

COMM 4814: Political Communication Spring 2025	
	Dr. William “Chip” Eveland
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Lecture Times: Monday 2:30-3:40pm

Lecture Location: 214 Denney Hall

Course Description

The purpose of this course is to provide an overview of the role of communication in politics, and especially the role it plays in a properly functioning democracy. We will explore research from the fields of communication and political science concerning the content of a variety of “old” and “new” forms of political communication. We will discuss the role of traditional news media, advertising, debates, entertainment, face-to-face interpersonal communication, and various forms of technologically mediated social interactions in politics (e.g., social media). We will also consider the cognitive and behavioral effects of political communication on the public and the political system. Although the primary emphasis of this course will be on American politics, we will at times discuss how the American system differs from others, and I welcome hearing from students with interests in other specific political systems.

Expected Learning Outcomes

By the end of this course, you should:

- Be able to distinguish different standards for political communication based on different theories of how democracy should function.
- Be able to describe the history, content, and function of televised presidential debates and political advertising.
- Be able to discuss the challenges of distinguishing traditional news and entertainment, particularly as they exist in modern online contexts, as well as who does and doesn’t use different forms of media.
- Understand the nature of political conversation as it exists in person and in online contexts, as well as its democratic implications.
- Be able to discuss how the nature of political communication varies across political and media systems around the globe.
- Be able to identify and understand the political implications of misinformation and disinformation, and how we might effectively mitigate its effects.

Mode of Delivery

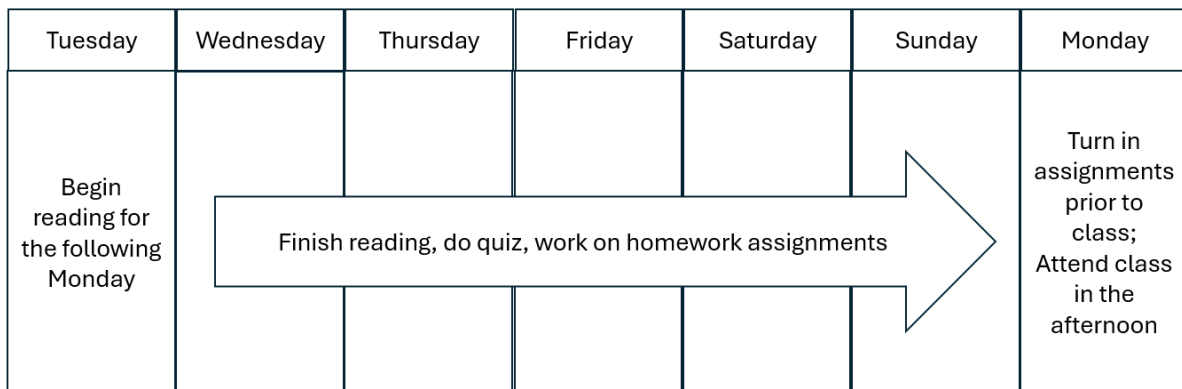
Officially, this course is listed as in-person. Our meetings will be in person, and in-person attendance is a course requirement. However, at the instructor’s discretion, we may shift some modest portion (but less than 25%) of class sessions to Zoom if the situation demands it to maintain everyone’s health and safety. I will notify the class via Carmen in advance if and when any changes to the in-person meetings will take place. That said, note that some class sessions will be held remotely either via recorded lecture or synchronous Zoom. One way or another (Zoom or in-person), attendance will

be a course requirement for all synchronous meetings.

Course Structure

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 average (i.e., a “C”). As a hybrid course, we will have 50% less class time for instruction than a typical in-person course. As such, you will spend proportionately more time working on course activities (read: readings, quizzes, and homework assignments) outside of class meetings than an in-person course.

My intention is to structure the course into “weeks” (basically just topics covered over the course of seven days). “Weeks” though will begin on Tuesdays (following a Monday in-person session) and end on Mondays in class. The typical “week” structure will begin with you doing assigned readings, followed by a reading quiz, followed by “homework” assignments designed to link the readings to real world experiences, and finally ending with a class session in which all of what you’ve done so far during the week is fair game for interactive discussion in conjunction with lecture. The typical week will look something like this:



Course Materials

There will be no textbook for the course; instead, readings from a variety of sources have been assembled and are available via PDFs posted on the course Carmen site. Most readings are listed on this syllabus, but for many topic areas I also may be posting brief additional readings (e.g., news articles, blog posts) that come up during the semester that will help shape discussion and must also be read (and will be fair game for exams). I will notify the class via Carmen if and when additional readings are posted. In addition to the assigned readings, you will be expected to access other materials online for assignments, such as presidential debates, political advertisements, entertainment programs, online news, and social media discussions.

In order to excel in the class, you will also find it useful to keep up with local, national, and world political events during this class – both through text-based media (e.g., online

newspaper sources – [a New York Times subscription is free for OSU students!](#)) and in audio/visual format (e.g., political news and talk and/or opinion programs on television, online, or as podcasts). These sources of information will not only keep you up-to-date on political events of the day – something all of us should do as citizens of a democracy – but they will also be the source of examples and assignments that will be used to illustrate concepts discussed in class. You’ll be better off knowing and understanding a political topic used as an example in class if you’ve already read about it that morning in a newspaper.

Grading

I will expect you to have read and understood the assigned readings *before* class, and that you will be prepared to discuss them *in* class. To encourage this, most weeks will have an online Carmen quiz on the readings, as well as some sort of out-of-class homework assignment. Quizzes on the readings will account for nearly half of your course grade, and collectively will take the place of exams. Homework assignments will account for another roughly 1/3 of the course grade. Finally, class attendance and participation will account for the final 1/5 of your course grade.

All quizzes must be taken by the designated dates and times, and assignments must be submitted in advance of the due date/time. It is your responsibility to note the day/time of quizzes and assignments now and make sure you will be available to complete them as scheduled. I have organized quizzes and assignments on Carmen so that a given assignment/quiz is not available until the deadline for the previous one has passed. This way, everyone will be on the same page, so to speak. If you need special accommodations to work ahead for a given quiz or assignment – for instance, due to travel or other special timing considerations – contact me and I can alter your access for that specific assignment.

Technology (e.g., WiFi went out, hard drive crashed, roommate misplaced computer, forgot my password) and other (e.g., dog ate textbook, alarm didn’t go off, Taylor Swift retired from music) excuses generally don’t meet the “emergency” criteria for excused absences or missed quizzes and assignments. Those sorts of problems only become emergencies if you wait until the very last minute to complete your work. So, plan ahead and be sure to complete and submit your work with sufficient time before the deadline to address problems that may arise (because they DO arise...), as all deadlines are firm and enforced automatically by Carmen – down to the minute. Non-idiosyncratic problems – that is, problems that affect most or all students, such as a large local power outage, a Carmen outage, etc. – may lead me to extend deadlines for everyone.

Reading Quizzes

Quizzes will be conducted via Carmen. There will be 13 quizzes, with each quiz associated with the course readings for that week (typically two) and due date as noted later in the syllabus. However, generally speaking you will want to do the readings and take the quizzes well in advance of the formal deadlines. Most quizzes will include five to seven questions. Students will receive a random subset of questions from a question bank, and responses will be timed (one minute per question from start to finish) so you

must be able to answer the questions without taking time to look up the answers. That means you need to read and be ready for the quiz before opening it. I will provide a list of questions – in advance – that you should be able to answer from the readings for that week to succeed on the quiz. I call this the “Q2A” or “Questions to Answer.” You are welcome to write answers to those questions and use those notes while taking the quiz – but sharing such notes with one another or online, collaborating in their creation, will be considered unauthorized collaboration and thus academic misconduct. Similarly, use of AI to help obtain answers to the quizzes, including using AI to summarize readings will be considered academic misconduct.

Quizzes will not be able to be made up, regardless of whether missing it is excused or not. For those with an excused absence in advance (typically health-related), I will drop that quiz from the calculation of the average for the course. I will also drop the lowest quiz grade out of 13 for everyone. The 12 quizzes used to calculate your course quiz grade will each be worth 4% toward the course, for a total of 48% of the course grade based on these reading quizzes. These quizzes essentially take the place of a midterm and final as a measure of your learning of course content, so take them (and the reading and preparation they require) seriously! Expect to do each assigned reading once, then perhaps going through it a second time working through the Q2A to complete the Q2A (you can type in answers directly into the Q2A Word document) and prepare for the quiz.

Homework Assignments

This course will employ a six homework assignments as a major component (32%) of your course grade. The purpose of assignments will be to apply the ideas to real world contexts. Assignments will be worth somewhere between 4% or 8% of the course grade (depending on the assignment). Assignments will be completed outside of regularly scheduled course time, and are likely to take a few hours each to complete. Detailed information about each of these assignments is provided on Carmen. You may not use AI (e.g., ChatGPT and similar) to complete any assignment.

Assignments have very specific deadlines (noted on Carmen), and late work will not be accepted. As with quizzes, it will be unwise to wait to begin an assignment until right before our class sessions. Typically assignments will be released one week before they are due. For those with an excused absence in advance (typically health-related) that would justify your inability to work on the assignment during the time frame in which it is available (at least a full week), I will drop that assignment from the calculation of the average for the course. Those who are unable to complete the assignments due to an unexcused absence, or simply do not submit them on time, will receive a zero for that assignment.

Attendance / Participation

The first and minimum expectation in this course is attendance, with consistent on-time arrival (i.e., don't regularly show up 5 or 10 minutes late). Class attendance and participation (by speaking up during class) will collectively be worth 20% of your course grade, divided evenly between physical attendance (10%) and verbal class participation (10%). Students who are not in attendance and do not have an approved excuse for their absence will not be able to earn credit for attendance or participation for that session. The attendance evaluation begins on the second day of class.

If you want an "excused" absence (which may or may not also relate to missing a quiz or homework assignment), it is your responsibility to 1) inform the instructor PRIOR to class time or the quiz or assignment due date/time; and 2) provide the instructor with written documentation consistent with OSU policy (e.g., complete the form at this link: [Explanatory Statement for Absence from Class](#)). Requests for excused absences not accompanied by this form will not be considered. Please keep in mind that any falsification of the information on this form is considered academic misconduct.

In summary, your grade for the semester will be based on the following evaluation criteria:

Class attendance / participation	20%
Reading quizzes (13 total, top 12 count):	48%
Homework assignments (6):	32%

The grading scale for this course follows the standard OSU grading scheme, which does not use rounding:

A =	93-100%	C =	73-76%
A- =	90-92%	C- =	70-72%
B+ =	87-89%	D+ =	67-69%
B =	83-86%	D =	63-66%
B- =	80-82%	D- =	60-62%
C+ =	77-79%	E =	0-59%

When letter grades are given for a homework assignment, they will be converted into the following numeric values for final grade calculation:

A+, A, A- =	100, 95, 91
B+, B, B- =	88, 85, 81
C+, C, C- =	78, 75, 71
D+, D, D- =	68, 65, 61
E (F) =	0

Office Hours

I will be available to meet with students by appointment, either by Zoom or in-person depending on the day/time desired. I encourage you to come to see me to discuss course-related matters, particularly as they relate to the homework assignments for the course. Please do take advantage of this resource to ask questions or clarification, seek additional information, and so forth. It is my job to make sure that you have every opportunity to learn the course material, and I will make every effort to do so. But, it is also incumbent upon you to seek help when you think you need it, and to not delay in seeking that help until the last minute (especially with regard to papers and discussion leading), when it may be too late.

Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course:

- I strive to provide feedback on assignments in **7-10 days**. If feedback will take longer for a given assignment, I will let you know.
- I will reply to e-mails within **24 hours on school days**. I will normally reply to emails during normal working hours. Please contact me directly at eveland.6@osu.edu for the fastest response rather than through Carmen.

Discussion and Communication Guidelines

We want to build a classroom climate that is comfortable for all. In a communication class it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and students; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, engaging in emailing/chats during class); and (4) avoid racist, sexist, homophobic or other negative language that may unnecessarily exclude members of our campus / classroom.

This is not an exhaustive list of behaviors; rather, they represent the minimum standards that help make the classroom a productive place for all concerned. If you cannot maintain these standards, you WILL be removed from the classroom so that others have the opportunity to learn unimpeded. I encourage students to express their views in a civil manner, and to debate and critique one another's arguments in a civil manner with reference to reasoning and evidence.

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](https://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/carmenzoom/getting-started-carmenzoom>
- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

This course requires use of Carmen (Ohio State's learning management system) and potentially other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. You may also look here: [Carmen accessibility](#)

Carmen Zoom

I will also hold one-on-one meetings with students (“office hours”) using this tool, and may schedule some class sessions via Zoom if in my view conditions merit it. To learn how to use Zoom, start [here](#).

Necessary computer equipment and software

- Computer: current Mac (OS X) or PC (Windows 7+) or Chromebook with high-speed internet connection
- Word processor with the ability to save files as .pdf. Most popular word processing software programs including Microsoft Word, Mac Pages, and even Google Docs have these abilities. OSU students have access to Microsoft Office products free of charge. To install, please visit [here](#).

Other Course Policies

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. This especially includes videos of online Zoom meetings and class lectures, **which absolutely must not be shared outside of the Carmen system.**

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each

individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. (To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit: <https://odi.osu.edu/> or <https://cbsc.osu.edu/>)

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 at titleix@osu.edu.

Student Illness or Absence

If you are too ill to participate in this course due to COVID-19 or another illness, or a true emergency arises, please contact the instructor as soon as you are able. It is the student's responsibility to 1) inform the instructor PRIOR to the class, quiz, assignment, or discussion time; and 2) provide the instructor with written documentation consistent with OSU policy (e.g., complete the form at this link: [Explanatory Statement for Absence from Class](#)). Please keep in mind that any falsification of the information on this form is considered academic misconduct.

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.

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in

reviewing such requests and shall keep requests for accommodations confidential. With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities.

Generally speaking, no make-ups for quizzes, assignments, and discussions will be feasible. The design of this course doesn't really permit work to be completed after-the-fact. Rather, in the case of an excused absence that is discussed in advance of the due date and agreed to by the instructor, other forms of accommodation will be implemented (as noted throughout the syllabus above for individual components of the course).

Instructor Illness or Absence

If the instructor is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Academic Integrity

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. 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: [Section A of OSU's Code of Student Conduct](#).

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules (Faculty Rule 3335-5-487) to report my suspicions to the [Committee on Academic Misconduct \(COAM\)](#). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course or even suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your professor or COAM.

For this course, here are a few specific highlights to keep in mind:

- Your written assignments should be your own original work. Know the [rules for plagiarism](#)! In formal assignments you should cite the ideas and words of your research sources. You alone are responsible for your work; no one else should write, revise or rewrite your work.
- In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past

research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- All research you will conduct in this course is intended to be a learning experience. You should never feel tempted to make your results or your library research look more successful than it was.
- Given the learning goals of this class, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT or Gemini or Apple Intelligence is not permitted in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's policy and [Code of Student Conduct](#) because the work is not your own. If I suspect that you have used GenAI on an assignment for this course, I will ask you to explain your process for completing the assignment in question. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct](#).

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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the **Suicide and Crisis Lifeline**.*

Accessibility Accommodations for Students with Disabilities

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: <mailto:slds@osu.edu>; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Schedule and Readings

(Students are responsible for any changes to this syllabus announced in class.)

DATE	TOPIC	REQUIRED READINGS
1/6	Introduction & Course Objectives	No readings
1/13	Normative Foundations	Strömback (2005) "In Search of a Standard" Bächtiger et al. (2018) "Deliberative Democracy: An Introduction"
1/20	No classes: MLK Day	Although we don't have class on Monday, other work this week is still expected. Do readings /assignment for 1/27!
1/27	Legacy News Media #1	Patterson (2020) "A Tale of Two Elections" Sobieraj & Berry (2011) "From Incivility to Outrage" Homework #1
2/3	Legacy News Media #2	Shoemaker (2023) "Hard Wired for News Revisited" Stroud (2017) "Selective Exposure Theories" Pew Research (2024) "American's Changing Relationship with Local News"
2/10	Political Advertising	Geer (2012) https://mediaproject.wesleyan.edu/releases-103124/ Homework #2
2/17	Presidential Debates	Schroeder (2020) "From JFK to Trump" Clementson & Eveland (2016) "When Politicians Dodge Questions" Homework #3
2/24	Entertainment Media	Delli Carpini (2017) "The Political Effects of Entertainment Media" Mutz (2016) "Harry Potter and the Deathly Donald"
3/3	Political Talk #1: Selection & Content	Conover & Miller (2018) "Taking Everyday Political Talk Seriously" Carlson & Settle (2022) "Ch. 10: The Costs of Conversation"
3/10	No classes: Spring Break	Work on your assignment for 3/17 early – during the week of 3/3 – to avoid doing it over break!
3/17	Political Talk #2: Effects	Rolfe & Chan (2018) "Voting and Political Participation" Eveland, Henry, & Appiah (2023) "The Implications of Listening..." Homework #4
3/24	Online #1: Selectivity & News	Edgerly & Vraga (2020) "Deciding What's News" Tyler et al. (2022) "Partisan Enclaves and Information Bazaars"

3/31	Online #2: Talk & Effects	Settle (2018) "Ch. 3: The END Framework of Political Interaction on Social Media" Kubin & von Sikorski (2021) "The Role of (Social) Media in Political Polarization" Homework #5
4/7	Misinformation & Disinformation	Garrett & Bond (2021) "Conservatives' Susceptibility to Political Misperceptions" Bode, Vraga, & Tang (2024) "User Correction" https://today.umd.edu/ai-generated-misinformation-is-everywhere-iding-it-may-be-harder-than-you-think
4/14	Socialization of Youth	McDevitt (2016) "Political Socialization" Homework #6
4/21	Comparative Political Communication	Rojas & Valenzuela (2021) "A Call to Contextualize Public Opinion-Based Research in Political Communication"

Note: No classes on 1/20 or 3/10. Highlighted dates are homework due dates.

Full Citations for PDF Assigned Readings

- Bächtiger, A., Dryzek, J. S., Mansbridge, J., & Warren, M. (2018). Deliberative democracy: An introduction. In A. Bächtiger, J. S. Dryzek, J. Mansbridge, & M. E. Warren (Eds), *The Oxford handbook of deliberative democracy* (pp. 1-32). Oxford Handbooks.
- Bode, L., Vraga, E. K., & Tang, R. (2024). User correction. *Current Opinion in Psychology*, *56*, 101786.
- Carlson, T. N., & Settle, J. E. (2022). The costs of conversation. In *What goes without saying: Navigating political discussion in America* (pp. 234-257). Cambridge University Press.
- Clementson, D., & Eveland, W. P. (2016). When politicians dodge questions: An analysis of presidential press conferences and debates. *Mass Communication and Society*, *19*, 411-429.
- Conover, P. J. & Miller, P. R. (2018). Taking everyday political talk seriously. In A. Bächtiger, J. S. Dryzek, J. Mansbridge, & M. E. Warren (Eds), *The Oxford handbook of deliberative democracy* (pp. 378-391). Oxford Handbooks.
- Delli Carpini, M. X. (2017). The political effects of entertainment media. In K. Kenski & K. H. Jamieson (Eds.), *The Oxford handbook of political communication* (pp. 851-870). Oxford University Press.
- Eveland, W. P., Jr., Henry, C. M., & Appiah, O. (2023). The implications of listening during political conversations for democracy. *Current Opinion in Psychology*, *52*, 101595.
- Garrett, R. K., & Bond, R. M. (2021). Conservatives' susceptibility to political misperceptions. *Science Advances*, *7*, eabf1234.
- Geer, J. G. (2012). The news media and the rise of negativity in presidential campaigns. *PS: Political Science & Politics*, *45*, 422-427.
- McDevitt, M. (2016). Political socialization. In C. R. Berger, & M. E. Roloff (Eds.) *The international encyclopedia of interpersonal communication* (Vol. 1). John Wiley & Sons.
- Mutz, D. C. (2016). Harry Potter and the Deathly Donald. *Political Science & Politics*, *49*, 722-729.
- Patterson, T. E. (2020). *A tale of two elections: CBS and Fox News' portrayal of the 2020 presidential campaign*. Shorenstein Center on Media, Politics and Public Policy.

- Rojas, H., & Valenzuela, S. (2019). A call to contextualize public opinion-based research in political communication. *Political Communication*, 36,652-659.
- Rolfe, M., & Chan, S. (2018). Voting and political participation. In J. N. Victor, A. H. Montgomery, & M. Lubell (Eds), *The Oxford handbook of political networks* (pp. 357-382). Oxford University Press.
- Schroeder, A. (2020). From JFK to Trump: The evolution of US presidential debates. In J. Juárez-Gámiz, C. Holtz-Bacha, & A. Schroeder (Eds) *Routledge international handbook on electoral debates* (pp. 29-37). Routledge.
- Settle, J. E. (2018). The END framework of political interaction on social media. In *Frenemies: How social media polarizes America* (pp. 50-77). Cambridge University Press.
- Shoemaker, P. J. (2023). Hard wired for news revisited: Biology, culture, deviance, time, and reality. *Journalism & Communication Monographs*, 25, 146-164.
- Sobieraj, S., & Berry, J. M. (2011). From incivility to outrage: Political discourse in blogs, talk radio, and cable news. *Political Communication*, 28, 19-41.
- Strömbäck, J. (2005). In search of a standard: Four models of democracy and their normative implications for journalism. *Journalism Studies*, 6, 331-345.
- Tyler, M., Grimmer, J., & Iyengar, S. (2022). Partisan enclaves and information bazaars: Mapping selective exposure to online news. *Journal of Politics*, 84, 1057-1073.