Public Administration 586  
The History of Survey Methodology  

*Fall Semester 2005  
Tuesday 6:00 – 9:00 p.m.  
08/23/08 to 10/11/05*

**Instructor**  
Allyson L. Holbrook, PhD  
E-mail: allyson@uic.edu  
627 CUPPA Hall  
Office Phone: 996-0471  
Office Hours: By Appointment

**Course Overview and Objectives:**  
This course provides an overview of important events that have shaped modern survey research. Students will gain an understanding of the disciplines from which survey research draws and learn how survey research and methodology have been influenced by social and political events in the last century.

**Course Policies:**

**Readings:** Please do the assigned readings before they are discussed in class.

**Assignments and Projects:** All assignments must be typed with grammar and spelling checked. Students should retain copies of materials submitted. There are three projects in this course, a timeline, a biography, and a final paper.

**Deadlines:** All assignments are due at the beginning of class on the day they are due. Students will lose 10% credit for each day that an assignment is late.

**Extensions for assignments:** Extensions for assignments are at the discretion of the instructors and should be requested *before* the deadline. Emergencies will be considered on a case-by-case basis. If you have a question about an extension, please *talk to me*.

**Plagiarism or cheating:** Don’t do it. It’s not worth it. Guidelines regarding academic integrity at UIC are available online <http://www.uic.edu/depts/sja/integrit.htm>, and sanctions for academic dishonesty are also available <http://www.uic.edu/depts/sja/chpt3.htm#3>. Please don’t put me in a position where I need to learn more about these policies.

**Attendance:** Points will be assigned based on attendance and participation. If you must miss a class, please let the instructors know in advance. Class attendance is strongly encouraged.
Active involvement in class is also expected. If your final grade is on the border, a subjective assessment of your class participation may be used to make final adjustments.

Readings

Many of the readings for this course are available online. Other readings will be made available to students as necessary.

Assignments and Grading

Assignments:

Timeline: Over the course of the first 5-6 weeks, we will, as a class, create a timeline of important events since 1900 that influenced the development of survey methods. When the timeline is finished, each event will be assigned to a student who is to write a brief paragraph describing the event and its significance. These will then be compiled into an annotated timeline.

Biography: Choose one influential person from modern survey methods research (since 1960). Read at least 2 articles that they have written. Write a 2-page biography of the researcher. Include some information about their background, experience, and education as well as a discussion of their work and contributions to survey research.

Thought paper: One reason to explore the past is that it gives us insight into the future. Write a 2-3 page paper describing what survey research will be like in the year 2050. How will our methods for conducting surveys have changed? What new challenges might we face?

Survey comparison: Choose a survey conducted before 1950 and one conducted since 1980 (ideally, the surveys would be on similar topics, conducted by the same organization, or even part of a longitudinal data collection effort). Compare and contrast the methodologies of the two surveys. How are they similar and different? How do changes over time reflect developments in survey methodology?

Event analysis: One of the events identified for the class timeline assignment. Write a 4-5 page paper describing the event and analyzing its impact on modern survey research.

Due dates: The individual time-line assignment is due October 4. All other assignments are to be completed at the students’ discretion at some point during the semester. Students are strongly encouraged not to wait until the final week to complete all assignments.
Grades:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline (class participation)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Timeline (individual writing)</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Biography</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Event Analysis</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Thought Paper</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Survey Comparison</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Class participation/discussion</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Readings:

Required readings in **bold**.

August 23: Week 1: Introduction; Pre 20th Century


August 30: Week 2: Early 1900’s: 1900-1930


September 6: Week 3: 1930-1945


September 13: Week 4: 1940-1960


September 27: Week 6: 2000 Election: Lessons learned and Implications


October 4: Week 7: AAPOR

Individual timeline paragraphs due

Selected readings from: Sheatsley, P. B., and Mitofsky, W. J. (1992). A meeting place. AAPOR.

October 11: Week 8: Summing up and looking forward.

Reading: TBA

Annotated timeline distributed