

Soc 751: Survey Methods for Social Research
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Office Hours: 11-12 Wednesdays by appointment

Fall 2016/2017
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This course is about survey data and where they come from. The course examines the principal features of survey design and how they contribute to total survey error. Topics include: mode of interview; basic sampling concepts; effects of nonparticipation; instrumentation and measurement; interviewing; and computer assisted data collection. Most of the course is spent reviewing research that describes the effects of features of survey design on survey error.

This course considers issues that arise before analysis of data begins. Some course assignments, particularly those about sampling, require some comfort with elementary statistical concepts and formulas. The assignments and readings require familiarity with principles of research design. The conceptual and practical tools introduced in this course may be useful in planning and executing your own research.

Lectures proceed somewhat independently of the readings. The schedule of readings given here is fixed, regardless of how much the lectures appear to deviate from the schedule. Lectures do not systematically summarize the readings.

Prerequisites: Sociology 361 or equivalent.

Course Assignments and Requirements

Your ID for the class. All grading is done blind. The title page for all exercises and papers must show the last 6 digits of your student ID, which serves as your ID for the class. (The first page must also indicate which assignment or exercise it is.) If you put your name on an assignment, I will return it to you unread.

Short papers. Complete at least three of four short papers. The short papers present realistic research situations require research decisions, and give you practice applying the approaches and research presented in class and the readings. The short papers require you to apply readings discussed in the text and listed in the course syllabus. You usually need to supplement the text and assigned readings with additional readings to improve the final product. You must work independently on the papers. The maximum length of each assignment is 4 pages of text. I count only the three best grades, so you may skip one short paper if you are satisfied with your grade, but you must complete at least three short papers to receive a grade for the class. You submit the short papers to me on paper in class on the day it is due. Each short paper contributes 10% to the final course grade, for a total of 30% of the course grade.

Long paper. The long paper requires you to write a brief proposal to conduct a survey. I will provide a detailed description of the project approximately 4 weeks before the project is due. You must work independently on the paper. You submit the long paper to me on paper in class on the day it is due. The maximum length of the project is 10 pages of text (there is no limit on appendices), and it contributes 70% to the course grade.

Turnitin. In order to protect students who do not plagiarize, you must also submit a copy of each long and short paper (not the weekly textbook exercises) to Turnitin. To do this, go to turnitin.com. The class name is Soc751_1617f. The class ID is 13162517. The password is available on Learn@UW. You will not receive a final grade until all long and short papers have been uploaded to Turnitin.

General instructions for long and short papers. In these assignments, you practice analyzing problems and proposing solutions in the style that you will use in writing research papers and grant proposals. All course papers are to be written in a professional style. Papers must be edited, proofed, and typed in the following format: 1 inch margins, double-spaced (**not** 1.5-spaced), upper-lower case, 10 or 12 point **fixed-space** type (like Courier) or 12-point variable-spaced font (like Times New Roman), page-numbered, and stapled. **I may refuse to read assignments that do not follow these guidelines.** (Note that restrictions of this type are also common in requests for proposal, and they ensure that all students write assignments of about the same length.)

Weekly chapter exercises, templates, and procedures. There are weekly exercises, some based on the textbook. In some weeks the exercises include a written analysis of or response to an article. Come to class prepared to discuss those articles.

Weekly exercises will sometimes be the basis for class discussion and must be handed in, but will not be formally graded. I use the following scale: “1” if complete, substantially correct, and well-documented; “2” if excellent. Most assignments receive “1,” and sometimes an assignment receives a “2.” On rare occasions, an exercise could receive “0” if it is incomplete, poorly presented, or shows little effort. Individual problems will not be marked, but some problems will be discussed in class. If your grade is borderline, the quality and timeliness of your chapter exercises will contribute to your grade, but the purpose of the exercises is to make sure you stay up with the material and have some practice applying the concepts. The 0-2 scale gives you feedback on whether you seem to be staying on track. You must complete all exercises to receive a grade for the class.

You may collaborate with others currently in the course on the weekly exercises (not on the papers), but if you collaborate, you must both (or all) note who you are working with at the end of the exercise.

For the weekly exercises, use the templates on the course website, save each week’s file with the appropriate name (shown below), make a pdf when you are done, and submit the pdf to me by email.

Use the Word.docx templates on Learn @ UW for the weekly exercises to enter your answer. Adjust space in the template as needed -- if you write out your answer by hand, for example, you will need to leave more space. Please do not change the font size. You do not need to double space the chapter exercises, but you will need to double space the papers.

When you are done with the exercise, save the template as a file with the appropriate name (shown below), make a pdf, and submit the pdf to me by email.

- The name of the file must be modified slightly from that of the template file. Use exactly the form shown below for the file name – be sure you include all spaces and use **“hyphen” with a blank on each side as a separator:**

Soc751 - CHnn - YOURID

where “nn” is a two-digit zero-filled version of the chapter number, and YOURID is the last 6 digits of your student ID.

- The subject line for the email in which you send me the pdf of the exercise must use exactly this form using the same rules for substitution as the file name:

Soc751 - CHnn - YOURID [- AUDITOR]

If you are not a native speaker of English and you would like me to know this when I read your assignments, indicate that you are “international” under your ID.

Chapter exercises and papers are due by email by the beginning of the class on the due date

Language issues. If you are not a native speaker of English and you would like me to know this when I read your assignments, indicate that you are “international” under your ID.

Human subjects training. Although you will not be conducting research as part of this class, you are required to complete the CITI and NIH trainings if you have not already done so. Dealing with human subjects issues is part of working as a survey researcher. Completing training is part of the assignment for week 15, but I suggest that you do it in week 1, because you will be very busy by week 14. Email me confirmation that you have completed training using this subject line:

Soc751 - Human Subjects Training confirmation - YOURID

Go to these links to get started: <https://kb.wisc.edu/gradsch/page.php?id=32559>

Criteria for evaluation. In evaluating class assignments, I consider how well the work applies relevant concepts and findings presented in lectures, class readings, and additional readings that you find in your own exploration; it is difficult to obtain a high grade without incorporating readings and additional literature in your reports. I also consider the practicality, comprehensiveness, and creativity of the solution to the problem presented in the assignments. Finally, I take into account of how well you present your solution--whether the presentation is organized, clear, and professional.

Late penalties and incompletes. All assignments, graded and ungraded, must be completed to receive a grade for the class, and you must complete assignments on time to avoid a penalty. I deduct a letter grade for each day an assignment is late. I may discuss the content of assignments in class after the due-date, so that accepting late assignments is not fair to the other students. However, I recognize that emergencies happen, so I allow a one-day grace period for one assignment. If your life is disrupted and we need to talk about the impact on the schedule for this class, please let me know.

Class participation. If your grade for the class as a whole is borderline, I take contributions to class discussion into account in assigning the final grade.

Communication. I regret that my schedule fills quickly; please do your best to make appointments in advance. **Put the text “Soc751 - ” at the beginning of the subject line of every email message.** This allows me to find your email easily if I lose track of it. **I do not accept the short or long papers by email.**

Recommendations based on work in this class. Be sure to keep your exercises and the papers with my comments if you think you will want to ask me for a letter of recommendation later based on your work in this course.

Office hours and appointments. Let me know by email if you want to meet during office hours, and make sure we are explicit about whether the meeting will be in Sewell or Sterling. If no one requests an appointment by COB on Tuesday, office hours may be cancelled. My schedule tends to be very full because of standing meetings that I cannot move around. Last minute office appointments are rarely possible, but I can often arrange to talk by phone in the evening.

Readings

Be warned that assignments and exercises are lighter in some weeks than in others.

E-reserves. Articles and chapters are on electronic reserve and can be accessed through the link on Learn@UW. I will also put some of the edited volumes on reserve in the Social Science (Sewell Building) Somers Reading Room, on the 8th floor of the Social Science building. Take the rear elevator.

NOTE: All articles and books on reserve in the Social Science Reading Room are **my personal copies.** As a courtesy to me and other students, please do not write on them. If you need to keep an article for more than 1 day, please make a copy of it.

Required Books

Groves, Robert M., Floyd J. Fowler, Mick Couper, James M. Lepkowski, Eleanor Singer, and Roger Tourangeau. 2009. *Survey Methodology*, Second Edition. Hoboken, New Jersey: Wiley. [entire book]

Marsden, Peter V. and James D. Wright, editors. 2010. *Handbook of Survey Research, Second Edition*. Bingley, UK: Emerald Group Publishing Limited. [14 Chapters]

Recommended Books

Some other recent basic books you may find useful, but that I did not assign or order. Buy only if you think will be useful for your work:

Couper, Mick P. 2008. *Designing Effective Web Surveys*. Cambridge: Cambridge University Press.

Dillman, Don A., Jolene D. Smyth, and Leah M. Christian. 2009. *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method, Third Edition*. New York: John Wiley & Sons.

Fowler, Floyd J. 2009. Survey Research Methods, 4th edition. Beverly Hills, Sage. Applied Social Research Methods, v. 1.

Classic and Contemporary General Sources

- Aday, Lu Ann and Llewellyn Joseph Cornelius. 2006. *Designing and Conducting Health Surveys, 3rd Edition*. San Francisco: Jossey-Bass.
- Belson, William A. 1981. The Design and Understanding of Survey Questions. Aldershot, Hants, England: Gower.
- Belson, William A. 1986. Validity in Survey Research. Aldershot, Hants, England: Gower.
- Biemer, Paul and Lars Lyberg. 2004. *Introduction to Survey Quality*. Hoboken, New Jersey: Wiley.
- Biemer, Paul P., Robert M. Groves, Lars E. Lyberg, Nancy A. Mathiowetz, and Seymour Sudman. 1991. *Measurement Errors in Surveys*. New York: Wiley.
- Bradburn, Norman M., Seymour Sudman, and Associates. 1979. Improving Interview Method and Questionnaire Design. San Francisco: Jossey-Bass.
- Briggs, Charles L. 1986. Learning How to Ask. New York: Cambridge University Press.
- Converse, Jean, and Stanley Presser. 1986. Survey Questions: Handcrafting the Standardized Questionnaire. Beverly Hills: Sage. Quantitative Applications in the Social Sciences, v. 63.
- Converse, Jean, and Howard Schuman. 1974. Conversations at Random. Ann Arbor, Michigan: Wiley.
- Cook, Claire E. 1985. *Line by Line: How to Edit Your Own Writing*. Chicago: University of Chicago Press.
- Couper, Mick P., Reginald P. Baker, Jelke Bethlehem, Cynthia Z. F. Clark, Jean Martin, William L. Nicholls II, and James M. O'Reilly, editors. 1998. *Computer Assisted Survey Information Collection*. New York: John Wiley and Sons
- Duncan, Greg J., and Nancy A. Mathiowetz and others. 1985. A Validation Study of Economic Survey Data. ISR Research Report.
- Fowler, Floyd J. 2009. Survey Research Methods, 4th edition. Beverly Hills, Sage. Applied Social Research Methods, v. 1.
- Fowler, Floyd J. 1995. *Improving Survey Questions: Design and Evaluation*.
- Fowler, Floyd J., and Thomas W. Mangione. 1990. *Standardized Survey Interviewing: Minimizing Interviewer-Related Error*. Newbury Park: Sage.
- Frey, James H. 1983. Survey Research by Telephone. Newbury Park: Sage.
- Groves, Robert M., and Robert L. Kahn. 1979. Surveys by Telephone: A National Comparison with Personal Interviews. New York: Academic.
- Groves, Robert M., Don A. Dillman, John L. Eltinge, and Roderick J. A. Little, editors. 2002. *Survey Nonresponse*. New York: John Wiley and Sons.
- Groves, Robert M. 1989. *Survey Errors and Survey Costs*. New York: Wiley.
- Groves, Robert M. and Mick P. Couper. 1998. *Nonresponse in Household Interview Surveys*. New York: Wiley.
- Groves, Robert M., et al. editors 1988. *Telephone Survey Methodology*. New York: Wiley.
- Hippler, Hans-Jurgen, Norbert Schwarz, and Seymour Sudman. 1987. Social Information Processing and Survey Methodology. New York: Springer-Verlag. Download entire volume from: <http://deepblue.lib.umich.edu/handle/2027.42/64021>.
- Kalton, Graham. 1983. Introduction to Survey Sampling. Beverly Hills, Sage, Quantitative Applications in the Social Sciences, v. 35.

- Kish, Leslie. 1987. Statistical Design for Research. New York: Wiley.
- Lavrakas, Paul J. 1987. Telephone Survey Methods: Sampling, Selection and Supervision. Beverly Hills: Sage. Applied Social Research Methods, v. 7.
- Lepkowski, James M., Clyde Tucker, J. M. Brick, Edith D. de Leeuw, Lilli Japac, Paul J. Lavrakas, Michael W. Link, and Roberta L. Sangster. 2008. *Advances in Telephone Survey Methodology*, edited by. New Jersey: John Wiley & Sons.
- Lohr, Sharon L. *Sampling: Design and Analysis*. Pacific Grove, CA: Duxbury Press, 1999.
- Lyberg, Lars, Paul Biemer, Martin Collins, Edith de Leeuw, Cathryn Dippo, Norbert Schwarz, and Dennis Trewin, editors. 1997. *Survey Measurement and Process Quality*. N.Y.: Wiley-Interscience.
- Mangione, Tom. 1996. *Mail Surveys: Improving Their Quality*. Sage.
- Marsden, Peter V. and James Wright, eds. Forthcoming. *Handbook of Survey Research, 2nd Edition*. Orlando: Academic.
- Maynard, Douglas W., Hanneke Houtkoop-Steenstra, Nora Cate Schaeffer, and Johannes van der Zouwen, editors. 2002. *Standardization and Tacit Knowledge: Interaction and Practice in the Survey Interview*. New York: John Wiley and Sons.
- Mishler, Elliot G. 1986. Research Interviewing: Context and Narrative. Cambridge: Harvard.
- Payne, Stanley. 1980. The Art of Asking Questions. Princeton, N.J.: Princeton University Press.
- Presser, Stanley, Jennifer M. Rothgeb, Mick P. Couper, Judith T. Lessler, Elizabeth Martin, Jean Martin, and Eleanor Singer. 2004. "Methods for Testing and Evaluating Survey Questionnaires." New York: Wiley.
- Schuman, Howard, and Stanley Presser. 1981. *Questions and Answers in Attitude Surveys*. Orlando: Academic.
- Schwarz, Norbert, and Seymour Sudman, eds. 1992. *Context Effects in Social and Psychological Research*. Springer-Verlag. Download entire volume from: <http://deepblue.lib.umich.edu/handle/2027.42/64020>.
- Schwarz, N. and S. Sudman. 1996. *Answering Questions*. San Francisco: Jossey-Bass.
- Schwarz, N. and S. Sudman. 1994. *Autobiographical Memory and the Validity of Retrospective Reports*. Springer-Verlag. Download entire volume from: <http://deepblue.lib.umich.edu/handle/2027.42/64018>.
- Schwarz, Norbert, and Seymour Sudman, eds. 1992. Context Effects in Social and Psychological Research. New York: Springer-Verlag.
- Sirken, Monroe G., Douglas J. Herrmann, Susan Schechter, Norbert Schwarz, Judith M. Tanur, and Roger Tourangeau, editors. 1999. *Cognition and Survey Research*. New York: John Wiley and Sons.
- Sudman, Seymour, and Norman M. Bradburn. 1974. Response Effects in Surveys. Chicago: Aldine.
- Sudman, Seymour, and Norman M. Bradburn. 1982. Asking Questions: A Practical Guide to Questionnaire Design. San Francisco: Jossey-Bass.
- Sudman, S., Schwarz, N., and N. Bradburn. 1996. *Thinking about Answers*. San Francisco: Jossey-Bass.
- Tanur, Judith, ed., 1992. Questions about Questions: Inquiries into the Cognitive Bases of Surveys. New York: Russell Sage Foundation.
- Tourangeau, Roger, Lance J. Rips, and Kenneth Rasinski. 2000. *The Psychology of Survey Response*. Cambridge, England: Cambridge University Press.
- Turner, Charles F., and Elizabeth Martin. 1984. *Surveying Subjective Phenomena*, Volume I and II. New York: Russell Sage. (SSPI in Course Outline.)
- Willis, Gordon B. 2005. *Cognitive Interviewing: A Tool for Improving Questionnaire Design*. Thousand Oaks, CA: Sage.

Soc 751: Course Outline

Readings not in the textbooks are available on reserve or e-reserve. I use the following abbreviations:

ASR American Sociological Review

JOS Journal of Official Statistics

JMR Journal of Marketing Research

SMR Sociological Methods and Research

JASA Journal of the American

Statistical Association

POQ Public Opinion Quarterly

SM Sociological Methodology

Most articles and chapters – other than those in the required texts -- are on electronic reserve

Week 1: Introduction

SM, Chapter 1, “An Introduction to Survey Methodology”

Miller, Peter V. 1995. "They Said It Couldn't Be Done: The National Health and Social Life Survey." *POQ* 59:404-419.

Cicourel, Aaron V. 1982. "Interviews, Surveys, and the Problem of Ecological Validity." *American Sociologist* 17(1):11-20.

Schuman, Howard. 1982. "Artifacts Are in the Mind of the Beholder." *American Sociologist* 17(1):21-28.

Week 2: Errors in Surveys

SM, Chapter 2, Inference and Error in Surveys

Biemer, Paul P. 2010. "Overview of Design Issues: Total Survey Error." Pp. 27-57 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Hox, Joop J. 1997. “From Theoretical Concept to Survey Question.” Pp. 47-70 in *Survey Measurement and Process Quality*, edited by L. Lyberg, P. Biemer, M. Collins, E. De Leeuw, C. Dippo, N. Schwarz, and D. Trewin. N.Y.: Wiley-Interscience.

Michael, Robert T. and O'Muircheartaigh. 2009. "Design Priorities and Disciplinary Perspectives: The Case of the US National Children's Study." *Journal of the Royal Statistical Society* 171(2):465-80.

AAPOR Report: Evaluating Survey Quality, 2016: <https://www.aapor.org/Education-Resources/Reports/Evaluating-Survey-Quality.aspx>

Weeks 3, 4, 5 Basic Sampling Concepts

SM, Chapter 3, Target Populations, Sampling Frames, and Coverage Error

SM, Chapter 4, Sample Design and Sampling Error

Brick, J. Michael. 2011. "The Future of Survey Sampling." *Public Opinion Quarterly* 75(5):872-88. doi: 10.1093/poq/nfr045.

Brick, J. Michael, William R. Andrews and Nancy A. Mathiowetz. 2016. "Single-Phase Mail Survey Design for Rare Population Subgroups." *Field Methods*. doi: 10.1177/1525822x15616926.

Harter, Rachel, Stephanie Eckman, Ned English, and Colm O'Muircheartaigh. 2010. "Applied Sampling for Large-Scale Multistage Area Probability Designs." Pp. 169-197 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Link, Michael W., Michael P. Battaglia, Martin R. Frankel, Larry Osborn, and Ali H. Mokdad. 2008. "A Comparison of Address-Based Sampling (ABS) Versus Random-Digit Dialing (RDD) for General Population Surveys." *Public Opinion Quarterly* 72(1):6-27.

Piazza, Thomas. 2010. "Fundamentals of Applied Sampling." Pp. 139-168 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

NOTE: The following two papers are not required, but are on e-reserve for those of you with an interest in these topics:

Antoun, Christopher, Chan Zhang, Frederick G. Conrad and Michael F. Schober. 2015. "Comparisons of Online Recruitment Strategies for Convenience Samples: Craigslist, Google Adwords, Facebook, and Amazon Mechanical Turk." *Field Methods*. doi: 10.1177/1525822x15603149.

Schober, Michael F., Josh Pasek, Lauren Guggenheim, Cliff Lampe and Frederick G. Conrad. 2016. "Social Media Analyses for Social Measurement." *Public Opinion Quarterly* 80(1):180-211. doi: 10.1093/poq/nfv048.

Weeks 6 and 7: Mode of Survey and Interview

SM, Chapter 5, Methods of Data Collection

Amaya, Ashley, Felicia Leclere, Kari Carris and Youlian Liao. 2015. "Where to Start: An Evaluation of Primary Data-Collection Modes in an Address-Based Sampling Design." *Public Opinion Quarterly* 79(2):420-42. doi: 10.1093/poq/nfv012.

Couper, Mick P. and Michael Bosnjak. 2010. "Internet Surveys." Pp. 527-550 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Dillman, Don A. and Benjamin L. Messer. 2010. "Mixed-Mode Surveys." Pp. 551-574 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Holbrook, Allyson L., Melanie C. Green and Jon A. Krosnick. 2003. "Telephone Versus Face-to-Face Interviewing of National Probability Samples with Long Questionnaires: Comparisons of Respondent Satisficing and Social Desirability Response Bias." *Public Opinion Quarterly* 67(1):79-125.

Kreuter, Frauke, Stanley Presser, and Roger Tourangeau. 2008. "Social Desirability Bias in CATI, IVR, and Web Surveys: The Effects of Mode and Question Sensitivity." *Public Opin Q* 72(5):847-65.

Lavrakas, Paul J. 2010. "Telephone Surveys." Pp. 471-498 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

O'Muircheartaigh, Colm, Stephanie Eckman and Stephen Smith. 2009. "Statistical Design and Estimation for the National Social Life, Health, and Aging Project." *Journal of Gerontology: Social Sciences* 64B(S1):i12-i19.

Vannieuwenhuyze, Jorre, Geert Loosveldt and Geert Molenberghs. 2010. "A Method for Evaluating Mode Effects in Mixed-Mode Surveys." *Public Opinion Quarterly* 74(5):1027-45. doi: 10.1093/poq/nfq059.

Weeks 8 and 9: Nonparticipation

SM, Chapter 6, Nonresponse in Sample Surveys

For exercises:

1. AAPOR. 2016. Standard Definitions, Addendum for Mail Surveys: [https://www.aapor.org/Standards-Ethics/Standard-Definitions-\(1\).aspx](https://www.aapor.org/Standards-Ethics/Standard-Definitions-(1).aspx)
2. Tom Smith. 2009. "A Review of Methods to Estimate the Status of Cases with Unknown Eligibility," http://www.aapor.org/AAPOR_Main/media/MainSiteFiles/ERATE09.pdf
3. Schwartz, Lisa M., Steven Woloshin, Floyd J. Fowler, Jr., and H. Gilbert Welch. "Enthusiasm for Cancer Screening in the United States." *Journal of the American Medical Association* 291:71-78.

Conrad, Frederick G., Jessica S. Broome, José R. Benkí, Frauke Kreuter, Robert M. Groves, David Vannette, and Colleen McClain. 2013. "Interviewer speech and the success of survey invitations." *Journal of the Royal Statistical Society: Series A (Statistics in Society)* 176:191-210.

de Leeuw, Edith, Mario Callegaro, Joop Hox, Elly Korendijk, and Gerty Lensvelt-Mulders. 2007. "The Influence of Advance Letters on Response in Telephone Surveys: A Meta-Analysis." *Public Opinion Quarterly* 71(3):413.

Dixon, John and Clyde Tucker. 2010. "Survey Nonresponse." Pp. 593-630 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Dutwin, David, John D. Loft, Jill E. Darling, Allyson L. Holbrook, Timothy P. Johnson, Ronald E. Langley, Paul J. Lavrakas, Kristen Olson, Emilia Peytcheva, Jeffery A. Stec, Timothy Triplett and Andrew Zukerberg. 2015. "Current Knowledge and Considerations Regarding Survey Refusals: Executive Summary of the

AAPOR Task Force Report on Survey Refusals." *Public Opinion Quarterly* 79(2):411-19. doi: 10.1093/poq/nfv025.

Dykema, Jennifer, Karen Jaques, Kristen Cyffka, Nadia Assad, Rae Ganci Hammers, Kelly Elver, Kristen C. Malecki and John Stevenson. 2015. "Effects of Sequential Prepaid Incentives and Envelope Messaging in Mail Surveys." *Public Opinion Quarterly* 79(4):906-31. doi: 10.1093/poq/nfv041.

Eckman, Stephanie, Jennifer Sinibaldi and Aleksa Möntmann-Hertz. 2013. "Can Interviewers Effectively Rate the Likelihood of Cases to Cooperate?" *Public Opinion Quarterly* 77(2):561-73. doi: 10.1093/poq/nft012.

Groves, Robert M., Mick P. Couper, Stanley Presser, Eleanor Singer, Roger Tourangeau, Giorgina P. Acosta, and Lindsay Nelson. 2006. "Experiments in Producing Nonresponse Bias." *Public Opinion Quarterly* 70(5):720-736.

Schaeffer, Nora Cate, Dana Garbarski, Jeremy Freese, and Douglas W. Maynard. 2013. "An Interactional Model of the Call for Participation in the Survey Interview: Actions and Reactions in the Survey Recruitment Call." *Public Opinion Quarterly* 77:323-351. Download from: <http://poq.oxfordjournals.org/content/77/1/323.full.pdf+html>

Week 10: Interviewers and Interviewing

SM, Chapter 9, Survey Interviewing

Dijkstra, Wil. 1987. "Interviewing Style and Respondent Behavior: An Experimental Study of the Survey Interview." *Sociological Methods and Research* 16(2):309-34.

O'Muircheartaigh, Colm and Pamela Campanelli. 1998. "The Relative Impact of Interviewer Effects and Sample Design Effects on Survey Precision." *Journal of the Royal Statistical Society, Series A*, 161:63–77.

Hannon, Lance and Robert DeFina. 2016. "Reliability Concerns in Measuring Respondent Skin Tone by Interviewer Observation." *Public Opinion Quarterly* 80(2):534-41. doi: 10.1093/poq/nfw015.

Schaeffer, Nora Cate. 1991. "Conversation with a Purpose--or Conversation? Interaction in the Standardized Interview." Pp. 367-392 in P. Biemer et al., eds., *Measurement Errors in Surveys*. NY: Wiley.

Schaeffer, Nora Cate, Jennifer Dykema, and Douglas W. Maynard. 2010. "Interviewers and interviewing." Pp. 437-470 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Schnell, Rainer and Frauke Kreuter. 2005. "Separating Interviewer and Sampling-Point Effects." *Journal of Official Statistics* 21(3):389-410.

Smith, Stephen, Angela Jaszczak, Jessica Graber, Katie Lundeen, Sara A. Leitsch, Erin Wargo and Colm O'Muircheartaigh. 2009. "Instrument Development, Study Design Implementation, and Survey Conduct for

the National Social Life, Health, and Aging Project." *Journal of Gerontology: Social Sciences* 64B(S1): i20-i29.

West, Brady T. and Frauke Kreuter. 2015. "A Practical Technique for Improving the Accuracy of Interviewer Observations of Respondent Characteristics." *Field Methods* 27(2):144-62. doi: 10.1177/1525822x14549429.

Week 11: Evaluating and Testing Survey Questions

SM, Chapter 8, Evaluating Survey Questions

Beatty, Paul C. and Gordon B. Willis. 2007. "Research Synthesis: The Practice of Cognitive Interviewing." *Public Opinion Quarterly* 71(2):287-311.

Fowler, Floyd J., Stephanie J. Lloyd, Carol A. Cosenza and Ira B. Wilson. 2016. "Coding Cognitive Interviews: An Approach to Enhancing the Value of Cognitive Testing for Survey Question Evaluation." *Field Methods* 28(1):3-20. doi: 10.1177/1525822x14549921.

Schaeffer, Nora Cate and Jennifer Dykema. 2011. "Response 1 to Fowler's Chapter: Coding the Behavior of Interviewers and Respondents to Evaluate Survey Questions." Pp. 23-39 in *Question Evaluation Methods: Contributing to the Science of Data Quality*, edited by J. Madans, K. Miller, A. Maitland and G. Willis. Hoboken, NJ: John Wiley & Sons, Inc.

van der Zouwen, Johannes and Johannes H. Smit. 2004. "Evaluating Survey Questions by Analyzing Patterns of Behavior Codes and Question-Answer Sequences: A Diagnostic Approach." Pp. 109-30 in *Methods for Testing and Evaluating Survey Questionnaires*, edited by Stanley Presser, Jennifer M. Rothgeb, Mick P. Couper, Judith T. Lessler, Elizabeth Martin, Jean Martin, and Eleanor Singer. New York: Springer-Verlag.

Yan, Ting, Frauke Kreuter, and Roger Tourangeau. 2012. "Evaluating Survey Questions: A Comparison of Methods." *Journal of Official Statistics* 28:503-529.

Weeks 12 and 13: Measurement, Instruments, and Response Issues

NOTE: Thanksgiving is Thursday 24 November in Week 12

SM, Chapter 7, Questions and Answers in Surveys

Alwin, Duane F. 2010. "How Good is Survey Measurement? Assessing the Reliability and Validity of Survey Measures." Pp. 405-434 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Alwin, Duane F. and Brett A. Beattie. 2016. "The Kiss Principle in Survey Design: Question Length and Data Quality." *Sociological Methodology*. doi: 10.1177/0081175016641714.

Bohrnstedt, George W. 2010. "Measurement Models for Survey Research." Pp. 347-404 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Ltd.

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Tourangeau, Roger and Norman M. Bradburn. 2010. "The Psychology of Survey Response." Pp. 315-346 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Tourangeau, Roger, Frederick G. Conrad, Mick P. Couper and Cong Ye. 2014. "The Effects of Providing Examples in Survey Questions." *Public Opinion Quarterly* 78(1):100-25. doi: 10.1093/poq/nft083.

Week 14: Post-Survey Processing, Estimation, and Documentation

SM, Chapter 10, Postcollection Processing of Survey Data

SIPP. 1998. *SIPP Quality Profile, 3rd Edition*. SIPP Working Paper No. 320. U.S. Department of Commerce, Bureau of the Census. www.census.gov/sipp/workpapr/wp230.pdf

Bethlehem, Jelke and Anco Hundepool. 2004. "TADEQ: A Tool for the Documentation and Analysis of Electronic Questionnaires." *Journal of Official Statistics* 20(2):233-64.

Vardigan, Mary B. and Peter Granda. 2010. "Archiving, Documentation, and Dissemination." Pp. 707-729 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

Week 15: Confidentiality, Privacy, and Standards of Practice

SM, Chapter 11, Principles and Practices Related to Scientific Integrity

Citro, Constance F. 2010. "Legal and Human Subjects Considerations in Surveys." Pp. 59-79 in *Handbook of Survey Research, Second Edition*, edited by P. V. Marsden and J. D. Wright. Bingley, UK: Emerald Group Publishing Limited.

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American Association for Public Opinion Research (AAPOR). Transparency Initiative:
<https://www.aapor.org/transparency.aspx>

American Association for Public Opinion Research (AAPOR). Disclosure Standards
<https://www.aapor.org/Standards-Ethics/Disclosure-FAQs.aspx>

UW Guidelines for Research on Human Subjects and UW-Madison Policy on Student Research. Access from here: <http://www.irb.wisc.edu/> and <https://kb.wisc.edu/gradsch/page.php?id=32559>

Departmental Notices

Department learning objectives. Beyond the specific substantive and methodological content, I will cover in this course, I have designed this course to provide students opportunities to achieve the following instructional objectives designated as priorities by the Department of Sociology:

1. Students will demonstrate a broad understanding of major theories, methodologies, and research findings in the relevant literature.
2. Students will develop analytical thinking skills that enable them to evaluate information presented in research papers in the course and apply those skills to solving problems in survey methods.
3. Students will communicate in a clear, organized engaging manner, using language, methods, and critical tools appropriate to the social sciences.
4. Students will understand, recognize, and apply principles of ethical and professional conduct.

Accommodations. Please send the instructor an email **by the end of the second week of the course** if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the [McBurney Center](#). Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class. If the course requires exams, we try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details: <https://kb.wisc.edu/page.php?id=21698>

Academic honesty. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the [Office of the Dean of Students](#) at <http://www.students.wisc.edu/doso/academic-integrity/>

According to UWS 14, academic misconduct is defined as:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;
- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance;
- Assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students [website](#). If you have questions about the rules for any of the assignments or exams, please ask your instructor.

Departmental notice of grievance and appeal rights. The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (socchair@ssc.wisc.edu).