

Master of Science in Political Analytics

POANPS5040 Survey & Polling Methodology

Tuesdays 6:10pm - 8:00pm

2 Credits

Core course (Online)

Instructor:

Office Hours:

Response Policy:

Facilitator/Teaching Assistant, if applicable:

Office Hours:

Response Policy:

Course Overview

Using surveys to understand public opinion is a relatively old technique in social science, something that political scientists, economists, psychologists, and sociologists have been using for the past 70 years.

Of course, these professionals in politics, interest groups, and campaigns also use polling to their advantage, to understand their constituencies, what they think, how they behave, and how they might even be swayed. And mass media increasingly present aggregated opinion data in stories about current events and elections. Many or all of you have undoubtedly encountered numerous public opinion polls in the media as survey research has permeated the public sphere.

Because of its pervasiveness, many people assume that survey research must be fairly simple or rudimentary. To the contrary, this course will spend 7 weeks exploring the intricacies of this research tool and probing its limitations. We will begin to think about sources of survey error, that is, how and why surveys might “miss the mark,” and then spend time developing a toolkit for valid, reliable, and robust measurement of opinion.

From there, we’ll address sampling—how to select survey respondents who are representative of the population you’d like to learn something about, and we’ll cover the contemporary challenges and opportunities associated with the increased use of online panels.

After establishing best practices for using surveys to generate data about public opinion, we will learn what to do with that data: how should we analyze survey results? How can we improve the representativeness of answers by weighting the data? How can we assess external validity, that is the extent to which our survey results can tell us about a broader population? How can we use regression to learn about the correlates of the public opinion we measured? And, how can we present our data in a compelling visual format so that it’s digestible by our intended audience: whether that audience is the general public or a more specialized group of stakeholders like campaign staff, policy makers, advocacy groups, donors, and so on.

We will also get into tricky subjects like using surveys for election forecasting, using survey experiments to do causal inference, and ways to measure socially unacceptable opinions informed, for example, by racist and sexist attitudes.

This core course is required for all students in the Political Analytics program. The course will be delivered online and will meet once per week for seven weeks. Students should take this course after having completed POAN 5010 - Introduction to Political Analytics or an equivalent course.

Learning Objectives

By the end of the course, you will be able to:

- L1: Critically evaluate the strengths and weaknesses of different survey research methodologies.
- L2: Design and implement a valid and reliable survey instrument.
- L3: Analyze survey data using appropriate statistical methods.
- L4: Interpret and communicate survey findings in a clear and concise manner.
- L5: Apply survey research methods to address real-world questions.

Readings

Required:

AAPOR. "AAPOR Code of Professional Ethics and Practices." AAPOR, 2021, <https://aapor.org/standards-and-ethics/>. [8 pages]

Ansolebehere, Stephen, and Brian F. Schaffner. (2018). "Taking the Study of Political Behavior Online" In *The Oxford Handbook of Polling and Survey Methods*, eds. Lonna Rae Atkeson, and R. Michael Alvarez. p. 76-96 [20 pages]

Baker, R., et al. "Summary Report of the AAPOR Task Force on Non-Probability Sampling." *Journal of Survey Statistics and Methodology*, vol. 1, no. 2, 2013, pp. 90–143. (Sections 6&7) [36 pages]

Barabas, Jason. and Jennifer Jerit. "Are Survey Experiments Externally Valid?" *The American Political Science Review*, vol. 104, no. 2, 2010, pp. 226–42. JSTOR, <http://www.jstor.org/stable/40863718>. [16 pages]

Carmines, Edward G., et al. "On the Meaning, Measurement, and Implications of Racial Resentment." *The Annals of the American Academy of Political and Social Science*, vol. 634, 2011, pp. 98–116. JSTOR, <http://www.jstor.org/stable/29779397>. [18 pages]

"Data Visualization with Ggplot2." Datacarpentry.org, 2023, <https://datacarpentry.org/R-ecology-lesson/04-visualization-ggplot2.html>. [23 pages]

Erikson, Robert S., and Kent L. Tedin. (2023). *American Public Opinion: Its Origins, Content and Impact*. Routledge.

- Chapter 1 [23 pages]

- Chapter 2, Section 2-3

- Chapter 2, Section 2-2

- Chapter 2: Section 2-4

Gelman, Andrew, and David Rothschild. (2014, Aug 4). Modern Polling Needs Innovation, Not Traditionalism. *The Washington Post*, www.washingtonpost.com/news/monkey-cage/wp/2014/08/04/modern-polling-requires-both-sampling-and-adjustment/. [3 pages]

Gelman, Andrew, Jennifer Hill, and Aki Vehtari. *Regression and Other Stories*. Cambridge: Cambridge University Press, 2020. Chapter 16: Sections 16.1, 16.2, and 16.3 (p. 291-301) [10 pages]

Gelman, Andrew, and Gary King. "Why Are American Presidential Election Campaign Polls so Variable When Votes Are so Predictable?" *British Journal of Political Science*, vol. 23, no. 4, 1993, pp. 409–51. JSTOR, <http://www.jstor.org/stable/194212>. [42 pages]

Gelman, Andrew, Jennifer Hill, and Aki Vehtari. *Regression and Other Stories*. Cambridge: Cambridge University Press, 2020. Chapter 4, 6, 7, 17.1 [50 pages]

Gelman, Andrew, Jennifer Hill, and Aki Vehtari. *Regression and Other Stories*. Cambridge: Cambridge University Press, 2020. Chapter 2: Sections 2.3 and 2.4. Chapter 11: Sections 11.2, 11.3 [15 pages]

- Gideon, L. (2012). [The Art of Question Phrasing](#). In: Gideon, L. (eds) *Handbook of Survey Methodology for the Social Sciences*. Springer, New York, NY. p. 91-107 [17 pages]
- Glick, Peter, and Susan T Fiske. "The Ambivalent Sexism Inventory: Differentiating Hostile and Benevolent Sexism." *Journal of personality and social psychology* vol. 70. no. 3, 1996, 491–512. <https://psycnet-apa-org.ezproxy.cul.columbia.edu/fulltext/1996-03014-006.pdf> [21 pages]
- Glynn, Adam N. "What can we learn with statistical truth serum? Design and analysis of the list experiment." *The Public Opinion Quarterly*, vol. 77, 2013, pp. 159–72. JSTOR, <http://www.jstor.org/stable/24545692>. [13 pages]
- "How to Recreate Pew Opinion Graphs with Ggplot2 in R." R Functions and Packages for Political Science Analysis, 2022, <https://rforpoliticalscience.com/2022/06/02/recreate-pew-opinion-graphs-with-ggplot-in-r/>. [12 pages]
- John R. Zaller. *The Nature and Origins of Mass Opinion*. Cambridge University Press, 1992. EBSCOhost, <https://search-ebsohost-com.ezproxy.cul.columbia.edu/login.aspx?direct=true&AuthType=ip&db=e025xna&AN=510947&site=ehost-live&scope=site>.
- Chapters 2 and 3. [47 pages]
- Kennedy, Courtney, et al. "[An Evaluation of the 2016 Election Polls in the United States](#)." *Public Opinion Quarterly*, vol. 82, no. 1, 2018, pp. 1–33, <https://doi.org/10.1093/poq/nfx047>. [33 pages]
- Lax, Jeffrey R., and Justin H. Phillips. "How Should We Estimate Public Opinion in the States?" *American Journal of Political Science*, vol. 53, no. 1, 2009, pp. 107–21. JSTOR, <http://www.jstor.org/stable/25193870>. [14 pages]
- McNamara, Dare. "1. Qualtrics Beginner Tutorial." *YouTube*, YouTube Video, 2017, www.youtube.com/watch?v=hSo-ldj19k. [10 mins]
- McNamara, Dare. "2. Advanced Qualtrics Tutorial." *YouTube*, YouTube Video, 3 Nov. 2017, www.youtube.com/watch?v=MP6jTcHU_5w. [16 mins]
- Nate Cohn, Nate. "We Gave Four Good Pollsters the Same Raw Data. They Had Four Different Results." 2016, *The New York Times*, www.nytimes.com/interactive/2016/09/20/upshot/the-error-the-polling-world-rarely-talks-about.html. [7 pages]
- Pasek, Josh, and Jon A. Krosnick. 2010. [Optimizing Survey Questionnaire Design in Political Science: Insights from Psychology](#). In *The Oxford Handbook of American Elections and Political Behavior*, eds. Jan E. Leighly and George C. Edwards III. New York: Oxford University Press, p. 27-50. [23 pages]
- Shapiro, Robert Y. "Public Opinion and American Democracy." *Public Opinion Quarterly*, vol. 75, no. 5, 2011, pp. 982–1017. <http://www.jstor.org/stable/41345919>. [35 pages]
- Stalans, L.J. (2012). [Frames, Framing Effects, and Survey Responses](#). In: Gideon, L. (eds) *Handbook of Survey Methodology for the Social Sciences*. Springer, New York, NY. p. 75-90 [15 pages]
- The Home Office. "6. Presenting and communicating uncertainty." *Uncertainty Toolkit for Analysts in Government*. 2020, https://analystsuncertaintytoolkit.github.io/UncertaintyWeb/chapter_6.html [16 pages]
- Van der Bles, Anne Marthe et al. "The Effects of Communicating Uncertainty on Public Trust in Facts and Numbers." *Proceedings of the National Academy of Sciences - PNAS*, vol. 117. no. 14, 2020, pp.7672–7683. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7149229/>. [32 pages]
- Weisberg, H. (2018). "Total Survey Error" In *The Oxford Handbook of Polling and Survey Methods*, eds. Lonna Rae Atkeson, and R. Michael Alvarez. p. 13-27 [14 pages]

Recommended:

- Angrist, Joshua D., and Jörn-Steffen Pischke. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton: Princeton University Press, 2009. JSTOR, <https://doi.org/10.2307/j.ctvc4j72>. (Chapter 3) [84 pages]
- Baker, R., et al. "Summary Report of the AAPOR Task Force on Non-Probability Sampling." *Journal of Survey Statistics and Methodology*, vol. 1, no. 2, 2013, pp. 90–143. (Executive Summary and Sections 1-5) [60 pages]

- Barabas, Jason, et al. "The Question(s) of Political Knowledge." *The American Political Science Review*, vol. 108, no. 4, 2014, pp. 840–55. JSTOR, <http://www.jstor.org/stable/44154197>. [15 pages]
- Barber, Michael, and Jeremy C. Pope. (2019). "Does Party Trump Ideology? Disentangling Party and Ideology in America." *The American Political Science Review*, vol. 113, no. 1, pp. 38-54. ProQuest, <https://doi.org/10.1017/S0003055418000795>. [16 pages]
- Berinsky, Adam J. "Measuring Public Opinion with Surveys." Annual review of political science vol. 20, 2017, pp. 309-329, <https://www-annualreviews-org.ezproxy.cul.columbia.edu/doi/10.1146/annurev-polisci-101513-113724>. [20 pages]
- Butler, Daniel M., and Adam M. Dynes. "How Politicians Discount the Opinions of Constituents with Whom They Disagree." *American Journal of Political Science*, vol. 60, no. 4, 2016, pp. 975–89. JSTOR, <http://www.jstor.org/stable/24877467>. [14 pages]
- Chong, Dennis, and James N. Druckman. "Framing Public Opinion in Competitive Democracies." *The American Political Science Review*, vol. 101, no. 4, 2007, pp. 637–55. JSTOR, <http://www.jstor.org/stable/27644476>. [28 pages]
- Cole, Stephen R, and Elizabeth A STUART. "Generalizing Evidence From Randomized Clinical Trials to Target Populations: The ACTG 320 Trial." *American Journal of Epidemiology*, vol. 172. no. 1, 2010, pp. 107–115. <https://doi-org.ezproxy.cul.columbia.edu/10.1093/aje/kwq084>. [8 pages]
- Daniel M. Butler and David W. Nickerson, "Can Learning Constituency Opinion Affect How Legislators Vote? Results from a Field Experiment", *Quarterly Journal of Political Science*, vol. 6, no. 1, 2011, pp 55-83. <http://dx.doi.org/10.1561/100.00011019> [28 pages]
- Dowdle, Andrew J., et al. "Forecasting Presidential Nominations in 2016: #WePredictedClintonANDTrump." *Political Science and Politics*, vol. 49, no. 4, 2016, pp. 691–95. JSTOR, <http://www.jstor.org/stable/26359704>. [5 pages].
- Gaines, Brian J., et al. "The Logic of the Survey Experiment Reexamined." *Political Analysis*, vol. 15, no. 1, 2007, pp. 1–20. JSTOR, <http://www.jstor.org/stable/25791875>. [20 pages]
- Groves, Robert M., and Emilia Peytcheva. "The Impact of Nonresponse Rates on Nonresponse Bias: A Meta-Analysis." *The Public Opinion Quarterly*, vol. 72, no. 2, 2008, pp. 167–89. JSTOR, <http://www.jstor.org/stable/25167621>. [22 pages]
- Key, V. O. *Public Opinion and American Democracy*. New York (State): Knopf, 1961. pp. 3-17. <https://babel.hathitrust.org/cgi/pt?id=uc1.b4374570&seq=13>. [15 pages]
- Lavrakas, Paul, et al. "The Future of U.S. General Population Telephone Survey Research." *AAPOR Report*, 2017. (including Appendices) [74 pages]
- Lax, Jeffrey R., and Justin H. Phillips. "The Democratic Deficit in the States." *American Journal of Political Science*, vol. 56, no. 1, 2012, pp. 148–66. JSTOR, <http://www.jstor.org/stable/23075149>. [19 pages]
- Lopez-Martin, Juan, Justin H. Phillips, and Andrew Gelman. "Multilevel Regression and Poststratification Case Studies." 2021. <https://bookdown.org/jl5522/MRP-case-studies/introduction-to-mister-p.html> [74 pages]
- Schaffner, Brian F, et al. "Understanding White Polarization in the 2016 Vote for President: The Sobering Role of Racism and Sexism." *Political Science Quarterly*, vol. 133, no. 1, 2018, pp. 9–34, <https://doi.org/10.1002/polq.12737>. [25 pages]
- "The Economist's 2022 House Forecast." *The Economist*, 2022, www.economist.com/interactive/us-midterms-2022/forecast/house/how-this-works. [8 pages]

Assignments and Assessments

The course has four assessments. You can expect to receive a grade and feedback on each assignment within one week of the due date. More details about each assignment, as well as a rubric, can be found in the Canvas site.

Attendance & Class Participation (10%) [L1-L5]

Students are required to attend weekly lecture sessions. In each class, we will aim to clarify and probe the claims, methods, and evidence presented in the readings and to derive key takeaways for practitioners. Preparation for and active participation in our weekly discussions is of the utmost importance to these aims. **Preparation involves more than just doing the readings.** You should come to class having thought about the material and having organized your thoughts. Each week, you should bring questions and points to discuss. Your participation will be evaluated based on your preparation, engagement in class discussions, and contribution to an intellectual community.

Discussion Topic Notes (5%) [L1-L5]

Each week, to facilitate and guide our discussion, you will write a note, no more than one page. Notes are due no later than **3pm the day of class**. The purpose of the note is to share with your classmates a few of the (organized) thoughts you are having about the readings in advance of class. This requires no summarization. In your note, you should pose questions or raise points for class discussion and/or ask clarifying questions about the readings. You will add your note to a collaborative Google document in Canvas. Your notes will be evaluated on a complete/incomplete basis based on your understanding of the readings and the quality of your questions.

Media Poll Evaluation Memo (20%) [L1]

For this assignment, you will write a 1000-1200 word memo evaluating a journalistic article from the past year in which results from a public opinion poll are the main focus. The audience of your memo is an interested colleague who does not have a background in polling and who has asked for your advice about whether to trust the article. The purpose of this memo is to demonstrate your understanding of best practices in polling, what we can (and can't) learn from polling, and to hone your ability to communicate these things to a non-technical audience.

Original Survey (65%) [L2-L5]

Over the course of this class, you will develop, field, and analyze your own original survey and present your results to your classmates. Each step of this process will allow you to put the skills and knowledge you've acquired into practice.

- **Writing your questionnaire (20%) [L2]:** You will write a series of survey questions that address a public opinion topic of your choice. You may either pick an established topic that would benefit from fresh or re-thought questions or an emerging topic in public opinion for which there is little extant polling. Your questions should be accompanied by a brief explanation of why you chose this topic and what need your survey is fulfilling. You will be graded on the extent to which the questions you write will measure what you intend to measure.
- **Fielding your survey (10%) [L2]:** You will program your survey questions into Qualtrics (an online survey platform) and field the survey on a convenience sample. The number of respondents you get will not affect your grade, though you should try to distribute the survey widely. You will be graded on the Qualtrics programming.
- **Presenting your results (10%) [L3, L4]:** Once your survey is out of the field, you will analyze the results in a way that illuminates public opinion on the subject you chose. (Note: you will not be required to weight the sample.) You will present a finding of your choice to the class in a 5 minute talk with slides/deck. You will be graded on the appropriateness of your analysis and graphs and the clarity of your explanations.
- **Reporting your results (25%) [L3, L4, L5]:** Finally, you will write up a full report of your results. The report will include a 500 word memo of takeaways and 1750-2000 word report that covers past research on public opinion concerning your issue, discusses the factors you considered when writing your

questionnaire, reports your results with specifics about your uncertainty analysis, and outlines how different audiences (lawmakers, donors, interest groups) might use this data. You will be graded on the appropriateness of your analysis and graphs, the clarity of your explanations, how accurately you represent your results, and how well your recommendations follow from your results.

Grading

The final grade will be calculated as described below:

FINAL GRADING SCALE

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

Assignment/Assessment	% Weight	Individual or Group/Team Grade
Class Participation	10%	Individual
Discussion Topic Notes	5%	Individual
Media Poll Evaluation Memo	20%	Individual
Original Survey <ul style="list-style-type: none"> ● Writing your questionnaire (20%) ● Fielding your survey (10%) ● Presenting your results (10%) ● Reporting your results (25%) 	65%	Individual

Course Schedule/Course Calendar

Module/Week	Topic	Readings/Resources	Activities/Assignments for this module

<p>Module 1 What do surveys measure and why? (L1)</p>	<ul style="list-style-type: none"> - Why are surveys important? - What do survey responses measure? - How do public opinion and polling interact with elected officials, shape policy, and more? 	<p>Required:</p> <p>John R. Zaller. <i>The Nature and Origins of Mass Opinion</i>. Cambridge University Press, 1992. <i>EBSCOhost</i>, https://search-ebscobhost-com.ezproxy.cul.columbia.edu/login.aspx?direct=true&AuthType=ip&db=e025xna&AN=510947&site=ehost-live&scope=site.</p> <ul style="list-style-type: none"> - Chapters 2 and 3. [47 pages] <p>Erikson, Robert S., and Kent L. Tedin. (2023). <i>American Public Opinion: Its Origins, Content and Impact</i>. Routledge.</p> <ul style="list-style-type: none"> - Chapter 1 [23 pages] <p>Shapiro, Robert Y. "Public Opinion and American Democracy." <i>Public Opinion Quarterly</i>, vol. 75, no. 5, 2011, pp. 982–1017. http://www.jstor.org/stable/41345919. [35 pages]</p> <p>Recommended:</p> <p>Lax, Jeffrey R., and Justin H. Phillips. "The Democratic Deficit in the States." <i>American Journal of Political Science</i>, vol. 56, no. 1, 2012, pp. 148–66. JSTOR, http://www.jstor.org/stable/23075149. [19 pages]</p> <p>Key, V. O. <i>Public Opinion and American Democracy</i>. New York (State): Knopf, 1961. pp. 3-17. https://babel.hathitrust.org/cgi/pt?id=uc1.b4374570&seq=13. [15 pages]</p> <p>Daniel M. Butler and David W. Nickerson, "Can Learning Constituency Opinion Affect How Legislators Vote? Results from a Field Experiment", <i>Quarterly Journal of Political Science</i>, vol. 6, no. 1, 2011, pp 55-83. http://dx.doi.org/10.1561/100.00011019 [28 pages]</p> <p>Butler, Daniel M., and Adam M. Dynes. "How Politicians Discount the Opinions of Constituents with Whom They Disagree." <i>American Journal of Political Science</i>, vol.</p>	<ul style="list-style-type: none"> - Participate in "Getting to Know You Discussion" forum before the week begins - Complete readings and other resources - Complete Discussion Topic Notes - Attend the Class Session - IRB training course if you haven't already
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		60, no. 4, 2016, pp. 975–89. JSTOR, http://www.jstor.org/stable/24877467 . [14 pages]	
Module 2 (L2)	<ul style="list-style-type: none"> - How to write a good survey - Which survey questions accurately measure opinion? - Understanding choices of question wording, priming, answer options, and social desirability bias. 	<p>Required:</p> <p>Erikson, Robert S., and Kent L. Tedin. (2023). <i>American Public Opinion: Its Origins, Content and Impact</i>. Routledge.</p> <ul style="list-style-type: none"> - Chapter 2, Section 2-3 <p>Pasek, Josh, and Jon A. Krosnick. 2010. Optimizing Survey Questionnaire Design in Political Science: Insights from Psychology. In <i>The Oxford Handbook of American Elections and Political Behavior</i>, eds. Jan E. Leighly and George C. Edwards III. New York: Oxford University Press, p. 27-50. [23 pages]</p> <p>Gideon, L. (2012). The Art of Question Phrasing. In: Gideon, L. (eds) <i>Handbook of Survey Methodology for the Social Sciences</i>. Springer, New York, NY. p. 91-107 [17 pages]</p> <p>Stalans, L.J. (2012). Frames, Framing Effects, and Survey Responses. In: Gideon, L. (eds) <i>Handbook of Survey Methodology for the Social Sciences</i>. Springer, New York, NY. p. 75-90 [15 pages]</p> <p>Glynn, Adam N. "What can we learn with statistical truth serum? Design and analysis of the list experiment." <i>The Public Opinion Quarterly</i>, vol. 77, 2013, pp. 159–72. JSTOR, http://www.jstor.org/stable/24545692. [13 pages]</p> <p>Recommended:</p> <p>Barber, Michael, and Jeremy C. Pope. (2019). "Does Party Trump Ideology? Disentangling Party and Ideology in America." <i>The American Political Science Review</i>, vol. 113, no. 1, pp. 38-54. ProQuest,</p>	<ul style="list-style-type: none"> - Complete readings and other resources - Complete Discussion Topic Notes - Attend the Class Session - Begin searching for an article to evaluate for the Media Poll Evaluation Memo - Begin working on Original survey questionnaire

		<p>https://doi.org/10.1017/S0003055418000795. [16 pages]</p> <p>Chong, Dennis, and James N. Druckman. "Framing Public Opinion in Competitive Democracies." <i>The American Political Science Review</i>, vol. 101, no. 4, 2007, pp. 637–55. JSTOR, http://www.jstor.org/stable/27644476. [28 pages]</p>	
<p>Module 3 (L2)</p>	<p>Fielding a Survey</p> <p>Probability-based sampling, plummeting response rates, and the increased use of online panels</p>	<p>Required:</p> <p>Erikson, Robert S., and Kent L. Tedin. (2023). <i>American Public Opinion: Its Origins, Content and Impact</i>. Routledge.</p> <ul style="list-style-type: none"> - Chapter 2, Section 2-2 <p>Weisberg, H. (2018). "Total Survey Error" In <i>The Oxford Handbook of Polling and Survey Methods</i>, eds. Lonna Rae Atkeson, and R. Michael Alvarez. p. 13-27 [14 pages]</p> <p>Ansolebehere, Stephen, and Brian F. Schaffner. (2018).. "Taking the Study of Political Behavior Online" In <i>The Oxford Handbook of Polling and Survey Methods</i>, eds. Lonna Rae Atkeson, and R. Michael Alvarez. p. 76-96 [20 pages]</p> <p>Gelman, Andrew, and David Rothschild. (2014, Aug 4). Modern Polling Needs Innovation, Not Traditionalism. <i>The Washington Post</i>, www.washingtonpost.com/news/monkey-cage/wp/2014/08/04/modern-polling-requires-both-sampling-and-adjustment/. [3 pages]</p> <p>Gelman, Andrew, Jennifer Hill, and Aki Vehtari. <i>Regression and Other Stories</i>. Cambridge: Cambridge University Press, 2020. Chapter 16: Sections 16.1, 16.2, and 16.3 (p. 291-301) [10 pages]</p> <p>McNamara, Dare. "1. Qualtrics Beginner Tutorial." <i>YouTube</i>, YouTube Video, 2017,</p>	<ul style="list-style-type: none"> - Complete readings and other resources - Complete Discussion Topic Notes - Attend the Class Session - Original survey questionnaire due - Keep working on Media Poll Evaluation Memo

		<p>www.youtube.com/watch?v= hSo-ldj19k. [10 mins]</p> <p>McNamara, Dare. "2. Advanced Qualtrics Tutorial." <i>YouTube</i>, YouTube Video, 3 Nov. 2017, www.youtube.com/watch?v=MP6jTcHU_5w. [16 mins]</p> <p>Recommended:</p> <p>Berinsky, Adam J. "Measuring Public Opinion with Surveys." Annual review of political science vol. 20, 2017, pp. 309-329, https://www-annualreviews-org.ezproxy.cul.columbia.edu/doi/10.1146/annurev-polisci-101513-113724. [20 pages]</p> <p>Groves, Robert M., and Emilia Peytcheva. "<u>The Impact of Nonresponse Rates on Nonresponse Bias: A Meta-Analysis.</u>" <i>The Public Opinion Quarterly</i>, vol. 72, no. 2, 2008, pp. 167–89. JSTOR, http://www.jstor.org/stable/25167621. [22 pages]</p> <p>Lavrakas, Paul, et al. "<u>The Future of U.S. General Population Telephone Survey Research.</u>" <i>AAPOR Report</i>, 2017. (including Appendices) [74 pages]</p> <p>Baker, R., et al. "<u>Summary Report of the AAPOR Task Force on Non-Probability Sampling.</u>" <i>Journal of Survey Statistics and Methodology</i>, vol. 1, no. 2, 2013, pp. 90–143. (Executive Summary and Sections 1-5) [60 pages]</p>	
Module 4 (L3)	Analyzing Survey Results Weighting respondents Assessing results' external validity	<p>Required:</p> <p>Baker, R., et al. "<u>Summary Report of the AAPOR Task Force on Non-Probability Sampling.</u>" <i>Journal of Survey Statistics and Methodology</i>, vol. 1, no. 2, 2013, pp. 90–143. (Sections 6&7) [36 pages]</p> <p>Gelman, Andrew, Jennifer Hill, and Aki Vehtari. <i>Regression and Other Stories</i>. Cambridge:</p>	<ul style="list-style-type: none"> - Complete readings and other resources - Complete Discussion Topic Notes - Attend the Class Session - Original survey questionnaire should be programmed in Qualtrics. Submit a test link. Begin

	<p>Determining correlation with regression.</p>	<p>Cambridge University Press, 2020. Chapter 4, 6, 7, 17.1 [50 pages]</p> <p>Recommended: Mercer, A., Lau, A., & Kennedy, C. (2018, January 26). For Weighting Online Opt-In Samples, What Matters Most? <i>Pew Research Center Methods</i>. https://www.pewresearch.org/methods/2018/01/26/for-weighting-online-opt-in-samples-what-matters-most/ [6 pages]</p> <p>Cole, Stephen R, and Elizabeth A STUART. "Generalizing Evidence From Randomized Clinical Trials to Target Populations: The ACTG 320 Trial." <i>American Journal of Epidemiology</i>, vol. 172. no. 1, 2010, pp. 107–115. https://doi.org.ezproxy.cul.columbia.edu/10.1093/aje/kwq084. [8 pages]</p> <p>Angrist, Joshua D., and Jörn-Steffen Pischke. <i>Mostly Harmless Econometrics: An Empiricist's Companion</i>. Princeton: Princeton University Press, 2009. <i>JSTOR</i>, https://doi.org/10.2307/j.ctvc4j72. (Chapter 3) [84 pages]</p>	<p>fielding your survey after test link approval.</p> <ul style="list-style-type: none"> - Keep working on Media Poll Evaluation Memo
<p>Module 5 (L4)</p>	<p>Presenting and communicating survey results</p> <p>Data visualization</p> <p>Anticipating your audience</p>	<p>Required: Gelman, Andrew, Jennifer Hill, and Aki Vehtari. <i>Regression and Other Stories</i>. Cambridge: Cambridge University Press, 2020. Chapter 2: Sections 2.3 and 2.4. Chapter 11: Sections 11.2, 11.3 [15 pages]</p> <p>The Home Office. "6. Presenting and communicating uncertainty." <i>Uncertainty Toolkit for Analysts in Government</i>. https://analystsuncertaintytoolkit.github.io/UncertaintyWeb/chapter_6.html [16 pages]</p> <p>Van der Bles, Anne Marthe et al. "The Effects of Communicating Uncertainty on Public Trust in Facts and Numbers." <i>Proceedings</i></p>	<ul style="list-style-type: none"> - Complete readings and other resources - Complete Discussion Topic Notes - Attend the Class Session - Media Poll Evaluation Memo due

		<p>of the National Academy of Sciences - PNAS, vol. 117. no. 14, 2020, pp.7672–7683. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7149229/. [32 pages] “Data Visualization with Ggplot2.” Datacarpentry.org, 2023, https://datacarpentry.org/R-ecology-lesson/04-visualization-ggplot2.html. [23 pages] “How to Recreate Pew Opinion Graphs with Ggplot2 in R.” R Functions and Packages for Political Science Analysis, 2022, https://rforpoliticalscience.com/2022/06/02/recreate-pew-opinion-graphs-with-ggplot-in-r/. [12 pages]</p>	
Module 6 (L3)	<p>Surveys and inference</p> <p>Election forecasting</p> <p>Causal effects from survey experiments</p>	<p>Required:</p> <p>Erikson, Robert S., and Kent L. Tedin. (2023). <i>American Public Opinion: Its Origins, Content and Impact</i>. Routledge. - Chapter 2: Section 2-4</p> <p>Gelman, Andrew, and Gary King. “Why Are American Presidential Election Campaign Polls so Variable When Votes Are so Predictable?” <i>British Journal of Political Science</i>, vol. 23, no. 4, 1993, pp. 409–51. JSTOR, http://www.jstor.org/stable/194212. [42 pages]</p> <p>Kennedy, Courtney, et al. “An Evaluation of the 2016 Election Polls in the United States.” <i>Public Opinion Quarterly</i>, vol. 82, no. 1, 2018, pp. 1–33, https://doi.org/10.1093/poq/nfx047. [33 pages]</p> <p>Nate Cohn, Nate. “We Gave Four Good Pollsters the Same Raw Data. They Had Four Different Results.” 2016, The New York Times, www.nytimes.com/interactive/2016/09/20/upshot/the-error-the-</p>	<ul style="list-style-type: none"> - Complete readings and other resources - Complete Discussion Topic Notes - Attend the Class Session - Present preliminary survey results in class - Begin work on full report of survey results

		<p>polling-world-rarely-talks-about.html. [7 pages]</p> <p>Barabas, Jason. and Jennifer Jerit. “<u>Are Survey Experiments Externally Valid?</u>” <i>The American Political Science Review</i>, vol. 104, no. 2, 2010, pp. 226–42. JSTOR, http://www.jstor.org/stable/40863718. [16 pages]</p> <p>Recommended:</p> <p>“The Economist’s 2022 House Forecast.” <i>The Economist</i>, 2022, www.economist.com/interactive/us-midterms-2022/forecast/house/how-this-works. [8 pages]</p> <p>Dowdle, Andrew J., et al. “Forecasting Presidential Nominations in 2016: #WePredictedClintonANDTrump?”. <i>Political Science and Politics</i>, vol. 49, no. 4, 2016, pp. 691–95. JSTOR, http://www.jstor.org/stable/26359704. [5 pages].</p> <p>Gaines, Brian J., et al. “The Logic of the Survey Experiment Reexamined.” <i>Political Analysis</i>, vol. 15, no. 1, 2007, pp. 1–20. JSTOR, http://www.jstor.org/stable/25791875. [20 pages]</p>	
<p>Module 7 (L2, L3)</p>	<p>Contemporary issues in public opinion and polling</p> <p>Measuring racist and sexist attitudes</p> <p>Estimating opinions of subnational populations</p> <p>Ethical concerns</p>	<p>Required:</p> <p>Carmines, Edward G., et al. “<u>On the Meaning, Measurement, and Implications of Racial Resentment.</u>” <i>The Annals of the American Academy of Political and Social Science</i>, vol. 634, 2011, pp. 98–116. JSTOR, http://www.jstor.org/stable/29779397. [18 pages]</p> <p>Glick, Peter, and Susan T Fiske. “The Ambivalent Sexism Inventory: Differentiating Hostile and Benevolent Sexism.” <i>Journal of personality and social psychology</i> vol. 70. no. 3, 1996, 491–512. https://psycnet-apa-org.ezproxy.cul.columbia.edu/full</p>	<ul style="list-style-type: none"> - Complete readings and other resources - Complete Discussion Topic Notes - Attend the Class Session - Final survey report due.

		<p>text/1996-03014-006.pdf [21 pages]</p> <p>Lax, Jeffrey R., and Justin H. Phillips. “How Should We Estimate Public Opinion in the States?” <i>American Journal of Political Science</i>, vol. 53, no. 1, 2009, pp. 107–21. JSTOR, http://www.jstor.org/stable/25193870. [14 pages]</p> <p>AAPOR. “AAPOR Code of Professional Ethics and Practices.” AAPOR, 2021, https://www-archive.aapor.org/Standards-Ethics/AAPOR-Code-of-Ethics.aspx [8 pages]</p> <p>Recommended:</p> <p>Barabas, Jason, et al. “The Question(s) of Political Knowledge.” <i>The American Political Science Review</i>, vol. 108, no. 4, 2014, pp. 840–55. JSTOR, http://www.jstor.org/stable/44154197. [15 pages]</p> <p>Lopez-Martin, Juan, Justin H. Phillips, and Andrew Gelman. “Multilevel Regression and Poststratification Case Studies.” 2021. https://bookdown.org/j15522/MRP-case-studies/introduction-to-mister-p.html [74 pages]</p> <p>Schaffner, Brian F, et al. “Understanding White Polarization in the 2016 Vote for President: The Sobering Role of Racism and Sexism.” <i>Political Science Quarterly</i>, vol. 133, no. 1, 2018, pp. 9–34, https://doi.org/10.1002/polq.12737. [25 pages]</p>	
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Course Policies

Our Classroom Community

One of my goals for this course is to create, for you and with you, an intellectual community that fosters honest inquiry and rigorous debate and that is welcoming and inclusive to us all. I ask that you approach our class discussions in the spirit of mutual respect, both for our ideas and beliefs and for our diverse backgrounds and

experiences. This will serve us well as we learn from each other. If you have suggestions for how to improve our community, I welcome you to share them with me.

Participation and Attendance

I expect you to actively participate in our class discussions of the weekly readings, and I look forward to your thoughts and questions. **Preparation involves more than simply doing the readings.** Please come to class having organized your thoughts, with questions and points to discuss, and with a willingness to actively listen to your peers. If you need to miss a class for any reason, please discuss the absence with me in advance.

Late work

Work that is not submitted on the due date noted in the course syllabus will be downgraded 1/3 a grade every day until you turn it in (e.g., from a B+ to a B). However, I understand that circumstances occasionally may arise that prevent you from making a deadline. If you anticipate needing to move a due date, please let me know in advance by email.

Citation & Submission

All written assignments must use standard citation format (e.g., MLA, APA, Chicago), cite sources, and be submitted to the course website, not via email.

School and University Policies and Resources

Copyright Policy

Please note—Due to copyright restrictions, online access to this material is limited to instructors and students currently registered for this course. Please be advised that by clicking the link to the electronic materials in this course, you have read and accept the following:

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

Academic Integrity

Columbia University expects its students to act with honesty and propriety at all times and to respect the rights of others. It is fundamental University policy that academic dishonesty in any guise or personal conduct of any sort that disrupts the life of the University or denigrates or endangers members of the University community is unacceptable and will be dealt with severely. It is essential to the academic integrity and vitality of this community that individuals do their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based. Academic honesty in class assignments and exams is expected of all students at all times.

SPS holds each member of its community responsible for understanding and abiding by the SPS Academic Integrity and Community Standards posted at <https://sps.columbia.edu/students/student-support/academic-integrity-community-standards>. You are required to read these standards within the first few days of class. Ignorance of the School's policy concerning academic dishonesty shall not be a defense in any disciplinary proceedings.

Diversity Statement

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

Accessibility

Columbia is committed to providing equal access to qualified students with documented disabilities. A student's disability status and reasonable accommodations are individually determined based upon disability documentation and related information gathered through the intake process. For more information regarding this service, please visit the University's Health Services website: <https://health.columbia.edu/content/disability-services>.

Class Recordings

All or portions of the class may be recorded at the discretion of the Instructor to support your learning. At any point, the Instructor has the right to discontinue the recording if it is deemed to be obstructive to the learning process.

If the recording is posted, it is confidential and it is prohibited to share the recording outside of the class.

SPS Academic Resources

The Division of Student Affairs provides students with academic counseling and support services such as online tutoring and career coaching: <https://sps.columbia.edu/students/student-support/student-support-resources>.

Columbia University Information Technology

Columbia University Information Technology (CUIT) provides Columbia University students, faculty and staff with central computing and communications services. Students, faculty and staff may access University-provided and discounted software downloads.

Columbia University Library

Columbia's extensive library system ranks in the top five academic libraries in the nation, with many of its services and resources available online.

The Writing Center

The Writing Center provides writing support to undergraduate and graduate students through one-on-one consultations and workshops. They provide support at every stage of your writing, from brainstorming to final drafts. If you would like writing support, please visit the following site to learn about services offered and steps for scheduling an appointment. This resource is open to Columbia graduate students at no additional charge. Visit <http://www.college.columbia.edu/core/uwp/writing-center>.

Career Design Lab

The Career Design Lab supports current students and alumni with individualized career coaching including career assessment, resume & cover letter writing, agile internship job search strategy, personal branding, interview skills, career transitions, salary negotiations, and much more. Wherever you are in your career journey, the Career Design Lab team is here to support you. Link to <https://careerdesignlab.sps.columbia.edu/>

Netiquette

Online sessions in this course will be offered through Zoom, accessible through Canvas. A reliable Internet connection and functioning webcam and microphone are required. It is your responsibility to resolve any known technical issues prior to class. Your webcam should remain turned on for the duration of each class, and you should expect to be present the entire time. Avoid distractions and maintain professional etiquette.

Please note: Instructors may use Canvas or Zoom analytics in evaluating your online participation.

More guidance can be found at: https://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Netiquette is a way of defining professionalism for collaborations and communication that take place in online environments. Here are some Student Guidelines for this class:

- Avoid using offensive language or language that is not appropriate for a professional setting.
- Do not criticize or mock someone's abilities or skills.
- Communicate in a way that is clear, accurate and easy for others to understand.
- Balance collegiality with academic honesty.
- Keep an open-mind and be willing to express your opinion.
- Reflect on your statements and how they might impact others.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.