

American Public Opinion

Professor Ethan Busby
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Office: 231-C Brackett Hall
Office Hours: Th, 12pm-2pm

POSC 3440, Spring 2020
T, Th 9:30am-10:45am
Classroom: 438 Brackett Hall

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 tools used to measure public opinion, different topics within public opinion, factors that influence public opinion, and how institutions and democracy relate to public opinion. 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. As such, I cannot possibly cover every part of public opinion. 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 encourage you to ask questions, bring in outside material, and dive deeply in the course.

Course objectives

As a part of the course, students will:

1. Analyze different definitions of public opinion
2. Interpret and critique different techniques of measuring public opinion.
3. Understand the foundations of public opinion
4. Assess how public opinion relates to political institutions and government.
5. Evaluate the ways people express their political opinions and engage in one of those actions during the course.

Course texts

There are no textbooks for this course. All class materials will be made available to you on Canvas.

Classes, Assignments, and Grades

Our class meets in 438 Brackett Hall on Tuesdays and Thursdays from 9:30am to 10:45am. 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; these will include group discussions, having students lead part of the seminar, presentations, and extended application activities.

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

Assignments	Due date	Percentage of final grade
Quizzes	Various	10%
Check-in appointments	1/30; 3/31	2%
Political voice activity		
<i>Idea assignment</i>	1/30	1%
<i>Reflection</i>	2/20	6%
Short empirical papers		
<i>Paper 1</i>	2/4	5%
<i>Paper 2</i>	3/5	7%
<i>Paper 3</i>	4/9	9%
Midterm	2/27	20%
“Become an expert” group project		
<i>Group presentations</i>	4/21; 4/23	14%
<i>2-page executive summary</i>	4/29	14%
<i>Peer evaluations</i>	3/13; 4/29	2%
Participation		10%

The letter grade distribution for the course is as follows:

A	B	C	D	F
89.5-100	79.5-89.49	69.5-79.49	59.5-69.49	<59.5

The descriptions that follow are summaries of these assignments; more details are on Canvas.

Quizzes

Six times throughout the semester, we will have unannounced reading quizzes. These will consist of four multiple choice questions, connected directly to the reading material for class that day. You will complete these quizzes through Canvas at the start of class – we will discuss the logistics of how to do this during the first day of class. Each quiz is worth 2% of your overall grade; your quiz with the lowest score will be dropped.

There are two purposes of these assignments. The first is to encourage you to prepare for class and engage with the class readings – this will improve your class participation and help you avoid trying to read all the material right before the test. The second is to give you examples of what kinds of multiple-choice questions will be asked on the tests; accordingly, each quiz will be available to you after class to help you study for tests.

Quizzes cannot be made up, except in extreme and university-approved circumstances. Save in rare circumstances, missing a quiz will result in a zero. ***You must attend class to complete the quiz; if you electronically submit answers to the quiz but do not mark the class roll, you will receive a 0 for the quiz.***

Check-in appointments

Twice a semester, I ask you to make time to meet with me during office hours. This is not meant to be our only contact with one another – I am available to help you throughout the semester

whenever you need it. However, these two appointments are simply to ensure that we touch base at least twice about how the class is going for you.

The first meeting must occur sometime before or on January 30th – this is primarily for me to get to know you, for you to ask any questions you have as the class begins, and for me to help address any concerns you have early on in the class. This meeting is worth 1 percent of your grade; if you meet with me you will get the points. If you do not, you will not.

The second meeting must occur sometime after the midterm and before March 31st. This time, this meeting will ensure that you are on track to succeed in the second half of the course and that you know what you need to do to build on your performance on the midterm. This meeting is also worth 1 percent of your grade; if you meet with me you will get the points. If you do not, you will not.

In both cases, these meetings need not be long – I anticipate they will take approximately 10-15 minutes. I am happy to spend more time with you in these meetings if you need me to. You are free to simply drop by my office hours to complete this assignment; however, be aware that you may need to wait if I am meeting with another student. If you would like to ensure that I am expecting you, email me a specific time within my office hours when you will be arriving, and I will reserve that time for you.

I ask that, except in extreme circumstances, you come during my office hours to complete this assignment. However, if you can never come to my office hours (if, for example, you are in another class from noon to 2pm on Thursdays), please contact me to set up another time to meet in my office. It is your responsibility to do this with enough advance notice that we can have our meeting before the due dates for both appointments.

Political voice activity

One key component in the study of public opinion is the way that individuals express their political views. To understand this in a practical way, I ask you to complete a two-part activity. For the first part, you will write two paragraphs detailing four different ways individuals express their political opinions. This is not meant to be an in-depth research paper, and as such, you do not need to provide references. Instead, you should spend some time exploring different ways to voice political views; every source of information is fair game *so long as it leads you to understand a way to voice a political opinion*.

You should turn in these paragraphs online via Canvas by 9:30am on 1/30. As long as you do so and comply with the assignment requirements (exactly two paragraphs discussing at least four ways to voice political opinions), you will receive full credit for this assignment. You will lose 10 percent of your score for each day this assignment is turned in late. This task is meant to lead you to the larger reflection activity by providing you with ways you can express your political views. If you are struggling to come up with ideas, please see me *before* you need to turn in these paragraphs. I will give you feedback on your paragraphs by 2/6.

The second part of this assignment requires you to express your political views in some way and reflect on that experience. This activity must occur during the timeframe of the course – you cannot, for example, reflect on something you did before the semester began or plan to do after the semester ends. You should then reflect on that experience, considering the political importance of what you have done, how it relates to themes in the class, and what it has taught

you about public opinion. You should turn in these reflections by 9:30am on 2/20 via Canvas – these can take any form, including a series of written paragraphs, a video recording, a long social media post, or a conversation with me during office hours. If you would like your reflection activity to take a form other than the ones list here, please confirm with me that the format you have selected is feasible.

Whatever you do for your reflection activity must contain substantial discussion of what you did and how you have thought about it. As you voice your opinion and reflect on it, you must answer the following questions to receive full credit:

- What made you choose this way of expressing your political views?
- What was challenging about this experience? Who might be discouraged from doing what you did?
- What did you gain from this experience?
- How did your attitudes change as engaged in this activity?

You will lose ten percentage points for every day that this assignment is late – for example, if you turn it in at 9:31am on the due date, you will lose 10 percent. If you turn it in at 9:31am on the following day, you will lose 20 percent. This penalty will be applied on weekends as well as weekdays.

Short, empirical papers

Part of this course is learning how to evaluate public opinion and its role in democracy with evidence. As such, you will be asked to write four short papers, each about 800 words (+/- 50 words). For each, you will be asked to take a position on a question about public opinion and support your position with empirical research. These papers together take the place of a longer, term paper.

You will be evaluated on how persuasively you make your position *by using empirical evidence from academic researchers, polling organizations, or other credible sources*. For this reason, in each paper you must cite at least two different sources, which may be (but do not have to be) drawn from the class readings. You will be graded based on these criteria:

- Have you taken a clear position on the question?
- Have you used empirical evidence to support that position (and not just logic or rhetoric)?
- Have you explicitly addressed counterarguments/other points of view?
- Have you drawn upon the materials from lecture, the readings, and class discussions accurately?
- Is your argument persuasive?

To help you learn how to write these papers and respond to feedback from me, the papers are unequally weighted in their grading, as explained below. This is to help you improve in your writing and learn to incorporate feedback as the semester progresses.

- For the first paper, you will receive a 50% simply for turning in a paper of the correct length with at least two sources and be awarded the other 50% based on the quality of your paper. This paper is worth 5 percent of your grade and is due on February 4th at 9:30am. The goal of this paper is to do the best you can and pay attention to feedback so you learn the expectations for the later papers, which are worth more and will be graded more based on their substance. ***The prompt for the first paper is “Which research***

method (surveys, interviews, or experiments) do you think is most important in studying public opinion?”

- The second paper is worth 7 percent of your overall grade and is due at 9:30am on March 5th. You will receive a 30% simply for turning in a paper of the correct length with at least two sources and be awarded the other 70% based on the quality of your paper. For this paper you should be building on what you learned from the first writing assignment to improve your writing and use of evidence. ***The prompt for the second paper is “How much should public opinion influence what the government does?”***
- The third paper is worth 9 percent of your overall grade and is due at 9:30am on April 9th. You will be graded solely based on the quality of your paper, although you will be penalized if your paper is not the correct length or does not have at least two citations ***The prompt for the third paper is “What are the two most important influences on public opinion in the United States?”***

These must be submitted on Canvas. I will provide you with feedback on each paper, with the goal of helping you improve and get full points on the subsequent papers. You will receive a 10 percent deduction for each day your papers are late.

Midterm

This exam will be held in class on February 27th. It will consist of a series of multiple choice, short answer, and essay questions that will require you to demonstrate an understanding of the topics covered to that point and critically apply those topics. The test consists of fifteen multiple choice questions, four short answers (requiring a response of one or two paragraphs) and two essay responses (which you will select from four possibilities). The primary purpose of this exam is to help you evaluate your learning up to that point in the class. The exam will be completed in class in our normal classroom – you may complete it through Canvas or on paper, whichever you prefer. For this test, you may use a list of citations; however, all this can include is the full citation and no descriptions whatsoever of what the source discusses.

“Become an expert” project

The ultimate goal of this course is to teach you how to explain how public opinion is measured, what explains public opinion, and how public opinion influences the things that the government does. To help you master these skills, you will complete a group project that has, as its ultimate deliverable, a presentation to the class and a written, two-page executive summary. ***This project takes the place of the final exam for this class and is worth 30 percent of your overall grade.***

The project asks you to do the following things:

1. Work in a group of between two and three people. You can either choose your group members or ask me to assign them to you. You must submit either your group or that you would like me to choose a group for you on Canvas by 9:30am on January 21st. Failing to do so by the deadline will result in a 1% deduction on your final project grade.
2. Choose a topic from the following list to follow throughout the semester and base your project on. You may choose from the following things (and cannot focus on a different topic without my approval)
 - a. Presidential approval ratings
 - b. Approval ratings of Congress
 - c. What Americans consider to be the most important problem America faces
 - d. What Americans think of Democratic candidates for president

- e. Abortion
 - f. Immigration
 - g. Gun rights and policies
 - h. Race relations
3. You must submit your chosen topic on Canvas by 9:30am on February 6th. You need to only submit one topic per group, but be sure to note the names of your group members. Failing to do so by the deadline will result in a 3% deduction on your final project grade.
 4. You should track public opinion on your chosen topic throughout the semester. You can do this by looking at what various polling organizations (the Pew Research Foundation, Gallup, etc.) and news organizations have found about what the public thinks. The key thing is that you need to tell us how public opinion has changed or remained the same throughout the semester not just at one point in time.
 5. You and your group should create a six-minute presentation to share in the last two class meetings (4/21, 4/23). This presentation is worth 14 percent of your final grade for the class. This presentation can use whatever visual aids you like (PowerPoint, Prezi, handouts, videos, etc.), but you will be graded on how well you include the following elements:
 - a. What do people think about your topic in the United States? In other words, describe to us what public opinion is on your topic and how it has changed or stayed the same throughout the semester. This is where you should reference the information / sources you have been following throughout the semester and discuss how public opinion on your topic has been measured.
 - b. What factors help explain what people think and believe about your topic? Here you must apply the concepts we have discussed in class, and you may refer to outside sources that have informed your conclusions
 - c. What role does public opinion on this topic play in government policy and programs? Again, refer to relevant class material and demonstrate to the class how you have reached your conclusions on this point.

Remember that this project takes the place of a final exam for our class; as such, you should be sure you demonstrate that you have mastered the material from class as it applies to these questions. You should also base your presentation on public opinion research, polling, and evidence (rather than your group's opinion or political beliefs). Following your presentation, your group will answer questions from the class for about one minute.

6. By the final exam deadline for our class (4/29 at 10:30am), your group should submit on Canvas a two-page executive summary of your presentation / conclusions about your topic. You need to only turn in one summary for your whole group. This summary is worth 14 percent of your final grade in the course. Failure to turn in this assignment by the deadline will result in a 30% penalty per day the assignment is late. The submission is late if it is turned in after 10:31am on 4/29. To receive any points at all, the summary must be turned in by 11:59pm on Friday, May 1st. This executive summary needs to include the following things:
 - a. It must be written in single-spaced, 12 point Times New Roman font with one inch margins. You will receive a 1 point deduction for every three lines you are over two pages.
 - b. You should include a cover page for your executive summary that includes the title of your project, our course number, the members of your group, and your group's topic.

- c. It must include a summary of all of the main points from your presentation, along with any changes or updates based on the class's questions or my feedback. I will email your group my comments on your presentation within two days of your presentation.
 - d. It must include one graph that shows how public opinion on your topic has changed or stayed the same throughout the semester. This figure does NOT count towards your page limit and should be a separate page following the two-page executive summary.
 - e. It must include a list of references in whatever citation style you choose. This reference list does NOT count towards your page limit and should be a separate page following the two-page executive summary.
7. The final component of this project is completing an evaluation of your group at two points in the semester. This component of the project is worth 2 percent of your overall grade in the class. This serves the purpose of incentivizing you to contribute fairly to your project and allowing me to identify any problems with the groups. You will complete these evaluations twice, through quizzes on Canvas; the first must be completed before Spring Break (by 11:59pm on March 13th), and the second by the due date of the executive summary (10:30am on April 29th). You will be given full points on this part of the project if you submit meaningful responses to the evaluation quizzes by the deadlines. ***I reserve the right to modify your grade on either part of the project based on the feedback from your group members; this modification can be small or large, depending on the nature of the issues involved.***

We will not hold class on 4/16 to provide you with time to finish and polish your presentations and executive summaries. All members of your group must help create the presentation, although not everyone must physically present the material to the class. Any group that presents on the first day of presentations (4/21) will receive a 0.5 point bonus.

You are also required to attend both days of the presentations and engage with your classmates' work. For each presentation, you must write down a comment or question on a notecard I provide to you. I will collect these at the end of the presentation and pass along your feedback to each group. You should write your name and the presenting group members' names at the top of each notecard so that I can give you credit for engaging in each presentation. Failure to provide meaningful feedback will result in a deduction on your score for the group project, anywhere from 1 to 5 points depending on the case.

As you work on your executive summary, you may find the university's writing center to be helpful (more information available here: <https://www.clemson.edu/centers-institutes/writing/index.html>). If at least one member of your group attends an appointment with the writing center, you will receive a 0.5 point bonus on your summary if you provide documentation of this appointment. This need not be anything more complex than forwarding me an email, providing a written statement from the writing tutor, etc.

I am also happy to give you feedback on your projects throughout the class. If you would like me to give you feedback on a draft of either your presentation or your executive summary, you must contact me before April 17th. If you have questions or need clarification on the project requirements, you may contact me at any time prior to the due dates.

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, meeting with me during office hours, and participating in class activities. If you miss more than two class periods, you will begin to lose points on your participation grade.

As part of our class meetings, I may call on you to answer questions about the readings and topics for that day. If you have not prepared enough for that class period and cannot provide an answer, you will begin to lose participation points. Note that an answer can be an informed question about some element of the reading/material/question that you do not yet understand. If you have concerns about this policy, please meet with me at the start of the semester, and we will find a way to make it work for you.

Prior to the midterm on February 27th, 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. This will also include a more general note about your performance to that point in the course. We can speak at that point if you have any concerns.

Your feedback

Your feedback is invaluable to the class as a way to evaluate the assignments and activates I use in class. As such, I will ask you to complete feedback surveys to you throughout the course. You are not obligated to complete these but doing so will help me adjust my teaching in the course to benefit you and other students in the class. All of this feedback will be completely anonymous.

Excused absences

Any student missing an exam or a due date must provide documentation to schedule a make-up or turn in a late paper/assignment. Save in cases of extreme emergencies, you must contact me at least one week before an exam or due date to schedule a make-up option and present documentation.

In the case of emergencies, please contact me as soon as safely possible. These will be handled on a case-by-case basis.

General Course Policies

Late policy and grade appeals

The grading of each assignment lays out the way late or incomplete work will be handled. You are responsible for staying up-to-date on assignment descriptions, due dates, and time deadlines as posted on Canvas. In general, you will lose ten percent of your grade for an assignment each day is late, and late work must be turned in no more than 7 days after the original due date – unless specified otherwise in the description of that assignment. 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).*

At the end of the semester, many students wish they had done a few points better and appeal to instructors to boost their grades a few points or provide them with extra credit/make-up opportunities. This tendency is understandable and based on various pressures that students face (scholarships, job/law school/graduate school applications, athletic requirements, etc.). However, you should be aware of two things in this regard – first, providing such opportunities to some students and not others at the end of the semester is not fair to other members of the class and undermines my commitment to the class to follow the structure and course outlined in the syllabus. Second, when instructors provide boosts to students who ask, this reinforces inequities between advantaged and disadvantaged students (e.g., first-generation college students, students facing economic hardship, minority students, etc.).

I provide you with opportunities throughout the class to get help, feedback, boost your score, and work towards a grade you would like – this is my way of helping you succeed while still being fair to everyone. If you ask me for a grade boost at the end of the semester, I will review your grades throughout the class to ensure there are no errors in the grading; however, I will never provide last-minute extra-credit opportunities or grade boosts to give you the score you would like. I will never belittle or humiliate you for asking, but I will also not grant these requests.

Rescheduling Exams

Only in the rarest of circumstances will I consider giving you an exam on an alternative date or time. Examples of such circumstances include emergencies in one's family, university excused absences, and having more than two schedules on the same day during final exams (per the university's policies, as explained [here](#)). Examples of circumstances where I will not consider giving you an alternative exam time are: personal travel plans, sleeping in, and coursework in other classes. You must contact me at least one week prior to the exam (in the case of final exams, one week before the last class meeting) about these issues, and preferably at the start of the semester. If I agree to give you the exam at an alternative date, I reserve the right to give you an alternative version of the exam to protect the fairness of the exam for all students in the class. In the case of unexpected emergencies, let me know about your situation as soon as is safe.

If you ask me to reschedule an exam for you but I decide not to, you must complete the exam at the normal time or you will receive a score of 0% on that test.

Contact and office hours:

The best way to reach me is by email – please contact me at ecbusby@clermson.edu. If you email me and do not hear from me within 3 business days, please follow-up (in person or by email again). 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 “POSC 3430” in the subject line of your email so that I prioritize your messages.

It is critical that you check Canvas and your email to succeed in this course. I will send out reminders and announcements through Canvas and to your university email address. If you choose not to check your email and/or Canvas you are taking the risk of missing critical course information.

The easiest way to meet with me in person is to drop by my office during my office hours (Thursdays from noon to 2pm). You can stop by at any time; however, outside of office hours, there's a good chance I will not be available to me with you. Feel free to email me in advance if

you need to meet with me outside of my office hours and would like to set up an appointment. Office hours are an opportunity for you to do any or all of the following: get help on course material you find difficult, review material for exams, ask questions about upcoming assignments, discuss connections between our course and other classes, get advice about being a successful student, discuss what graduate school is like, and get other help you need.

Note taking

Cell phones and laptop computers may only be used for note-taking and software exercises. Misuse of technology in class will adversely affect your participation grade; I may also ask you to put it away or leave class if it disrupts our class meeting or other students. For some class discussions, I will ask you to put away your computer; should you choose not to participate in these activities, you will lose participation points.

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.

Courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, holding personal conversations during class, disrespecting another member of our community, or using hurtful language will not be tolerated. I reserve the right to ask students to leave the classroom and take further action if disruptive behavior persists, in particular if a verbal warning is ineffective at eliminating the behavior or if a single incident is particularly egregious.

Your suggestions in this area are encouraged and appreciated. Please let me know how I can improve the effectiveness of the course for you or for other students. 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 (Professor Peake - jpeake@clemsun.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.

Policy on Absent Instructor

If I have not arrived by 9:45am, you are free to leave without penalty. I will send an email with as much advanced notice as possible if I need to cancel class.

Class Cancellations:

Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting otherwise instructed by me. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless otherwise instructed by me. Any extension or postponement of assignments or exams must be granted by me via email or Canvas within 24 hours of the weather-related cancellation. *Note that this policy does not apply to assignments or exams that are to be submitted via Canvas. Any changes to deadlines on Canvas submissions will be announced on Canvas.*

Academic Continuity Plan for this course: Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes in, class will be conducted in a virtual (online) format. The University issues official disruption notifications through email /internet /text notification/Social Media.

When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

- <http://www.clemson.edu/canvas/>
- You can also use the Canvas Student App.

Our activities for teaching and learning will occur through our Canvas course. This includes online discussions, online reflection activities, and videos posted by me. More details for specific activities will be available when necessary.

Academic Integrity, Cheating and Plagiarism:

The university has a detailed Academic Integrity policy, which includes the following:

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge.

Every student is capable of succeeding in this course without resorting to plagiarism or cheating. 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. 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.

Any student found guilty of academic dishonesty in this course will be penalized per the academic integrity policies on campus.

Copyright:

Some of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Please refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information: <http://www.clemson.edu/library/>

Academic Access Letters:

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

If your Academic Access Letter provides you with accommodated testing, you are responsible for scheduling the Test Proctoring Center at least one week in advance of your exam. Detailed information on this policy and on how to schedule the Test Proctoring Center can be found here: <https://www.clemson.edu/academics/studentaccess/test-center.html> .

Title IX:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 110 Holtendorff Hall, 864.656.3181 (voice) or 864.656.0899 (TDD).

COURSE SCHEDULE

Date and Objectives	Readings	Assignments
<p><i>Jan. 9th</i></p> <p>(1) What is required of me in this course? (2) What questions do I have on the syllabus? (3) What is the best way to read research articles?</p>	<p>(1) Syllabus and assignment descriptions (2) “How to Read Scientific Papers” infographic</p>	<p>Complete introductory survey at this link</p>
<p><i>Jan. 14th</i></p> <p>(1) What is public opinion? (2) How is public opinion related to public opinion polling? (3) What kinds of things does public opinion research focus on?</p>	<p>Childs, Harwood K. 1939. “By Public Opinion I Mean” <i>Public Opinion Quarterly</i> 3(2): 327-336.</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>Jan. 16th</i></p> <p>(1) Does it matter <i>who</i> we study? (2) How do we select individuals for our research? (3) Do all voices count equally in public opinion research?</p>	<p>Kennedy, Courtney. 2017. "How can a survey of 1,000 people tell you what the whole U.S. thinks?" Pew Research Center. http://www.pewresearch.org/fact-tank/2017/05/12/methods-101-random-sampling/</p> <p>Gaurav, Jha. "6 sampling techniques: How to choose a representative subset of the population?" <i>Socialcops.com</i>, https://blog.socialcops.com/academy/resources/6-sampling-techniques-choose-representative-subset/</p> <p>American Association for Public Opinion Research. "Sampling Methods for Political Polling" https://www.aapor.org/Education-Resources/Election-Polling-Resources/Sampling-Methods-for-Political-Polling.aspx</p> <p>Roper Center for Public Opinion Research. "Polling Fundamentals" https://ropercenter.cornell.edu/polling-and-public-opinion/polling-fundamentals</p>	
<p><i>Jan. 21st</i></p> <p>(1) Why does survey question wording matter? (2) What are some other good strategies for surveys? (3) What good are surveys anyways?</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>American Association for Public Opinion Research. "Best Practices for Survey Research" https://www.aapor.org/Standards-Ethics/Best-Practices.aspx</p> <p>Pew Research Center. "Questionnaire Design". https://www.pewresearch.org/methods/u-s-survey-research/questionnaire-design/</p> <p>Kennedy, Courtney. 2018. "Can we still trust polls?" Pew Research Center. http://www.pewresearch.org/fact-tank/2018/05/14/can-we-still-trust-polls/</p>	<p>Submit groups on Canvas by 9:30am</p>

<p><i>Jan. 23rd</i></p> <p>(1) How do you conduct a good interview? (2) What things do interviews tell us that surveys can't? (3) How do we decide who to interview?</p>	<p>Goldstein, Kenneth. 2002. "Getting in the Door: Sampling and Completing Elite Interviews". <i>PS: Political Science & Politics</i> 35(4):669-672.</p> <p>Woliver, Laura R. 2002. "Ethical Dilemmas in Personal Interviewing". <i>PS: Political Science & Politics</i> 35(4):677-678.</p> <p>McGrath, Cormac, Per J. Palmgren, and Matilda Liljedahl. 2018. "Twelve Tips for Conducting Qualitative Research Interviews." <i>Medical Teacher</i> 41(9):1002-1006.</p>	
<p><i>Jan. 28th</i></p> <p>(1) How can experiments be used to study public opinion? (2) What kinds of questions are not suited to experiments?</p>	<p>Marsh, Catherine. 1985. "Back on the Bandwagon: The Effect of Opinion Polls on Public Opinion". <i>British Journal of Political Science</i> 15(1):51-74.</p> <p>Nooruddin, Irfan. 2014. "Making Surveys Work Better: Experiments in Public Opinion Research". <i>Studies in Indian Politics</i> 2(1):105-108.</p>	
<p><i>Jan. 30th</i></p> <p>Summary discussion of the different techniques</p>	<p>Review your notes and the readings for each method of measuring public opinion. Choose a method you prefer and come ready to defend and discuss that position. Each person will be asked to contribute to the conversation.</p> <p>Also consider any methods or approaches you know of that we have not discussed.</p>	<p>Political voice assignment: ideas due</p> <p>Check-in appointment 1 deadline</p>

<p><i>Feb. 4th</i></p> <p>(1) What are people doing when they express opinions? (2) What kinds of things influence people's attitudes? (3) What implications does this have for the study of public opinion?</p>	<p>Zaller, John and Stanley Feldman. 1992. "A Simple Theory of the Survey Response." <i>American Journal of Political Science</i> 36(3):579-616.</p> <p>Stafford, Tom. 2013. "Why people act out of line with their beliefs" <i>BBC Future</i>. http://www.bbc.com/future/story/20130312-why-we-act-against-our-beliefs</p>	<p>Paper 1 due</p>
<p><i>Feb. 6th</i></p> <p>(1) Are opinions on all topics the same? (2) Is it good or bad to be a single-issue voter?</p>	<p>Carmines, Edward G. and James A. Stimson. 1980. "The Two Faces of Issue Voting". <i>American Political Science Review</i> 74(1): 78-91.</p> <p>Herndon, Astead W. 2018. "Meet Colorado's New Single-Issue Voters: The Cannabis Community". <i>The New York Times</i>, https://www.nytimes.com/2018/06/25/us/politics/colorado-cannabis-governor.html</p>	<p>Submit group project topic on Canvas by 9:30am</p>
<p><i>Feb. 11th</i></p> <p>(1) What is ideology? (2) Do political opinions influence ideology or vice versa?</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>Drutman, Lee. 2017. "Tribalists and Ideologues", <i>Washington Monthly</i>, https://washingtonmonthly.com/magazine/junejulyaugust-2017/tribalists-and-ideologues/</p>	

<p><i>Feb. 13th</i></p> <p>(1) What are “values”? (2) How are values different from ideology? (3) What do values add to the study of public opinion?</p>	<p>Schwartz, Shalom H., et al. 2014. “Basic Personal Values Underlie and Give Coherence to Political Values: A Cross National Study in 15 Countries.” <i>Political Behavior</i> 36 (4): 899-930.</p> <p>Lombroso, Daniel, and Olga Khazan. 2017. “A better way to argue about politics.” <i>The Atlantic</i>. https://www.theatlantic.com/video/index/520737/a-better-way-to-argue-about-politics/</p>	
<p><i>Feb. 18th</i></p> <p>(1) Do elites understand public opinion? (2) How do elites influence public opinion?</p>	<p>Ellis, Chris. 2016. “James N. Druckman and Lawrence R. Jacobs. Who Governs? Presidents, Public Opinion, and Manipulation”. <i>Public Opinion Quarterly</i> 80(1): 212-215 (book review).</p> <p>Matthews, Dylan. 2013. “One study explains why it’s tough to pass liberal laws” Wonkblog. https://www.washingtonpost.com/news/wonk/wp/2013/03/04/one-study-explains-why-its-tough-to-pass-liberal-laws/?utm_term=.d5b7a8504911</p> <p>Kalla, Joshua, and David Broockman. 2017. “Persuading voters is hard. That doesn’t mean campaigns should give up”. <i>Monkey Cage, Washington Post</i>, https://www.washingtonpost.com/news/monkey-cage/wp/2017/10/11/our-research-shows-that-persuading-voters-is-hard-that-doesnt-mean-campaigns-should-give-up/?noredirect=on&utm_term=.9f171b667b7a</p>	

<p><i>Feb. 20th</i></p> <p>(1) How “good” is public opinion? (2) How much to people know about politics? (3) Does that even matter?</p>	<p>Annenberg Public Policy Center. 2019. “Americans’ Civic Knowledge Increases But Still Has a Long Way to Go”. <i>University of Pennsylvania</i>. Link here</p> <p>Lupia, Arthur. 2006. “How elitism undermines the study of voter competence.” <i>Critical Review</i> 18(1-3):217-232.</p> <p>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>Political voice assignment: reflection due</p>
<p><i>Feb. 25th</i></p> <p>(1) How does public opinion influence government and policy? (2) What role should public opinion play in a democracy?</p>	<p>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.</p> <p>Morning Edition. 2003. “Does Public Opinion Matter?” <i>National Public Radio</i>. http://www.npr.org/templates/story/story.php?storyId=932958</p>	
<p><i>Feb. 27th</i></p>	<p>Complete midterm</p>	<p>Midterm</p>
<p><i>Mar. 3rd</i></p>	<p>Discussion of course so far and review; No readings.</p> <p>Consider these questions:</p> <ul style="list-style-type: none"> • How well did the midterm go for you? • What topics would you like to review? • What feedback do you have on the course so far? 	

<p><i>Mar. 5th</i></p> <p>(1) What are implicit attitudes? (2) Do implicit attitudes influence public opinion? (3) In what areas do you think implicit attitudes are most important to understand?</p>	<p>Theodoridis, Alexander George. 2013. "Implicit Political Identity" <i>PS: Political Science and Politics</i> 46(3):545-549.</p> <p>Project Implicit. 2011. "Frequently Asked Questions". https://implicit.harvard.edu/implicit/faqs.html</p> <p>Albertson, Bethany L. 2011. "Religious appeals and implicit attitudes". <i>Political Psychology</i> 32(1):109-130.</p>	<p>Paper 2 due</p>
<p><i>Mar. 10th</i></p> <p>(1) What differences in public opinion exist among different racial/ethnic groups? (2) How does race shape public opinion? On what topics?</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>Pew Research Center. 2017. "The partisan divide on political values grows even wider: 4. Race, immigration and discrimination". Pew Research Center. http://www.people-press.org/2017/10/05/4-race-immigration-and-discrimination/ NOTE: read only section 4, on Race, immigration, and discrimination</p>	
<p><i>Mar. 12th</i></p> <p>(1) How do different views on gender influence politics? (2) How does gender identity influence public opinion?</p>	<p>Horowitz, Juliana Menasce, Kim Parker, and Renee Stepler. 2017. "Wide Partisan Gaps in U.S. Over How Far the Country Has Come on Gender Equality". Pew Research Center. http://www.pewsocialtrends.org/2017/10/18/wide-partisan-gaps-in-u-s-over-how-far-the-country-has-come-on-gender-equality/</p> <p>Klar, Samara, Heather Madonia, Monica C. Schneider. 2014. "The influence of threatening parental primes on mothers' versus fathers' policy preferences". <i>Politics, Groups, and Identities</i> 2(4):607-623.</p>	<p>Group project peer evaluation due on March 13th by 11:59pm</p>

<i>Mar. 16th-Mar. 20th</i>	SPRING BREAK; NO CLASSES HELD	
<p><i>Mar. 24th</i></p> <p>(1) How do the different identities people have combine or conflict when it comes to public opinion?</p> <p>(2) Are some identities always more important than others? Why or why not?</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>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><i>Mar. 26th</i></p> <p>(1) In what sense is public opinion polarized?</p> <p>(2) What are the causes of this polarization?</p> <p>(3) What are the consequences?</p>	<p>Doherty, Carroll. 2014. "7 things to know about polarization in America". Pew Research Center. http://www.pewresearch.org/fact-tank/2014/06/12/7-things-to-know-about-polarization-in-america/ Be sure to watch the video at the beginning.</p> <p>Ahler, Douglas J. 2014. "Self-Fulfilling Misperceptions of Public Polarization". <i>Journal of Politics</i> 76(3):607-620.</p>	

<p><i>Mar. 31st</i></p> <p>(1)How would you describe Americans' views on education policy? (2)How does education influence public opinion? Is this the same or different from the popular narrative?</p>	<p>Richmond, Emily. 2017. "What the public wants from schools". <i>The Atlantic</i>, https://www.theatlantic.com/education/archive/2017/08/what-the-public-wants-from-schools/538335/</p> <p>Henry, P.J. and Jaime L. Napier. 2017. "Education is Related to Greater Ideological Prejudice." <i>Public Opinion Quarterly</i> 81(4):930-942.</p>	<p>Check-in appointment 2 deadline</p>
<p><i>Apr. 2nd</i></p> <p>(1)What are "family values" and "family policies"? (2)How does the family shape public opinion?</p>	<p>Carroll, Joseph. 2007. "Public: "Family Values" Important to Presidential Vote". Gallup. https://news.gallup.com/poll/103375/public-family-values-important-presidential-vote.aspx</p> <p>Jennings, M. Kent, Laura Stoker, and Jake Bowers. 2009. "Politics across Generations: Family Transmission Reexamined." <i>Journal of Politics</i> 71(3):782-799.</p>	
<p><i>Apr. 7th</i></p> <p>(1)How do social connections influence politics? (2)How does politics influence various kinds of relationships?</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>Newman, Benjamin J. 2014. "My Poor Friend: Financial Distress in One's Social Network, the Perceived Power of the Rich, and Support for Redistribution". <i>Journal of Politics</i> 76(1):126-138.</p>	

<p><i>Apr. 9th</i> (1) How does the media influence public opinion? (2) How is the media shaped by public opinion?</p>	<p>Druckman, James N., Matthew S. Levendusky, and Audrey McLain. 2018. "No Need to Watch: How the Effects of Partisan Media Can Spread via Interpersonal Discussions." <i>American Journal of Political Science</i> 62(1): 99-112.</p> <p>Pew Research Center. 2019. "Trusting the News Media in the Trump Era". https://www.journalism.org/2019/12/12/trusting-the-news-media-in-the-trump-era/</p>	<p>Paper 3 due</p>
<p><i>Apr. 14th</i></p>	<p>Catch-up/review</p>	<p>Please complete the survey to indicate what you would like to review</p>
<p><i>Apr. 16th</i></p>	<p>NO CLASS: Work day for group projects</p>	
<p><i>Apr. 21st</i></p>	<p>Become an expert project presentations</p>	<p>Group project presentations due</p>
<p><i>Apr. 23rd</i></p>	<p>Become an expert project presentations</p>	<p>Group project presentations due</p>
<p><i>Wednesday, Apr. 29th</i></p>	<p>Executive summaries due at 10:30am</p>	
		<p>Group project peer evaluations due at 10:30am</p>