

COMM 4820: Public Opinion & Communication Autumn 2025	
	Dr. William "Chip" Eveland
Meeting times:	Tuesday & Thursday 12:45-2:05pm
Location:	371 Journalism Building
Office hours:	By appointment via Zoom or FTF; email for appointment
Email:	Eveland.6@osu.edu

Course Description

The course catalog description for this course is as follows:

Investigation of public opinion from social, political, and psychological perspectives, and study of the role communication (including the media) plays in the process. Prereq: Not open to students with credit for 620 or 620H.

More specifically for this instantiation of the course with the present instructor, this course will address the various ways people have conceptualized and measured "public opinion" throughout history, the central role that communication plays in these definitions, the factors that influence public opinion, and the influence that public opinion has on individuals and society. To do so we will draw on theory and research from communication, political science, psychology, and sociology.

Expected Learning Outcomes

By the end of this course, you should:

- Understand what public opinion is commonly understood to mean, and the limitations of that definition.
- Know the predominant methods by which public opinion is measured, as well as their pitfalls.
- Understand the current state of public opinion on major issues of the day.
- Understand the social and psychological processes involved in the formation and maintenance of public opinion in general, and on these major issues.
- Have a working knowledge of major theories relating communication and public opinion.
- Be able to see connections between individual opinions, group dynamics, and larger institutions such as the government and mass media.
- Be savvy consumers of present-day reporting of information that purports to be about public opinion.

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. 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 Materials

There is a required textbook for the course, which is made available as a CarmenBook: Berinsky, A. J. (2020) New directions in public opinion (3rd ed.). New York: Routledge.

The textbook for this course is being provided via CarmenBooks, through which students obtain publisher materials electronically through CarmenCanvas. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. Materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook. Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore. For more information on the program or information on how to opt out, please visit the CarmenBooks website. (IF you opt out and get a copy of the text on your own, please be sure to get the 3rd edition, as previous editions will NOT have the required readings.)

In addition to the required text, there will be required readings from other sources posted on the course Carmen site in PDF format, as well as other online resources such as videos available online.

I will expect you to have read and understood the assigned readings before class, and that you will be present (physically, or via Zoom if that is how class is being held) and prepared to discuss them in class. There will be Carmen quizzes on the readings throughout the semester that must be completed prior to our class meetings on the topics. We will typically discuss content from or related to the readings in class, but sometimes I will simply assume that you have read and understood the material and I will present additional, supplementary material in class. If you have questions about the readings, don't hesitate to email me or schedule an online (Zoom) visit in office hours!

Key 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.

More generally, 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) and in video format (e.g., political talk and/or opinion programs on cable television). 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

Your grade for the semester will be based on the following evaluation criteria:

Reading Quizzes (24, 2 of which will be dropped):	44%
Assignments (9):	34%
Class attendance & participation:	22%

For each course topic (which may span one to three class sessions), there will be:

- *At least one class meeting
- *At least one assigned reading
- *At least one Carmen quiz and/or Assignment and/or Discussion

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 24 quizzes, with each quiz associated with a specific course reading (or two) and due date as noted later in the syllabus. Most quizzes are based on a single chapter from the course textbook or other assigned reading, and will include four or five questions. A few quizzes will be based on two rather than one readings. Students will receive a random subset of questions from a question bank, and responses will be timed (5 minutes for the quiz from start to finish) so you must be able to answer the questions without taking time to look up the answers. I will provide a list of questions – in advance – that you should be able to answer from the readings to succeed on the quiz. 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, or collaborating in their creation, will be considered unauthorized collaboration and thus academic misconduct. Similarly, use of AI to help obtain answers to the quizzes 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 two lowest quiz grades out of 24 for everyone, so unexcused absences can take advantage of dropping the zero. The 22 quizzes used to calculate your course quiz grade will each be worth 2% toward the course, for a total of 44% 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!

Assignments

This course will employ a variety of assignments as a major component (34%) of your course grade. There will be two “mini” assignments and seven somewhat larger assignments over the course of the semester. Mini assignments are worth 3% of the course grade ($2 \times 3\% = 6\%$) and larger assignments are worth 4% ($7 \times 4\% = 28\%$). Assignments will be completed outside of regularly scheduled course time. In most if not all cases, your completed assignment will tie into a separate in-class discussion. The assignments will typically require providing paragraph-length responses to a series of short answer or essay questions, and perhaps a few multiple choice questions, using an online survey template. But, the real “meat” of the assignments will be a more significant amount of time and effort searching for information online, reading, and thinking BEFORE completing the assignment. Detailed information about each of these assignments is provided on Carmen. You may not use AI to complete any assignment.

Assignments have very specific deadlines (noted on Carmen), and late work will not be accepted. If you did not complete the assignment on time, you will not be able to earn credit for on any in-class discussion of that assignment. 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, 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 is attendance. Beyond this, typically there will be some form of in-class group discussion requirement associated with the assignments described above in class on the date they are due. These group discussions, in conjunction with more general class attendance and participation (by speaking up during class) will collectively be worth 22% of your course grade. For discussions taking place during scheduled class times, those with an absence excused in advance (typically health-related) will simply have that discussion dropped from the calculation of the discussion average for the course. (see note below) 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 breakdown for class attendance / participation grading will be as follows:

- There are 27 scheduled days in which you must be in class (or on Zoom). Full credit for attendance requires being present for 24 of those days over the semester. This score will be the % of 24 meetings in which you are present for the vast majority of the class (with camera on if the session is via Zoom). Repeated or significance lateness will receive partial attendance grades. This score amounts to 12% of the course grade.
- There will be six in-class small group (or in Zoom, “breakout room”) discussions and will take place on the days the assignments are due. These discussions will focus on what students learned from the homework assignment that was due on that day. Each discussion will be worth 0.5% toward the course grade (for a total of 3% of the course grade). Students who have not completed the associated homework assignment for that day will not be able to earn credit even if present for the discussion – because they would be unable to meaningfully contribute to the discussion.
- The remaining part of the attendance / participation grade will be based on my subjective assessment of student contributions to class discussion over the full length of the semester. I will formulate this score based on my judgment of the quantity and value of contributions made by students (basically, I’m looking for verbal contributions to class discussions including asking and/or answering questions), using the OSU grading scale described below. This will be worth 7% of the overall course grade.

Grading Scale

The grading scale for this course follows the standard OSU grading scheme, which does not use rounding, and does not include options of A+, D-, or E+/-:

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

Grades for Quizzes will be based on a simple calculation of percentage correct. Grades for class attendance, participation, and discussion will be a mix of objective criteria (present or absent) and my subjective judgment of the degree of engagement and contribution made when present. Grades for Assignments will be based on the subjective assignment of letter grades. These letter grades they will be converted and entered into Carmen using the following numeric values for 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+, E, E- = 50, 30, 0

The grades of “A+” and “E-” will be very rare, as few written assignments are perfect (from ideas to writing to following formatting guidelines, etc.) and few are totally without merit (so long as they were completed on time). I will strive to focus on placement of assignments in the five major categories (A, B, C, D, and E) and use +/- grades sparingly.

Attendance, Participation, and Discussions

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”). ASC Honors provides [an excellent guide](#) to scheduling and study expectations.

Because this is an in-person course, your “attendance” is based on your physical (or cyber) presence, activity and participation. The following is a summary of everyone's expected participation:

- Attendance in scheduled class sessions, with camera on if meeting via Zoom
- Completion of Carmen quizzes
- Completion of Assignments
- Participation in class discussions, including in-class group discussions

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 strive to 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) including CarmenBooks 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 the pandemic merits it. To learn how to use Zoom, start [here](#).

iPoll

We will be using the subscription-based service iPoll from the Roper Center repeatedly this semester. This resource can be [accessed for free](#) through OSU Libraries, although you will need to use an off-campus sign-in if you are not accessing it from OSU's campus.

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

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 class meetings and class lectures, which absolutely must not be shared outside of the Carmen system.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605
civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

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 Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. 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.

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, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor. **Use of AI tools in this class toward any of these**

ends – including using it to write assignments – will be considered academic misconduct.

Counseling and Consultation Services / Mental Health Statement

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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion. If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. SLDS contact information:

slds@osu.edu

<https://slds.osu.edu/>

098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

Course Schedule and Readings

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

Class Date	Topic	Readings	Quiz	Assignment
8/26	Course Intro	Course syllabus; <i>Textbook "Introduction and Overview,"</i> pp. 1-17		
8/28	History and Conceptualization of Public Opinion	Herbst "History and Meaning of Public Opinion," pp. 21-33	√	
9/2		Glynn et al., "The Meanings of Public Opinion," pp. 3-25	√	
9/4		Gallup & Rae "The Voices of the People," pp. 16-33; Blumer "Public Opinion and Public Opinion Polling," pp. 542-549	√	Assign. #1
9/9	Measuring Public Opinion	<i>Textbook Ch. 1,</i> pp. 21-40	√	
9/11		AAPOR report; Pew article ; iPoll training video	√	Mini #1
9/16		Guber "...Redux in the Digital Age" pp. 1103-1127	√	
9/18	Assessing the Quality of Public Opinion	<i>Textbook Ch. 2,</i> pp. 41-71	√	
9/23		Yankelovich "What is Quality in Public Opinion?" pp. 24-37	√	Assign. #2
9/25	Deliberation, Discussion & Public Opinion	Tarde "Opinion and Conversation," 297-318	√	
9/30		Gastil "Conversation and Discussion," pp. 15-41; Fishkin & Farrar "Deliberative Polling," pp. 68-79; Kent County Deliberative Poll video	√	
10/2	Affect and Public Opinion	<i>Textbook Ch. 9,</i> pp. 202-235	√	Mini #2
10/7	Foundations of Preference: Ideology, Partisanship & Worldviews	<i>Textbook Ch. 3,</i> pp. 75-98	√	
10/9		<i>Textbook Ch. 4,</i> pp. 99-117	√	
10/14		<i>Textbook Ch. 8,</i> pp. 177-201	√	
10/16		No classes – Fall Break!		

10/21		Textbook Ch. 5, pp. 118-136	√	
10/23	Foundations of Preference: Race, Gender & Religion	Textbook Ch. 6, pp. 137-158	√	
10/28		Textbook Ch. 7, pp. 159-176	√	Assign. #3
10/30		Campbell et al. "Religion & Public Opinion," pp. 232-257	√	
11/4		Cramer "The Contours of Rural Consciousness," pp. 45-89	√	
11/6	Place, Space & Public Opinion	Pew Research Center "What Unites and Divides..." pp. 4-15		Assign. #4
11/11		No classes – Veteran's Day!		
11/13		Brettschneider "The News Media's Use of Opinion Polls," pp. 479-486	√	
11/18	Polls, Perceptions, and Public Opinion Expression	Scheufele "The Spiral of Silence," pp. 175-183	√	
11/20		McLeod & Hertog "The Manufacture of 'Public Opinion'..." pp. 259-275	√	
11/25		Vox Protest coverage video		Assign. #5
11/27		No Classes – Thanksgiving!		
12/2	Campaigns and Media Influence on Public Opinion	Textbook Ch. 13, pp. 297-314	√	
12/4	Public Opinion and Public Policy	Textbook Ch. 15, pp. 338-362	√	
12/9	Integration			Assign. #6 Assign. #7

Note: OSU does not hold classes on 10/16 due to Fall Break.

Class on 10/23 MAY be held online, TBD

OSU does not hold classes on 11/11 due to Veteran's Day.

Lecture will be delivered via synchronous ZOOM on 11/25 (attendance w/ camera on REQUIRED). Plan travel accordingly!

OSU does not hold classes on 11/27 due to Thanksgiving.

Note: There will NOT be a final exam in this course during the OSU-scheduled final exam time slot.

Full Citations for Non-Textbook Assigned Readings

- American Association for Public Opinion Research. (no date). *Task force on 2020 pre-election polling: An evaluation of the 2020 general election polls*.
https://www.aapor.org/AAPOR_Main/media/MainSiteFiles/Task-Force-on-2020-Pre-Election-Polling_Executive-Summary.pdf
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- Campbell, D. E., Layman, G. C., & Green, J. C. (2016). A jump to the right, a step to the left: Religion and public opinion. In A. J. Berinsky (Ed.) *New directions in public opinion* (2nd ed., pp. 232-257). New York: Routledge.
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- Pew Research Center. (2018, May). *What unites and divides urban, suburban and rural communities*. <https://www.pewresearch.org/social-trends/wp-content/uploads/sites/3/2018/05/Pew-Research-Center-Community-Type-Full-Report-FINAL.pdf>
- Pew Research Center (2024, August). *Key things to know about U.S. election polling in 2024*. <https://www.pewresearch.org/short-reads/2024/08/28/key-things-to-know-about-us-election-polling-in-2024/>
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- Tarde, G. (1898/2010). Opinion and conversation. In T. N. Clark (Ed.) *Gabriel Tarde: On communication and social influence* (pp. 297-318). Chicago: University of Chicago Press.
- Yankelovich, D. (1991). *Coming to public judgment: Making democracy work in a complex world* (pp. 24-37). Syracuse, NY: Syracuse University Press.