

**AEB 6817**  
**Survey Research Methods for Economists**  
**Spring 2016**

**Class Details**

Class Meets Tuesday 8:30 am – 10:25 am, Thursday 9:35 am – 10:25 am  
Room: MCCB 3086 on Tuesday and Rinker 106 on Thursday

**Instructor Details**

Dr. Lisa House  
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**Office hours:**

Thursdays 10:30 am – noon.

These represent times that we should be available; however, feel free to knock on our doors anytime. If possible, we will gladly meet with you. Feel free to call, e-mail, or talk to us before or after class to set up an appointment. You do not need an appointment, but that way you can make sure we are there when it is convenient for you. Many students find e-mail is an easy, fast way to ask questions.

**Course Description:**

This course introduces students to the history, theories, and methods of survey research. The course focuses on the design, development, execution, and analysis of surveys and related research methods. In particular, survey sampling, question construction, questionnaire design, interviewing techniques, survey data analysis, and research ethics will be covered. Multiple survey modes – in-person, mail, internet, and telephone – will be included. Additionally, focus groups and sensory evaluation data collection methods will be covered.

**Course Objectives:**

- To provide students with an in-depth understanding of the survey research process as it is used in economics and marketing research.
- For students to learn how to develop research questions and hypotheses, draw samples, design questionnaires, manage survey data collection and data processing.
- To learn how to design and implement a survey (in-person, mail, internet and telephone), focus groups, and sensory evaluation data collection methods.
- To learn how to analyze survey data and present the results.
- To learn about survey research firms, the services they offer and how to work with them.

**Required texts:**

Blair, J., R. Czaja, and E. Blair. *Designing Surveys: A Guide to Decisions and Procedures*, 3<sup>rd</sup> edition, Sage, 2014.

**Recommended texts:**

Fowler, F. *Survey Research Methods*. 5<sup>th</sup> edition. Sage, 2014.

Singleton, R. and B. Straits. *Approaches to Social Research*, 5<sup>th</sup> edition. Oxford University Press, New York, 2009.

Dillman, D., J. Smyth, and L. Christian. *Internet, Mail and Mixed-Mode Surveys*. New York: John Wiley & Sons, Inc., 2008.

Other readings will be placed on reserve.

Course readings will be announced in class. It is each student responsibility to read the material prior to class, if you miss a class, make sure you get the reading for the next session before you return. Brief quizzes over the readings will be assigned either prior to class online or when the reading is due.

### Grading and Activities

The scale used will be:

	A	93% or above	A-	90-92.9%
B+	B	83-86.9%	B-	80-83.9%
C+	C	73-76.9%	C-	70-73.9%
D+	D	63-66.9%	D-	60-63.9%
E		Less than 60%		

### Grading Summary

In-Class Activities and Homework	30%
Quizzes	27%
Questionnaire development	13%
Final project	30%
Total	100%

### ***In-class activities & Homework***

In-class activities will be a regular occurrence (mostly on Tuesdays). These in-class activities will be a major part of your grade and can't be made up as they will be part of the class time. If you miss class for a documented, excused absence (illness with note from doctor; school sponsored activity with letter from advisor, etc.), you will be able to make up the project on your own time and turn it in before the next class period. Homework will typically be assigned one period and due the next class period as many of our projects build from one step to the next (again, if you miss class, it is important to check in to see what is due next).

### ***Quizzes***

There will be four quizzes during the semester instead of a midterm or final exam. Quiz dates will be announced at least one week in advance.

### ***Questionnaire Development:***

Design a survey questionnaire. You will be given a topic (or you may suggest one of your own) and method of data collection. After we finish discussing question writing, we will take one Tuesday off class meetings to give you extra time to develop your questionnaire. When we return to class, you will present your questionnaire to the class and identify what the goals and objectives of your survey is. You can choose to work individually, or as pairs (no groups of three will be allowed unless we have an uneven number in the class and nobody chooses to work alone).

### ***Project:***

You will be responsible for finding a publically available dataset for this project. During the second half of the semester, we will work on this dataset as well as methods for analyzing survey data. We will give specific assignments related to this project that will culminate in you presenting the results from your analysis of the data in class on one of the last two Tuesdays. More details will be given out during the term. Again, you can choose to work individually, or as pairs (no groups of three will be allowed unless we have an uneven number in the class and nobody chooses to work alone).

Schedule:

- I. Introduction
  - a. Discuss course objectives, schedule, projects, and student code of conduct.
  - b. Blair, Czaja, and Blair, Chapter 1
- II. Ethical Issues in Survey Research
  - a. Singleton and Straits, Chapter 3
  - b. American Association for Public Opinion Research. "Best Practices for Survey and Public Opinion." <http://www.aapor.org/AAPORKentico/Standards-Ethics/Best-Practices.aspx>
  - c. Chase, Alston. "Harvard and the Making of the Unabomber." *The Atlantic Monthly*, Vol. 285, no. 6, June 2000, pages 41-65.  
<http://www.theatlantic.com/past/docs/issues/2000/06/chase.htm>
  - d. Shea, Christopher. "Don't Talk to the Humans: The Crackdown on Social Science Research." *Lingua Franca* 10/6 (Sept. 2000), <http://mailer.fsu.edu/%7Enjumonvi/irb-article.htm>
  - e. Seiber, Joan. "Summary of Human Subjects Protection Issues Related to Large Sample Surveys." NCJ 187692, <http://bjs.ojp.usdoj.gov/content/pub/pdf/shspirls.pdf>
- III. Survey Methods
  - a. Blair, Czaja, and Blair, Chapters 3-4
  - b. Wellner, A.S. 2002 "Watch Me Now," pS1-S8 in *Ethnographic Research*. October 2002.  
<http://campus.udayton.edu/~jrs/intro/readings/ethnography%20in%20behavior%20and%20research.pdf>
- IV. Sampling
  - a. Blair, Czaja, and Blair, Chapters 5-7
  - b. Fink, A. 1995. "Commonly Used Probability and Nonprobability Sampling Methods," Page 23 in *How to Sample in Surveys*, Newbury Park, CA: Sage Publications, Inc.
- V. Designing Survey Questions
  - a. Blair, Czaja, and Blair, Chapters 8-10
  - b. Focus Groups, Krueger, Chapter 1;
  - c. Fink, A. 2013. "The Survey Form: Questions, Scales, and Appearance," p29-56, chapter 2 in *How to Conduct Surveys: A Step by Step Guide*. Thousand Oaks, CA: Sage Publications, Inc.
  - d. Babbie, E. 1995. "Indexes, Scales and Typologies," p176-185 in *The Practice of Social Research*, 7<sup>th</sup> ed. Belmont, CA: Wadsworth Publishing Company.
- VI. Pre-testing
  - a. Blair, Czaja, and Blair, Chapter 10
- VII. Coding and Data Analysis
  - a. Fowler, F. *Survey Research Methods*, Chapter 9
  - b. Singleton and Straits, Chapter 16
- VIII. Writing Reports
  - a. Alreck, P. and R. Settle. *The Survey Research Handbook*, Third Edition. 2003.

## *University Policies*

### **Academic Honesty, Software Use, Services for Students with Disabilities, UF Counseling Services**

The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF.

As a result of completing the registration form at the University of Florida, every student has signed the following statement:

*“I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”*

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied:

*“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is to be assumed all work will be completed independently unless the assignment is defined as group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

### **Software Use:**

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

### **Campus Helping Resources**

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.

1. *University Counseling Center*, 301 Peabody Hall, 392-1575; personal and career counseling: [www.counsel.ufl.edu](http://www.counsel.ufl.edu)
2. *Student Mental Health*, Student Health Care Center, 392-1171, personal counseling: [www.hsc.ufl.edu/shcc/smhs.htm](http://www.hsc.ufl.edu/shcc/smhs.htm)
3. *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161, sexual assault counseling; and
4. *Career Resource Center*, Reitz Union, 392-1601, career development assistance and counseling.

### **Students with Disabilities Act**

The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faulty-student disability related issues. *Dean of Students Office*, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu).