

Cross-Cultural Survey Measurement
PA 581 Syllabus
Spring 2009
(draft 01-20-09)

Class Meeting: Wednesdays, 3-5:50pm
Room 2234 ADH

Instructor: Timothy P. Johnson, Ph.D.
Survey Research Laboratory
Room 629
CUPPA Hall (East Campus)
412 S. Peoria Street
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Office Hours: By appointment.

Course Credits: 2 hours

Course Overview and Objectives:

This seminar will provide an in-depth overview of current advances in survey research methodology and practice relevant to cross-cultural research. Primary objectives include developing an understanding and appreciation of (1) the challenges of conducting survey research cross-culturally, (2) the theoretical perspectives used to understand and interpret cross-cultural variations in survey-related behaviors, and (3) current strategies and methods for detecting bias and/or establishing the equivalence of survey measures used in cross-cultural settings.

A course Blackboard site has been established that will serve as an important tool for this class. You can obtain access to most reading materials (other than textbooks) from this site. As new materials are added during the semester, announcements regarding their availability will be posted. We will also use Blackboard as a host for class discussions of our weekly topics (via the blog tool) and to post article review assignments (via the Wiki tool).

Required Text:

Only one text is required for this course:

Van de Vijver & Leung (1997) *Methods and Data Analysis for Cross-Cultural Research*. Thousand Oaks, CA: Sage.

Otherwise, we will rely on individualized weekly article reading assignments. Many, but possibly not all, of these papers will be available on the course Blackboard site.

General Requirements and Grading:

- Because this will be a blended seminar, class attendance and participation are essential, as will be active participation in the class's online discussion via our Blackboard blog page.
- Students will be expected to have read and be prepared to discuss each week's required background readings, both in class and online.
- All assignments must be typed with grammar and spelling checked. Students should retain copies of materials submitted.
- Final grades will be based on the following:

Article reviews:	20%
Online and in-class participation:	40%
Final paper:	40%

Article Review Assignments:

You will be asked to read and prepare a brief (try to get it into 2-3 paragraphs at most) summary of a journal article or book chapter during each week of the course. Each student will be asked to select one paper from the list for each week; a complete listing of these papers is provided below. You will be asked to post your review on our Blackboard Wiki page under the appropriate week's heading. By the end of the semester, the class will have collectively accumulated a good bibliography of the current survey literature concerned with cross-cultural research.

Reviews should **briefly** describe the research question or problem being addressed and the key point(s) researchers should take away from this paper. Empirical papers should additionally (and very briefly) describe methods of analysis, variable measurement, statistical analysis and findings. Literature reviews should provide additional details regarding the paper's substantive conclusions. You should also provide your own critical evaluation of the paper. Each entry should end with a general question that the paper you have reviewed leaves you with.

Most of the papers found on the reading lists are available on the course Blackboard site. A few, however, are not but should be easily located in the main UIC library. Those not on Blackboard are noted on the reading lists.

To access the Wiki, within Blackboard, go to "Student Tools," and then click on "Wiki Tool." Under "Site Navigation," click on the appropriate week's assignment, then click "new" and start typing. Don't forget to scroll down and click on "save" when you're done. You can always return later, clicking on "edit," if you want to make revisions to your review.

Online and In-Class Participation

Because this is a blended learning course, our plan is to spend approximately one-third less time meeting in the classroom, replacing that time with online discussion using Blackboard's Blog Tool, which can also be found under the "Student Tools" directory. At least once a week, the instructor will place a question (ALL IN CAPS SO IT CAN BE EASILY IDENTIFIED) on the Blog Tool that will serve as the starting point for a class discussion of the topic. An announcement will be posted on our main Blackboard page when each new discussion question is posted. **All students are expected to contribute to the online discussion of each topic at least three times per week** (at least once to the original question, and to at least two of your classmates' posts). Consequently, for the duration of the course, you should plan to monitor the online discussion on a continuous basis. You should plan to build on each other's thoughts as well as contributing your own ideas. Feel free to show initiative; interpret, synthesize or integrate various ideas. Remember that all members of the class are counting on you for a vibrant and meaningful discussion. Timely and thoughtful posts contribute to everyone's learning experience. Your discussion contributions should:

- Be thoughtful
- Demonstrate knowledge of the readings and course material
- Provide specific, constructive and supportive feedback that may extend the thinking of others
- Provide evidence of critical thinking regarding the assigned topic
- Encourage continued and deeper discussion
- Offer additional resources or experiences

Your writing should:

- Be concise
- Use standard edited English
- Clearly state opinions and ideas

Extra credit will be given to students who contribute thoughts and ideas that the instructor has not previously seen (this also applies to in-class discussions). In the classroom, we will review and summarize the online discussion to the extent that questions still remain each week.

To participate on-line, click "student tools" and then "Blog Tool." After reading the thread of the discussion relevant to each question, you can contribute by clicking "Comments." Be certain to click on "save" when you are done. There is no limit on the length of each contribution, although please remember that all class members will be reading each entry, so try to stay focused on the main issue being discussed.

Final Paper

A final paper of approximately 18-20 pages in length, *double-spaced*, will be required. You are free to select a topic from among those covered in class that you would like to explore in greater detail. The topic, however, should be approved in advance by the instructor. Also, data from two important cross-national survey programs, the

European Social Survey and the International Social Survey Programme, are available from the instructor for use in preparing a final paper for those who might be interested in using either of these resources. Links to the homepages for each of these programs can be found on the Blackboard site. Other data sets may also be available for use in writing class papers, depending on your interests.

Class Schedule and Required Reading Assignments:

January 14 Measuring culture

- Martin (2002) Questionnaire Effects on Reporting of Race and Hispanic Origin: Results of a Replication of the 1990 Mail Short Form in Census 2000
- Triandis (1996) The psychological measurement of cultural syndromes. *American Psychologist* 51: 407-415.
- Coon and Kemmelmeier (2001) Cultural orientations in the United States: (Re)Examining differences among ethnic groups. *Journal of Cross-Cultural Psychology* 32: 348-364.

Additional readings (not required)

- Alberti (2006) 2005 National Census Test: Analysis of the Race and Ethnicity Questions
- Reiser & Rothhaas (2005) 2004 Census Test: Evaluation 9: Effect of New Race and Hispanic Origin Questions
- Martin et al. (2004) Results of the 2003 National Census Test of Race and Hispanic Questions

January 21 Culture and equivalence

- Van de Vijver book chapters 1 & 2
- Johnson paper (1998) Approaches to equivalence in cross-cultural and cross-national survey research. *ZUMA-Nachrichten Spezial* 3: 1-40.
- Stewart and Napoles-Springer (2000) Health-related quality-of-life assessments in diverse population groups in the United States. *Medical Care* 38: II-102-124.

January 28 Developing equivalent survey questions I

- Harkness et al. (2003) Questionnaire Design in Comparative Research.
- Smith (2003) Developing Comparable Questions in Cross-National Surveys.
- Article review #1 due

February 4 Developing equivalent survey questions II (Translation issues)

- Harkness et al. (2004) Survey Questionnaire Translation and Assessment. Pp. 453-473 in Presser et al. (Eds.) *Methods for Testing and Evaluating Survey Questionnaires*. NY: Wiley.

- U.S. Census Bureau (2005) Census Bureau Guideline: Language Translation of Data Collection Instruments and Supporting Materials.
- Article review #2 due

February 11 Testing survey questions I

- Baumgartner and Steenkamp (2001) Response styles in marketing research: A cross-national investigation. *Journal of Marketing Research* 38: 143-156.
- Bond, R and Smith, PB (1996) Culture and conformity: A meta-analysis of studies using Asch's (1952b, 1956) line judgment task. *Psychological Bulletin* 119: 111-137.
- Johnson & van de Vijver (2003) Social desirability in cross-cultural research.
- Article review #3 due

February 18 Testing survey questions II

- Article review #4 due

February 25 Implementing surveys: cross-cultural considerations

- Couper & deLeeuw (2003) Nonresponse in cross-cultural and cross-national surveys.
- Article review #5 due

March 4 Analysis of surveys: cross-cultural considerations

- Van de Vijver book chapter 4
- Article review #6 due

April 2 Final papers due

Article Review List #1 (due January 28) (developing equivalent questions)

Borg (1998) A facet-theoretical approach to item equivalency. *ZUMA-Nachrichten Spezial* 3: 145-158.

Harkness (2004) Problems in establishing conceptually equivalent health definitions across multiple cultural groups. Pp. 85-90 in *Proceedings from the Eighth Conference on Health Survey Research Methods*. National Center for Health Statistics.

Ji, LJ, Schwarz, N and Nisbett, RE (2000) Culture, autobiographical memory, and behavioral frequency reports: Measurement issues in cross-cultural studies. *Personality and Social Psychology Bulletin* 26: 585-593.

King et al. (2004) Enhancing the validity and cross-cultural comparability of measurement in survey research. *American Political Science Review* 98: 191-207.

Kolsrud & Skjåk (2005) Harmonizing background variables in the European Social Survey. *ZUMA-Nachrichten Spezial* 11: 163-182.

Napoles-Springer et al. (2006) Using cognitive interviews to develop surveys in diverse populations. *Medical Care* 44, Supplement 3: S21-S30.

Okazaki and Sue (1995) Methodological issues in assessment research with ethnic minorities. *Psychological Assessment* 7: 367-375.

Poortinga YH (1989) Equivalence of cross-cultural data: An overview of basic issues. *International Journal of Psychology* 24: 737-756.

Przeworski & Teune (1966) Equivalence in cross-national research. *Public Opinion Quarterly* 30: 551-568.

Scheuch EK (1989) Theoretical implications of comparative survey research: Why the wheel of cross-cultural methodology keeps on being reinvented. *International Sociology* 4: 147-167.

Singh et al. (2000) Semantic equivalence of assessment instruments across cultures. *Journal of Child and Family Studies* 9: 123-134.

Article Review List #2 (due February 4) (translation)

Anderson, RB (1967) On the comparability of meaningful stimuli in cross-cultural research. *Sociometry* 30: 124-136.

Berkanovic, E (1980) The effect of inadequate language translation on Hispanics' responses to health surveys. *American Journal of Public Health* 70: 1273-1281.

Brislin RW (1970) Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology* 1: 185-216.

Harkness & Schoua-Glusberg (1998) Questionnaires in translation. *ZUMA-Nachrichten Spezial* 3:87-128.

Ellis BB, Minsel B & Becker P (1989) Evaluation of attitude survey translations: An investigation using item response theory. *International Journal of Psychology* 24: 665-684. (not on Blackboard)

Hulin CL (1987) A psychometric theory of evaluations of item and scale translation: Fidelity across languages. *Journal of Cross-Cultural Psychology* 18: 115-142.

McGorry SY (2000) Measurement in a cross-cultural environment: Survey translation issues. *Qualitative Market Research: An International Journal* 3: 74-81.

McKay, RB, Breslow, MJ, Sangster, RL et al. (1996) Translating survey questionnaires: Lessons learned. *New Directions for Program Evaluation* 70: 93-104.

Sperber, AD, DeVellis, RF and Boehlecke, B (1994) Cross-cultural translation: Methodology and validation. *Journal of Cross-Cultural Psychology* 25: 501-524.

Van de Vijver, FJR (1996) Translating tests: Some practical guidelines. *European Psychologist* 1: 89-99.

Weidmer et al; (1999) Translating the CAHPS 1.0 survey instruments into Spanish. *Medical Care* 37: 89-96. (not on Blackboard but available electronically through campus library web site).

Article Review List #3 (due February 11) (response effects)

Bachman J and O'Malley P (1984) Yea-saying, nay-saying, and going to extremes: Black-White Differences in response styles. *Public Opinion Quarterly* 48: 491-509.

Bernardi, R. A. (2006). Associations between Hofstede's cultural constructs and social desirability response bias. *Journal of Business Ethics*, 65, 43-53.

Clarke (2000) Extreme response style in cross-cultural research. *Journal of Social Behavior and Personality* 15: 137-152.

DeJong, M. G., Steenkamp, J.-B. E. M., Fox, J. P., & Baumgartner, H. (2008). Using item response theory to measure extreme response style in marketing research: A global investigation. *Journal of Marketing Research*, 45, 104-115.

Hui, CH and Triandis, HC (1989) Effects of culture and response format on extreme response style. *Journal of Cross-Cultural Psychology* 20: 296-309.

Javeline, D (1999) Response effects in polite cultures: A test of acquiescence in Kazakhstan. *Public Opinion Quarterly* 63: 1-28.

Johnson et al (2005) The relation between culture and response styles: Evidence from 19 countries. *Journal of Cross-Cultural Psychology* 36: 264-277.

Keillor, B, Owens, D and Pettijohn, C (2001) A cross-cultural/cross-national study of influencing factors and socially desirable response biases. *International Journal of Market Research* 43: 63-84. (not on Blackboard)

Lalwani et al. (2006) What is the relation between culture and socially desirable responding? *Journal of Personality and Social Psychology* 90: 165-178.

Middleton & Jones (2000) Socially desirable response sets: The impact of country culture. *Psychology & Marketing* 17: 149-163.

Ross & Mirowsky (1984) Socially-desirable response and acquiescence in a cross-cultural survey of mental health. *Journal of Social Behavior* 25: 189-197.

Smith (2004) Acquiescent response bias as an aspect of cultural communication style. *Journal of Cross-Cultural Psychology* 35: 50-61.

Triandis HC, Marin G, Lisansky J and Betancourt H (1984) Simpatá as a cultural script for Hispanics. *Journal of Personality and social psychology* 47: 1363-1375.

Van Hemert et al. (2002) Structural and functional equivalence of the Eysenck Personality Questionnaire within and between countries. *Personality and Individual Differences* 33:1229-1249.

Van Herk et al. (2004) Response styles in rating scales. *Journal of Cross-Cultural Psychology* 35: 346-360.

Wong, N., Rindfleisch, A., & Burroughs, J. E. (2003). Do reverse-worded items confound measures in cross-cultural consumer research? The case of the Material Values Scale. *Journal of Consumer Research*, 30(1), 72–91.

Article Review List #4 (due February 18) (testing survey questions)

Alexander et al (1999) Taking a first puff: Cigarette smoking experiences among ethnically diverse adolescents. *Ethnicity & Health* 4: 245-257.

Boniface and Hurchell (2000) Investigation of validity of closed questions in a survey of British South Asian and White populations. *Ethnicity & Health* 5: 69-65.

Gittelsohn et al. (1999) Inter-ethnic differences in youth tobacco language and cigarette brand preferences. *Ethnicity & Health* 4: 285-303.

Johnson TP, Jobe JB, O'Rourke D, Sudman S, Warnecke RB, Chavez N, Chapa-Resendez G & Golden P. (1997) Dimensions of self-identification among multiracial and multiethnic respondents in survey interviews. *Evaluation Review* 21: 671–87.

Johnson, TP and Bowman, PJ (2003) Cross-cultural sources of measurement error in substance use surveys. *Substance Use and Misuse* 38: 1447–90.

Johnson, TP, Cho YI, Holbrook A, O'Rourke D, Warnecke RB & Chavez N (2006) Cultural variability in the effects of question design features on respondent comprehension. *Annals of Epidemiology* 16: 661-668.

Mohler, Smith & Harkness (1998) Respondents' ratings of expressions from response scales: A two-country, two-language investigation on equivalence and translation. *ZUMA-Nachrichten Spezial* 3: 159-184.

Smith (2004) Methods of assessing and calibrating response scales across countries and languages.

Warnecke et al. (1997) Improving question wording in surveys of culturally diverse populations. *Annals of Epidemiology* 7: 334-342.

Warnecke et al. (1996) Measuring the quality of life in culturally diverse populations. *Journal of the National Cancer Institute Monographs* 20: 29-38.

Article Review List #5 (due February 25) (implementing surveys)

Anderson BA, Silver BD and Abramson PR (1988) The effects of race of the interviewer on race-related attitudes of black respondents in the SRC/CPS National Election Studies. *Public Opinion Quarterly* 52: 289-324.

Aquilino WS (1994) Interview mode effects in surveys of drug and alcohol use: A field experiment. *Public Opinion Quarterly* 58: 210-240.

Couper M, Singer E & Kulka R (1998) Participation in the 1990 Decennial Census: Politics, privacy, pressures. *American Politics Quarterly* 26: 59-80.

Davis DW (1997) Nonrandom measurement error and race of interviewer effects among African Americans. *Public Opinion Quarterly* 61: 183-207.

Dotinga et al. (2004) Methodological problems related to alcohol research among Turks and Moroccans living in the Netherlands: Findings from semi-structured interviews. *Ethnicity & Health* 9: 139-151.

Finkel SE, Guterbock TM & Borg MJ (1991) Race-of-interviewer effects in a preelection poll: Virginia 1989. *Public Opinion Quarterly* 55: 313-330.

Krysan M & Couper MP (2003) Race in the live and the virtual interview: Racial deference, social desirability, and activation effects in attitude surveys. *Social Science Quarterly* 66: 364-383.

Krysan M & Couper MP (2006) Race of interviewer effects: What happens on the web? *International Journal of Internet Science* 1: 17-28.

Owens L, Johnson TP & O'Rourke D (1999) Culture and item nonresponse in health surveys. PP. 69-74 in Proceedings from the 7th Conference on Health Survey Research Methods. National Center for Health Statistics.

Reese et al. (1986) Ethnicity-of-interviewer effects among Mexican-Americans and Anglos. *Public Opinion Quarterly* 50: 563-572.

Article Review List #6 (due March 4) (analysis of survey data)

Cheung, GW and Rensvold, RB (2000) Assessing extreme and acquiescence response sets in cross-cultural research using structural equations modeling. *Journal of Cross-Cultural Psychology* 31: 187-212.

Davidov, E, Schmidt, E & Schwarz, SH (2008) Bring values back in: The adequacy of the European Social Survey to measure values in 20 countries. *Public Opinion Quarterly* 72: 420-445.

Funkhouser GR (1993) A self-anchoring instrument and analytical procedure for reducing cultural bias in cross-cultural research. *Journal of Social Psychology* 133: 661-673.

Hays et al. (2006) Classical test theory and item response theory analyses of multi-item scales assessing parents' perceptions of their children's dental care. *Medical Care* 44, Supplement 3: S60-S68.

MacIntosh R (1998) A confirmatory factor analysis of the affect balance scale in 38 nations: A research note. *Social Psychology Quarterly* 61: 83-91.

Miller J, Slomczynski KM & Schoenberg RJ (1981) Assessing comparability of measurement in cross-national research: Authoritarian-Conservatism in different sociocultural settings. *Social Psychology Quarterly* 44: 178-191.

Miller J, Slomczynski KM & Kohn ML (1985) Continuity of learning generalization: The effect of job on men's intellectual process in the United States and Poland. *American Journal of Sociology* 91: 593-615.

Posner et al. (2001) Factor invariability of the Center for Epidemiological Studies Depression Scale (CES-D) among urban Latinos. *Ethnicity & Health* 6: 137-144.

Riordan and Vandenberg (1994) A central question in cross-cultural research. *Journal of Management* 20: 643-671.

Smith & Fischer (in-press) Acquiescence, Extreme Response Bias and Culture: A Multilevel Analysis. To appear in F.J.R. van de Vijver, D.A. van Hemert & Y. Poortinga (Eds.) *Individuals and cultures in multilevel analysis*. Erlbaum.

Singh J (1995) Measurement issues in cross-national research. *Journal of International Business Studies* 26: 573-597.

Watkins, D (1989) The role of confirmatory factor analysis in cross-cultural research. *International Journal of Psychology* 24: 685-701.

Additional Resources

- Bulmer, M and DP Warwick (Eds.) *Social Research in Developing Countries*. NY: John Wiley & Sons.
- Gudykunst WB & Kim YY (1997) *Communicating with Strangers*, Third Edition. Boston: McGraw-Hill.
- Hambleton, R.K., Merenda, P.F. & Spielberger, C.D. (2005) *Adapting Educational and Psychological Tests for Cross-Cultural Assessment*. Mahwah, NJ: Lawrence Erlbaum.
- Hantrais L & Mangen S (1996) *Cross-National Research Methods in the Social Sciences*. London: Pinter.
- Harkness, van de Vijver, & Mohler (Eds.), *Cross-Cultural Survey Methods*. New York: Wiley, 2003.
- Hofstede G (1997) *Cultures and Organizations: Software of the Mind*. NY: McGraw-Hill.
- Hofstede G (1998) *Masculinity and Femininity: The Taboo Dimension of National Cultures*. Thousand Oaks, CA: Sage.
- Hofstede G (2001) *Culture's Consequences*, Second Edition. Thousand Oaks, CA: Sage.
- Inglehart R & Norris P (2003) *Rising Tide: Gender Equality and Cultural Change Around the World*. Cambridge University Press.
- Johnson TP, O'Rourke D, Sudman S, Warnecke R, Lacey L and Horm J (1997) Social cognition and responses to survey questions among culturally diverse populations. Pp. 97-113 in Lyberg L, Biemer P, Collins M, DeLeeuw E, Dippo C, Schwarz N and Trewin D (Eds.) *Survey Measurement and Process Quality*. New York: John Wiley & Sons.
- Kim, U, HC Triandis et al. (Eds.) *Individualism and Collectivism: Theory, Methods and Applications*. Thousand Oaks, CA: Sage.
- Kockman T (1981) *Black and White Styles in Conflict*. Chicago: University of Chicago Press.
- Levine R (1997) *A Geography of Time*. NY: Basic Books.
- Lonner, WJ and JW Berry (Eds.) *Field Methods in Cross-Cultural Research*. Beverly Hills, CA: Sage.
- Nisbett RE (2003) *The Geography of Thought*. NY: Free Press.
- Trompenaars F & Hampden-Turner C (1998) *Riding the Waves of Culture*, Second Edition. NY: McGraw-Hill.
- Triandis HC (1994) *Culture and Social Behavior*. NY: McGraw-Hill.
- Triandis HC (1995) *Individualism & Collectivism*. Boulder, CO: Westview Press.