SYLLABUS: COMM 7813
PUBLIC OPINION AND COMMUNICATION
AUTUMN 2024

SECTION #34718

Instructor: Gerald Kosicki, Ph.D.

Email address: kosicki.1@osu.edu

Phone number: 614-292-9237

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

Zoom Link for Office Hours:

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 micro and macro forms of public opinion, as well as 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 is important 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. Extensive use is made of Carmen for sharing course materials, assignments, tests, and maintaining reading materials. All papers and quizzes will be completed 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 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, one or two of 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 reflection following each class meeting. Points are awarded for completing these reflections on time and in sufficient detail that show evidence of learning and thoughtful engagement with the topics.

The final assignment will be short paper with several 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
- Statistics Canada
- European Values Survey
- Statistics Denmark
- The National Institute of Statistics and Economic Studies (France)
- ISTAT, The Italian National Institute of Statistics

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. You 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 anyone 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 [10@5%]	**50%**
Data Archive Assignment	**10%**
Final Research Paper [4 parts]	**25%**
Acceptable topic submission w/consultation	5%
Acceptable outline with references	5%
Presentation of rough draft in class	5%
Final Paper	10%
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 11:59 pm. Note that ALL course material -- quizzes, papers, midterm and final exam -- will be turned in online to the appropriate drop box 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. <u>Do not email papers to me</u>. 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.

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

Post-class Reflection After the final class most weeks you will complete a post-class reflection. 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). 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. These are not timed so you can return to the questions as many times as you like.

Discussion Leader
Each of you will take turns leading a portion of the discussion for a week. I will typically introduce each topic on Tuesdays and the discussion leader will prepare some questions for discussion to engage the class on Thursdays. When it's your turn to be discussion leader,

we should discuss the plan the week and agree upon a strategy for engaging the class. Discussion questions for Thursday's class should be distributed in advance, preferably by noon on Wednesdays. Email these to the class and to me. I will post them on the class module for the week.

Data archive assignment. Everyone 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. Please prepare a brief PowerPoint to share your key findings with the class. [5 points]

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 two references, but ideally 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 these steps are listed in the syllabus week by week schedule. [25 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 theoretical topic, or perhaps a poll review. Poll reviews are useful for understanding the state of public opinion and how it's studied on a particular topic. Please discuss this with me.

Late assignments

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 an in-person course, the following is a summary of everyone's expected participation:

- Attending all class meetings and actively participate in discussions and activities
- Complete weekly reflections and keep up with readings and assignments posted on Carmen.

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 or someone you know are 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 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

COVID-19 and Illness Policies

University COVID policies

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Instructor illness or absence

If I were to become too ill to teach the course for a period, the School of Communication will make arrangements for the class to be covered. You will be notified via email from the School of Communication. If I were to suffer a short-term illness, it's possible that we might do a few sessions of the class live on Zoom.

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

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

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 in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Sexual misconduct/relationship violence

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 at titleix@osu.edu.

Course schedule (tentative)

See Carmen Modules to locate each of these articles. Assignment due dates and times are available on Carmen's course modules.

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.	Complete biographical essay by 9/1. Complete Reflection 1
2 8/27-29	Public Opinion and Democracy Price, V. The public and public opinion in political theory. Sage Handbook of Public Opinion. (Tuesday) Gunnell, JC (2011). Democracy and the concept of public opinion. In GC Edwards, LR Jacobs, and RY Shapiro (Eds.), *Oxford Handbook of American Public Opinion and the Media* (pp. 1-17). New York: Oxford University Press. (Tuesday) MacInnis, B., Krosnick, J.A., & McDonald, J. (2023). Resistance to purchasing all-electric vehicles: Evidence from a national survey. *Journal of Environmental Psychology*, 91. (Thursday) Mims, C. (2024) EVs aren't the headache you think they are. *Wall Street Journal*. August 17-18.	
3 9/3-5	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.	Reflection 2

	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. Converse, P.E. (1987). Changing conceptions of public opinion in the political process. *Public Opinion Quarterly*, 51, Supplement: 12-24.	

4 9/10-12	Contemporary survey research and the Total Survey Error approach. Berinsky, A. Measuring public opinion with surveys. *Annual Review of Political Science*. Gelman, A. (2021). Failure and successes in political polling and election forecasting. *Statistics and Public Policy* 8,1, 67-72. Recommended: 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 Reflection 3
5 9/17-19	**A Historical Look at 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*.	Reflection 4

	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.	
6 9/24-26	**Public Opinion About the Affordable Care Act – Mis- and Disinformation.** 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. Hopkins, DJ (2024). Impervious to elite influence: American's ACA attitudes, 2009-2020. *Journal of Health Politics and Law*.	Brief 1-page statement explaining your paper topic due today in the Carmen dropbox.
7 10/1-3	**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.),	Reflection 5

	Handbook of Social Psychology (pp. 503-523). New York: Kluwer Academic. Grofman, B. & Cervas, J. (2024). Statistical fallacies in claims about massive and widespread fraud in the 2020 Presidential Election examining claims based on aggregate election results. *Statistics and Public Policy*, 11, 1. Miao, W. et al. (2022). A misuse of statistical reasoning: The statistical arguments offered by Texas to the Supreme Court to overturn the results of the 2020 election. *Statistics and Public Policy*, 9, 1, 67-73. 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.	
8 10/8	**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). RECOMMENDED: Evans, A.T., & Williams, H.J. (2021). *How extremism operates online: A primer.* RAND **Autumn Break, no class on October 10.**	Reflection 6
9 10/15 -17	**Perspectives on deliberation and public consultation** Stanford Center for Deliberative Democracy. Europe in One Room (Film). 42 Minutes. Link in Carmen Module. 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	Reflection 6

	RECOMMENDED: 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*. 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.		
10 10/22 -24	**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] RECOMMENDED: 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] RECOMMENDED: 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 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	Reflection 8	

11 10/29 -31	**Moral and Other Panics** 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. 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. RECOMMENDED: Boydstun, A.E. et al. (2014). Two faces of media attention: Media storm vs. non-storm coverage. *Political Communication*, 41, 509-531.	Upload paper outline with at least 5 references.
12 11/5- 7	**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 Chapter 15, Real estate booms and busts Chapter 18, The wage-price spiral and evil labor unions.	Reflection 9
13 11/12 -14	**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.	Reflection

	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.	
14 11/19 -21	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. [REFERENCE:] Abernathy, P.M. Thwarting the emergence of news deserts. University of North Carolina.	
15 11/26	Final Paper Rough Draft Presentations, Part 1	
16 12/3	Final Paper Rough Draft Presentations, Part 2	Please complete your online SEI (instructor evaluation). Upload rough draft of paper.
	Final Paper due by: Wednesday, Dec. 11 at 5:45 p.m.	Upload final paper.