate Probability Samples. *Public Opin Q* 81, 213–239. <https://doi.org/10.1093/poq/nfw061>
- King, G., Honaker, J., Joseph, A., Scheve, K., 2001. Analyzing Incomplete Political Science Data: An Alternative Algorithm for Multiple Imputation. *American Political Science Review* 95, 49–69.
- Matthew DeBell. 2013. Harder than it looks: Coding political knowledge on the ANES. *Political Analysis*, 21(4):393–406.
- Young, Kevin L., and Charli Carpenter. 2018. "Does science fiction affect political fact? Yes and no: A survey experiment on "Killer Robots"." *International Studies Quarterly* 62.3: 562-576.

*Optional:* Adida, C.L., et al., 2016. Who's Asking? Interviewer Coethnicity Effects in African Survey Data. *Comparative Political Studies* 49, 1630–1660.

## **Week 15: Field Experiments**

*How can we take our skills out to the field? What are the ways we can measurable behavior change or evaluate policies or programs?*

### **April 21**

- Ugarriza, Juan E., and Enzo Nussio. "The effect of perspective-giving on postconflict reconciliation. An experimental approach." *Political Psychology* 38, no. 1 (2017): 3-19.
- Alizade, Jeyhun, Rafaela Dancygier, and Ruth Dittmann. "National Penalties Reversed: The Local Politics of Citizenship and Politician Responsiveness to Immigrants."
- Paluck, Elizabeth Levy. 2009. "Reducing intergroup prejudice and conflict using the media: a field experiment in Rwanda." *Journal of personality and social psychology* 96.3: 574.
- Paluck, Elizabeth Levy, and Chelsey S. Clark. 2020. "Can playing together help us live together?." *Science* 369.6505: 769-770.
- Adida, Claire L., Adeline Lo, and Melina R. Platas. 2018. "Perspective taking can promote short-term inclusionary behavior toward Syrian refugees." *Proceedings of the National Academy of Sciences* 115.38: 9521-9526.

*Optional:* Babcock, Linda, Maria P. Recalde, Lise Vesterlund, and Laurie Weingart. 2017. "Gender differences in accepting and receiving requests for tasks with low promotability." *American Economic Review* 107.3: 714-47.

**\*[Final Papers](#) due Wednesday, April 28<sup>th</sup> (11:59pm)\***