

Survey Research

Spring 2021 – POS 6757

Professor: Hannah M. Alarian (she/her/hers)
Email: 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

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. Although the primary objective of the course is to explore how alternative survey designs impact survey data quality, students will also gain insights into 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%

Students will write a concise response in the form of a referee report. 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 they 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 with the academic literature. 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.

All students are encouraged to bring in any material outside of the assigned readings (e.g., news articles, videos, 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).

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 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. This can of course 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 or exam 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.

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.

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.

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). 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). 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. If you use email, write from your 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.
- *Library Support:* cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources. 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
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio Now offering [online consultation](#).
- *Student Complaints On-Campus:* 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, 352-392-1575, umatter.ufl.edu)
- *RESPECT – UF Division of Student Affairs* (respect.ufsa.ufl.edu)
- *Counseling and Wellness Center* – available 24/7 (352-392-1575, counseling.ufl.edu)
- *Student Health Care Center* (352-392-1161, shcc.ufl.edu)
- *Multicultural & Diversity Affairs* (352-392-1217, multicultural.ufl.edu)
- *Hitchcock Field & Fork Pantry*- Assisting members of our campus community who experience food insecurity - pantry.fieldandfork.ufl.edu
- *UF Health Shands Emergency Room / Trauma Center* (352-733-0111)
- *Gainesville Police Department* (non-emergency #: 352-955-1818, 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. 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.

Semester Schedule

Week 1: Course Introduction

January 13

Week 2: Introduction to Survey Concepts and Design

January 20

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

Week 3: Introduction to Survey Methods: Design & Quality

January 27

- Berinsky, A.J., 2017. Measuring Public Opinion with Surveys. Annual Review of Political Science 20, 309–329. <https://doi.org/10.1146/annurev-polisci-101513-113724>
- Lavrakas, P.J., 2013. Presidential Address Applying a Total Error Perspective for Improving Research Quality in the Social, Behavioral, and Marketing Sciences. Public Opinion Quarterly 77, 831–850. <https://doi.org/10.1093/poq/nft033>
- Seligson, M.A., 2005. Improving the Quality of Survey Research in Democratizing Countries. PS: Political Science & Politics 38, 51–56. <https://doi.org/10.1017/S1049096505055782>
- Smith, T.W., 2018. Improving Multinational, Multiregional, and Multicultural (3MC) Comparability Using the Total Survey Error (TSE) Paradigm, in: Advances in Comparative. Survey Methods. John Wiley & Sons, Ltd, pp. 13–43. <https://doi.org/10.1002/9781118884997.ch2>

Week 4: Modes of Data Collection

February 3

- Couper, M.P., 2011. The Future of Modes of Data Collection. Public Opin Q 75, 889–908. <https://doi.org/10.1093/poq/nfr046>
- Bush, S., Prather, L., 2017. How Electronic Devices in Face-to-Face Interviews Change Survey Behavior: Evidence From a Developing Country. [Canvas]
- 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 Opin Q 76, 611–635. <https://doi.org/10.1093/poq/nfs024>

Week 5: Sampling I: Design and Error

February 10

- 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. <https://doi.org/10.1093/jssam/smt008>
- Brick, J.M., 2011. The Future of Survey Sampling. Public Opin Q 75, 872–888. <https://doi.org/10.1093/poq/nfr045>

- Clifford, S., Jewell, R.M., Waggoner, P.D., 2015. Are samples drawn from Mechanical Turk valid for research on political ideology? *Research & Politics* 2, 2053168015622072. <https://doi.org/10.1177/2053168015622072>
- Yeager, D.S., Krosnick, J.A., Chang, L., Javitz, H.S., Levendusky, M.S., Simpser, A., Wang, R., 2011. Comparing the Accuracy of RDD Telephone Surveys and Internet Surveys Conducted with Probability and Non-Probability Samples. *Public Opin Q* 75, 709–747. <https://doi.org/10.1093/poq/nfr020>
- Groves, R.M., Peytcheva, E., 2008. The Impact of Nonresponse Rates on Nonresponse Bias. A Meta-Analysis. *Public Opin Q* 72, 167–189. <https://doi.org/10.1093/poq/nfn011>
- Lee, R., Ranaldi, J., Cummings, M., Crucetti, J.B., Stratton, H., McNutt, L.-A., 2011. Given the Increasing Bias in Random Digit Dial Sampling, Could Respondent-Driven Sampling be a Practical Alternative? *Annals of Epidemiology* 21, 272–279. <https://doi.org/10.1016/j.annepidem.2010.11.018>
- Willcox, A.S., Giuliano, W.M., Israel, G.D., 2010. Effects of Token Financial Incentives on Response Rates and Item Nonresponse for Mail Surveys. *Human Dimensions of Wildlife* 15, 288–295. <https://doi.org/10.1080/10871201003736047>

Week 6: Panel 1 Presentations

Face-to-Face [Proposal Presentations!](#)

February 17

Week 7: Sampling II: Hard to Reach Populations

February 24

- Tourangeau, R., 2014. Defining Hard-to-Survey Populations, in: *Hard-to-Survey Populations*. Cambridge University Press. [Canvas]
- Smith, T.W., 2014. Hard-to-Survey Populations in Comparative Perspective, in: *Hard-to-Survey Populations*. Cambridge University Press. [Canvas]
- Bloch, A., 2004. Survey research with refugees. *Policy Studies* 25, 139–151. <https://doi.org/10.1080/0144287042000262215>
- Dutwin, D., Lopez, M.H., 2014. Considerations of Survey Error in Surveys of Hispanics. *Public Opin Q* 78, 392–415. <https://doi.org/10.1093/poq/nfu005>
- Kendall, C., Kerr, L.R.F.S., Gondim, R.C., Werneck, G.L., Macena, R.H.M., Pontes, M.K., Johnston, L.G., Sabin, K., McFarland, W., 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 Behav* 12, 97. <https://doi.org/10.1007/s10461-008-9390-4>
- Brickman Bhutta, C., 2012. Not by the Book: Facebook as a Sampling Frame. *Sociological Methods & Research* 41, 57–88. <https://doi.org/10.1177/0049124112440795>

Week 8: Questions & Responses I: Design

March 3

- Tourangeau, R., 2000. *The Psychology of Survey Response*, 1 edition. ed. Cambridge University Press, Cambridge, U.K. ; New York. Ch. 2 & 8 [Canvas]
- 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. <https://doi.org/10.1093/ijpor/edq030>
- Krosnick, J.A., Malhotra, N., Mittal, U., 2014. Public Misunderstanding of Political Facts: How Question Wording Affected Estimates of Partisan Differences in Birtherism. *Public Opin Q* 78, 147–165. <https://doi.org/10.1093/poq/nft080>
- Schaeffer, N.C., Dykema, J., 2011. Questions for Surveys: Current Trends and Future Directions. *Public Opin Q* 75, 909–961. <https://doi.org/10.1093/poq/nfr048>
- Smyth, J.D., Dillman, D.A., Christian, L.M., Stern, M.J., 2006. Comparing Check-All and Forced-Choice Question Formats in Web Surveys. *Public Opin Q* 70, 66–77. <https://doi.org/10.1093/poq/nfj007>

Week 9: Questions & Responses II: Evaluation

March 10

- Krosnick, J.A., 2011. Experiments for Evaluating Survey Questions, in: *Question Evaluation Methods*. John Wiley & Sons, Ltd, pp. 213–238. <https://doi.org/10.1002/9781118037003.ch14>
- 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. <https://doi.org/10.1177/1049732307305257>
- King, G., Murray, C.J.L., Salomon, J.A., Tandon, A., 2004. Enhancing the Validity and Cross-Cultural Comparability of Measurement in Survey Research. *American Political Science Review* 98, 191–207. <https://doi.org/10.1017/S000305540400108X>

Week 10: Questions & Responses III: Sensitive Issues

March 17

- Tourangeau, R., 2000. *The Psychology of Survey Response*, 1 edition. ed. Cambridge University Press, Cambridge, U.K. ; New York. Ch. 9 [Canvas]
- 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. <https://doi.org/10.1093/poq/nfs060>
- Corstange, D., 2012. Vote Trafficking In Lebanon. *International Journal of Middle East Studies* 44, 483–505. <https://doi.org/10.1017/S0020743812000438>
- 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. <https://doi.org/10.1093/poq/nfq012>
- 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. <https://doi.org/10.1093/poq/nfm035>

- Tourangeau, R., Yan, T., 2007. Sensitive questions in surveys. *Psychological Bulletin* 133, 859–883. <https://doi.org/10.1037/0033-2909.133.5.859>

Week 11: Analyzing Survey Data I

March 24

- Adida, C.L., Ferree, K.E., Posner, D.N., Robinson, A.L., 2016. Who’s Asking? Interviewer Coethnicity Effects in African Survey Data. *Comparative Political Studies* 49, 1630–1660. <https://doi.org/10.1177/0010414016633487>
- Blaydes, L., Gillum, R.M., 2013. Religiosity-of-Interviewer Effects: Assessing the Impact of Veiled Enumerators on Survey Response in Egypt. *Politics and Religion* 6, 459–482. <https://doi.org/10.1017/S1755048312000557>
- Conrad, F.G., Broome, J.S., Benkí, J.R., Kreuter, F., Groves, R.M., Vannette, D., McClain, C., 2013. Interviewer speech and the success of survey invitations. *Journal of the Royal Statistical Society: Series A (Statistics in Society)* 176, 191–210. <https://doi.org/10.1111/j.1467-985X.2012.01064.x>
- West, B.T., Conrad, F.G., Kreuter, F., Mittereder, F., 2018. Can conversational interviewing improve survey response quality without increasing interviewer effects? *Journal of the Royal Statistical Society: Series A (Statistics in Society)* 181, 181–203. <https://doi.org/10.1111/rssa.12255>

Week 12: Panel 2 Presentations

March 31

Week 13: Analyzing Survey Data I

April 7

- Acock, A.C., 2005. Working With Missing Values. *Journal of Marriage and Family* 67, 1012–1028. <https://doi.org/10.1111/j.1741-3737.2005.00191.x>
- 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.

Week 14: Survey Experiments

April 14

Readings TBD

Week 15: Legal & Ethical Issues in Survey Research

April 21

- 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>
- Lupia, A., 2018. Research Transparency and the Credibility of Survey-Based Social Science, in: Vannette, D.L., Krosnick, J.A. (Eds.), *The Palgrave Handbook of Survey*

Research. Springer International Publishing, Cham, pp. 655–666.

https://doi.org/10.1007/978-3-319-54395-6_73

- 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. <https://doi.org/10.1017/S1049096508080840>

Final Papers due Wednesday, April 28th (11:59pm)