

TEACHING PORTFOLIO

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TEACHING STATEMENT

Teaching Philosophy

I consider the opportunity to work as an educator an immense privilege. For me, teaching is a collaborative exercise undertaken with my students, requiring mutual trust, respect and effort to accomplish our goals. Across a variety of classes, I attempt to accomplish three tasks: (1) demystify politics and move from disinterest to engagement; (2) help improve students' communication and comprehension skills; and (3) foster an environment of inclusive, active, and student-led engagement. My goal is that all students, not merely those who wish to pursue a career in political science, will develop tangible skills that they can apply across their professional and personal lives.

I often find that students, particularly those in introductory classes, feel confused and disenchanted with politics. Often, this is because they feel that politics is inaccessible or irrelevant to their everyday lives. To combat this, in my *Introduction to American Federal Government* (Summer 2022), I incorporated discussions of current events into my lectures. For instance, in the wake of the Supreme Court ruling in *Dobbs v. Jackson Women's Health Organization*, the students and I discussed how our federal system of government means that individual access to abortion services will vary across state lines in a post-Roe world. Likewise, I used the ongoing debate over felon disenfranchisement in their home state of Florida to discuss the principles of democracy and popular sovereignty. In upper level courses, I continue this active engagement through hands-on classroom simulations. For instance, when an effort was undertaken to "repeal and replace," the Affordable Care Act, I had students attempt to design their ideal health care system. I then assigned students to various roles, and we roleplayed out how and why their prospective plans would or would not pass. This allows students to connect their own ideas to the institutional mechanisms at play in politics. I have found that my willingness to teach concepts in multiple ways has helped avoid student frustration and increased engagement.

Aside from my own communication, I also endeavor to improve students' communication and comprehension using proven pedagogical techniques. I believe that all courses provide an opportunity to practice communication skills that students will utilize in whatever careers they pursue. To achieve this, I always include a class dedicated to the topic "How to write an effective essay." Because my students come from diverse backgrounds and school systems, I am cognizant that not all students have been effectively instructed in how to write a college-level essay. Walking students through this topic in class--as well as providing them additional office hours in the first weeks of class to stop by and workshop their theses--has resulted in significant improvements in writing quality across the course of the semester. In addition to written communication skills, I also work explicitly on teaching students how to comprehend and synthesize academic writing. In my upper-level courses, I use an entire class period demonstrating how to effectively read a political science article, improving student comprehension and subsequent class discussions.

My third primary goal is encouraging a collaborative and equitable environment where students take ownership of their academic progress. In so doing, I am aware of how gender, racial, and economic disparities might impact students' experiences, and try to combat these challenges holistically. This includes designing my courses at little to no cost and providing multiple

modalities of instruction which appeal to students with different learning styles. Through the use of library reserves and open access material, I am able to design my syllabi at a very low cost, as I am aware of the strain that the cost of course materials can place on socioeconomically disadvantaged students.

Second, my courses utilize a large amount of peer-teaching, and I make group discussions and projects a cornerstone of my courses. Especially when dealing with more advanced political science texts, having the ability to read the texts on their own; listen to a lecture; and discuss among themselves increases both comprehension and engagement. For instance, in my undergraduate *Research Methods* course, I assign students to small groups and provide time in class to collaboratively explore a research topic, develop a research question, and design a proposal to answer this question. Students who are more reticent to participate in front of the entire class have remarked that they feel encouraged to partake in smaller group discussions and learn from their classmates. Ultimately, I have found that classrooms where more students participate are more equitable, more enjoyable, and more successful for both student and instructor.

Teaching Experience

At the University of Florida (UF), I have had the opportunity to teach both introductory and advanced undergraduate courses in political science, as well as a graduate level course on epistemology. In my *Introduction to American Federal Government* courses (Summer 2022; Spring 2023), I organize the course around the question of democratic stability and quality in the United States. Throughout the course, the students and I examine the interaction between political institutions, political behavior, and political outcomes, with special attention to the fundamental tension between liberalism and white supremacy across American politics. I also developed and taught a new upper-level political science course on the unique evolution of the American state, *Race in American Political Development* (Spring 2020, Spring 2023) with a focus on questions of how racial hierarchies and political culture shaped the development of policy and political outcomes. In my current position as Visiting Lecturer, I also will teach two semesters of *Research Methods* (Fall 2022, Spring 2023), providing an introduction to positivist social science research through class discussions on epistemology, group research projects, and lab work in R. Finally, as an instructor for a graduate level course on *Conduct of Inquiry*, I introduce first semester Master's students to the fundamentals of research design and knowledge generation.

Beyond this individually led course, I also served as a teaching assistant for multiple semesters of *American Federal Government* and *Introduction to Comparative Politics*. Each semester, I designed and taught weekly discussions for two class sections and was also responsible for grading their written assignments. I also had the opportunity to guest lecture in a variety of courses at UF, including a presentation on *Causal Leverage in Survey Experiments* at the graduate level, as well as lectures on *An Introduction to Public Opinion Polling* and *Measuring Emotions in Politics* at the undergraduate level.

I am deeply committed to becoming the best educator I can be. I believe that my previous experiences have prepared me to teach a wide variety of courses at the university level, and that my enthusiasm and love for the profession is evident. Yet just as I hope to instill in my students a culture of lifelong learning, I too hope to continue to learn and grow as an instructor and partner in higher education.

SUMMARY OF TEACHING EFFECTIVENESS

James J. Fahey

This document provides a summary of completed teaching evaluations for course evaluations from the University of Florida. The items are scored using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). College averages are included in parentheses for ease of comparison. Complete student evaluations can be sent upon request. The following page provides selected responses for these courses. Asterisks (*) indicate lead instructor of record for the course. All other courses included mandatory discussion sections for which I was responsible.

Table 1: Summary of Course Evaluations

Course	The instructor was enthusiastic about the course.	The instructor fostered a positive learning environment that engaged students.	Overall Rating	N
<i>American Political Development*</i> (POS 4931)	4.88 (4.48)	4.85 (4.33)	4.83 (4.28)	26
<i>American Federal Government*</i> (POS 2041)	4.79 (4.55)	4.76 (4.43)	4.7 (4.3)	29
<i>American Federal Government</i> (POS 2041)	5.00 (4.55)	4.7 (4.5)	4.9 (4.38)	20
<i>Intro to Comparative Politics</i> (CPO 2001)	4.95 (4.47)	4.8 (4.43)	4.9 (4.3)	20
<i>American Federal Government</i> (POS 2041)	4.6 (4.45)	4.8 (4.42)	4.6 (4.26)	15
<i>American Federal Government</i> (POS 2041)	4.78 (4.42)	4.55 (4.27)	4.52 (4.21)	47

SELECTED STUDENT COMMENTS

Instructor of Record--American Political Development (POS 4931)

- James was incredibly knowledgeable about the course topics and was very skilled in reframing the ideas so that every student could understand. That was something that I appreciated about his teaching style, that he ensured that the entire class understood the important topics and would ask questions and rephrase until we could participate in discussion. He also did a great job of balancing lecturing and class participation, including general group discussion and small group work. These factors helped me personally understand topics, as I was encouraged to partake in class discussions, and learned from my classmates. I think James also has been very organized, professional and

understanding in the shift to online for the rest of the semester. He sent out a changed syllabus and explained which assignment would be changed by the new format and his expectations. I had very few questions and felt that he has always been very clear of what he expected out of students for the course. I would absolutely take another course in the future taken by James Fahey.

- He was knowledgeable about the subjects and always asked if we needed a complex concept to be explained differently, which really helped. Professor Fahey was truly always on the ball, responding quickly to any questions I had either in person or via email. After our class was switched to online, he was the professor that truly made the switch as easy on the students as possible. Because of his amazing work, I never stressed about learning from home. Professor Fahey also always tied our lectures to current events, which was extremely helpful! Very rarely have instructors from the political science department taught in a way that made me feel like I was actually growing with the material. UF is lucky to have him!
- What I loved about taking this class with Mr. Fahey were the class discussions we would have and the group work we could occasionally do. Discussing the course material as a class and with other classmates helps me learn better and understand the main takeaways from the reading. Mr. Fahey was also always clear about expectations and open to answering any questions I had too. One of the most useful resources he provided for us in class was teaching us how to read a political science article. I had never been taught that in my other classes how to do that and knowing that would have been a lot easier for me, but I'm glad I learned about it in this class.

Instructor of Record--Introduction to American Federal Government (POS 2041)

- Professor Fahey has a way of relating politics in a civil way and has a wit that engages his students. I really enjoyed his lectures and they kept me actively engaged. He did a very good job teaching this course.
- Dr. Fahey's lectures were well organized and easy to understand, the material always made sense and was well explained.
- Dr. Fahey had a very informative and entertaining lecture every class. I appreciated how his lectures reinforced what I'd read and written from the textbook. I really appreciated the videos and little jokes sprinkled throughout the lecture as well!

Teaching Assistant--American Federal Government (POS 2041)

- He was very clear of what he expected of us when it came to assignments and participation. He also had a very concise way of explaining topics that were rather dense.
- Mr. Fahey was clearly passionate about this course, and every discussion section would put in immense effort to ensure that we had a clear understanding of the material. I am very grateful to have had him as my TA.

POS 2041
AMERICAN FEDERAL GOVERNMENT
Summer B 2022

Instructor: James Fahey, Ph.D. (he/his)

Email: jamesfahey@ufl.edu

Lectures: MWF 9:30-10:45 A.M

Class Meeting: LIT 0109

Office Hours: MW 11:00 A.M - 12:00 P.M or by appointment (Anderson Hall 207)

Class Materials: This course uses Greenberg & Page's The Struggle for Democracy online edition as its primary textbook. The course comes in many editions, and we will be using the 12th Edition (ISBN 9780135202760). All other course materials including videos, articles, and podcasts will be freely available on either the course website or through relevant links in the syllabus.

COURSE DESCRIPTION

This is an introductory course designed to familiarize students with the basic institutions and core concepts of American politics, as well as examine some of the consequences for our daily lives. Our basic guiding question is who governs, and how? Some of the topics we cover will be the fundamentals of democratic governance; the Constitutional debate and its ramifications; federalism; civil rights and liberties; elections and public opinion. Throughout the course, we will examine how linkage institutions (such as the media and interest groups) and electoral pressures create incentive structures which influence the behavior of politicians and individuals. Throughout, this course will take special care to examine the fundamental tension between the traditions of liberalism and racism/white supremacy, and what the consequences are for our politics.

Note: this syllabus is subject to change as needed, though I will endeavor to give you as much advance warning as possible of any changes.

GRADING & ASSSIGNMENTS

This course will use a variety of different assessments to measure your engagement and mastery of the material. I have also designed assignments to help set you up for success in the future inside and outside the classroom. The breakdown of your grade is as follows:

Exams (60%): You will take three multiple-choice exams. Exams will cover material from lecture, discussion, the readings, and current events. While exams are not cumulative, some issues are revisited later in the semester and could appear on a later exam. Multiple choice exams are machine graded. Exams must be taken on the scheduled date, except in documented emergencies. Each exam is worth 20% of your course grade.

Reaction Posts (15%): At the beginning of each week, an assignment will be posted on Canvas asking you to engage with the course material for the week. Formats could include a short

reaction to one or more of the readings; a reflection of how contemporary topics relate to the readings; or a personal reflection on the topics' relation to your lived experience. These tasks are designed to help you reflect and think critically of how these topics relate to your own life. You must complete **3 reaction posts** over the course of the semester. You may choose any week, but I strongly recommend not waiting until the end of the semester. Each post must be between 300-400 words and submitted via discussion boards on Canvas. These posts will be graded by your TA.

Discussion Group Attendance and Participation (15%): Your discussion sections are not lectures by your TAs--instead, they represent an opportunity for you to discuss and engage with the readings in a smaller environment with your classmates. Your TA will grade you based on your attendance (5%) and the quality of your discussion contribution (10%).

Lecture Attendance and Participation (10%): You will not be able to succeed in this course if you do not attend lectures. Attendance will be taken through the form of short pop quizzes provided randomly throughout the semester. These quizzes are not graded for whether you are correct or not, but solely whether you are engaging with the material. Your score is a simple percentage of the number of quizzes you complete over the course of the semester.

CIVIC LITERACY REQUIREMENT

Beginning July 1, 2021, students entering the University of Florida must satisfy the State of Florida's Civic Literacy requirement. This means this course must and will provide you with opportunities to engage synchronously in political discussions and civil debates with multiple points of view and to master the ability to synthesize information that informs civic decision-making. To facilitate this, we have created 6 discussion sections to accommodate your schedules. For more info: [BOG Regulation 8.006](#); [UF's Civic Literacy web site](#).

GENERAL EDUCATION

This course fulfills a Social Science General Education Requirement. More information on general education requirements [can be found here](#).

ACADEMIC HONESTY

All work submitted must be the student's own. Academic dishonesty is a serious violation of the student honor and conduct code and will lead to failing the assignment immediately. Repeated violations or particularly flagrant transgressions may result in a formal complaint under the [Student Conduct Code](#). Honor code violations often occur when students feel rushed and overwhelmed--if this happens, do not panic, and instead reach out to me so we can address the situation together. It is far better to take a late penalty than to commit academic dishonesty.

While plagiarism is perhaps the most common violation of the honor code, other violations include (but are not limited to) falsifying or forging documents; manufacturing fake data; or receiving impermissible assistance on an exam or assignment without clearing it first with the instructor. Students are responsible for ensuring that their actions do not violate the code of conduct.

DISABILITIES RESOURCES

In compliance with the Americans with Disabilities Act (ADA), the instructor will endeavor to make the course as accessible as possible. The Disability Resource Center (DRC) offers a range of resources for those with alternative learning abilities and challenges. Please contact the DRC if you feel that you need/would like to take advantage of these services at the following link: [DRC](#). If unforeseen circumstances arise during the term which require the use of DRC resources, please contact me as early as possible so we can ensure your continued academic success. Given the compressed nature of the Summer term, it is of paramount importance that you submit your requests as soon as possible.

COURSE ATTENDANCE

Attendance is required in lecture and discussion section. Students failing to attend class during the first week may be dropped from the course; excessive absences could result in a failing grade. Requirements for class attendance, assignments, and other work in this course are [consistent with university policies](#). Please contact Dr. Fahey if you will miss lecture and your TA if you will miss discussion for documented absences (e.g., illness, quarantine, academic/athletic competitions).

COURSE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

COUNSELING/MENTAL HEALTH

College can be a stressful and difficult time, and your health and wellbeing are paramount. [The Counseling and Wellness Center](#) (CWC) is available for group, individual, and immediate emergency crisis counseling for students. If you are experiencing a mental health/personal crisis, please call the free Alachua 24-hour crisis line at 352-264-6789, or the National Suicide Prevention Line at 1-800-273-8255. If you are experiencing a life-threatening emergency, please call 911.

TITLE IX/MANDATORY REPORTING

It is my hope that you will feel comfortable in class and written assignments to discuss elements of your personal experience that are relevant to the course. I hope to foster an environment of trust and mutual respect and will maintain your privacy wherever possible. However, as an instructor, I am mandated by federal law to report any information related to sexual violence or sexual misconduct (e.g., domestic violence, harassment, stalking) to the school's Title IX coordinator.

Students may find more information about Title IX at the following link: [Title IX](#). Concerns about yourself, a fellow student, or member of the community [can also be submitted at this link](#).

CURRENT UF GRADING POLICIES/GRADE POINTS

Information on current UF grading policies for assigning grade points [can be found here](#).

RECORDING LECTURES/DISCUSSION

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Students may not publish recorded lectures without the written consent of the instructor.

LECTURE SCHEDULE

MONDAY		WEDNESDAY		FRIDAY	
6/27	G&P Chapter 1 (Democracy and American Politics)	6/29	G&P Chapter 2 (The Constitution) Watch/Listen: From "Hamilton: The Musical," Non-Stop, Cabinet Battle #1	7/1	G&P Chapter 2 (The Constitution)
7/4	NO CLASS (HOLIDAY)	7/6	G&P Chapter 3 (Federalism: States and Nation)	7/8	EXAM 1
7/11	G&P Chapter 5 (Public Opinion)	7/13	G&P Chapter 6 (The News Media)	7/15	G&P Chapter 9 (Political Parties)
7/18	G&P Chapter 10 (Voting, Campaigns and Elections) Watch: Last Week Tonight, "Voting"	7/20	G&P Chapter 10 (Voting, Campaigns and Elections)	7/22	EXAM 2
7/25	G&P Chapter 11 (Congress)	7/27	G&P Chapter 11 (Congress)	7/29	G&P Chapter 12 (The Presidency)
8/1	G&P Chapter 14 (The Courts)	8/3	G&P Chapter 16 (Civil Rights)	8/5	EXAM 2

DISCUSSION SCHEDULE

	Topic	Readings
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Week 1	The Constitution: Who and what is it for?	<p><i>Federalist No. 10</i></p> <p>“What to the slave is the fourth of July?”, Frederick Douglass. (Note: full PDF provided on Canvas).</p> <p>David Brian Robertson, <i>The Original Compromise: What the Constitution’s Framers Were Really Thinking</i>, “Introduction” (pp. 1-22) (Note: full PDF provided on Canvas).</p>
Week 2	<i>No discussion section</i>	
Week 3	Political Parties	<p>Read: Duverger’s Law and the Study of Electoral Systems, Kenneth Benoit. (Full PDF provided on Canvas).</p> <p>Read: U.S Third parties can rein in the extremism of the two-party system, Bernard Tamas.</p>
Week 4	Congress	<p>Watch: The Roots of America’s Democracy Problem.</p> <p>David Brian Robertson, <i>The Original Compromise: What the Constitution’s Framers Were Really Thinking</i>, “Selecting U.S Senators” (pp. 94-105).</p>
Week 5	The Courts	<p>Listen: More Perfect (NPR): American Pendulum I (Korematsu v. United States).</p> <p>Read: Facts and Case Summary: Korematsu v. United States.</p>

RACE IN AMERICAN POLITICAL DEVELOPMENT

Instructor: James Fahey, Ph.D. (he/him)

jamesfahey@ufl.edu

MWF, Period 3 (9:35-10:25), McCarthy Hall A Rm. 1142

Office Hours: MW (10:45-11:45), Anderson Hall 330.

COURSE DESCRIPTION

What makes the United States and its politics unique? In a comparative context, the United States stands out as a political system with relatively weak parties; a less well-developed federal welfare state; an extremely violent history of white supremacy; and a disempowered labor movement, among other distinctions. What explains the “exceptionalism” of the American State? This central question is the driving force behind “American Political Development,” (APD) and is the one that will guide our examination of key transformational periods in American history.

American Political Development is a subfield that developed recently within American Political Science, tracing to the mid 1980s with the foundation of the subfield’s flagship journal, *Studies in American Political Development*. APD straddles the line between history and political science--like historians, APD scholars look at the role of how forces such as political culture, ideology, governing structures, and linkage institutions (political parties and interest groups) have shaped the development of public policy and political outcomes. Like political scientists, APD scholars tend to use evidence from historical analysis to create far-reaching theories about America’s idiosyncrasies. APD scholars tend to consider the importance of “the state” as both a causal actor and an outcome of interest; and many works in APD seek to trace the development of various aspects of the state over time.

This course will serve as both an introduction to the field of American Political Development, as well as an in-depth historical analysis of critical periods in American history with a special emphasis on how race and racism have structured the institutions and development of American state.

The course begins with a brief survey of different theoretical perspectives on American political development, including those that emphasize the roles of race, culture, religion, and economics on state development. The majority of the course will be spent proceeding chronologically through critical periods in U.S history--the Founding, the Early Republic, the Jeffersonian/Jacksonian eras, the Civil War, Reconstruction, the Reform Era, the New Deal, and the cultural and political realignments of the 1960s and 1970s. The course ends with a series of thematic seminars on critical topics in APD, including the relative weakness of American labor; the success and failure of modern social movements; and the neglected role of gender analysis in state development. By the end of the course, students should have an understanding of the main eras in American politics and will have wrestled with the question of just how and in what ways American politics is truly “exceptional.”

REQUIRED TEXTS

In the interests of keeping this course accessible to all students, all required texts will either be available directly from the instructor or through E-Reserves at the University of Florida library, which can be accessed remotely from your home or dorm. If you wish, it may be helpful to purchase the following text, which is also available as an E-Book from UF libraries.

Race and American Political Development. (2008). Eds. Joseph E. Lowndes, Julie Novkov, Dorian T. Warren. New York: NY (Routledge).

GRADING

As an upper division course, this class expects students to come to class each day having read the readings closely and be ready for discussion. Coming prepared to class is essentially not only for your own success, but also for the success of the class writ large. In order to encourage continued engagement with the course, the grading is broken up into five distinct categories.

First, to ensure both regular participation in discussion and continued engagement with the material, students will be given five short quizzes (2-3 questions each) about the major themes of the week's readings. These are "pop" quizzes, though the answers should be very easy to anyone who has done even a cursory reading of the week's topics. Your lowest grade will be thrown out.

Second, students will complete two (2) response papers of 1500-2000 on the course readings, responding to the questions provided for each section (indicated by the bold on the left-hand side of the course breakdown). Students should aim to complete at least one response paper before the midterm, but otherwise may choose to respond to whichever two weeks most interest them. These papers should draw on both the mandatory readings assigned for that week, as well as at least one supplemental research article. Essays are always due on *Sunday night at 11:59 P.M on Canvas.*

Third, a midterm examination will be given on the 26th of February, and will cover all material up until that point in the course. The instructor will emphasize the most important topics and themes that are likely to be covered in the midterm, and the exam will be a mix of multiple choice, short-answer, and one essay-style question. Additionally, a final exam will be given on April 22nd, and will cover the material from the midterm onwards.

Finally, you will be assigned to groups of 4-5 students for group presentations at the end of the term. You will be allowed to select an institution (such as the Department of Labor; the Supreme Court; Harvard University, etc.) or a social movement (the Tea Party, #BLM, March for Our Lives, etc.). You will be asked to give a "biography" of this movement, explaining how it developed and what the consequences are for American politics. In this project, you will draw on the theoretical lessons you learned earlier on in the term, such as the importance of order; timing; critical junctures; or the role of racial hierarchies in the development of social movements or institutions. Your groups will meet individual with the instructor on the date provided in the syllabus to ensure that you are on the same page and on track for a successful presentation. More details will be provided once group are assigned.

The breakdown of your grade is as follows:

WEEKLY QUIZZES (5 TOTAL, DROP LOWEST GRADE) = 20%
RESPONSE PAPERS (2, EACH WORTH 15%)=30%
MIDTERM=20%
FINAL=20%
GROUP PRESENTATIONS = 10%

GRADING SCALE

A 94%
A- 90%
B+ 86%
B 83%
B- 80%
C+ 76%
C 73%
C- 70%
D+ 66%
D 63%
D- 60%
F Below 60%

ACADEMIC HONESTY

All work submitted must be the students own and will be submitted through TurnItIn software to ensure no plagiarism has occurred. Academic dishonesty is a serious violation of the student honor and conduct code and will lead to failing the assignment immediately. Honor code violations often occur when students feel rushed and overwhelmed--if this happens, do not panic, and instead reach out to me so we can address the situation together. It is far better to take a late penalty than to commit academic dishonesty. For more information, see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

DISABILITIES RESOURCES

In compliance with the Americans with Disabilities Act (ADA), the instructor will endeavor to make the course as accessible as possible. Students requiring accommodations should meet with the instructor during the first week of class to ensure adequate arrangements. Students must be registered with the Disabilities Resource Center (DRC); more information can be found here: <https://disability.ufl.edu/>

COUNSELING/WELLNESS

College can be a stressful and difficult time, and your health and wellbeing are paramount. The Counseling and Wellness Center (<https://counseling.ufl.edu/>) is available for group, individual, and immediate emergency crisis counseling for UF students. For immediate help, please call either the CWC (352-392-1575) or the Alachua County Crisis Services (352-264-6789).

COURSE OUTLINE

This course schedule is tentative and may be subject to change as needed. At times during the semester we may be ahead/behind schedule, and so readings may be adjusted, dropped, or added to as necessary. I will notify you of all changes via email, and an updated syllabus will be provided if any changes occur.

Readings should be completed *before* the date indicated on the syllabus. For instance, on January 10th, students should have read Rogers Smith’s article “Beyond Tocqueville, Myrdal, & Hartz” before class starts, as it will form the basis of lecture/discussion.

The course is organized into sections, each of which deal with either a specific time period or specific topic in APD. At the top of each section you will find the “motivating questions” that you should keep in mind as we work through each of these sections.

Section 1: Course Overview

Guiding Questions: *What assignments should I be aware of as I move through this class? How can I plan a successful semester from the start?*

1/6	This syllabus!
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Section 2: Introduction & Perspectives on APD

Guiding Questions: *What does it mean to study “American Political Development?” How can we study American history and political development through the lens of racial hierarchies, liberalism, and religious fundamentalism?*

1/8	<ul style="list-style-type: none">Suzanne Mettler and Richard Valelly, “Introduction: The Distinctiveness and Necessity of American Political Development,” in <i>The Oxford Handbook of American Political Development</i>, ed. Richard M. Valelly, Suzanne Mettler, and Robert C. Lieberman (New York: Oxford University Press, 2016), 1-23.
1/10	<ul style="list-style-type: none">Rogers M. Smith, “Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America,” <i>American Political Science Review</i> 87, no. 3 (September 1993): 549-566.
1/13	<ul style="list-style-type: none">James Morone, <i>Hellfire Nation</i> (Yale University Press, 2002), 1-28.“Race and American Political Development,” in <i>Race and American Political Development</i>. Lowndes, J., Novkov, J. & Warren, D. (Chapter 1).

Section 3: Patterns and Temporalities in APD

Guiding Questions: *What does it mean to “take time seriously” as a variable in the study of APD? Are there meaningful patterns or cycles of history? How beholden is politics to the past?*

1/15	<ul style="list-style-type: none"> Paul Pierson, “Increasing Returns, Path Dependence, and the Study of Politics,” <i>The American Political Science Review</i>, 94(2), 251-267 (2000).
1/17	<ul style="list-style-type: none"> David R. Mayhew, “Patterns in American Elections,” in R. Valley, S. Mettler, & R. Lieberman eds., <i>The Oxford Handbook of American Political Development</i> (New York: Oxford University Press, 2016) pp. 425-445. Walter Dean Burnham, <i>Critical Elections & The Mainsprings of American Politics</i>, (Norton: 1970), Ch. 1: “Toward a Definition of Critical Realignment,” pp. 1-10.
1/20	<i>NO CLASS--HOLIDAY</i>
1/22	<ul style="list-style-type: none"> Stephen Skowronek, <i>The Politics Presidents Make</i> (Belknap: Harvard UP, 1997), pp. 17-58. David Barber, <i>The Presidential Character</i>, (Prentice-Hall, 1985), pp. 1-7

Section 4: State Making and the “Founding”

Guiding Questions: *What is a “state”? Who was the American state made to serve? What were the main arguments surrounding the institutional design of the American state, and how were they resolved or ignored?*

1/24	<ul style="list-style-type: none"> Frederick Douglass, “What to the Slave is the Fourth of July?.” (1852). (Abridged). Desmond King & Rogers Smith, “Racial Orders in American Political Development,” <i>American Political Science Review</i> 99(1), 2005, pp. 75-92.
1/27	<ul style="list-style-type: none"> Charles Tilly, “War Making and State Making as Organized Crime,” in P. Evans, D. Rueschmeyer, & T. Skocpol, Eds., <i>Bringing the State Back In</i> (Cambridge: Cambridge UP, 1985). Max Edling, <i>A Revolution in Favor of a Government</i>, (Oxford: Oxford UP, 2003), Introduction.
<u>1/29</u>	<ul style="list-style-type: none"> David Brian Robertson, <i>The Original Compromise: What the Constitution’s Framers Were Really Thinking</i>, “Introduction” (pp. 1-22) & “Selecting U.S Senators” (pp. 94-105).

Section 5: The Jeffersonian and Jacksonian Eras: Democracy for White Men

Guiding Questions: *Do the Jeffersonian and Jacksonian eras represent a meaningful expansion of democracy? How and why did parties develop when the Framers were so fearful of them in the first place?*

2/3	<ul style="list-style-type: none"> • Stephen Skowronek, <i>The Politics Presidents Make</i>, pp. 61-85. • John Gerring, <i>Party Ideologies in America</i>, (Cambridge: Cambridge UP, 1998), pp. 161-186.
2/5	<ul style="list-style-type: none"> • James Morone, <i>The Democratic Wish</i> (New Haven: Yale UP, 1998), Introduction & pp. 74-96.

Section 6: The Civil War: A New Birth of Freedom?

Guiding Questions: *What were the real causes of the Civil War? Could it have been avoided? What role did Black Americans play in ensuring their own liberation? How did the goals of the Civil War change as the war played out--and can we identify critical junctures in the war's course?*

<u>2/7</u>	<ul style="list-style-type: none"> • Errol Henderson, "Black Participation in the Civil War as a Revolution." (2012). • Richard Young & Jeffrey Meiser. "Race and the Dual State in Antebellum America," in <i>Race and American Political Development</i>, (Eds. Lowndes, Novkov, & Warren), Ch. 2.
<u>2/10</u>	<ul style="list-style-type: none"> • James Morone, <i>Hellfire Nation</i> (2002), pp. 123-183. • Barrington Moore, <i>Social Origins of Dictatorship and Democracy</i> (Penguin: London, 1967), pp. 111-154.
<u>2/12</u>	<ul style="list-style-type: none"> • The Gettysburg Address • Lincoln's 1st Inaugural • Lincoln's 2nd Inaugural

Section 7: Reconstruction: A Brief Moment in the Sun

Guiding Questions: *To what degree was Reconstruction a lost opportunity or a failure? Who had a vested interest in Reconstruction's "failure," and if so how did they do it? With what consequences for state capacity in the postbellum South?*

<u>2/14</u>	<ul style="list-style-type: none"> • W.E.B. DuBois, "The Freedmen's Bureau," <i>The Atlantic</i> (1901).
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	<ul style="list-style-type: none"> • Documentary Film: PBS' <i>Reconstruction</i> (Film shown in class)
<u>2/17</u>	<ul style="list-style-type: none"> • Eric Foner, <i>The Second Founding</i> (2019), Introduction. • Pavithra Suryanarayanan & Steven White. "Slavery, Reconstruction and Bureaucratic Capacity in the American South, (2021). <i>American Political Science Review</i>, 1-17. • 13th-15th Amendments (XIII-XV).

Section 8: The Populist and Progressive Eras

Guiding Questions: *What does the term "populism" mean? How useful is it to compare the efforts of the Populists to that of the Progressives? What lessons can we learn from these two reform movements for modern politics?*

<u>2/19</u>	<ul style="list-style-type: none"> • Richard Hofstadter, <i>Age of Reform</i> (Knopf 1955), Ch. 2 ("The Folklore of Populism.") • Primary Source: William Jennings Bryan, Cross of Gold speech
<u>2/21</u>	<ul style="list-style-type: none"> • James Morone, <i>The Democratic Wish</i> (1998), pp. 97-128.

MIDTERM EXAMINATION--FEBRUARY 26TH

SPRING BREAK--FEBRUARY 29TH-MARCH 8TH

Section 9: Social Policy I (A Weak State?)

Guiding Questions: *What does it mean when we say the U.S has a "weak welfare state?" What is the U.S state "good" at doing? Were pensions for Civil War soldiers an example of an incipient welfare state, or was it just an artefact of a particular point in history?*

<u>3/9</u>	<ul style="list-style-type: none"> • Peter Baldwin, "Beyond Weak and Strong: Rethinking the State in Comparative Policy History," <i>Journal of Policy History</i>, Vol. 17:1, 12-33 (2005).
<u>3/11</u>	<ul style="list-style-type: none"> • Theda Skocpol, <i>Protecting Soldiers & Mothers</i>, (1992), Ch. 2: "Benefits for Veterans of the Civil War," pp. 102-151.

GROUP MEETINGS WITH INSTRUCTOR

<u>3/13</u>	<i>Group 1-5 Meetings in Class</i>
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3/16	<i>Group 6-10 Meetings in Class</i>
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Section 10: Social Policy II (The Great Depression and New Deal)

Guiding Questions: *In what ways did the New Deal represent a break with previous social policies? How revolutionary was the New Deal? What kind of critics did the New Deal inspire, and what were the consequences for democracy?*

3/18	<ul style="list-style-type: none"> David Kennedy (2009). "What the New Deal Did," <i>Political Science Quarterly</i>, 124(2), 251-268.
3/20	<ul style="list-style-type: none"> Alan Brinkley, <i>Voices of Protest: Huey Long, Father Coughlin & the Great Depression</i>, Introduction, New York: Vintage Books (1983).

Section 11: The 1960s--The Fire Next Time

Guiding Questions: *Why did the civil rights movement "succeed" in the 1960s, while being less successful previously? What is the role of institutional arrangements in determining the success of social movements? What was the relationship between the Johnson administration and civil society protesters?*

3/23	<ul style="list-style-type: none"> "Introduction: Opportunities, mobilizing structures, and framing processes--toward a synthetic, comparative perspective on social movements," & "The framing function of movement tactics in the American Civil Rights Movement" in D. McAdam, J.D. McCarthy, & M.N. Zald, Eds., <i>Comparative Perspectives on Social Movements</i> (Cambridge: Cambridge UP, 1996), pp. 1-7 & pp. 338-355.
3/25	<ul style="list-style-type: none"> Sidney Milkis, "The Modern Presidency, Social Movements, and the Administrative State: Lyndon Johnson and the Civil Rights movement," in <i>Race and American Political Development</i> (Eds. Lowndes, Novkov, & Warren), Ch. 11.

Section 12: The Rise of Modern Conservatism

Guiding Questions: *Is there such a thing as a "modern conservative movement?" How are the elections of Reagan, the Tea Party movement, and Donald Trump related to one another?*

<u>3/27</u>	<ul style="list-style-type: none"> Jonathan Schoenwald, <i>A Time for Choosing</i> (Oxford University Press, 2001), "Introduction" pp. 1-13 & "A New Kind of Conservative: Ronald Reagan" pp. 190-220.
<u>3/30</u>	<ul style="list-style-type: none"> Zachary Courser, "The 'Tea Party' as a Conservative Social Movement," <i>Society</i>, Vol. (49:1), pp. 43-53 (2012).

<u>4/1</u>	<ul style="list-style-type: none"> • Diana Mutz, “Status Threat, Not Economic Hardship, Explains the 2016 Presidential Vote,” <i>PNAS</i>, Vol. 115(9), (2018). • Lieberman, Mettler, Pepinsky, Roberts and Vallely (2019). “The Trump Presidency and American Democracy: A Historical and Comparative Analysis.” <i>Perspectives on Politics</i>, Vol. 17 (2), pp. 470-479.
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Section 13: Political Parties

Guiding Questions: *How strong are parties in the United States? How strong is partisanship? Are the parties ideologically consistent over time?*

<u>4/3</u>	<ul style="list-style-type: none"> • John Gerring, <i>Party Ideologies in America, 1828-1996</i>, (New York: Cambridge UP, 1998), Ch. 1-2.
<u>4/6</u>	<ul style="list-style-type: none"> • Paul Frymer, <i>Uneasy Alliances: Race & Party Competition in America</i>, (Princeton: Princeton UP, 1999). Ch. 1 (pp. 3-26).

Section 14: Labor in APD

Guiding Questions: *Why is there no socialist party in the United States? What role did racism play in limiting the likelihood of a cross-racial working class party?*

<u>4/8</u>	<ul style="list-style-type: none"> • Eric Foner, “Why Is There No Socialism in the United States?” <i>History Workshop</i> Vol. 17, Spring 1984, pp. 57-80.
<u>4/10</u>	<ul style="list-style-type: none"> • Paul Frymer, “Race’s Reality: The NAACP Confronts Racism and Inequality in the Labor Movement, 1940-1965.” In <i>Race and American Political Development</i> (Eds. Lowndes, Novkov & Warren), Ch. 8.

Section 15: Race in APD--Final Reflections

Guiding Questions: *Is the topic of race becoming more or less salient in America over time? What are the enduring effects of race on American politics? What might the effects of the #BlackLivesMatter movement be on ensuring a more racially just state?*

<u>4/13</u>	<ul style="list-style-type: none"> • A. Acharya, M. Blackwell, & M. Sen. <i>Deep Roots: How Slavery Still Shapes Southern Politics</i>, Princeton: Princeton UP, 2018. Pp. 24-75.
<u>4/15</u>	<ul style="list-style-type: none"> • Kirstine Taylor, “American political development and black lives matter in the age of incarceration,” <i>Politics, Groups and Identities</i>, Vol. 6 (1): 153-161.

	<ul style="list-style-type: none"> T. Bonilla, A. Tillery. (2020). “Which Identity Frames Boost Support for and Mobilization in the #BlackLivesMatter Movement? An Experimental Test”. <i>American Political Science Review</i>, 114(4), 947-962.
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GROUP PRESENTATIONS

4/17	Group 1-5 Presentations
4/20	Group 6-10 Presentations

RESPONSE ESSAY TOPICS

Students must complete two (2) response essays of 1500-2000 words answering the questions from each section below. Students **MUST** finish one essay before the midterm, but otherwise are free to choose whichever topic seems most interesting to them. Students should make sure they have planned ahead to satisfy all requirements.

Essays should be in 12 pt., Times New Roman font, with a properly formatted bibliography. Response essays should draw on all mandatory readings for the week, as well as at least 1 additional scholarly source (book chapter or journal article) identified by the student. Proper selection of scholarly sources will be covered by the instructor in the first week of class, and students are also welcome to come to office hours or make an appointment if they are unsure of whether or not an article fits criteria. Some journals to search when looking for sources are *Studies in American Political Development*, the *American Political Science Review*, and the *Journal of Policy History*.

Also included on Canvas is a document called “How to Write a Response Paper,” which will guide you through some of the finer points of writing an effective response paper.

<i>Section</i>	<i>Essay Topic</i>
State Making and the Founding	After reading the arguments by Edling, Robertson, and King & Smith, what do you think were the main goals of the Framers in drafting the Constitution? How many different “camps” of delegates can you identify, and which were most successful in accomplishing their goals?
Jacksonian and Jeffersonian Eras	The Jeffersonian & Jacksonian eras are sometimes considered periods in which the United States become “more democratic.” Do you agree or disagree with this assessment? In your answer, be sure to consider the perspectives of different classes/groups of people.
The Civil War	What was the role of moral, economic, and political factors in explaining the outbreak of the Civil War? Which is most convincing to you, and why?

Reconstruction	Was Reconstruction a failure? According to what criteria would you measure its success? Was this failure inevitable, or could a better outcome have been obtained? In your answer, be sure to identify 1-2 critical points/junctures where the history of Reconstruction could have diverged significantly.
Social Policy I	What explains the emergence of new social policies in the United States? Are we exceptional, and if so, why?
The 1960s	Why do you think the Civil Rights movement was successful in the 1960s, while relatively unsuccessful in previous eras? In your response, make sure to utilize the political opportunity structure model. (Alternatively, you can feel free to argue that the Civil Rights era was ultimately <i>unsuccessful</i> , using the same model).
The Rise of Modern Conservatism	To what degree do you think the election of Trump represents a break with conservative eras/movements, such as the Reagan Revolution and the Tea Party? To what extent does his election represent continuity with previous patterns?
Political Parties	Political parties in the United States are often criticized for being “non-ideological” and relatively weak. To what extent do you agree with this assessment?
Labor in APD	The United States is often considered to have a relatively weak labor movement, with less protection for workers and no strong socialist party. What do you think is the most convincing reason for this? Who is most “to blame” for the lack of a worker’s movement in U.S history?
Race in APD	Do you think the role of race in American political development is increasing, decreasing, or staying the same as time goes on? In what ways are the institutions of slavery and Jim Crow still relevant to modern political behavior?

SURVEY RESEARCH

Instructor: James Fahey, Ph.D. Candidate (he/him)

jamesfahey@ufl.edu

Meeting Time: W 3:00-6:00 P.M.

Office Hours: MW (10:45-11:45)

COURSE DESCRIPTION

This upper level course introduces students to the theoretical and practical collection and analysis of survey data. The course begins with an introduction to the principles of sampling and survey collection, before moving on to topics such as the sources of and solutions to survey error, modes of survey data collection, questionnaire development, ethics in survey research, and methodological innovations in recruiting and analyzing surveys. By the end of the course, students should be able to both assess and understand existing survey research, as well as possess the capability to design and field their own surveys.

COURSE REQUIREMENTS

As an upper level course, this course relies heavily on your active and consistent participation in all elements of the course. With this in mind, you will be required to complete a variety of assignments across the semester, summarized below.

Assignment	Due Date	Percent of Final Grade
<i>Weekly Class Discussions</i>	(Weekly)	10%
<i>Reading Responses</i>	(Sign-up first class)	10%
<i>Leading Class Discussion</i>	(Sign-up first class)	30%
<i>Research Presentations</i>	Feb 24 th / April 21 st	25%
<i>Final Paper</i>	April 28 th	25%

Weekly class discussions (10%):

This course relies on your active and consistent engagement with the material and participation in class discussions. Students should arrive at class having read the material thoroughly and be ready with questions/critical comments about the readings. I will provide you with a preliminary grade halfway through the semester so that you have an idea of how you are doing. Students who feel uncomfortable speaking in class should feel free to discuss with me how we can develop this skill, as public speaking is an important aspect of any career in political science, survey research and social science more broadly. Further, hearing from a broad variety of perspectives will improve the class for everyone (including the instructor!).

Reading responses (10%):

Twice in the semester, students will be asked to engage more deeply with a particular reading in the form of a 3-page critical response. Students will respond to the readings as if they were reviewing the article for publication in a top-tier journal in political science. Your response should accomplish three tasks: 1) summarize the goals and findings of the piece; 2) identify the strengths and weaknesses of the theoretical and empirical contribution to research; 3)

recommend to the author how you could improve the piece. When writing this piece, you should imagine that an editor and author would be reading your review (so keep it civil!). This exercise will hopefully help you both engage critically with cutting edge pieces in survey research as well as prepare you to serve as an insightful, constructive and helpful reviewer in your career in the social sciences.

Leading class discussion (30%):

One of the surest ways to ensure mastery of a given set of material is to teach it to others. To that end, you and a partner will sign up to lead two class discussions throughout the term, each worth 15% of your total grade (you may work with the same partner twice, or switch it up!). For these classes, you will be in charge of leading the discussion and essentially acting as instructor for the seminar. Students may use PowerPoint, handouts, or pre-drawn whiteboard diagrams to best facilitate understanding of the material.

These presentations should make sure to accomplish a set of tasks central to any strong upper-level seminar. First, students should introduce the theme of the week's readings, and explain why it is relevant to survey research and political science more broadly. Next, students should--through question and answer with the other class members--identify the potential promises and pitfalls of specific techniques/the type of research at hand. This will require engaging with the research at a deeper level than simple understanding, by examining how the research was actually conducted--this might include looking at the original questionnaire; online appendices; pre-analysis plans; funding documents, or more. By the end of class, students should have a clear understanding of the main takeaways of the readings as well as their implications for their own survey research.

Final research design paper (25%) & Research Presentations (25%):

The main writing assignment of this course will be a research design paper which you will work on throughout the semester. The intent of this set of assignments is to send you on the path of a publishable piece of work.

In the first half of the semester, you will pick a research topic and question that interests you and will identify an existing data set that you can examine to start to answer this question. On the 24th of February, you will present your preliminary analysis of your existing survey data. This presentation should also include a preview of your final project, wherein you will develop a unique research design which should include your own novel survey. On your second presentation (April 21st), you will present the full research design, with a special focus on how your project leverages the logic of surveys/survey experiments to answer your question of interest. Both research design presentations should utilize PowerPoint, and should be conducted in the style of a conference presentation (8-10 minutes speaking time).

Your final paper is due a week after your second presentation. This paper will be a maximum of 25 pages (including references, but not including the full survey battery), and should accomplish the following tasks: 1) describe your motivation and research question; 2) include a quantitative analysis of existing survey data; 3) present your own novel research design, including your survey questionnaire.

Students will have ample time to discuss this project in class, and are *strongly* encouraged to meet with me during office hours to plan their project at the beginning of the semester.

COURSE MATERIALS

In order to maximize accessibility, there are no materials required for purchase for this course. Course readings will be posted on Canvas, and links will be provided to access the articles through the University of Florida library system. You are responsible for completing all readings prior to the class for which we will discuss them.

ACADEMIC HONESTY

All work submitted must be the students own. Academic dishonesty is a serious violation of the student honor and conduct code and will lead to failing the assignment immediately. Repeated violations or particularly flagrant transgressions may result in a formal complaint under the [Student Conduct Code](#). Honor code violations often occur when students feel rushed and overwhelmed--if this happens, do not panic, and instead reach out to me so we can address the situation together. It is far better to take a late penalty than to commit academic dishonesty.

While plagiarism is perhaps the most common violation of the honor code, other violations include (but are not limited to) falsifying or forging documents; manufacturing fake data; or receiving impermissible assistance on an exam or assignment without clearing it first with the instructor. Students are responsible for ensuring that their actions do not violate the code of conduct.

DISABILITIES RESOURCES

In compliance with the Americans with Disabilities Act (ADA), the instructor will endeavor to make the course as accessible as possible. The Disability Resource Center (DRC) offers a range of resources for those with alternative learning abilities and challenges. Please contact the DRC if you feel that you need/would like to take advantage of these services at the following link: [DRC](#). If unforeseen circumstances arise during the term which require the use of DRC resources, please contact me as early as possible so we can ensure your continued academic success.

COUNSELING/MENTAL HEALTH

College can be a stressful and difficult time, and your health and wellbeing are paramount. [The Counseling and Wellness Center](#) (CWC) is available for group, individual, and immediate emergency crisis counseling for students. If you are experiencing a mental health/personal crisis, please call the free Alachua 24-hour crisis line at 352-264-6789, or the National Suicide Prevention Line at 1-800-273-8255. If you are experiencing a life-threatening emergency, please call 911.

TITLE IX/MANDATORY REPORTING

It is my hope that you will feel comfortable in class and written assignments to discuss elements of your personal experience that are relevant to the course. I hope to foster an environment of trust and mutual respect and will maintain your privacy wherever possible. However, as an instructor, I am mandated by federal law to report any information related to sexual violence or

sexual misconduct (e.g., domestic violence, harassment, stalking) to the school’s Title IX coordinator.

Students may find more information about Title IX at the following link: [Title IX](#). Concerns about yourself, a fellow student, or member of the community [can also be submitted at this link](#).

COURSE OUTLINE

Topic	Date	Readings
Introduction to Survey Methods	1/13	This syllabus!
Survey methods: how to measure concepts	1/20	<p><i>What can we assess using survey methodology?</i> <i>How should we evaluate research designs?</i></p> <ul style="list-style-type: none"> • Adcock, Robert and David Collier. 2001. “Measurement Validity: A Shared Standard for Qualitative and Quantitative Research.” <i>American Political Science Review</i> 95:3 (September): 529-46 • Brady, H. E. (2000). Contributions of survey research to political science. <i>PS: Political Science & Politics</i>, 33(1), 47-58. • Lavrakas, Paul J. 2013. "Presidential address: applying a total error perspective for improving research quality in the social, behavioral, and marketing sciences." <i>Public Opinion Quarterly</i>: 831-850. • Munck, Gerardo L., and Jay Verkuilen. 2002. "Conceptualizing and measuring democracy: Evaluating alternative indices." <i>Comparative Political Studies</i> 35.1: 5-34. • Kurtz, Marcus J., and Andrew Schrank. "Growth and governance: Models, measures, and mechanisms." <i>The Journal of Politics</i> 69, no. 2 (2007): 538-554. • Kaufmann, Daniel, Aart Kraay, and Massimo Mastruzzi. "Growth and governance: A reply." <i>The Journal of Politics</i> 69, no. 2 (2007): 555-562.

<p>Survey methods: how to design surveys</p>	<p>1/27</p>	<p><i>How do surveys help us to make inferences about questions of interest? What are the strengths and weaknesses of survey design?</i></p> <ul style="list-style-type: none"> • Berinsky, Adam J. "Measuring public opinion with surveys." <i>Annual Review of Political Science</i> 20 (2017): 309-329. • Johnston, Richard, and Henry E. Brady. 2002. "The rolling cross-section design." <i>Electoral Studies</i> 21.2: 283-295. • Muñoz, Jordi, Albert Falcó-Gimeno, and Enrique Hernández. 2020. "Unexpected event during survey design: promise and pitfalls for causal inference." <i>Political Analysis</i> 28:2: 186-206. • Sen, Maya, and Omar Wasow. 2016. "Race as a bundle of sticks: Designs that estimate effects of seemingly immutable characteristics." <i>Annual Review of Political Science</i> 19. • Barrington, Lowell W. 2012. "Fragile snapshot or stable relationships? What the Orange and Rose revolutions reveal about the stability of cross-sectional survey data." <i>Comparative Political Studies</i> 45.3: 312-340.
<p>Population and Sampling I: Design and Error</p>	<p>2/3</p>	<p><i>How do we sample from a general population? What are some best practices for avoiding error in survey design?</i></p> <ul style="list-style-type: none"> • Baker, R., Brick, J.M., Bates, N.A., Battaglia, M., Couper, M.P., Dever, J.A., Gile, K.J., Tourangeau, R., 2013. Summary Report of the AAPOR Task Force on Non-probability Sampling. <i>J Surv Stat Methodol</i> 1, 90–143. • Heckathorn, Douglas D. "Respondent-driven sampling: a new approach to the study of hidden populations." <i>Social problems</i> 44, no. 2 (1997): 174-199. • Yeager, David S., Jon A. Krosnick, LinChiat Chang, Harold S. Javitz, Matthew S. Levendusky, Alberto Simpser, and Rui Wang. 2011. "Comparing the accuracy of RDD

		<p>telephone surveys and internet surveys conducted with probability and non-probability samples." <i>Public opinion quarterly</i> 75. 4: 709-747.</p> <ul style="list-style-type: none"> • Olson, Kristen, and Lindsey Witt. 2011. "Are we keeping the people who used to stay? Changes in correlates of panel survey attrition over time." <i>Social Science Research</i> 40: 1037-1050. • Huddy, Leonie, Lilliana Mason, and Lene Aarøe. 2015. "Expressive partisanship: Campaign involvement, political emotion, and partisan identity." <i>American Political Science Review</i> 109.1: 1-17.
<p>Population and Sampling: Hard to Reach Populations</p>	<p>2/10</p>	<p><i>How do we access hard to reach populations in a way that minimizes potential error?</i></p> <ul style="list-style-type: none"> • Brickman Bhutta, C., 2012. Not by the Book: Facebook as a Sampling Frame. <i>Sociological Methods & Research</i> 41, 57–88. • Dutwin, David, and Mark Hugo Lopez. 2014. "Considerations of survey error in surveys of Hispanics." <i>Public opinion quarterly</i> 78.2: 392-415. • Kendall, C., et al. 2008. An empirical comparison of respondent-driven sampling, time location sampling, and snowball sampling for behavioral surveillance in men who have sex with men, Fortaleza, Brazil. <i>AIDS and Behavior</i>, 12(1), 97. • Alrababa'h, A., Dillon, A., Williamson, S., Hainmueller, J., Hangartner, D., & Weinstein, J. 2021. Attitudes toward migrants in a highly impacted economy: Evidence from the Syrian refugee crisis in Jordan. <i>Comparative Political Studies</i>, 54(1), 33-76. • Schaffner, Brian F., and Samantha Luks. 2018. "Misinformation or expressive responding? What an inauguration crowd can tell us about the source of political misinformation in surveys." <i>Public Opinion Quarterly</i> 82.1: 135-147.

		<ul style="list-style-type: none"> • Skelley, Geoffrey. “Why Was the National Polling Environment So Off in 2020?” <i>FiveThirtyEight</i>.
Survey Experiments	2/17	<p><i>What is the fundamental “logic” of survey experiments? What are the benefits and tradeoffs of survey experiments?</i></p> <ul style="list-style-type: none"> • Gaines, Brian J., James H. Kuklinski, and Paul J. Quirk. 2007. "The logic of the survey experiment reexamined." <i>Political Analysis</i>: 1-20. • Clifford, S., Jewell, R.M., Waggoner, P.D., 2015. Are samples drawn from Mechanical Turk valid for research on political ideology? <i>Research & Politics</i> 2. • Cassese, Erin C., Leonie Huddy, Todd K. Hartman, Lilliana Mason, and Christopher R. Weber. "Socially mediated Internet surveys: Recruiting participants for online experiments." <i>PS: Political Science & Politics</i> 46, no. 4 (2013): 775-784. • Kennedy, R., Clifford, S., Burleigh, T., Waggoner, P.D., Jewell, R., & Winter, N. “The Shape of and Solutions to the MTurk Quality Crisis.” Working paper. • Bonilla, Tabitha, and Alvin B. Tillery. 2020. "Which Identity Frames Boost Support for and Mobilization in the# BlackLivesMatter Movement? An Experimental Test." <i>American Political Science Review</i> 114.4: 947-962.
Presentation #1	2/24	<p><i>How will you answer your research questions using existing survey data? How can you help your classmates develop the best possible version of their research?</i></p>
Legal and Ethical Issues in Survey Research	3/3	<p><i>How do we navigate ethical questions that arise from survey research?</i></p> <ul style="list-style-type: none"> • Seligson, M.A., 2008. Human Subjects Protection and Large-N Research: When Exempt is Non-Exempt and Research is Non-Research. <i>PS: Political Science & Politics</i> 41, 477–482. • Lupu, Noam, and Kristin Michelitch. 2018. "Advances in survey methods for the

		<p>developing world." <i>Annual Review of Political Science</i> 21: 195-214.</p> <ul style="list-style-type: none"> • Fujii, Lee Ann. 2012. "Research ethics 101: Dilemmas and responsibilities." <i>PS: Political Science & Politics</i> 45(4): 717-723. • Falk, Armin, and Nora Szech. "Morals and markets." <i>Science</i> 340, no. 6133 (2013): 707-711.
Spring Break (3/6-3-14)		
Question & Responses I: Design	3/17	<p><i>What are different ways of designing questionnaires, and what are their strengths and weaknesses?</i></p> <ul style="list-style-type: none"> • Schaeffer, Nora Cate, and Stanley Presser. 2003. "The Science of Asking Questions." <i>Annual Review of Sociology</i> 29. • Zaller, John, and Stanley Feldman. "A simple theory of the survey response: Answering questions versus revealing preferences." <i>American Journal of Political Science</i> (1992): 579-616. • Ansolabehere, Stephen, Jonathan Rodden, and James M. Snyder Jr. "The strength of issues: Using multiple measures to gauge preference stability, ideological constraint, and issue voting." <i>American Political Science Review</i> (2008): 215-232. • Wilcox, Clyde, Lee Sigelman, and Elizabeth Cook. "Some like it hot: Individual differences in responses to group feeling thermometers." <i>Public Opinion Quarterly</i> 53, no. 2 (1989): 246-257. • Smyth, Jolene D., Don A. Dillman, Leah Melani Christian, and Michael J. Stern. 2006. "Comparing check-all and forced-choice question formats in web surveys." <i>Public Opinion Quarterly</i> 70.1: 66-77. • Krosnick, Jon A., Neil Malhotra, and Urja Mittal. "Public misunderstanding of political facts: How question wording affected estimates of partisan differences in birtherism." <i>Public opinion quarterly</i> 78, no. 1 (2014): 147-165.
Question & Responses II: Evaluation	3/24	<i>How do we ensure that our questionnaire, surveys and experiments are valid/measure what we want</i>

		<p><i>to measure? What tools do we have at our disposal for identifying this before research?</i></p> <ul style="list-style-type: none"> • Krosnick, J.A., 2011. Experiments for Evaluating Survey Questions, in: Question Evaluation Methods. John Wiley & Sons, Ltd, pp. 213–238. • O’Donnell, A.B., Lutfey, K.E., Marceau, L.D., McKinlay, J.B., 2007. Using Focus Groups to Improve the Validity of Cross-National Survey Research: A Study of Physician Decision Making. <i>Qual Health Res</i> 17, 971–981. • King, G., et al., 2004. Enhancing the Validity and Cross-Cultural Comparability of Measurement in Survey Research. <i>American Political Science Review</i> 98, 191–207. • Burlig, Fiona. 2018. "Improving transparency in observational social science research: A pre-analysis plan approach." <i>Economics Letters</i> 168: 56-60. • Sen, Maya. 2017. "How political signals affect public support for judicial nominations: Evidence from a conjoint experiment." <i>Political Research Quarterly</i> 70.2: 374-393. • Lyall, Jason, Yang-Yang Zhou, and Kosuke Imai. 2020. "Can Economic Assistance Shape Combatant Support in Wartime? Experimental Evidence from Afghanistan." <i>American Political Science Review</i> 114.1: 126-143.
<p>Question & Responses III: Sensitive Issues</p>	<p>3/31</p>	<p><i>How do we ask/ascertain answers about sensitive topics while still conducting research ethically?</i></p> <ul style="list-style-type: none"> • Corstange, D., 2012. Vote Trafficking In Lebanon. <i>International Journal of Middle East Studies</i> 44, 483–505. • Streb, M.J., Burrell, B., Frederick, B., Genovese, M.A., 2008. Social Desirability Effects and Support for a Female American President. <i>Public Opin Q</i> 72, 76–89. • Holbrook, A.L., Krosnick, J.A., 2010. Measuring Voter Turnout By Using The Randomized Response Technique Evidence Calling Into Question The Method’s Validity. <i>Public Opin Q</i> 74, 328–343.

		<ul style="list-style-type: none"> • Rosenfeld, Imai, and Shapiro. 2015. An Empirical Validation Study of Popular Survey Methodologies for Sensitive Questions. <i>American Journal of Political Science</i>. • Magaloni, Beatriz, and Luis Rodriguez. 2020. "Institutionalized Police Brutality: Torture, the Militarization of Security, and the Reform of Inquisitorial Criminal Justice in Mexico." <i>American Political Science Review</i> 114.4: 1013-1034.
<p>Survey Modes</p>	<p>4/7</p>	<p><i>What are the different formats through which we can ask questions? How might these modes affect the responses we get?</i></p> <ul style="list-style-type: none"> • Couper, Mick P. 2011. "The future of modes of data collection." <i>Public Opinion Quarterly</i> 75.5: 889-908. • Bush, Sarah Sunn, and Lauren Prather. 2019. "Do electronic devices in face-to-face interviews change survey behavior? Evidence from a developing country." <i>Research & Politics</i> 6. 2: doi:2053168019844645. • Olson, K., Smyth, J. D., & Wood, H. M. (2012). Does giving people their preferred survey mode actually increase survey participation rates? An experimental examination. <i>Public opinion quarterly</i>, 76(4), 611-635. • Ansolabehere, Stephen, and Brian F. Schaffner. 2014. "Does survey mode still matter? Findings from a 2010 multi-mode comparison." <i>Political Analysis</i>: 285-303. • Huff, Connor, and Dustin Tingley. 2015. "“Who are these people?” Evaluating the demographic characteristics and political preferences of MTurk survey respondents." <i>Research & Politics</i> 2.3: doi: 2053168015604648. • Tankard, Margaret E., and Elizabeth Levy Paluck. 2017. "The effect of a Supreme Court decision regarding gay marriage on social norms and personal attitudes." <i>Psychological science</i> 28.9: 1334-1344.

Field Experiments	4/14	<p><i>Can surveys be brought out into the “real world?”</i> <i>How do we apply our survey skills in a wide variety of different environments?</i></p> <ul style="list-style-type: none"> • Ugarriza, Juan E., and Enzo Nussio. "The effect of perspective-giving on postconflict reconciliation. An experimental approach." <i>Political Psychology</i> 38, no. 1 (2017): 3-19. • Alizade, Jeyhun, Rafaela Dancygier, and Ruth Ditlmann. "National Penalties Reversed: The Local Politics of Citizenship and Politician Responsiveness to Immigrants." • Paluck, Elizabeth Levy. 2009. "Reducing intergroup prejudice and conflict using the media: a field experiment in Rwanda." <i>Journal of personality and social psychology</i> 96.3: 574. • Paluck, Elizabeth Levy, and Chelsey S. Clark. 2020. "Can playing together help us live together?." <i>Science</i> 369.6505: 769-770. • Adida, Claire L., Adeline Lo, and Melina R. Platas. 2018. "Perspective taking can promote short-term inclusionary behavior toward Syrian refugees." <i>Proceedings of the National Academy of Sciences</i> 115.38: 9521-9526.
Presentation #2	4/21	<p><i>How will you address your question of interest using your own survey? How can you help others refine their research designs/surveys?</i></p>
<i>Final Paper Due (4/28 at 11:59 P.M)</i>		