

Public Opinion and Voting Behavior

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Office: TBA

Poli 317, Summer Term 2017
T, Th 1:00pm-3:30pm / B060 JFSB
Office Hours: W: 9-11am

Course Description

This course takes a close look at public opinion – what it is, how it is measured, and why it matters. We will explore how to create and administer tools to measure public opinion, different topics within public opinion, factors that influence public opinion, and how institutions and democracy relate to public opinion. In addition, we will connect these ideas to one of the most important forms of political participation – voting. In each of these areas, we will emphasize how to apply these concepts in concrete ways – to both research designs and contemporary politics.

Public opinion is a broad topic in political science, covering a wide range of attitudes, behaviors, and social factors. It has connections to individuals' political beliefs, public opinion polls, methods of persuasion, questions of representation in government, and key forms of political participation (such as voting). In the current context, public opinion now also includes social media, e-petitions, unconscious attitudes, and much more. My goal in this course is to guide you through important topics in this area, but our time together each week is limited, meaning that we will not do every topic justice. If, as you look over the course schedule, you do not see an issue you would like me to cover, please let me know. I will do everything I can to incorporate that topic, approach, article, issue, etc. into our class. I hope to help you uncover interesting ideas and topics in the study of public opinion, and I encourage you to ask questions, bring in outside material, and dive deeply in the course materials.

Classes, Assignments, and Grades

Our class meets in B060 of the JFSB on Tuesdays and Thursdays from 1:00pm to 3:30pm. You are expected to attend all classes, to complete all assigned readings and assignments on time, and to actively participate. Classes will typically involve a seminar type format, beginning with a guided discussion of the readings. Each class period will involve various types of learning activities that will vary depending on the topic.

Grades will be determined from the following assessments (each of which is explained below):

Assessment	Due date	Percentage of final grade
Reading responses	The day of class at 10am	16 (2% per response)
In-class participation	Each class period	10
Survey assignment	Class 3 – July 6 th	2
Midcourse evaluation	Class 7 -July 20 th	2
<i>Research activity</i>		
1: Research idea paragraph	July 7 th at 5pm	5
2: Research design presentation	Class 5 – July 13 th	10
3: Project consultation	Between July 17 th and July 27 th	10
4: Full project presentation	Class 13 – August 10 th	15
5: Final research paper	August 17 th at 12(noon)	30

The letter grade distribution for the course is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93.00- 100	90.00- 92.99	87.00- 89.99	83.00- 86.99	80.00- 82.99	77.00- 79.99	73.00- 76.99	70.00- 72.99	67.00- 69.99	63.00- 66.99	60.00- 62.99	<=59.00

Readings and reading responses

Course readings come from academic journal articles, research reports, news articles, and short excerpts from books; as such, there is no textbook. Assigned readings can be found on-line at the Learning Suite course page. You are required to read all of the required readings and to read *at least one of the optional readings* before class.

As a way to help us in our discussions, please submit a reading response by 10am on the day of class. This helps me ensure that you complete the readings before class and cover the material most relevant to you. You can find more detailed instructions on the reading responses online via Learning Suite. There are a total of eleven reading responses (not counting the first day and one class that does not have readings) – you will need to turn in at least eight reading responses for full credit on this part of the class. That is, you may miss three of the reading responses and still get full credit on this portion of your grade.

In-class participation

Our class will be most successful if you participate in our class meetings and engage with the activities in class. As a result, part of your grade is determined by your participation, and I ask that you participate in each class period. This participation can take many forms – including (but not limited to) asking questions in class, answering questions, coming on time, not leaving early, staying engaged with the class discussion, and participating in class activities. If you miss more than one class period, you will begin to lose points on your participation grade.

After class 6, I will email you a brief statement about your participation which will indicate what grade you are likely to receive if you continue participating as you have been to that point. We can speak at that point if you have any concerns.

Survey question assignment

As part of class 3, you will be asked to complete a brief assignment about survey research (in lieu of optional readings for that week). The purpose of this assignment is to help you apply and think about the readings on survey methods. Please turn in a document *no longer than one single-spaced page* that contains your responses to the tasks you select. You should turn this in via Learning Suite before the start of class 3.

Midcourse evaluation

In order to help me improve the course, I ask that you complete a midcourse evaluation by class 7 (July 20th). This evaluation will be emailed to you along with your midcourse participation notes from me. This will involve completing a simple, anonymous survey which can be completed online. I will ask you to email me the time when you complete the midcourse evaluation so that I can verify you completed it and give you credit.

Research activity (RA)

The remaining assignments are all part of the larger research activity for the course. This research activity applies the material we have discussed in class to a research question that interests you. All of the assignments in this area are intended to help you make progress on the final research paper, which stands in the place of a final exam for the course.

This research activity can take many forms – it can involve a series of interviews, a small-scale survey, or an experiment of some kind. The only requirements are that (1) your project connect to public opinion and/or voting in some form and that (2) you engage in some kind of original data collection, although the form that data collection takes is entirely up to you. The culmination of this research project is the final research paper, a written document that should be between 2500-4000 words. More details follow on the paper, but note it can take many formats – an extended policy brief, a traditional academic research paper, a research report (like those produced by Pew or Gallup) or a blog post/newspaper article.

RA, Part 1: Research idea paragraph

The first step of this research activity is coming up with a research question that interests you. This question can cover any topic that has a connection to public opinion and/or voting, but it should be a question that you can at least *start* to answer with your own research. Please turn in a short paragraph, stating your research question and some brief ideas about the topic; do not submit more than one paragraph and keep the paragraph as concise as possible. You should turn in this paragraph into Learning Suite *no later than 5pm on July 7th*. Alternatively, if you would like to meet with me *before 5pm on July 7th* and discuss your research idea with me in person, that will satisfy this assignment.

RA, Part 2: Research design presentation

The next milestone for your research paper is a presentation of your research design – that is, exactly what you intend to do to answer your research question on public opinion. Each student will be given between 10-15 minutes to both present their design and then ask for and receive feedback on their research project from the class. You may structure this presentation however you think will be most helpful – using a PowerPoint, other presentation software, printed handouts, having the class walk through your survey/interview/research tool, etc. You can access more detailed grading guidelines on Learning Suite.

RA, Part 3: Project consultation

Sometime between July 17th and July 27th, each student should find a time to meet with me to discuss how their research activity is progressing. Each student will be responsible for finding a time to meet with me – these meetings can occur during office hours, in person at another time, or even by phone or Skype if necessary. The purpose of the meeting is to ensure that you are on track for the full research presentation and research paper. You are expected to reach out to me to find a time that will work for both of us.

RA, Part 4: Full research presentation

This presentation is a final chance for you to get feedback on your research paper before the full paper is due. Your presentation should state your research question, what themes from the class your project touches on, your research design, the data you collected, and what you conclude from your data. Each student will have 15 minutes to present and 10 minutes for feedback from

the class. As with the research design presentation, you can structure this presentation in whatever way you would like – with or without audiovisuals, using handouts, etc. You can access the grading guidelines for this assignment on Learning Suite.

RA, Part 5: Final paper

This assessment serves as both the culmination of the research activity and an opportunity for the student to demonstrate their learning from throughout the course. The paper should be between 2500-4000 words, not counting tables and figures. You can access more detailed guidelines and a grading rubric for this assignment on Learning Suite. It should be turned in by email by noon on August 17th.

While it is not required for the paper, you are encouraged to work with the BYU writing center (<http://writingcenter.byu.edu/>). If you meet with a tutor at the Writing place and provide me with documentation, you will get an extra 2 points on your paper. You should also feel free to edit each other's papers and/or discuss your papers with me as you are working on them.

General Course Policies

The grading of each assignment lays out the way late or incomplete work will be handled; the only exception are the presentations. If you would like to appeal an assigned grade, *you must submit a written statement to me explaining why the grade should be changed (within two class periods of receiving the grade).*

Poli 200 is the only prerequisite for this course. Completion of Poli 328 (or an equivalent) is strongly encouraged, but not required.

In general, if you contact me outside of normal working hours (M-F, between 8am and 6pm), I may not respond until the next business day. You can still email me outside of this window, but my response will be delayed. Additionally, please put "Poli 317" in the subject line of your email so that I prioritize your messages.

Cell phones may not be used during class. Additionally, laptop computers may be used for note-taking only. Misuse of technology in class will adversely affect your participation grade.

Classroom environment

At times, we may cover topics and have conversations that challenge your viewpoints or provoke intense discussion. I expect everyone to be respectful of others' views, *especially when those views challenge their own.* My goal is to create an environment where all students feel safe sharing their views and, in turn, feel respected by other students and myself. You should feel free to present viewpoints that differ from my own and to ask challenging questions of the material presented in class.

If, at any point, you feel that I have failed to create this type of environment or have not been respectful of your views, I ask that you please inform me as soon as you can so that I can address the issue appropriately. If you feel that this would not be appropriate, please speak with the department chair (Sven Wilson - Sven_Wilson@byu.edu) about your concerns. Additionally, if

you have any concerns about the topics planned for the course, I would ask you to speak with me as far in advance as possible.

Plagiarism

Any student is capable of succeeding in this course without resorting to plagiarism. All work you submit must be your own work – that is, of your own construction; any materials that come from other sources should be appropriately referenced or cited.

You should not submit work performed by another student as your own, as such is a violation of the honor code. You should also not submit work from previous courses as though it were an original creation for this class. Any questions should be directed to me early on in the term.

Learning outcomes:

This course contributes to the BYU political science department's learning outcomes in several key ways.

Understand Political Science and Its Subfields

- This course takes a close look at one of the important areas of American politics, and helps students understand the place of this topic in that subfield.
- Additionally, students are asked to read a substantial amount of academic research in this area, ranging from established classics to more controversial, recent research. As such, this course can provide students with a broad understanding of this area of research.
- Students will also be asked to engage in class discussions and applications of this research, providing additional opportunities to process and understand this research.

Employ Rigorous Research Methods

- The key assessment for this course involves an original data collection and requires students to choose among various research methods to answer their own research questions regarding public opinion.
- The course also covers readings on different methodological approaches to help students grasp different techniques in the study of public opinion. Similarly, the more substantive readings employ different tactics, requiring students to engage with various methodological approaches.

Write and Speak with Originality and Clarity

- The major assessment for this course (the final research paper) requires students to come up with an original research question, discuss it in two different presentations, and then create a written product that requires good writing. This project alone pushes students to clear writing and speaking, with the various graded elements. The course is structured to help students succeed at this project by requiring small elements of the larger endeavor throughout the course.
- The mix of formats in class (from written reading questions to class presentations and discussions) provide students with the opportunity to develop these skills in a variety of ways.

Think Critically and Analytically about Politics

- The assignments and readings for this course require students to think about larger issues surrounding public opinion, both within political science and politics more generally.
- The course is structured to bring in conversations from non-political scientists in order to consider this topic in a way that is broader than just academics.
- More specifically, the course asks students to consider hard questions, such as what the role of public opinion is in government, how “good” public opinion really is, and why public opinion is worth studying.

Collaborate Effectively

- Students will be asked to participate in class activities, group discussions, and in providing feedback to each other’s work. This gives students an opportunity to collaborate throughout the course

University Policies:

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801- 422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Students with accessibility needs:

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. ***Please contact them immediately so proper accommodations can be made.*** Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and

instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

University Resources:

Many students at BYU struggle with stress, depression, and other emotional challenges. BYU's office of Counseling and Psychological Services offers a variety of helpful services to deal with these very common issues. Counseling is available to full-time students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, social relationships, and stress management. All of these services, consistent with the highest standards of professional psychology, are provided in a confidential manner. For example, the university's Stress Management Services can help students identify sources of stress and learn how to cope with its physical and emotional effects. Students learn how to relax, restructure stressful thinking, and become more effective in dealing with stress and pressure. Counseling and Psychological Services is located at 1500 WSC and by phone at 801-422-3035. Visit their website at <https://caps.byu.edu/> for more information or to make an appointment.

Course Outline

June 27	<p>1. Course intro and What is public opinion? How is it formed?</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • What is required of me in this course? What questions do I have on the syllabus? • What is public opinion? • How is public opinion related to public opinion <i>polling</i>? <p><u>Required Readings:</u></p> <p>Syllabus</p> <p>Lazarsfeld, Paul F. 1957. "Public Opinion and the Classical Tradition". <i>The Public Opinion Quarterly</i>, 21 (1): 39-53 – NOTE: ONLY READ PAGES 41-45.</p> <p>Davidson, W. Philips. 1958. "The Public Opinion Process". <i>The Public Opinion Quarterly</i>, 22 (2): 91-106.</p> <p>Dionne, E.J. and Thomas E. Mann. 2003. "Polling and Public Opinion: The good, the bad, and the ugly". <i>The Brookings Institution</i>. https://www.brookings.edu/articles/polling-public-opinion-the-good-the-bad-and-the-ugly/</p> <p><i>Optional readings:</i></p> <p>Lippmann, Walter. 1922. <i>Public Opinion</i></p> <p>Key, V.O. 1961. <i>Public Opinion and American Democracy</i>.</p> <p>Druckman, James N. and Arthur Lupia. 2000. "Preference Formation". <i>Annual Review of Political Science</i> 3:1-24.</p> <p>Ajzen, Icek. 2001. "Nature and Operation of Attitudes." <i>Annual Review of Psychology</i> 52: 27-58.</p> <p>Gerber, Alan S., Gregory A. Huber, David Doherty, Conor M. Dowling, and Shang E. Ha. 2010. "Personality and Political Attitudes: Relationships across Issue Domains and Political Contexts." <i>American Political Science Review</i> 104(1):111-113.</p>
June 29	<p>2. How do we measure public opinion? (part 1) Big picture</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • What are some different ways to measure public opinion? What ways are not discussed by these readings? • Which approach do you find to be most convincing? • What circumstances seem best suited to each approach? <p><u>Required Readings:</u></p> <p>Gallup. 2007. "What is Public Opinion Polling and Why Is It Important?". <i>The Gallup Organization</i>. http://media.gallup.com/muslimwestfacts/PDF/PollingAndHowToUseItR1drevENG.pdf</p> <p>Leech, Beth L. 2002. "Asking Questions: Techniques for Semistructured Interviews." <i>PS: Political Science and Politics</i>, 35(4):665-668</p>

	<p>Krosnick, Jon A. 1999. "Survey Research." <i>Annual Review of Psychology</i>, 50(1):537-567.</p> <p>Druckman, James N., Donald P. Green, James H. Kuklinski, and Arthur Lupia. 2006. "The growth and development of experimental research in political science." <i>American Political Science Review</i>, 100(4):627-635.</p> <p><i>Optional readings:</i></p> <p>Lane, Robert. 1962. <i>Political ideology: why the American common man believes what he does</i>.</p> <p>Ansolahehere, Stephen, Jonathan Rodden, and James M. Snyder. 2008. "The strength of issues: Using multiple measures to gauge preference stability, ideological constraint, and issue voting." <i>American Political Science Review</i>, 102(2):215-232.</p> <p>DeSilver, Drew. 2017. "Q&A: Political polls and the 2016 election". <i>Pew Research Center</i>. http://www.pewresearch.org/fact-tank/2017/05/04/qa-political-polls-and-the-2016-election/</p>
July 4	No class; Holiday
July 6	<p>3. How do we measure public opinion? (part 2) The details</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • Why are these sampling and design elements important? • When are different types of samples more or less appropriate? <p><u>Required Readings:</u></p> <p>Kennedy, Courtney. 2017. "How can a survey of 1,000 people tell you what the whole U.S. thinks?" <i>Pew Research Center</i>. http://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/</p> <p>Hibberts, Mary, R. Burke Johnson, and Kenneth Hudson. 2012. "Common Survey Sampling Techniques". In <i>Handbook of Survey Methodology for the Social Sciences</i>, ed. Lior Gideon. Pp. 53-74</p> <p>Smith, Scott. 2013. "Survey Questions 101: Do You Make any of These 7 Question Writing Mistakes?" <i>Qualtrics Blog</i> www.qualtrics.com/blog/writing-survey-questions/</p> <p>Krosnick, Jon A. and Stanley Presser. 2010. "Question and Questionnaire Design." <i>Handbook of Survey Research</i>, 2nd Edition. (chapter 9).</p> <p>U.S. Census Bureau. 2015. "Current Population Survey Interviewing Manual." U.S. Census Bureau. NOTE: READ ONLY CHAPTER 2 -CONDUCTING THE CPS INTERVIEW</p> <p>Assignment: Complete two of the following and be prepared to turn them in and share with the class.</p> <ol style="list-style-type: none"> 1. Draft two survey questions that measure topics of interest to you 2. Identify a population you are interested in studying and how you might obtain a sample of that population

	<p>3. Imagine that you are training a group of pollsters to administer a survey, door-to-door. What are three things you would train them to do?</p> <p>Paragraph on research idea due on July 7th by 5pm</p>
<p>July 11</p>	<p>4. Why (when) does public opinion matter? Questions to consider:</p> <ul style="list-style-type: none"> • Should public opinion matter? • When would we want public opinion to have a stronger (or weaker) influence on government? • What are the pathways through which public opinion can influence government? <p><u>Required Readings:</u> Burststein, Paul. 2003. "The Impact of Public Opinion on Public Policy: A Review and an Agenda." <i>Political Research Quarterly</i> 56: 29-40. Gilens, Martin and Benjamin I. Page. 2014. "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens." <i>Perspectives on Politics</i> 12(3):564-581. Key, V. O. 1961. "Public Opinion and the Decay of Democracy." <i>Virginia Quarterly Review</i> 37(4):481-494. Morning Edition. 2003. "Does Public Opinion Matter?" <i>National Public Radio</i>. http://www.npr.org/templates/story/story.php?storyId=932958</p> <p><u>Optional Readings:</u> Page, Benjamin I. and Robert Y. Shapiro. 1983. "Effects of public opinion on policy". <i>American Political Science Review</i>, 77(1):175-190. Erikson, Robert S. Michael B. MacKuen, and James A. Stimson. 2002. <i>The Macro Polity</i>. Jacobs, Lawrence R. and Benjamin I. Page. 2005. "Who influences US foreign policy?" <i>American Political Science Review</i> 99(1):107-123. Martin Gilens. 2012. <i>Affluence and Influence: Economic Inequality and Political Power in America</i>. Druckman, James N. and Lawrence R. Jacobs. 2015. <i>Who Governs?: Presidents, Public Opinion, and Manipulation</i> Hill, Seth J. and Chris Tausanovitch. 2015. "A Disconnect in Representation? Comparison of Trends in Congressional and Public Polarization." <i>Journal of Politics</i> 77(4):1058-1075. Bashir, Omar S. 2015. "Testing Inferences about American Politics: A Review of the "Oligarchy" Result." <i>Research & Politics</i> 2(4):1-7.</p>
<p>July 13</p>	<p>5. Research design presentations and research ethics Questions to consider:</p> <ul style="list-style-type: none"> • Why are these ethical considerations important? • What are the responsibilities of the IRB? What are the responsibilities of the researcher?

	<p><u>Required Readings:</u> BYU IRB. “Frequently Asked Questions.” https://orca.byu.edu/irb/FAQs.php King, Gary and Melissa Sands. Working paper. “How Human Subjects Research Rules Mislead You and Your University, and What to Do About it.” http://gking.harvard.edu/files/gking/files/irb_politics_paper_1.pdf</p> <p>Presentations</p> <p>Please set up time to meet with me between July 17th and July 27th for a consultation on your research project</p>
<p>July 18</p>	<p>6. How “good” is public opinion? Questions to consider:</p> <ul style="list-style-type: none"> • How does this topic relate to our earlier class on when public opinion matters? • How much of the quality of public opinion is due to the way we tend to measure public opinion? • What counts as a “good” attitude or a “correct” vote? <p><u>Required Readings:</u> Zaller, John and Stanley Feldman. 1992. “A Simple Theory of the Survey Response.” <i>American Journal of Political Science</i> 36(3):579-616. Converse, Philip E. 2000. “Assessing the Capacity of Mass Electorates.” <i>Annual Review of Political Science</i> 3(1):331-353. Lupia, Arthur. 2006. “How elitism undermines the study of voter competence.” <i>Critical Review</i> 18(1-3):217-232. Domonoske, Camila. 2016. “Students Have 'Dismaying' Inability To Tell Fake News From Real, Study Finds.” <i>National Public Radio</i>. http://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real</p> <p><u>Optional Readings:</u> Lippmann, Walter. 1925. <i>The Phantom Public</i> Gilens, Martin. 2001. “Political Ignorance and Collective Policy Preferences.” <i>American Political Science Review</i>, 95(2):379-396. Healy, Andrew J., Neil Malhotra, and Cecilia Hyunjung Mo. 2010. “Irrelevant events affect voters' evaluations of government performance.” <i>Proceedings of the National Academy of the Sciences</i> 107(29):12804-12809. Achen, Christopher H. and Larry M. Bartels. 2016. <i>Democracy for Realists</i> Busby, Ethan C., James N. Druckman, and Alexandria Fredendall. 2017. “The political relevance of irrelevant events.” <i>Journal of Politics</i> 79(1):346-350.</p>

	<p>McGrath, Mary C. 2017. "Economic Behavior and the Partisan Perceptual Screen." <i>Quarterly Journal of Political Science</i> 11(4):363-383.</p> <p>Midcourse participation email sent</p>
<p>July 20</p>	<p>7. Race and Gender</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • How do the patterns discussed in these readings apply to <i>all</i> racial and ethnic groups? What about other kinds of social distinctions? • What are some challenges in studying the role of race and gender in public opinion? • How do differences in power (politically and socially) influence the role of race and gender? <p><u>Required Readings:</u></p> <p>White, Ismail K. 2007. "When Race Matters and When It Doesn't: Racial Group Differences in Response to Racial Cues." <i>American Political Science Review</i> 101(2):339-354.</p> <p>Craig, Maureen A. and Jennifer A. Richeson. 2014. "On the Precipice of a "Majority-Minority" America Perceived Status Threat From the Racial Demographic Shift Affects White Americans' Political Ideology." <i>Psychological Science</i> 25(6):1189-1197.</p> <p>Brooks, Deborah Jordan and Benjamin A. Valentino. 2011. "A war of one's own: understanding the gender gap in support for war." <i>Public Opinion Quarterly</i> 75(2):270-286.</p> <p>Smith, Samantha. 2017. "In Trump era, women's views of nation's prospects take a negative turn." <i>Pew Research Center</i>. http://www.pewresearch.org/fact-tank/2017/05/15/in-trump-era-womens-views-of-nations-prospects-take-a-negative-turn/</p> <p><u>Optional Readings:</u></p> <p>Gay, Claudine and Katherine Tate. 1998. "Doubly bound: The impact of gender and race on the politics of black women." <i>Political Psychology</i> 19(1):169-184.</p> <p>Cohen, Cathy J. and Michael C. Dawson. 1993. "Neighborhood Poverty and African-American Politics." <i>American Political Science Review</i> 87(2):286-302.</p> <p>Box-Steffensmeier, Janet M., Suzanna De Boef, and Tse-min Lin. 2004. "The Dynamics of the Partisan Gender Gap." <i>The American Political Science Review</i> 98(3):515-528.</p> <p>Price, Melanye T. 2009. <i>Dreaming Blackness: Black Nationalism and African American Public Opinion</i>. New York: New York University Press.</p> <p>Tate, Katherine. 2010. <i>What's Going on?: Political Incorporation and the Transformation of Black Public Opinion</i>. Washington DC: Georgetown University Press.</p>

	<p>Kam, Cindy D. and Donald R. Kinder. 2012. "Ethnocentrism as a Short-Term Force in the 2008 American Presidential Election." <i>American Journal of Political Science</i> 56(2):326-340.</p> <p>Hajnal, Zoltan L. and Michael U. Rivera. 2014. "Immigration, Latinos, and White Partisan Politics: The New Democratic Defection." <i>American Journal of Political Science</i> 58(4):773-789.</p> <p>Abrajano, Marisa, and Zoltan L. Hajnal. 2015. <i>White Backlash: Immigration, Race, and American Politics</i>. Princeton: Princeton University Press.</p>
<p>July 25</p>	<p>Complete midcourse evaluation</p> <p>8. Ideology and partisanship</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • How are ideology and partisanship similar? Different? • Why should partisanship and ideology influence public opinion? • What other concepts might be related to partisanship and ideology and also related to public opinion? <p><u>Required Readings:</u></p> <p>Klar, Samara. 2014. "A Multidimensional Study of Ideological Preferences and Priorities among the American Public." <i>Public Opinion Quarterly</i> 78(S1):344-359.</p> <p>Boudreau, Cheryl and Scott A. MacKenzie. 2014. "Informing the Electorate? How Party Cues and Policy Information Affect Public Opinion about Initiatives." <i>American Journal of Political Science</i> 58(1):48-62.</p> <p>Weeden, Jason and Robert Kurzban. 2017. "Self-Interest Is Often a Major Determinant of Issue Attitudes." <i>Political Psychology</i> 38:67-90.</p> <p>Bump, Philip. 2017. "Opinions of Trump aren't just polarized — they're Republicans vs. everyone else." <i>Washington Post</i>, May 22.</p> <p><u>Optional Readings:</u></p> <p>Federico, Christopher M. and Monica C. Schneider. 2007. "Political Expertise and the Use of Ideology: Moderating Effects of Evaluative Motivation." <i>Public Opinion Quarterly</i> 71(2):221-252.</p> <p>Trier, Shawn and Sunshine D. Hillygus. 2009. "The Nature of Political Ideology in the Contemporary Electorate." <i>Public Opinion Quarterly</i> 73(4):679-703.</p> <p>Enns, Peter K., Paul M. Kellstedt, and Gregory E. McAvoy. 2012. "The consequences of partisanship in economic perceptions." <i>Public Opinion Quarterly</i> 76(2):287-310.</p> <p>Harbridge, Laurel, Neil Malhotra, and Brian F. Harrison. 2014. "Public Preferences for Bipartisanship in the Policymaking Process." <i>Legislative Studies Quarterly</i> 39(3):327-355.</p> <p>Kraft, Patrick W., Milton Lodge, and Charles S. Taber. 2015. "Why People "Don't Trust the Evidence": Motivated Reasoning and Scientific</p>

	<p>Beliefs.” <i>ANNALS of the American Academy of Political and Social Science</i> 658(1):121-133.</p> <p>Klar, Samara and Yanna Krupnikov. 2016. <i>Independent Politics: How American Disdain for Parties Leads to Political Inaction</i>. New York: Cambridge University Press</p>
<p>July 27</p>	<p>9. Media</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • How does the media influence public opinion? How does public opinion influence the media? • Is the media a positive or negative influence on public opinion? • How do changes in communications technology challenge or support this research? <p><u>Required Readings:</u></p> <p>Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. 1982. “Experimental Demonstrations of the “Not-so-Minimal” Consequences of Television News Programs.” <i>American Political Science Review</i> 76(4):848-858.</p> <p>Prior, Markus. 2003. “Any good news in soft news? The impact of soft news preference on political knowledge.” <i>Political Communication</i> 20(2):149-171.</p> <p>Mutz, Diana C. 2007. “Effects of “in-your-face” television discourse on perceptions of a legitimate opposition.” <i>American Political Science Review</i> 101(4):621-635.</p> <p>Swift, Art. 2016. “Americans' Trust in Mass Media Sinks to New Low.” <i>Gallup</i>. http://www.gallup.com/poll/195542/americans-trust-mass-media-sinks-new-low.aspx”</p> <p><u>Optional Readings:</u></p> <p>Iyengar, Shanto and Donald R. Kinder. 1987. <i>News that matters: television and American opinions</i>. Chicago: University of Chicago Press.</p> <p>Baum, Matthew A. 2003. “Soft news and political knowledge: Evidence of absence or absence of evidence?” <i>Political Communication</i> 20(2):173-190.</p> <p>Baum, Matthew A. and Angela S. Jamison. 2006. “The Oprah Effect: How Soft News Helps Inattentive Citizens Vote Consistently.” <i>Journal of Politics</i> 68(4):946-959.</p> <p>Berinsky, Adam J. and Donald R. Kinder. 2006. “Making Sense of Issues Through Media Frames: Understanding the Kosovo Crisis.” <i>Journal of Politics</i> 68(3):640-656.</p> <p>Prior, Markus. 2007. <i>Post-Broadcast Democracy: How Media Choice Increases Inequality in Political Involvement and Polarizes Elections</i>. New York: Cambridge University Press.</p> <p>Feldman, Lauren. 2013. “Learning about Politics From The Daily Show: The Role of Viewer Orientation and Processing Motivations”. <i>Mass Communication and Society</i> 16(4):586-607.</p>

<p>August 1</p>	<p>10. Deliberation and social influences</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • How do different social environments influence public opinion? What important types of social environments are not considered in this research? • What is the difference between deliberative contexts and other social settings? • Do you think it is a good or bad thing that politics can be influenced by (and influence) social settings? <p><u>Required Readings:</u></p> <p>Klar, Samara. 2014. "Partisanship in a social setting." <i>American Journal of Political Science</i> 58(3):687-704.</p> <p>Druckman, James N., Matthew S. Levendusky, and Audrey McLain. Forthcoming. "No Need to Watch: How the Effects of Partisan Media Can Spread via Inter-Personal Discussions." <i>American Journal of Political Science</i>.</p> <p>Esterling, Kevin M., Michael A. Neblo, and David M.J. Lazer. 2011. "Means, motive, and opportunity in becoming informed about politics: A deliberative field experiment with members of Congress and their constituents." <i>Public Opinion Quarterly</i> 75(3):483-503.</p> <p>Tavernise, Sabrina and Katharine Q. Seelye. 2016. "Political Divide Splits Relationships – and Thanksgiving, Too." <i>New York Times</i>. Nov. 15.</p> <p><u>Optional Readings:</u></p> <p>Walsh, Katherine Cramer. 2004. <i>Talking About Politics : Informal Groups and Social Identity in American Life</i>. Chicago: University of Chicago Press.</p> <p>Sinclair, Betsy. 2012. <i>The Social Citizen: Peer Networks and Political Behavior</i>. Chicago: University of Chicago Press.</p> <p>Klar, Samara. 2013. "The Influence of Competing Identity Primes on Political Preferences." <i>Journal of Politics</i> 75(4):1108-1124.</p> <p>Brader, Ted, Joshua A. Tucker, and Andrew Therriault. 2014. "Cross Pressure Scores: An Individual-Level Measure of Cumulative Partisan Pressures Arising from Social Group Memberships." <i>Political Behavior</i> 36(1):23-51</p> <p>Huber, Gregory A. and Neil Malhotra. Forthcoming. "Political Homophily in Social Relationships: Evidence from Online Dating Behavior." <i>The Journal of Politics</i></p>
<p>August 3</p>	<p>11. Voting – why do people vote?</p> <p>Questions to consider:</p> <ul style="list-style-type: none"> • Should people vote? Why or why not? • What is the role of political groups (like candidates' campaigns) in encouraging people to vote? • What, if anything, should the government do to encourage people to vote?

	<p><u>Required Readings:</u></p> <p>Goodman, C. John. 2014. “So Why Do People Vote?” <i>Forbes.com</i>. https://www.forbes.com/sites/johngoodman/2014/11/03/so-why-do-people-vote/#506329f97ef3</p> <p>Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. “Beyond SES: A Resource Model of Political Participation.” <i>American Political Science Review</i> 89(2):271-294.</p> <p>Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2010. “An experiment testing the relative effectiveness of encouraging voter participation by inducing feelings of pride or shame.” <i>Political Behavior</i> 32(3):409-422.</p> <p>Blais, André. 2006. “What Affects Voter Turnout?” <i>Annual Review of Political Science</i> 9(1):111-125.</p> <p><u>Optional Readings:</u></p> <p>Gomez, Brad T., Thomas G. Hansford, and George A. Krause. 2007. “The Republicans should pray for rain: Weather, turnout, and voting in US presidential elections.” <i>Journal of Politics</i> 69(3):649-663.</p> <p>Fowler, James H. and Christopher T. Dawes. 2008. “Two genes predict voter turnout.” <i>Journal of Politics</i> 70(3):579-594.</p> <p>Stein, Robert M. and Greg Vonnahme. 2008. “Engaging the Unengaged Voter: Vote Centers and Voter Turnout.” <i>Journal of Politics</i> 70(2):487-497.</p> <p>Giammo, Joseph D. and Brian J. Brox. 2010. “Reducing the Costs of Participation Are States Getting a Return on Early Voting?” <i>Political Research Quarterly</i> 63(2):296-303.</p> <p>Panagopoulos, Costas. 2012. “Extrinsic Rewards, Intrinsic Motivation and Voting.” <i>Journal of Politics</i> 75(1):266-280.</p> <p>Burch, Traci R. 2014. “Effects of Imprisonment and Community Supervision on Neighborhood Political Participation in North Carolina.” <i>ANNALS of the American Academy of Political and Social Science</i> 651(1):184-201.</p> <p>Coppock, Alexander and Donald P. Green. 2016. “Is Voting Habit Forming? New Evidence from Experiments and Regression Discontinuities.” <i>American Journal of Political Science</i> 60(4):1044-1062.</p> <p>Hill, Seth J. and Thad Kousser. 2016. “Turning Out Unlikely Voters? A Field Experiment in the Top-Two Primary.” <i>Political Behavior</i> 38(2):413-432.</p>
<p>August 8</p>	<p>12. Voting – how to people vote?</p> <p>Questions to consider</p> <ul style="list-style-type: none"> • What does it mean to vote correctly? • How are the topics for this week related to topics throughout the course?

	<ul style="list-style-type: none"> • What explanations for vote choice do these articles overlook or fail to address? <p><u>Required Readings:</u> Bartels, Larry M. 2000. "Partisanship and voting behavior, 1952-1996." <i>American Journal of Political Science</i> 44(1):35-50. Healy, Andrew and Neil Malhotra. 2013. "Retrospective Voting Reconsidered." <i>Annual Review of Political Science</i> 16(1):285-306. Sokhey, Anand Edward and Scott D. McClurg. 2012. "Social Networks and Correct Voting." <i>Journal of Politics</i> 74(3):751-764. Foran, Clare. 2016. "Women Aren't Responsible for Hillary Clinton's Defeat." <i>The Atlantic</i>. Nov. 16. https://www.theatlantic.com/politics/archive/2016/11/hillary-clinton-white-women-vote/507422/</p> <p><u>Optional Readings:</u> Lazarsfeld, Paul F., Bernard Berelson, and Hazel Gaudet. 1948. <i>The People's Choice; How the Voter Makes Up His Mind in a Presidential Campaign</i>. New York: Columbia University Press. Carmines, Edward G. and James A. Stimson. 1980. "The two faces of issue voting." <i>American Political Science Review</i> 74(1):78-91. Fiorinia, Morris P. 1981. <i>Retrospective Voting in American National Elections</i>. New Haven: Yale University Press. Ansolabehere, Stephen, Jonathan Rodden, and James M. Snyder. 2008. "The strength of issues: Using multiple measures to gauge preference stability, ideological constraint, and issue voting." <i>American Political Science Review</i>, 102(2):215-232. Acuri, Luciano, Luigi Castelli, Silvia Galdi, Cristina Zogmaister, Alessandro Amadori. 2008. "Predicting the Vote: Implicit Attitudes as Predictors of the Future Behavior of Decided and Undecided Voters." <i>Political Psychology</i> 29(3):369-387. Campbell, David E., John C. Green, and Geoffrey C. Layman. 2011. "The Party Faithful: Partisan Images, Candidate Religion, and the Electoral Impact of Party Identification." <i>American Journal of Political Science</i> 55(1):42-58. Lenz, Gabriel S. 2012. <i>Follow the leader?: how voters respond to politicians' policies and performance</i>. Chicago: University of Chicago Press.</p>
August 10	13. Full research project presentations
August 17	Research paper due by 12 noon (electronically)