

## POS 6757: SURVEY RESEARCH

Spring, 2016 (Section 1B53)

**Dr. Kenneth Wald**

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Class: Anderson 34  
Wednesday, periods 8-10  
3:00-6:00

Office Hours: Wednesday, 1:30-2:45 or by appointment

**Background:** The essence of survey research consists of selecting a sample of respondents, asking them questions, and analyzing their answers. Since its development in the 1930s and 1940s, this seemingly simple technique has become a major tool of investigation for academic researchers, journalists, social analysts, government agencies, political practitioners, market researchers, and others. The course is intended to provide students with a solid grounding in the design of surveys, paying particularly close attention to the potential pitfalls inherent in this method of data collection. During the semester, we will address the question of when and why to undertake this particular form of research, explore the issues that arise in the design, administration and analysis of surveys, and consider how best to communicate survey data and issues. The principal focus of the seminar is on recognizing and dealing with potential threats to the validity of surveys that arise from what is called non-sampling error. Nonsampling error has been defined in many ways but never so memorably as when Robert Chambers described survey data as

. . . aggregates of what has emerged from fallible programming of fallible punching of fallible coding of responses which are what investigators wrote down as their interpretation of their instructions as to how they were to write down what they believed respondents said to them, which was only what respondents were prepared to say to them in reply to the investigator's rendering of their understanding of a question and the respondent's understanding of the way they asked it; always assuming that the interview took place at all and that the answers were not more congenially compiled under a tree or in a teashop or bar without the tiresome complication of a respondent. (R. Chambers, *Rural Development: Putting the Last First* [Essex, UK: Longman], 1983, pp. 51-2)

Beyond the customary topics, the seminar will also consider the use of new survey modes associated with advanced computer technology and surveys as a global phenomenon. At the end of the semester, you should be a more sophisticated consumer of surveys and also have the capacity to contribute intelligently to survey design and interpretation.

**Reading:** We will use the following paperback book as the core text for the seminar:

Groves, Robert et al. 2009. *Survey Methodology*. 2nd edition. New York: Wiley-Interscience

In addition, I've recommended two supplemental texts that give a more "how-to" feel:

Salant, Priscilla and Don A. Dillman. 1994. *How to Conduct Your Own Survey*. New York: John Wiley, 1994

Andres, Lesley. *Designing and Doing Survey Research*. Thousand Oaks, CA: Sage Publications, 2012

Except for two excerpts indicated below, these books are not required but I'll indicate readings keyed to the course schedule. Because the first book is rather dated and the second is a bit light on the details, let me suggest you look at the Singh article in Sakai as a supplement on web-based surveys. A recent [report](#) by a blue-ribbon taskforce has produced a comprehensive report on all the issues raised by online surveys

For those of you who anticipate taking a comprehensive examination over this material, I recommend reading *The Psychology of Survey Response* by Roger Tourangeau, Lance J. Rips, and Kenneth A. Rasinski (New York: Cambridge University Press, 2000). A much more extensive guide to survey design modes is Don A. Dillman, Jolene D. Smyth and Leah Melani Christian, *Internet, Mail and Mixed-Mode Surveys: The Tailored Design Method, 4th edition* (New York: John Wiley, 2014). The best book on web-based survey design is Roger Tourangeau, Frederick G. Conrad and Mick Couper, *The Science of Web Surveys* (New York: Oxford University Press, 2013). For those of you with environmental interests, I recommend Jerry Vaske, *Survey Research and Analysis: Applications in Parks, Recreation and Human Dimensions* (State College, PA: Venture, 2008).

The core text will be supplemented by journal articles that are available online (most by direct posting but some in e-learning) and some supplementary material that will be distributed.

The American Association for Public Opinion Research (AAPOR) has released two excellent reports, one on the [future of survey research](#), the other about the causes and treatment of [survey refusals](#). These are state of the art compilations. They are not required but highly recommended.

If you are directly connected to the UF network, clicking on the links will bring up the article PDF or a gateway to it immediately. If you login from off campus via a third-party server such as AOL or Cox, you'll need to configure your browser for proxy access or use the VPN program. Click [here](#) for directions about the proxy server (which only requires a simple login procedure, and [here](#) for information about VPN access which requires downloading and configuring some software. Although VPN is more difficult to set up, it makes using the site much easier. The proxy server requires that you use the library's website to locate the individual articles while VPN works directly from this web page. The tech consultants in the [Hub](#) can install and configure VPN for you. Whichever option you choose, I **strongly** recommend that you download all the readings from the web early and store them. As URLs tend to change haphazardly, please

let me know ASAP if a link has failed so I can fix it.

**Responsibilities** : POS 6757 is a graduate seminar and its success depends on you keeping up with the readings, attending class faithfully, participating actively in class activities, and contributing to discussion. Your final grade will reflect this goal by weighing several components:

- Participation (5%) - You will be responsible for all general readings indicated on the syllabus. I will factor in both the frequency and quality of your contributions to class discussions generally. Absences (other than those due to illness or compelling circumstances) will count heavily against the participation grade while timely reading of the assigned sources will add points to this component.
- Presentation (20%) - Each student will be assigned responsibility for presenting and leading discussion about the readings (or a portion thereof) for the week. As part of this assignment, you will need to be able to summarize the readings clearly and comprehensively and link them to the major topical concerns of the class. (You should not spend so much time on this that other students feel they can avoid reading the articles on their own!) Beyond summarizing the readings, the principal task of the presenter is to encourage and facilitate discussion and debate. You can and should expect to draw on the reaction papers of your fellow students. **Presenters must schedule an appointment with me no later than the Tuesday preceding class** and preferably earlier. You will be expected to provide the class with some kind of visual presentation in Powerpoint or similar software and make sure I have a copy which will subsequently be distributed to class members.
- Reaction Papers (15%) - Every fourth week, you will prepare a reaction paper in response to the assigned readings. On the weeks you're assigned a paper, select **one** of the readings (not from the textbook) and think in a disciplined way about its relevance to your own potential research. The paper should be equally divided into two parts. In the first half, describe and summarize the arguments of at least one of the articles: What are the major themes and conclusions? Where is the author coming from? The second part of your paper should describe how the article speaks to your own research interests. How might you or your colleagues use it in your research agenda? **Papers should be 2-3 pages and use a format that can be edited in Word (no PDFs). Submit the assignment electronically via Sakai by 12:00 in the afternoon on the Tuesday preceding class.** Late or missing papers will be factored into your grade for this component. (For your group assignment, click the first link in the links page.)
- Mid-term Examination (30%) - The midterm, a take-home, will consist of a short number of essay questions that ask you to integrate the reading material. **It will be distributed on February 17th and is due on February 24th.** Submit this electronically in Word-compatible format via Sakai.
- Article Review (30%) - In consultation with the instructor, you will select one substantial research article in your field that relies heavily on survey data. The survey data should be central to the article and presented in some detail so you can assess the appropriateness of the author's approach and usage. (This may not be an assigned reading.) You are to write a methodological review of the article that describes and summarizes the contents and evaluates the use of survey data *in the context of the issues and themes in the course readings*. You will need to clear the choice with me by no later than **April 1st**. We must have a face-to-face meeting about the paper before I approve your article. **The review is due on April 27th** (Tuesday). Submit this as a Word compatible document via Sakai by 5:00pm. If you have not already sent me a PDF of the article you're reviewing, make sure to send that to me by email--do not use Sakai for that purpose.

#### Outline:

*Note: The required book chapters will be available on Sakai unless otherwise indicated. POQ refers to **Public Opinion Quarterly**, AJPS to **American Journal of Political Science**, JOP to **Journal of Politics** and IJPOR to **International Journal of Public Opinion Research**. The Salant & Dillman and the Andres readings indicated with an asterisk are optional. Articles with two asterisks will be covered by the instructor and are not the responsibility of the discussion leader. The Sakai course page can be accessed from [here](#).*

#### 1. Orientation (1/6)

**Submit list of three preferred discussion topics to Sakai by Monday, January 11th.**

#### 2. What do Surveys Measure? (1/13) \*\*We will hear from Jon Krosnick of Stanford during the first hour of the seminar.\*\*

Phillip Converse, "Nature of Belief Systems in Mass Publics," *Ideology and Discontent*, 227-245 (Sakai-resources tab)  
 \_\_\_\_\_, "Attitudes and Non-Attitudes: Continuation of a Dialogue," *Quantitative Analysis of Social Problems*, 168-180 (Sakai)  
[John Sullivan et al.](#), "Ideological Constraint in the Mass Public: A Methodological Critique and Some New Findings," *AJPS* 22 (1978), 233-249.  
[John Zaller and Stanley Feldman](#), "A Simple Theory of the Survey Response," *AJPS* 36 (1992), 579-616  
[Michael D. Cobb and Mark T. Nance](#), "The Consequences of Measuring Non-Attitudes About Foreign Trade Preferences." *Survey Practice* 4 (2011).

#### 3. The Concept of Survey Error (1/20)

*Survey Methodology*, chaps. 1-2  
 \*Salant & Dillman, *How to Conduct*, ch. 2

[Paul J. Lavrakas](#), "Applying a Total Error Perspective for Improving Research Quality in the Social, Behavioral, and Marketing Sciences," *POQ* 77 (2013), 831-50  
[Henry Assael and John Keon](#), "Nonsampling vs. Sampling Errors in Survey Research," *Journal of Marketing* 46 (1982), 114-123.  
[Mitchell Seligson](#), "Improving the Quality of Survey Research in Developing Nations," *PS: Political Science & Policy* 38 (2005), 51-56.

#### 4. Design Effects (1/27) [Disc: ] CRP=A [Slides](#)

*Survey Methodology*, chap. 5

Salant & Dillman, *How to Conduct*, ch. 7, pp. 101-127; ch. 8, 137-148 (*Note: This is a required reading for all students.*) (Sakai-resources tab)

\*Salant & Dillman, *How to Conduct*, ch. 4, 8

\*Andres, *Designing*, ch. 4

[Robert M. Groves](#). "Three Eras of Survey Research" *POQ* 75 (2011), 861-871.

[Tom W. Smith](#). "Survey-Research Paradigms Old and New," *International Journal of Public Opinion Research* 25 (2013): 218-229

[John N. Bassili](#). "Response Latency vs. Certainty as Indexes of the Strength of Voting Intentions in CATI," *POQ* 57 (1993), 54-61

[Paul M. Sniderman and Douglas B. Grob](#). "Innovation in Experimental Design in Attitude Surveys," *Annual Review of Sociology* 22 (1996), 377-399

[William S. Aquilino](#). "Interviewer Mode Effects in Surveys of Drug and Alcohol Use," *POQ* 58 (1994), 210-240

[Paul C. Hewett et al.](#), "Feasibility of Computer-Assisted Survey Interviewing in Africa: Experience from Rural Districts in Kenya." *Social Science Computer Review* 22 (2004): 319-334.

##### 5. Questions & Answers in Survey Research (2/3 [topic A], 2/10 [topic B], 2/17 [topic C], 2/24 [topic D])

*Survey Methodology*, chaps. 7-8

\*Salant & Dillman, *How to Conduct*, chs. 3, 6-7

\*Andres, *Designing*, chs. 3, 5, 7

###### A. Question Design [Disc: ] CRP=B

[Tom W. Smith](#). "That Which We Call Welfare by Any Other Name Would Smell Sweeter," *POQ* 51 (1987), 75-83

[Raymond J. Adamek](#). "Public Opinion and *Roe v. Wade* : Measurement Difficulties," *POQ* 58 (1994), 409-418

[Norman Bradburn and Carrie Miles](#). "Vague Quantifiers," *POQ* 43 (1979), 92-101

[Jon Krosnick & M. Berent](#). "Comparisons of Party Identification & Policy Preferences: Impact of Survey Question Format," *AJPS* 37 (1993), 941-64

[John A. McCarty & L. J. Shrum](#). "Measurement of Personal Values in Survey Research.: Alternative Rating Procedures," *POQ* 64 (2001), 271-98

###### B. Developing & Testing Survey Questions and Scales [Disc: ] CRP=C

[Howard Schuman](#). "Ordinary Questions and Policy Questions," *POQ* 50 (1986), 432-442 [You will have to scroll ahead a few pages.]

[Jon Krosnick](#). "Response Strategies for Coping With Cognitive Demands of Attitude Measures," *Applied Cognitive Psychology* 5 (1991): 213-236

[Diane Binson and Joseph Catania](#). "Respondents' Understanding of the Words Used in Sexual Behavior Questions," *POQ* 62 (1998), 190-208

[Amy O'Donnell et al.](#). "Using Focus Groups to Improve the Validity of Cross-National Survey Research," *Qualitative Health Research* 17 (2007): 971-981

[F. Stephan Mayer & Cynthia Mcpherson Frantz](#). "The Connectedness to Nature Scale," *Journal of Environmental Psychology* 24 (2004): 503-515

###### C. Cultural Influences [Disc: ] CRP=D

[Debra Javeline](#). "Response Effects in Polite Cultures," *POQ* 63 (1999), 1-28.

[Judith L. Gibbons et al.](#). "Researching Gender-Role Ideologies Internationally and Cross-Culturally," *Psych. of Women Q* 21 (1997), 151-170.

[Adina Smith et al.](#). "Development & Implementation of a Culturally Sensitive Cervical Health Survey." *Women & Health* 40 (2004): 67-86

[Susan Y. McGorry](#). "Measurement in a Cross-Cultural Environment: Survey Translation Issues." *Qualitative Market Research* 3 (2000): 74-81

**Take-home examination distributed in class on February 17th and is due (in Sakai) by the end of the day on February 24th.**

###### D. Sensitive Issues [Disc: ] CRP=A

[Matthew Streb et al.](#). "Social Desirability Effects and Support for a Female Presidential Candidate," *POQ* 72 (2008), 76-89

[Jon Hurwitz and Mark Peffley](#). "Playing the Race Card in the Post Willie Horton Era," *POQ* 69 (2005), 99-112.

[Jennifer Solomon et al.](#). "Estimating Illegal Resource Use with Randomized Response Technique," *Human Dimensions of Wildlife* 12 (2007), 75-88

[Ivar Krumpal](#). "Determinants of Social Desirability Bias in Sensitive Surveys: A Literature Review," *Quality & Quantity* 47 (2013): 2025-2047

**Spring Break, no class on March 2**

##### 6. Interviewer Effects (3/9) [Disc: ] CRP=B

*Survey Methodology*, chaps. 9

[Michael Schober and Frederick Conrad](#). "Does Conversational Interviewing Reduce Survey Measurement Error?" *POQ* 61 (1997), 576-602

[Darren W. Davis](#). "The Direction of Race of Interviewer Effects Among African-Americans," *AJPS* (1997) 41, 309-22

[Steven Finkel et al.](#). "Race-of-Interviewer Effects in a Pre-election Poll," *POQ* 55 (1991), 313-3

[Emily Kane and Laura Macaulay](#). "Interviewer Gender and Gender Attitudes," *POQ* 57 (1993), 1-28

[Lisa Blaydes & Rachel M. Gillum](#). "Religiosity-of-Interviewer Effects: Assessing the Impact of Veiled Enumerators on Survey Response in Egypt," *Politics and Religion* 6 (2013), 459-482

##### 7. Respondent Effects (3/16) [Disc: ] CRP=C

[John Katosh and Michael Traugott](#). "Consequences of Validated and Self-Reported Voting Measures," *POQ* 45 (1981), 519-35

- [Stanley Presser](#), "Is Inaccuracy on Factual Items Item-Specific or Respondent-Specific?" *POQ* 48 (1984), 344-55  
[Michael Traugott & John Tucker](#), "Strategies for Predicting Whether a Citizen Will Vote & Estimation of Outcomes," *POQ* 48 (1984), 330-43  
[Yves Van Vaerenbergh & Troy D. Thomas](#), "Response Styles in Survey Research: A Literature Review of Antecedents, Consequences, and Remedies." *IJPOR* 25 (2013), 195-217  
 \*\*[Adam Berinsky](#), "Two Faces of Public Opinion," *AJPS* 44 (1999), 1209-30.

#### 8. **Sampling** (3/23 [topic A], 3/30 [topic B], 4/6 [topic C])

*Survey Methodology*, chaps. 3-4, 6, 10

\*Salant & Dillman, *How to Conduct*, chs. 5

\*Andres, *Designing*, ch. 6, 8

##### A. General Issues [Disc: ] CRP=D

[David S. Yeager et al.](#), "Comparing the Accuracy of RDD Telephone Surveys & Internet Surveys Conducted with Probability & Non-Probability Samples." *POQ* 75 (2012): 709-747.

[Scott Keeter et al.](#), "Gauging the Impact of Growing Nonresponse on Estimates from a National RDD Telephone Sample," *POQ* 70 (2006): 759-779

[Stephen Ansolabehere](#) & Brian F. Schaffner, "Residential Mobility, Family Structure, and The Cell-Only Population." *POQ* 74 (2010): 244-59.

[Adam S. Willcox et al.](#), "Effects of Financial Incentives on Response Rates and Item Nonresponse," *Human Dimensions of Wildlife* 15 (2010): 288-295

[Peter Lynn & Olena Kaminska](#), "The Impact of Mobile Phones on Survey Measurement Error." *POQ* 77 (2013): 586-605.

##### B. Sampling Difficult Populations/Situations: Non-Probability Methods [Disc: ] CRP=A

[Margaret Newby et al.](#), "Survey Research Among Women in Bangladesh," *American Behavioral Scientist* 42 (1998), 252-75

[Bridget Lavelle et al.](#), "Strategies for Surveys of American Indians," *POQ* 73 (2009): 385-403

[Alice Bloch](#), "Survey Research with Refugees: A Methodological Perspective." *Policy Studies* 25 (2004): 139-151

[Christine Brickman Bhutta](#), "Not by the Book: Facebook as a Sampling Frame," *Sociological Methods & Research* 41 (2012), 57-88.

[Edward J. Alessi & James I. Martin](#), "Conducting an Internet-Based Survey: Benefits, Pitfalls, and Lessons Learned." *Social Work Research* 34 (2010): 122-128.

**April 1st - Potential articles for final paper due in Sakai.**

##### C. Sampling Difficult Populations/Situations: Probability Methods I [Disc: ] CRP=B

[George Rothbart et al.](#), "On Finding and Interviewing the Needles in the Haystack," *POQ* 46 (1982), 408-421

[Kevin W. Miller et al.](#), "Street-Intercept Survey Method in an African-American Community," *Am. J. of Public Health* 87 (1997), 655-58.

[Robin Lee et al.](#), "Given Increasing Bias in Random Digit Dial Sampling, Could Respondent-Driven Sampling Be a Practical Alternative?" *Annals of Epidemiology* 21 (2011): 272-279.

[Vincent Iannacchione](#), "The Changing Role of Address-Based Sampling in Survey Research." *POQ* 75 (2011): 556-575.

[David Dutwin & Mark Hugo Lopez](#), "Considerations of Survey Error in Surveys of Hispanics," *POQ* 78 (2014): 392-415.

##### 9. **Post-Collection Data Adjustments** (4/13) [Disc: ] CRP=C

[Howard Acock](#), "Working with Missing Values," *Journal of Marriage & the Family* 67 (2005), 1012-28

[Gary King et al.](#), "Analyzing Incomplete Political Science Data: Multiple Imputation," *American Political Science Rev* 95 (2001), 49-69

[Timothy Johnson et al.](#), "Using Community-Level Correlates to Evaluate Nonresponse Effects in a Telephone Survey." *POQ* 70 (2006): 704-19.

\*\*Lynn Vavreck & Douglas Rivers, "The 2006 Cooperative Congressional Election Study." *J of Elections, Public Opinion & Parties* 18 (2008), 355-366 (Sakai)

\*\*[George E. Higgins et al.](#), "Racial Profiling in Decisions to Search: A Prelim. Analysis Using Propensity-Score Matching." *Internatl J of Police Science & Management* 13 (2011): 336-347 (Sakai)

##### 10. **Legal/Ethical Issues in Survey Research** (4/20) [Disc: ] CRP=D

*Survey Methodology*, chap. 11

\*Dillman & Salant, *How to Conduct*, chs. 9-10

\*Andres, *Designing*, ch. 9

[Mitchell Seligson](#), "Human Subjects Protection and Large-N Research" *PS: Political Science & Politics* 41 (2008): 477-482

[Fred Morgan](#), "Judicial Standards for Survey Research," *Journal of Marketing* 54 (1990), 59-70

[Lisa Fontes](#), "Ethics in Family Violence Research," *Family Relations* 47 (1998), 53-61.

[Mark Orkin](#), "The Politics and Problematics of Survey Research," *American Behavioral Scientist* 42 (1998), 201-222

[Richard Hamilton](#), "Work and Leisure: On Reporting Poll Results," *POQ* 55 (1991), 347-356

**April 27th - Final paper due electronically (in Sakai) by 5:00pm**

