

# EPPS7386 Survey Research

Spring 2022

Tuesday: 4:00 pm - 6:45 pm (Remote Learning/Online)

**Instructor:** Karl Ho; 972-883-2017; [kyho@utdallas.edu](mailto:kyho@utdallas.edu) | [GR3.203](#)  
**Office Hours:** Tuesdays, Wednesday, and Thursdays, 10 am – 12 noon, by appointment.  
**Office:** [GR3.203](#)  
**Teaching Assistant:** Moonsoo Lee; [Moonsoo.Lee@UTDallas.edu](mailto:Moonsoo.Lee@UTDallas.edu)

**Course Description:** This course is designed to introduce students to contemporary survey research methods and the analysis of survey data. As part of the course, students will learn how to use UTD's Qualtrics internet survey platform to conduct their own surveys. In addition, students will learn how to specify and test multivariate models for the measurement and analysis of survey data. Dynamics models will be considered.

## Learning Objectives:

At completion of this course, students will be able to:

1. Be familiar with survey methods
2. Design survey including questionnaire development, sampling, panel management and administration of survey process
3. Perform analytics of survey data including visualization and estimation of models

## Required Text:

Groves, Robert et al. 2009. *Survey Methodology*. New York: Wiley. (‡)  
Blair, Edward, and Johnny Blair. 2014. *Applied survey sampling*. Sage Publications. (‡)

## Additional Readings:

Barbara M. Byrne, *Structural Equation Modeling with LISREL, PRELIS and SIMPLIS*. Mathwah, N.J.: Lawrence Erlbaum Associates, 1998.  
Bollen, Kenneth and Patrick J. Curran. *Latent Curve Models: A Structural Equation Perspective*. New York: Wiley, 2006.  
Weisberg, Herbert, *The Total Survey Error Approach: A Guide to the New Science of Survey Research*. Chicago: University of Chicago Press, 2005

(‡) Available electronically at McDermott Library

## Course Requirements:

Research Paper	50 %
Class Presentations	20%
Qualtrics Survey Instrument Assignment	20%
Class Participation	10%

## Document guideline:

All documents in this class must adhere to the following general guidelines:

- Submit electronic document to instructors via email in PDF format (NO Word or GoogleDoc):
  - With author name and content on file name:

- E.g. smith\_proposal.pdf, doe\_progressreport1.pdf
  - on US letter size paper
  - one inch on all margins
  - 12-point font
- NO submission using link to cloud or online drive (e.g. Google drive, box.com)
- Following the APSA style and format is **mandatory** (APSA style manual (2018 edition): <https://connect.apsanet.org/stylemanual/>).

## Topics

1. Introduction to Course
  - a. Major Survey Data Collections and How to Access Them
    - i. In-Depth Example: The British Election Study and the Continuous Monitoring Survey (<http://bes2009-10.org>)
    - ii. Hong Kong Election Study
2. Survey Research: History and Overview
  - a. Reading:
    - i. Groves et al., chs. 1, 2
3. Sampling and Populations
  - a. Reading:
    - i. Groves et al., chs. 3, 4
    - ii. Blair and Blair, chs. 1, 2, 3, 8
4. Sampling in Practice
  - a. Reading:
    - i. Blair and Blair, chs. 4, 5, 6
5. Survey Modes
  - a. Reading:
    - i. Groves et al., chs. 5, 6
    - ii. Sanders, David, Harold D. Clarke, Marianne C. Stewart, and Paul Whiteley. 2007. "Does mode matter for modeling political choice? Evidence from the 2005 British Election Study." *Political Analysis* 15, no. 3: 257-285.
    - iii. Ansolabehere, Stephen, and Brian F. Schaffner. "Does survey mode still matter? Findings from a 2010 multi-mode comparison." *Political Analysis* 22, no. 3 (2014): 285-303.
6. Workshop: Introduction to the Qualtrics System
7. Your Own Survey With Qualtrics
  - a. Class Presentations of Student Survey Instruments
8. Survey Questions and Survey Experiments
  - a. Reading:
    - i. Groves et al., chs. 7, 8, 9
    - ii. Clarke, Harold D., Allan Kornberg, and Thomas J. Scotto. 2010. "Accentuating the Negative?." *Methodology*.
    - iii. Sanders, David, Harold D. Clarke, Marianne C. Stewart, and Paul Whiteley. "The endogeneity of preferences in spatial models: Evidence from the 2005 British Election Study." *Journal of Elections, Public Opinion and Parties* 18, no. 4 (2008): 413-431.
9. Survey Experiments (Continued) and Survey Weights
  - a. Reading:
    - i. Groves et al., chs. 10
    - ii. Sanders, David, Harold D. Clarke, Marianne C. Stewart, and Paul Whiteley. 2011. "Simulating the effects of the alternative vote in the 2010 UK general election." *Parliamentary Affairs* 64, no. 1: 5-23.
10. Nonresponse

- a. Reading:
  - i. Groves et al., chs. 6
  - ii. Wagner, James. 2012. "A Comparison of Alternative Indicators for the Risk of Nonresponse Bias." *Public Opinion Quarterly*. 76 (3): 555-575
- 11. Analyzing Survey Data: Basic Multivariate Models with Continuous and Discrete Dependent Variables
- 12. Analyzing Survey Data: Measurement Models I
  - a. Reading:
    - i. Byrne, chs. 1-6
- 13. Panel Dynamics: Latent Curve Models & Mixed Markov Latent Class Models
  - a. Reading:
    - i. Bollen and Curran, chs. 1, 2, 4, 5
    - ii. Clarke, Harold D., and Allan L. McCutcheon. 2009. "The dynamics of party identification reconsidered." *Public Opinion Quarterly* 73, no. 4: 704-728.
    - iii. Panel Dynamics: Time Series Analysis of Dynamic Aggregate Survey Data
    - iv. Jackman, Simon. 2005. "Pooling the polls over an election campaign." *Australian Journal of Political Science* 40, no. 4: 499-517.
- 14. New developments
  - a. Reading:
    - i. Brick, J. Michael. 2011. "The future of survey sampling." *Public Opinion Quarterly* 75, no. 5: 872-888.
    - ii. Salganik, Matthew J., and Karen EC Levy. 2015. "Wiki surveys: Open and quantifiable social data collection." *PLoS one* 10, no. 5: e0123483.
    - iii. Smith, Scott M., Catherine A. Roster, Linda L. Golden, and Gerald S. Albaum. 2016. "A multi-group analysis of online survey respondent data quality: Comparing a regular USA consumer panel to MTurk samples." *Journal of Business Research* 69, no. 8: 3139-3148.
    - iv. Merli, M. Giovanna, Ted Mouw, Claire Le Barbenchon, and Allison Stolte. 2021. "Using Social Networks to Sample Migrants and Study the Complexity of Contemporary Immigration: An Evaluation Study."

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### **Classroom Conduct Requirements Related to Public Health Measures**

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Spring 2022 semester to the extent allowed by state governance. Texas Governor Greg Abbott's Executive Order [GA-38](#) prohibits us from mandating vaccines and face coverings for UT Dallas employees, students, and members of the public on campus. However, we strongly encourage all Comets to get vaccinated and wear face coverings as recommended by the CDC. Check the [Comets United: Latest Updates webpage](#) for the latest guidance on the University's public health measures. Comets are expected to carry out [Student Safety](#) protocols in adherence to the Comet Commitment. Unvaccinated Comets will be expected to complete the [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#).

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### **Comet Creed**

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

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### **Academic Support Resources**

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

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### **UT Dallas Syllabus Policies and Procedures**

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*