SYLLABUS: COMM 7813
PUBLIC OPINION AND COMMUNICATION
AUTUMN 2022

Instructor: Gerald Kosicki, Ph.D.

Email address: kosicki.1@osu.edu

Phone number: 614-354-2639

Office hours: On Zoom, Mondays, 10:15 to 11:15 a.m., and by appointment

Zoom Link for Office Hours:
https://osu.zoom.us/j/96035455949?pwd=UXhQSkt0OG5aUklhVzJzNzNSbVZJQT09

Meeting ID: 960 3545 5949 Password: 2022

Office location: 3038 Derby Hall.

Class meetings: Tuesdays and Thursdays, 3:55-5:15 p.m., Derby Hall, Room 3116.

Credit hours: 3

Preferred means of communication:

- My preferred method of communication for questions is email. Please use the normal, university (Outlook) mail to contact me, NOT the mail function built into Carmen.
- My class-wide communications will be sent through the Announcements tool in Carmen. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course description

The class takes a population-based view of communication and public opinion topics. We will examine both contemporary and some historical conceptions of public opinion. We will emphasize the importance of communication as a dynamic element in the formation of public opinion.

The study of public opinion is at its core a perspective on population research. Methods for population study such as survey research are highly relevant, and we will spend some time on understanding key elements of survey methods as well as locating appropriate survey data from public archives or other sources, and some guidelines about how to use them when conducting research on public opinion. Increasingly important in public opinion research and practice are newer research tools that involve big data, systematic analysis of sentiments as expressed in social media texts, and other forms of media analysis. Our course will introduce some of these topics.

Public opinion is one of the oldest social science concepts, which presents certain problems and opportunities for study. The invention of public opinion as an alternative to governance by kings or other aristocratic rulers was a significant achievement of western culture. This history a key to understanding the continuing importance and legitimacy of public opinion and the central role of communication. It is also relevant to consider the conditions by which informed public opinion was created and what conditions are needed for quality public opinion. To some extent, these discussions must also address the measurement of public opinion, focusing on the change over time and critiques of current measurement practices. We will also discuss how public opinion is evaluated in terms of its rationality, stability, and quality. Some research will deal with different kinds of theories and levels of analysis.

Course learning goals and outcomes

- Understand the most important theoretical issues involved in the contemporary study of public opinion in populations from a communication perspective.
- Become familiar with the key concepts that guide survey research – Total Survey Error approach – and gain hands-on experience searching and finding high-quality data survey research data in archives around the world. Appreciate why these are uniquely powerful tools and learn how to use them properly in research and how to transparently document your use of these tools.
- Understand what are the major differences between the study of public opinion and the study of "public consultation," and under what circumstances is the use of each most appropriate?
- Understand the historical development and joint emergence of popular media, public opinion and representative democracy in western societies.
- Understand the place of newer non-survey methods such as repurposing administrative data, text analytics, etc., and how they can be used to benefit scholars interested in studying public opinion and communication in populations.

Mode of delivery

This course will be presented in person with twice a week meetings at fixed times. Extensive use is made of Carmen for sharing course materials, assignments, tests, and maintaining reading materials. All papers, quizzes and testing will be done on Carmen.

How this course works

This course meets as described above each week for the semester. Information relevant to the course will be delivered in multiple formats: lectures, discussions, readings, PowerPoint slides, and videos. All your exams, papers and other assignments will be completed online, and all the teaching materials are provided online within Carmen.

Note that every effort has been made to create a syllabus that is as comprehensive and accurate as possible. But each class is a living entity and changes likely will arise. Please understand that occasionally it might be necessary to make small changes in the order in which we'll cover course subject material. In all instances as much advance written notice as possible will be given about changes.

The course requires extensive reading of the theoretical literature on public opinion and communication. I will typically do a brief introduction of each topic, accompanied by some PowerPoint slides for your reference.

For most sessions, you will take turns as discussion leader for the week. In this role, you will discuss the material with me at least a week ahead of when you will be discussion leader. You will prepare some slides related to the material and a set of discussion questions to stimulate discussion. These should be distributed to the class before noon on Mondays so people can begin to think about them.

It is important to stay engaged with the class and do the assignments each week as required. Each of you will also complete a brief questionnaire following each class meeting. Points are awarded for completing these questionnaires on time and in sufficient detail.

The final assignment will be short paper with a number of options. The paper will be prepared iteratively with a "scaffolded" system in which you will have various deadlines throughout the semester for completing various components of the task, such as deciding a topic, providing some initial references, preparing an outline, a rough draft, etc.

We will be using several online data archives that are useful for locating data for public opinion analysis and survey analysis, including:

- AP-NORC at the University of Chicago
- American National Election Studies
- European Social Survey
- General Social Survey
- NORC at the University of Chicago
- National Longitudinal Survey and NLS-Youth
- Pew Research Center
- Roper Center's iPoll (Also available through University Libraries, preferred)
- Harvard Dataverse
- UK Data Archive at University of Essex
- ICPSR at University of Michigan
- Kaiser Family Foundation Health Care Tracking Poll
- Swedish National Data Service/University of Gothenburg
- Progedo (Paris)
- Statistics Canada
- European Values Survey
- Statistics Denmark
- Data.Europe.EU The Official Portal for European Data

Course materials

Required
There is no required textbook for the class.

Reading materials, links, and other useful content will be posted on Carmen for each class. Students are expected to complete all readings prior to class so that they will be prepared to discuss the material in class prepare for the post-class quiz each week. If any student is interested in diving deeper into assigned or related topics, please contact me and I can suggest additional resources.

Grading and faculty response

Grading

Following are the point values and/or percentages for each assignment:

Assignments	Percentage
Brief Autobiographical/Interest Statement	**5%**
Discussion Leader	**10%**
Post-class debriefing surveys [15@3%]	**45%**
Data Archive Assignment	**10%**
Final Research Paper [4 parts]	**30%**
Acceptable topic submission w/consultation	5%
Acceptable outline with references	5%
Presentation of rough draft in class	5%
Final Paper	15%
Total	**100%**

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within 2-3 days.

E-mail

I will reply to e-mails within 24 hours on school days but be sure to use the regular Ohio State University email system and your official name.number address. Do <u>not</u> use the email built into Carmen.

Assignments

During most weeks of the semester, you will have some assignment to complete before the end of the week. The specific format of these will vary from week to week, but most typically will involve writing a brief essay or answering a few objective or short-answer questions. You will have a few days following the final class of the week to complete assignment, but it <u>must</u> be completed during this time period. All such papers will be due no later than the following Monday at 11:59pm.

Brief Autobiographical and Interest. This one-page paper will be your opportunity to introduce yourself and your interests.

Post-class Debriefing Survey. After the final class each week you will complete a post-class survey. These will have a varied format but most typically will require you to answer a few brief objective questions or possibly write a few selected conclusions about the material. It's possible that I may combine these essays with a few brief objective questions and answers (multiple choice, or T/F format questions). These will be due at the end of each week. Check the module for the exact deadline, but I will try to keep these consistent throughout the semester. These low-stakes assignments are meant to provide incentives to keep up with class material and review and consolidate the material after each week's instruction is concluded. You will be able to return to the questions as many times as you like.

Data archive assignment. Each of us will choose one data archive to investigate. Look carefully at the website and come to class prepared to discuss what data the archive might have that will be of use to people studying communication and public opinion. After the discussion, please formalize your report in writing [1-3 pages] and upload it to the appropriate drobox on Carmen. I will share those documents with the class for your reference. [5 points]

Note that ALL course material -- quizzes, papers, midterm and final exam -- will be turned in online to the appropriate drop box in order to be graded. The Number 1 class rule is that I cannot grade any paper sent to me via email or handed to me in person. Do not email papers to me. Only papers in the appropriate drop box can be graded. Note that the drop boxes will be set on timers to close at the deadline for the assignment.

Final research paper. I want to encourage a variety of final paper types, depending on the needs of each student. Here are some suggestions. I'm also open to other possibilities. If you have additional ideas, please discuss them with me. Whatever type of paper suits you best, we will work on these in a scaffolded approach. The first step is to discuss the assignment with me and develop a plan. The second step is to create a 1-page paper that discusses the idea in enough detail with at least three to five relevant references so that I can react to it. The third step will be to draft an outline of your proposed paper that we can discuss. Final papers will be as indicated on the syllabus. Dates for all of these steps are listed in the syllabus week by week schedule. [30 points]

The final paper could be a research proposal in which you design an original research study, using any method (e.g., experiment, survey, content analysis, case study, mixed-modes, etc.). The proposal should be inspired by, but not constrained, by the course material. Please prepare your paper using the guidelines of the American Psychological Association (APA). NOTE: If students enrolled from disciplines in which other reference systems are customary, I'm open to the formats with which you have the most comfort and opportunity for publication. The proposal should include 1) substantive literature review that discusses your theoretical approach, a clear discussion of the concepts and how you would measure them, and develops your hypotheses; and 2) a detailed methods section that describes how you would carry out the proposed study and test your hypotheses.

Let's say you have access to previously collected survey data or found a public-use data set that has been de-identified that you want to use. Design an original paper using the data. That is, you might prepare a literature review to put the data in context, a methods section describing the data, hypotheses to test, methods to conduct the tests you need, and perhaps some format for the tables that you might create using the data to test your hypotheses.

If you have an original research idea that would be suitable for submission to the National Science Foundation's TESS program, Timesharing Experiments in the Social Sciences, please discuss this with me. A fully developed formal proposal to TESS is an acceptable seminar paper. Note that these proposals are extraordinarily brief, but the format, length and other specifications are quite exacting, according to the submission rules on the TESS website. You can find the details at http://tessexperiments.org (Links to an external site.).

Students starting out in graduate school or in public opinion research particularly might find it beneficial to use the final paper to develop a detailed literature review on some specific topic. Please discuss this with me.

Late assignments

Each assignment, quiz or paper to be completed in this class will have some flexibility built into it to give you the chance to complete it when it is most convenient for you. But this flexibility has limits. Please try to get all assignments turned in by the deadlines. If you are going to have trouble making an important deadline, please let me know in advance and I'll try to work with you to the extent that I can. Late assignments will likely delay the grading of any assignment. Dropboxes will all be set with deadlines so papers turned in after that will be marked as "late."

Grading scale

93–100: A	80–82.9: B-	67 –69.9: D+
90–92.9: A-	77–79.9: C+	60 –66.9: D
87–89.9: B+	73–76.9: C	Below 60: E
83–86.9: B	70 –72.9: C-	

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I cannot manually round up grades.

Attendance, participation, and discussions

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Student participation requirements

Because this is a hybrid course, the following is a summary of everyone's expected participation:

- Attending lectures:

  Attend two weekly lectures and actively participate in discussions and activities

- Weekly assignments

  Keep up with readings and assignments posted on Carmen.

- Office hours:

  I am available to help you to learn, understand, and grow as individuals. Office hours are digital via Carmen Zoom.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- Citing your sources: When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- Carmen:
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
  - Help guides on the use of Carmen can be found at https://resourcecenter.odee.osu.edu/carmen
  - This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.
    - Carmen accessibility
- Carmen Zoom:
  - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
  - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
  - Carmen Zoom help guide
- Common Academic and Commercial Streaming Services

- There are many commercial sources for streaming video in today's world, including Netflix, Amazon Prime Video channels. The assigned films will be available through streaming services at university libraries, such as Kanopy and Films on Demand. There may become available new films that I can recommend that can be streamed free or from other sources such as PBS or rented for a low price on commercial services.

- Turnitin:
  - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the Committee on Academic Misconduct (COAM) and Section A of OSU's Code of Student Conduct in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of OSU's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students. Note that submitted final papers become part of the OSU database.
- Self-Service and Chat support: http://ocio.osu.edu/selfservice
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Baseline technical skills necessary for online courses
- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software
- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: http://advising.osu.edu/welcome.shtml

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: http://ssc.osu.edu

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Melissa Mayhan, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or

stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

University COVID policies

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student illness or absence

If you are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings for sessions that will be conducted online, as well as slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the instructor is too ill to teach the course for a period of time, the School of Communication will make arrangements for the class to be covered. You will be notified via email from the School of Communication.

Academic integrity policy

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/

While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:
- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies information for an academic assignment. It also includes instances where a student submits data or information (such as a term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor;
- Submitting plagiarized work for a course/program assignment;
- Serving as or asking another student to serve as a substitute while taking an exam.

Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Course schedule (tentative)

See Carmen Modules to locate each of these articles.

Week and Dates	Week Overview	Assignments
1 8/23-25	Welcome and introduction of Instructor, students, course and syllabus. What does a "population perspective public opinion and communication" mean? Oberschall, A. (2012). The historical roots of public opinion research. In W. Donsbach & M.W. Traugott, (Eds.), *The Sage Handbook of Public Opinion Research* (pp. 83-92). London: Sage Publications. Converse, P.E. (1987). Changing conceptions of public opinion in the political process. *Public Opinion Quarterly*, 51, Supplement: 12-24.	Complete Week 1 debriefing survey by 8/26 at 6 p.m. Complete biographical essay by 9/1.
2 8/30 - 9/1	Perspectives on the nature of public opinion. Tilly, C. (1983) Speaking your mind without elections, surveys or social movements. *Public Opinion Quarterly* 47, 461-478. Sanders, L.M. (1999). Democratic politics and survey research. *Philosophy of the Social Sciences* 29, 248-80. Herbst, S. (1991). Classical democracy, polls and public opinion: Theoretical frameworks for studying the development of public sentiment. *Communication Theory* 1,3, 225-238. Bourdieu, P. (1973/1993). Public opinion does not exist. In P. Bourdieu. *Sociology in question* (pp. 149-157). London: Sage Publications. Gunnell, J.C. (2011). Democracy and the concept of public opinion. In G.C. Edwards III, Lawrence R. Jacobs, and Robert Y. Shapiro, (Eds.), *The Oxford Handbook of American Public Opinion and the Media* (pp. 1-17). New York: Oxford University Press. Price, V. (2008). The public and public opinion in political theories. In W. Donsbach & M.W. Traugott, (Eds.), *The Sage Handbook of Public Opinion Research* (pp. 11-24). London: Sage Publications.	Complete Post-class quiz Week 2 by 9/2 at 6 p.m.

3 9/6-8	Contemporary survey research and the Total Survey Error approach. Weisberg, H.F. (2016). Total survey error. In L.R. Atkeson & R.M. Alvarez (Eds.), *Oxford Handbook of Polling and Polling Methods* (pp. 1-18)*. AAPOR Transparency Initiative. (Links to an external site.) [Link to AAPOR.org website] WATCH: AAPOR Transparency Initiative video (Links to an external site.) Recommended: Lavrakas, P.J. & Kosicki, G.M. (2018). Surveys. In P.M. Napoli, (Ed.), *Mediated Communication* (pp. 225-260). Berlin and Boston: De Gruyter Mouton.	Complete Post-class quiz Week 3 by 9/12 at 11:59 p.m.
4 9/13-15	**Origins of public opinion and changing methods for studying populations and public opinion.** Blumer, H. (1948). Public opinion and public opinion polling. *American Sociological Review,* 13, 542-554. Goot, M. (2008). Mass-Observation and modern public opinion research. In W. Donsbach & M.W. Traugott, (Eds.), *The Sage Handbook of Public Opinion Research (pp. 93-103)*. London: Sage Publications. Gallup, G. (1947). The Quintamensional Plan of question design. *Public Opinion Quarterly*. Zaret, D. (2005). Neither faith nor commerce: Printing and the unintended origins of English public opinion. In J. Alexander (Ed.), *Real civil societies: The dilemmas of institutionalization* (pp. 1-42). London: Sage Publications. Zaret, D. (1996). Petitions and the Invention of public opinion in the English Revolution. *American Journal of Sociology* 101, 6, pp. 1497-1555. Darnton, R. (2004). Mademoiselle Bonafon and the private life of Louis XV: Communication circuits in Eighteenth Century France. *Representations* 87, pp. 102-124.	Complete Post-class quiz Week 4 by 9/16 at 11:59 p.m. Data archive assignment due. Brief student reports in class on 9/15.
5 9/20-22	New technologies for studying public opinion in context.	Complete Post-class quiz Week 5

		Chiu, A. (2020). The fitness industry is trying to lure gym members back – but experts say it is using flawed data. *Washington Post*, September 21. Sen, I. (2021). A Total Error framework for digital traces of human behavior on online platforms. *Public Opinion Quarterly*, 85, 399-422. Japec, L. et al. (2021). Big data in survey research. AAPOR Task Force Report. *Public Opinion Quarterly*, 79, 4, 839-880. Razo, A. (2018). Integration of contextual data: Opportunities and challenges. In L.R. Atkeson & R.M. Avarez (Eds.). *Oxford Handbook of Polling and Survey Methods* (pp. 1-27). Gimpel, J.G. (2018). Sampling for studying context: Traditional surveys and new directions. In L.R. Atkeson & R.M. Avarez (Eds.). *Oxford Handbook of Polling and Survey* Methods (pp. 1-16). Recommended: Mayer, J. (2017). The reclusive hedge-fund tycoon behind the Trump presidency. *New Yorker*, March 27. Recommended: Mahrt, M. (2018). Big Data. In P. Napoli (Ed.), *Mediated Communication: Handbooks of Communication Science* (pp. 627-541)	by 9/23 at 11:59 p.m.
6 9/27-28		Public opinion, mis- and disinformation Garrett, R.K. (2019). *Social media's contribution to political misperceptions in U.S. presidential elections*. *PLOS ONE*. Garrett, R.K. (2017). Epistemic beliefs' role in promoting misperceptions and conspiracist ideation. *PLOS One*. Pasek, J., Sood, G. & Krosnick, J.A. (2015). Misinformed about the Affordable Care Act? Leveraging uncertainty to assess the prevalence of misperceptions. *Journal of Communication,* 65, 660-673. Hochschild, J. & Einstein, K.L. (2014). It isn't what we don't know that gives us trouble, it's what we know that ain't so: Misinformation and Democratic politics. *British Journal of Political Science*, 45, 467-475. Nyhan, B. (2010). Why the "death panel" myth wouldn't die: Misinformation in the health care reform debate. *The Forum*, 8, 1, Article 5. Kaiser Family Foundation. (2012). *Data note: A snapshot of public opinion on the individual mandate* (pp. 1-4). March.	Brief 1-page statement explaining your paper topic due today in the Carmen dropbox. Complete Post-class quiz Week 6 by 9/29 at 11:59 p.m.

	Leimbigler, B. & Lammert, C. (2016). Why health care reform now? Strategic framing and the passage of Obamacare. Social Policy and Administration, 50, 4, pp 467-481.	
7 10/4-6	Tracing ideas and influence of ideas from organizations and social movements to public opinion Peters, J., et al. (2019). How the El Paso killer echoed the words of right-wing pundits. *New York Times*, August 12. Bail, C. (2012). The "Fringe Effect." *American Sociological Review*, 77, 6, 855-879. Rohlinger, D.A. & Snow, D.A. Social psychological perspectives on crowds and social movements. In J. Delamater, (Ed.), Handbook of Social Psychology (pp. 503-523). New York: Kluwer Academic. Rohlinger, D.A., & Earl, J. (2017). The past, present and future of social movement studies: Introduction to the special issue on media and social movements. In Social Movements and Media. Bingley, UK: Emerald Publishing Limited. Recommended: Rueschemeyer, D. (2009). Why and how ideas matter. In R.E. Goodin and C. Tilly (Eds.), *The Oxford Handbook of Contextual Political Analysis* (pp. 1-28). New York: Oxford Handbooks Online.	Complete debriefing survey 7 by 10/7 at 11:59pm.
8 10/11	**The radical right in the United States as a social movement.** Ellinas, A.A. (2018). Media and the radical right. *Oxford Handbook of the Radical Right*, pp. 1-20. Parker, C. (2018). The radical right in the United States of America. *Oxford Handbook of the Radical Right*, pp. 1-23. Caiani, M. & della Porta, D. (2018). The radical right as social movement organizations. In J. Rydgren, (Ed.), *The Oxford Handbook of the Radical Right* (pp. 1-26). Evans, A.T., & Williams, H.J. (2021). *How extremism operates online: A primer.* RAND Autumn Break, no class on October 14.	Complete debriefing survey by 11/12 at 11:59pm.

9 10/18 -20	**Perspectives on deliberation and public consultation** Fishkin, J. (2018). Deliberative polling. In Bachtiger, A., Dryzek, J.S., Mansbridge, J. and Warren, M. (Eds.), The Oxford Handbook of Deliberative Democracy, pp. 1-15. America in One Room Project. Helena Foundation and Center for Deliberative Democracy at Stanford University. https://helena.org/projects/america-in-one-room Cappella, J.N. Zhang, J. & Price, V. (2011). Collective intelligence: The wisdom and foolishness of deliberating groups. In K. Kenski & K.H. Jamieson (Eds.), *The Oxford Handbook of Political Communication*. Neijens, P. (2012). The deliberating public and deliberative polls. In W. Donsbach & M.W. Traugott (Eds.), *Sage Handbook of Public Opinion Research*. Ober, J. (2008). *Democracy and knowledge. Princeton: Princeton University Press*. Chapter 1, Introduction: Dispersed knowledge and public action, pp. 1-37. Badger, E. et al. (2020). These Americans tried to listen to one another. A year. Later, here's how they're voting. *New York Times*, Oct. 24. Fishkin, J. & Diamond, L. (2019). What if there's a better way to handle our democratic debate? *New York Times*, Aug. 29. Fishkin, J. & Diamond, L. (2019). This experiment has some great news for our democracy. *New York Times*, Oct. 2.	Complete debriefing survey by 10/21 at 11:59pm.
10 10/25 -27	Public consultation: Improving public knowledge and engagement. Hammonds, K.H. (2018). Confronting the narrative of brokenness. How the news could reduce polarization and repair our social fabric. Philanthropy for Active Civic Engagement (PACE). [Carmen] Fishkin, J. & Farrar, C. (2005). Deliberative polling: From experiment to community resource. In J. Gastil & P. Levine (Eds.), *The Deliberative Democracy Handbook: Strategies for Effective Civic Engagement in the 21st Century* (pp. 68-79). San Francisco: Jossey-Bass. [Carmen] Leininger, M. (2018). *Infogagement: Citizenship and democracy in the age of connection*. Philanthropy for Active Civic Engagement (PACE). Public Agenda. (2016). *Public spending, by the people: Participatory budgeting in the United States and Canada in*	Complete debriefing survey by 10/28 at 11:59pm.

		2014-15. Yankelovich Center for Public Judgment and Kettering Foundation.	
		Participatory Budgeting is Democratizing Fund Allocation in Brooklyn. Bric TV. [Brief film. https://www.youtube.com/watch?v=S2nhVXX3nVU]	
		Recommended: RAND. (2021). What Americans think of the news – and what that means for democracy. https://www.rand.org/blog/articles/2020/04/what-americans-think-of-the-news--and-what-that-means.html	
11	11/1-3	Panics, Manias, Bubbles and Crashes Yilmaz, E. (2020). Understanding Financial Crises. Routledge. Chapter 3, Human Behavior. Kindelberger, C.P. & Aliber, R.Z. (2005). Manias, Panics and Crashes: A History of Financial Crises. 5th Ed. Wiley. Chapter 3, Speculative Manias. McCarty, N., Poole, K.T. & Rosenthal, H. (2013). Political bubbles: Financial crises and the failure of American democracy. Chapter 2, Ideology. Goode, E. & Ben-Yehuda (1994). Moral panics: Culture, politics and social construction. *Annual Review of Sociology*, 20, 149-71. Boydstun, A.E. et al. (2014). Two faces of media attention: Media storm vs. non-storm coverage. Political Communication, 41, 509-531. Zweig, J. (2020). From 1720 to Tesla, FOMO never sleeps: The South Sea bubble is the classic story of an investing mania. Are investors today any wiser? *The Wall Street Journal*, July 17. p. B5.	Complete debriefing survey by 11/4 at 11:59pm. Upload paper outline with at least 5 references.
12	11/8-10	Explaining cases of panics and bubbles with narratives Schiller, R.J. (2019). *Narrative economics. How stories go viral and drive major economic events*. Princeton University Press. Chapter 1, Narrative economics: Bitcoin Chapter 2, Adventures in consilience Chapter 3, Contagion, constellations and confluence Chapter 4, Why some narratives go viral	Complete debriefing survey by 11/11 at 11:59pm.

	Chapter 15, Real estate booms and busts Chapter 18, The wage-price spiral and evil labor unions.	
13 11/15 -17	Foreign interference in news and information. Hotez, P. (2021). The anti-science movement is escalating, going global and killing thousands. *Scientific American*. Hotez, P. (2021). Anti-science kills: From Soviet embrace of pseudoscience to accelerated attacks on US biomedicine. *PLoS Biology*, 19,1, e3001068. Frenkel, S. (2020). How information superspreaders seed false election theories. *New York Times*, Nov. 23. Johnson, C. & Marcellino, W. (2021). *Bad Actors in news reporting: Tracking news manipulation by state actors.* RAND. Recommended –SKIM: Grise, M. et al. (2022). *Rivalry in the information sphere: Russian conceptions of information confrontation.* RAND.	Complete debriefing survey by 11/18 at 11:59pm.
14 11/22	Difference and inequality: Digital Divide and Knowledge Gap Fuentes-Bautista, M. & Olson, C. (2018). Digital divide. In P. Napoli (Ed.), *Mediated Communication: Handbooks of Communication Science* (pp. 513-533). Berlin and Boston: DeGruyter Mouton. Thanksgiving Break, Nov. 23-25.	Complete debriefing survey 14 today by 11:59pm.
15 11/29 -12/1	Digital Divide in Appalachia. News Deserts. Doyle, C. (2020). Every day we are falling behind in Appalachian Ohio: Lack of broadband hurts rural areas. *Columbus Dispatch*. Shanahan, M.R. (2020). Broadband would build economy, quality of life in Appalachia. *Columbus Dispatch*. [For Reference] Abernathy, P.M. (2016). Rise of the new media baron and the threat of news deserts. University of North Carolina. [For Reference] Abernathy, P.M. The expanding news desert. University of North Carolina. [For Reference] Abernathy, P.M. Thwarting the emergence of news deserts. University of North Carolina.	Complete debriefing survey by 12/2 at 11:59 pm.

16 12/6	Rough draft of final paper due. Brief paper presentations. Last class day is December 6.	Please complete your online SEI (instructor evaluation). Complete final post-class survey by 11:59pm. Upload rough draft of paper.
	Final Paper due by: Wednesday, Dec. 14 at 4 p.m.	Upload final paper.