POS 6757 - SURVEY DESIGN FOR POLIT SCI

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Fall 2025
Class Meeting Days: M
Class Meeting Time: 06:00PM - 08:50PM
Class Meeting Location: HPH O310
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Dr. Alexander Jensen
Title: Assistant Professor
Office Location: HPH 305E
Office Hours
Wednesdays from 2:00-5:00pm
Email: alexander.jensen@ucf.edu

Course Description

POS 6757 COS-POL 3(3, 0)Survey Design for Political Science Research: PR: Graduate standing or C.I. Survey methods and survey design, including survey experiment techniques, used in political science. Occasional

This graduate seminar offers an intensive introduction to the theory and practice of survey research in political science. The course situates survey design within broader methodological debates in the discipline around measurement, representation, and causal inference. Students will learn how to translate substantive political science questions into survey-based research designs that balance theoretical rigor, practical feasibility, and ethical responsibility. We will approach survey methodology from a Total Survey Error (TSE) framework, emphasizing the interrelated challenges of sampling, nonresponse, measurement, mode, and analysis. Throughout, the course emphasizes thoughtful design, hands-on application, reproducible analyses, and transparency in research workflows. By the end, students will have designed a comprehensive, IRB-ready survey proposal to submit for grant funding consideration, with opportunities for students to pilot-test their designs.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Formulate a political science research question and identify how survey methods can address it.
- Evaluate the strengths and limitations of surveys relative to other empirical methods.
- Assess the impact of different survey modes (web, phone, in-person, mixed-mode) on response quality, inclusivity, and cost.
- Design, implement, and analyze survey experiments including vignette and conjoint designs.
- Identify and address threats to data quality including inattention, satisficing, and fraudulent responses.
- Produce professional research outputs including a research prospectus and grant application plan, through the capstone portfolio

Required Course Materials and Resources

Survey Methodology (Second Edition)
ISBN: 9780470465462

Authors: Robert M. Groves, Floyd J. Fowler Jr., Mick P. Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau
Publisher: Wiley
Publication Date: 2009
Edition: Second Edition
Notes: Part of the Wiley Series in Survey Methodology

Recommended Course Materials

Title: How to Conduct Surveys (Seventh Edition)
Subtitle: A Step-by-Step Guide
ISBN: 9781071861325
Authors: Arlene Fink
Publisher: Sage
Publication Date: 2024
Edition: Seventh Edition

Course Assessment and Grading Procedure

Week 1 Required Academic Activity (1%)

During the first week of the course, you need to complete the Required Academic Activity in Webcourses/Canvas. As you may be aware, at UCF, student engagement in the course must be documented in Webcourses during the first week of classes to ensure that all eligible students receive their financial aid in a timely manner. By the end of the first week of the course (by Friday, August 22nd), students need to log in and submit the brief assignment.

Class Participation (9%)

Contributing to class discussions, asking questions about the material, actively listening to your classmates and professor, upholding classroom standards, and showing up to office hours are all forms of participation that I will take note of throughout the semester.

If you have questions that were not answered in class or need further help understanding a concept, please do not hesitate to show up to my office hours (Wednesdays from 2-5pm) to

speak with me in person. If you are unable to attend office hours in person, I would be happy to schedule you in for a virtual office hours appointment. I ask that you send me an email (*alexander.jensen@ucf.edu*) and I will reply with a private Zoom link. If you are in another class during my office hours or have work responsibilities that prevent you from attending, you may request to make an appointment with me at another time during the week. I will do my best to accommodate such requests; however, if you break a scheduled office hours appointment without prior notice, this will count negatively toward your participation grade.

Weekly Reading Questions (10% - ten discussion board posts at 1% each)

Each week, you are required to submit 3 questions or puzzling observations about that week's readings (not 3 per reading, but 3 for the whole week's reading list). These reading questions are due by 2:00pm on Monday afternoons prior to our class session. These discussion boards are located in the "Discussions" tab of the course's Canvas page.

I encourage you to bring these questions into the classroom as well! I will prepare to answer these questions during the following lecture. If your question is left unanswered, I invite you to reintroduce it during class discussion, so that we can continue to explore it collectively.

Homework Assignments (30% - six assignments at 5% each)

Throughout the course of the semester, you will complete a series of 6 homework assignments focused on different aspects of the survey design process. These assignments will push you forward as you complete and refine certain components of your research prospectus, and help you grow your methodological toolkit. Prompts for each assignment will be distributed at class and through Webcourses/Canvas.

Research Paper and Presentation (35% - see grade breakdown in description below)

Over the course of the semester, you will put together a research prospectus, proposing an original survey design to study a political topic of your choice. This work will culminate in the submission of that research prospectus along with a grant application plan, as well as an in-class presentation. You will submit a project proposal by Monday, September 22nd at the start of class

time. In the following weeks, I will provide you with feedback on your designs. The final paper is due by the start of our final class (6:00 pm) on Monday, November 24th. On that same day, Monday, November 24th, you will present your research at class during our final meeting with a research presentation. Prompts for each individual assignment can be found in the "Prompts" module in our class' Webcourses/Canvas page. ***The project proposal is worth 5%, the final research prospectus is worth 20%, and the presentation is worth 10% of your grade*.**

Human Subjects Research Portfolio (15%)

You will complete a series of assignments to become certified to conduct social/behavioral research with human subjects through an Institutional Review Board. In these assignments, you will complete the necessary trainings to become CITI and IRB certified. In addition to gaining your certifications, you will gain experience simulating the process of obtaining IRB approval for your original survey. Prompts for each individual component of the portfolio can be found in the "Prompts" module in our class' Webcourses/Canvas page. The portfolio is due in totality by the end of the finals period, Saturday, December 6th at 11:59pm. ***Late submissions will not be accepted for the final portfolio.***

Grading Scale

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%

Letter Grade	Percentage
D-	61-63%
F	0-60%

Policies for Course Grade

Policy on Late Assignments

Students are expected to submit their assignments and weekly reading questions by the assigned due dates. Sometimes, however, life gets in our way. I am a reasonable man, and I understand that sometimes life throws wrenches at us that prevent us from meeting the deadlines that were originally set. If you encounter a situation where you find yourself unable to turn in an assignment by the deadline, please email me as soon as possible so that we can discuss an appropriate course of action. For those who communicate ahead of deadlines with legitimate extenuating circumstances, I may consider small extensions. However, if you do not communicate ahead of time or do not have a legitimate excuse as to why a deadline will be missed, your assignment is considered late. Late assignments will receive a 10% for each day that they are submitted late. The final portfolio cannot be turned in late.

Attendance

Simply put, you cannot afford to miss a graduate seminar because of the breadth and depth of the material we will cover week-to-week. It is expected that any student enrolling in the course is committed to attending every class session and completing course tasks. Excused absences apply to when a student experiences an emergency (e.g., hospitalization, family death, religious observance, military service, emergency medical provider visit)—any student in this category should contact the instructor as soon as possible to discuss a plan of action to catch up within the week. If you miss a class, you should borrow notes from classmates and book an Office Hours appointment to ensure you can catch back up before the next class.

A Note on Course Readings

Beyond the text that I've required for the course (Robert Groves and colleagues' ***Survey Methodology (Second Edition)*** [Wiley, 2009], all other course readings will be posted as PDFs in our course's Webcourses (Canvas) site. Please ensure that you have read the assigned texts before class. Plan to prepare for our discussions in class by taking notes as you are reading and

jotting down questions you have as they arise - posting at least 3 questions in the corresponding Discussions tab by Monday afternoon prior to the start of that day's class.

I thank Jamie Druckman (Rochester), Hannah Alarian (Florida), Anand Sokhey (Colorado), Courtney Nava (Grinnell), and Gustavo Venturelli (Stetson) for their willingness to share resources and/or discussions that greatly shaped the formation of this syllabus.

Contacting Professor Jensen

Beyond contacting me in class or at office hours, feel free to send me your written questions anytime via email at alexander.jensen@ucf.edu. I strive to reply promptly to your emails, but sometimes situations will arise where I don't have the chance to get back to you on the same day. I ask that you give me 24 hours before following up during the week and 48 hours before following up on weekends. If you do not receive a response from me during those timeframes, please send a polite follow-up - I would never intentionally ignore your messages!

Changes to This Syllabus

I reserve the right to adjust this syllabus as I see fit throughout the course of the semester. Any adjustments to the syllabus will be announced in advance via email and Webcourses.

Artificial Intelligence (AI) Use Policy

Students may not use generative artificial intelligence (GenAI) such as ChatGPT or Copilot to generate any written part of the assignments submitted in this class. Any attempt to represent GenAI output inappropriately as your own written work will be treated as plagiarism. We will discuss responsible AI usage - specifically in how to use AI to assist your learning of the statistical processing software and to grow your coding toolkit - in class. Ultimately, students are responsible for the accuracy and veracity of submitted work, whether AI-generated or not.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More

information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree

requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu

- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.

- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Topic
1	**Monday, August 18: Introductions and Course Overview** *Ensure that you have purchased the required textbook* [Groves, Robert M., Floyd Fowler Jr., Mick Couper, James Lepkowski, Eleanor Singer, and Roger Tourangeau. 2009. *Survey Methodology (Second Edition).* Wiley.] *ahead of next week's class* ***Complete Required Academic Activity by Friday, August 22nd at 12:00 pm noon***

Week	Topic
2	**<u>Monday, August 25: Theory and Research Design</u>** Groves, Robert M., et al. (2009). "Chapter 1: An Introduction to Survey Methodology." in *Survey Methodology (Second Edition).* Wiley. Clarke, Kevin A., and David M. Primo. 2007. “Modernizing Political Science: A Model-Based Approach.” *Perspectives on Politics* 5: 741-753. Rosenbaum, Paul. R. 2010. Chapter 1 of *Design of Observational Studies* (p. 3-19). Springer. Gerring John. 2012. “Mere Description.” *British Journal of Political Science* 42: 721-746 Egami, Naoki, and Erin Hartman. 2023. “Elements of External Validity: Framework, Design, and Analysis.” American Political Science Review 117: 1070-1088 Groves, Robert, et al. 2009. “Ch. 12: Frequently Asked Questions about Survey Methodology.” in *Survey Methodology (Second Edition).* Wiley. ---------- ***Skim:*** Holland, Paul W. 1986. “Statistics and Causal Inference.” *Journal of the American Statistical Association* 81: 945-960.

Week	Topic
3	**<u>Monday, September 1: NO CLASS (LABOR DAY)</u>** *Use this week to read ahead and begin thinking about what you would like to focus on in the final research prospectus*
4	**<u>Monday, September 8: History and Ethics of Survey Research</u>** Herbest, Susan. 1993. Chapter 3 of *Numbered Voice: How Opinion Polling Has Shaped American Politics* (p. 43-68). University of Chicago Press. Groves, Robert M. 2011. “Three Eras of Survey Research.” *Public Opinion Quarterly* 75: 861-871. Berinsky, Adam J. 2017. “Measuring Public Opinion with Surveys.” *Annual Review of Political Science* 20: 309-329. Dillman, Don A. 2022. “Fifty Years of Survey Innovation.” *Bulletin of Sociological Methodology* 154: 9-38. Kennedy, Courtney, Dana Popky, and Scott Keeter. 2023. “How Public Polling Has Changed in the 21st Century.” *Pew Research Center.* Groves, Robert M., et al. (2009). "Chapter 11: Principles and Practices Related to Ethical Research." in *Survey Methodology (Second Edition).* Wiley. ---------- ***Skim:*** Milgram, Stanley. 1963. “Behavioral Study of Obedience.” *Journal of Abnormal and Social Psychology* 67: 371-378.

Week	Topic
	Zimbardo, Phillip. 1973. “A Pirandellian Prison.” *New York Times* (April 8, 1973). Bartlett, Tom. 2015. "The Unraveling of Michael LaCour." *The Chronicle of Higher Education* (June 2, 2015). Willis, Derek. 2014. “Professors’ Research Project Stirs Political Outrage in Montana.” *New York Times (The Upshot)* Leeper, Thomas J. 2014. “In Defense of the Montana Experiment.”

Week	Topic
5	**<u>Monday, September 15: Sampling and Survey (Non-)Response</u>** Groves, Robert M., et al. (2009). "Chapter 2: Inference and Error in Surveys." in *Survey Methodology (Second Edition).* Wiley. Groves, Robert M., and Lars Lyberg. 2010. “Total Survey Error: Past, Present, and Future.” *Public Opinion Quarterly* 74: 849-879. Groves, Robert M., et al. (2009). "Chapter 3: Target Populations, Sampling Frames, and Coverage Error." in *Survey Methodology (Second Edition).* Wiley. Brick, J. Michael. 2011. “The Future of Survey Sampling.” *Public Opinion Quarterly* 75: 872–888. Bautista, René. 2022. Chapter 3a: “Drawing Inferences from Public Opinion Surveys: Insights for Intelligence Reports” (p. 51-97). in the National Academies of Sciences, Engineering, and Medicine, *Measurement and Analysis of Public Opinion: An Analytic Framework.* National Academies Press. Groves, Robert M., et al. (2009). "Chapter 6: Nonresponse in Sample Surveys." in *Survey Methodology (Second Edition).* Cavari, Amnon, and Guy Freedman. 2023. “Survey Nonresponse and Mass Polarization: The Consequences of Declining Contact and Cooperation Rates.” *American Political Science Review* 117: 332–39.

Week	Topic
6	**<u>Monday, September 22: Mode of Survey Response and Methods of Data Collection</u>** Groves, Robert M., et al. (2009). "Chapter 5: Methods of Data Collection." in *Survey Methodology (Second Edition).* Wiley. Bowyer, Benjamin T., and Jon C. Rogowski. 2017. “Mode Matters: Evaluating Response Comparability in a Mixed-Mode Survey.” Political Science Research and Methods 5: 295-313. Endres, Kyle, D. Sunshine Hillygus, Matthew DeBell, and Shanto Iyengar. 2023. “A Randomized Experiment Evaluating Survey Mode Effects for Video Interviewing.” *Political Science Research and Methods* 11: 144-159. Jerit, Jennifer, and Jason Barabas. 2023. “Are Nonprobability Surveys Fit for Purpose?” *Public Opinion Quarterly* 87: 816-840. Mercer, Andrew, and Arnold Lau. 2023. “Comparing Two Types of Online Survey Samples.” *Pew Research Center.*

Week	Topic
7	**<u>Monday, September 29: The Psychology Behind the Survey Response</u>** Groves, Robert M., et al. (2009). Sections 7.1-7.3 of "Chapter 7: Questions and Answers in Surveys." in *Survey Methodology (Second Edition).* Wiley. Zaller, John, and Stanley Feldman. 1992. “A Simple Theory of the Survey Response: Answering Questions versus Revealing Preferences.” *American Journal of Political Science* 36: 579-616. Tourangeau, Roger, et al. 2000. Chapters 1, 6-7 of *The Psychology of Survey Response.* Cambridge University Press. Roberts, Caroline, et al. 2019. “Satisficing in Surveys: A Systematic Review of the Literature.” *Public Opinion Quarterly* 83: 598-626. Taber, Charles. 2011. "Chapter 23: Political Cognition and Public Opinion." in *The Oxford Handbook of American Public Opinion and the Media* ---------- ***Recommended:*** Tourangeau, Roger, et al. 2000. *The Psychology of Survey Response.* Cambridge University Press. Kahneman, Daniel. 2011. *Thinking, Fast and Slow*. Farrar, Straus, and Giroux Lodge, Milton, and Charles Taber. 2013. *The Rationalizing Voter*. Cambridge University Press
8	**<u>Monday, October 6: Writing and Evaluating Survey Questions</u>**

Week	Topic
	Groves, Robert M., et al. (2009). Sections 7.4-7.5 of "Chapter 7: Questions and Answers in Surveys." in *Survey Methodology (Second Edition).* Wiley. Groves, Robert M., et al. (2009). "Chapter 8: Evaluating Survey Questions." in *Survey Methodology (Second Edition).* Wiley. Schaeffer, Nora Cate, and Jennifer Dykema. 2011. “Questions for Surveys: Current Trends and Future Directions.” *Public Opinion Quarterly* 75: 909-961. Margolis, Michele F. 2022. “Born Again but Not Evangelical? How the (Double-Barreled) Questions You Ask Affect the Answers You Get.” *Public Opinion Quarterly* 86: 621-642. Krosnick, Jon A., and Duane F. Alwin. 1988. “A Test of the Form-Resistant Correlation Hypothesis: Ratings, Rankings, and the Measurement of Values.” *Public Opinion Quarterly* 52: 526-538. Hopkins, Daniel J., and Hans Noel. 2022. “Trump and the Shifting Meaning of ‘Conservative’: Using Activists’ Pairwise Comparisons to Measure Politicians’ Perceived Ideologies.” *American Political Science Review* 116: 1133-1140. Plutzer, Eric, and Michael B. Berkman. 2025. “Scaled Paired Comparisons as an Alternative to Ratings and Rankings for Measuring Values.” *Journal of Survey Statistics and Methodology* 13: 39–65. ---------- ***Recommended:*** Fink, Arlene. 2024. How to Conduct Surveys: A Step-by-Step Guide. Sage.
9	**Monday, October 13: Question and Response Quality + Survey**

Week	Topic
	<u>Providers</u> Kennedy, Courtney, et al. 2021. “Strategies for Detecting Insincere Respondents in Online Polling.” *Public Opinion Quarterly* 85: 1050-1075. Hillygus, Sunshine, and Tina LaChapell. 2022. “Diagnosing Survey Response Quality.” in Thomas J. Rudolph, ed., *Handbook of Politics and Public Opinion* Ward, M.K., and Adam W. Meade. 2023. “Dealing with Careless Responding in Survey Data: Prevention, Identification, and Recommended Best Practices.” *Annual Review of Psychology* 74: 577-596. Berinsky, Adam J., et al. 2024. “Measuring Attentiveness in Self-Administered Surveys” *Public Opinion Quarterly* 88: 214-241. Stagnaro, Michael Nicholas, James N. Druckman, Adam J. Berinsky, Antonio Alonso Arechar, Robb Willer, and David G. Rand. 2024. “Representativeness versus Response Quality: Assessing Nine Opt-in Online Survey Samples.” *Unpublished paper (preprint available via PsyArXiv).* Douglas Benjamin D., Patrick J. Ewell, and Markus Brauer. 2023. “Data Quality in Online Human-Subjects Research: Comparisons Between MTurk, Prolific, CloudResearch, Qualtrics, and SONA.” *PLoS ONE* ---------- ***Review:*** Groves, Robert M., et al. (2009). "Chapter 7: Questions and Answers in Surveys." in *Survey Methodology (Second Edition).* Wiley. Groves, Robert M., et al. (2009). "Chapter 8: Evaluating Survey Questions." in *Survey Methodology (Second Edition).* Wiley. ***Recommended:***

Week	Topic
	Groves, Robert M., et al. (2009). "Chapter 9: Survey Interviewing." in *Survey Methodology (Second Edition).* Wiley.
10	**<u>Monday, October 20: Survey Experiments</u>** Sniderman, Paul M. 2011. “The Logic and Design of the Survey Experiment: An Autobiography of a Methodological Innovation.” in James N. Druckman, et al., eds., *Cambridge Handbook of Experimental Political Science.* Cambridge University Press. Barabas, Jason, and Jennifer Jerit. 2010. “Are Survey Experiments Externally Valid?” *American Political Science Review* 104: 226-242. Druckman, James, and Thomas Leeper. 2012. “Learning More from Political Communication Experiments: Pretreatment and Its Effects.” *American Journal of Political Science* 56: 875-896 Bansak, Kirk, et al. 2021. “Conjoint Survey Experiments.” In James N. Druckman and Donald P. Green, eds., *Advances in Experimental Political Science*. New York: Cambridge University Press. Clifford, Scott, et al. 2021. “Increasing Precision without Altering Treatment Effects: Repeated Measures Designs in Survey Experiments.” *American Political Science Review* 115: 1048-1065. Kane, John V. 2024. “More than Meets the ITT: A Guide for Anticipating and Investigating Nonsignificant Results in Survey Experiments.” *Journal of Experimental Political Science*. 12(1): 110–125. Brutger, Ryan, et al. 2023. “Abstraction and Detail in Experimental Design.” *American Journal of Political Science* 67: 979-995. ----------

Week	Topic
	Recommended: Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference.* Houghton Mifflin Dafoe, Allan, Baobao Zhang, and Devin Caughey. 2018. “Information Equivalence in Survey Experiments.” *Political Analysis* 26: 399-416. Mummolo, Jonathan, and Erik Peterson. 2019. “Demand Effects in Survey Experiments: An Empirical Assessment.” *American Political Science Review* 113: 517-529. Montgomery, Jacob, Brendan Nyhan, and Michelle Torres. 2018. "How Conditioning on Posttreatment Variables Can Ruin Your Experiment and What to Do about It." *American Journal of Political Science* 62(3): 760-775. Sheagley, Geoffrey, and Scott Clifford. 2023. "No Evidence that Measuring Moderators Alters Treatment Effects." *American Journal of Political Science* 69(1): 49-63. Rauf, Tamkinat, Jeremy Freese, Jan Voelkel, and James N. Druckman. 2024. “An Audit of Survey Experiments.” *Unpublished paper (preprint available via PsyArXiv).* Clifford, Scott, Thomas Leeper, and Carlisle Rainey. 2024. "Generalizing Survey Experiments Using Topic Sampling: An Application to Party Cues." *Political Behavior* 46(2): 1233-1256. Levine, Adam Seth. 2021. “How to Form Organizational Partnerships to Run Experiments.” in James N. Druckman, et al., eds., *Cambridge Handbook of Experimental Political Science.* Cambridge University Press.

Week	Topic
11	**<u>Monday, October 27: Sensitive Questions & Populations</u>** Yan, Ting. 2021. “Consequences of Asking Sensitive Questions in Surveys.” *Annual Review of Statistics and Its Application* 8: 109-127. Blair, Graeme, Alexander Coppock, and Margaret Moor. 2020. “When to Worry about Sensitivity Bias: A Social Reference Theory and Evidence from 30 Years of List Experiments.” *American Political Science Review* 114: 1297-1315. Ingmar Ehler, Felix Wolter, and Justus Junkermann. 2021. “Sensitive Questions in Surveys: A Comprehensive Meta-Analysis of Experimental Survey Studies on the Performance of the Item Count Technique.” *Public Opinion Quarterly* 85: 6-27. Tourangeau, Roger. 2014. “Ch. 1: Defining Hard-to-Survey Populations.” In Roger Tourangeau, et al., eds., *Hard-to-Survey Populations.* Cambridge University Press Barreto, Matt A., Lorrie Frasure-Yokley, Edward D. Vargas, and Janelle Wong. 2018. “Best Practices in Collecting Online Data with Asian, Black, Latino, and White Respondents: Evidence from the 2016 Collaborative Multiracial Post-Election Survey.” *Politics, Groups, and Identities* 6: 171-180. Khoury, Rana B. 2020. “Hard-to-Survey Populations and Respondent-Driven Sampling: Expanding the Political Science Toolbox.” *Perspectives on Politics* 18: 509-526.

Week	Topic
12	**<u>Monday, November 3: Analyzing and Reporting Survey Data</u>** Groves, Robert, et al. 2009. “Ch. 10: Postcollection Processing of Survey Data.” in *Survey Methodology (Second Edition).* Wiley. Dutwin, David, and Trent Buskirk. 2017. "Apples to Oranges or Gala versus Golden Delicious? Comparing Data Quality of Nonprobability Internet Samples to Low Response Rate Probability Samples." *Public Opinion Quarterly* 81: 213–239. Kennedy, Courtney, et al. 2018. “An Evaluation of the 2016 Election Polls in the United States.” *Public Opinion Quarterly* 82: 1-33. Jamieson, Kathleen, et al. 2023. “Protecting the Integrity of Survey Research.” *PNAS Nexus* Seligson, Mitchell. 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. ---------- ***Recommended:*** Sharma, Akash, et al. 2021. “A Consensus-Based Checklist for Reporting of Survey Studies (CROSS).” *Journal of General Internal Medicine* 36: 3179-3187. King, Gary, et al. 2001. "Analyzing Incomplete Political Science Data: An Alternative Algorithm for Multiple Imputation." *American Political Science Review* 95: 49–69

Week	Topic
13	**<u>Monday, November 10: Project Workshop/Presentation Time</u>**
14	**<u>Monday, November 17: Final Project Presentations</u>** ***Final Paper due today by 6:00pm*** ***PowerPoint Presentation due today by 6:00pm***
FINALS WEEK	**Portfolio due by Saturday, Dec. 6, at 11:59pm**