

SYLLABUS: COMM 7813

PUBLIC OPINION AND COMMUNICATION

SCHOOL OF COMMUNICATION, AU 2020 TERM

Instructor: Jerry Kosicki

Email address: kosicki.1@osu.edu

Phone number: 614-292-9237

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

Course description

This course will be delivered 100% online. This is an online seminar with live, synchronous meetings each week from 4:10-6 p.m. Wednesdays. It is identical to a more familiar hybrid course except that we will gather via Zoom instead of in-person due to the Covid-19 pandemic.

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

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

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

Course catalog description

Discusses the central role of communication in the concept of public opinion. Reviews research on the influence of communication on public opinion direction and quality. Prereq: Grad standing, or permission of instructor. Not open to students with credit for 813.

Course learning goals and outcomes

- 1) Understand the most important theoretical issues involved in the contemporary study of public opinion in populations from a communication perspective.
- 2) 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.
- 3) Learn the ways random experiments are built into population surveys and understand the power of this technique for testing various hypotheses.
- 4) 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?
- 5) Understand the historical development and joint emergence of popular media, public opinion and representative democracy in western societies.
- 6) 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 fully online.

- The live distance learning component will take place on Wednesdays from 4:10 to 6 p.m. on Zoom. Links are provided within each Carmen module to the Zoom session for the week. Additional Zoom links will be provided for open office hours.

How this course works

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 with some PowerPoints for your reference.

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

Although it is everyone's responsibility to come to class prepared to discuss the material and pose as well as answer questions, one or two students each week will volunteer as discussants.

Each of you will write four (4) response papers for the semester. This involves looking carefully at all the readings for class and writing up a brief response that focuses identifying in a concise description what the cross-cutting theme for the week is. You should explain the theme, and then react to it, citing points from the various readings to back up your assertions and judgments. The assignment calls for about a one-page response paper, but if you feel the need to write more this is completely acceptable and no one will be penalized for writing a longer document. In saying this, I also want to reiterate that one-page is the expected length. A rubric for these papers will be available on Carmen under the assignments tab, along with the dropbox for the papers.

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

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

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

- [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)
- [Harvard Dataverse](#)
- [UK Data Archive at University of Essex](#)
- [ICPSR at University of Michigan](#)
- [Kaiser Family Foundation Health Care Tracking Poll](#)
- [Berkeley Library Health Statistics and Data: GIS/Mapping Tools](#)
- [Swedish National Data Service/University of Gothenburg](#)
- [Progedo \(Paris\)](#)

Course topic outline

- I. Course overview and introduction
- II. Nature of public opinion
- III. Survey research
 - i. Measuring opinion with surveys
 - ii. Total Survey Error Approach
 1. Errors
 - a. Sampling
 - b. Non-sampling
 - i. Specification Error
 - ii. Frame Error
 - iii. Nonresponse Error
 - iv. Measurement Error
 - v. Processing Error
 2. Issues in analysis of population data
 - a. Sample-based weights and their proper use
 - b. Dealing with missing data
 - c. Appropriate statistical methods for categorical data
 3. Writing about survey data
 - a. The field report
 - b. Transparency
 - c. Disclosure of relevant details
 - d. Sample details
 - e. Patterns and effects of missing data
 - f. Representativeness and use of statistics
 4. Polls in election contexts
 - a. National vs. state-by-state polling in presidential elections
 - b. Live-caller vs. online polling
 - c. Poll averaging
 - d. Problems of modeling election results
- IV. Non-survey methods in the history of studying public opinion and communication
 - i. Use of administrative data
 - ii. Sentiment analysis using social media
- V. New technologies for studying public opinion in context

- i. Contextual data
 - ii. Exit polling
- VI. Opinions, (mis)information, and conspiracy theories
- VII. (Mis)information and the Affordable Care Act
- VIII. Public opinion and contagion
 - i. Bubbles
 - ii. Financial panics
 - iii. Mass delusion
 - iv. Moral panics
- IX. Social movements and public opinion
 - i. Fringe Effect (Bail)
 - ii. Political extremism, news use, and preferred information sources
 - iii. Radical right
 - iv. Media and messaging
- X. History of public opinion, popular communication and democracy
 - i. Origin of the public sphere
 - ii. Printing and petitions
 - iii. Pamphlets
- XI. Public preferences to inform policy
 - i. Public opinion and its limits
 - ii. Public consultation: Soliciting public preferences to inform policy
 - 1. Deliberative Polls
 - 2. Charettes and related ideas
 - 3. Democracy, knowledge and collective intelligence
 - 4. The case of Open Source software
- XII. Demographic change and attitudes towards immigration
 - a. Changes in ethnic composition of the American population
 - b. Role of immigration to maintain population growth and balance between workers and retirees
 - c. Changing demographics and attitudes towards immigrants
- XIII. Support for democracy and the rise of populism
 - i. Right-wing extremist opinions
 - ii. Populism
- XIV. Difference and equality
 - a. Digital Divide
 - b. Knowledge Gap
 - c. Case study: Appalachia

Course materials

There are no required texts. Required readings will be on Carmen or available through university libraries. Full citations for required readings are provided in the week by week course schedule below.

Grading

Assignments	Points and/or Percentage
Brief biography/interest statement	N/A
Discussion leader	10%
Class debriefing survey following each class (14@1%)	14%
Class discussant (2@3% each)	6%
1-page response papers (3@5% each)	15%
Data archive assignment	5%
Midterm exam (not timed)	20%
Final research paper	30%
Acceptable topic submission w/consultation	5%
Acceptable outline w/references	5%
Presentation of rough draft in class	5%
Full final research paper	15%
Total	100%

Assignments

Here are the major assignments for the class and a brief description of each. More details will be provided on Carmen.

Brief biography/interest statement: This assignment will be due before the first class, although the dropbox will remain open for a week or two in case people join the class late. Each student will provide a brief bio sketch about their previous education, experiences and goals for their graduate program, as well as a brief description of how they see our class fitting into this overall plan.

Discussion leader. Students will take turns throughout the semester serving as the seminar discussion leader. Tasks involve reading the assigned material carefully, discussing it with me and coordinating our presentation of the topics involved. The discussion leader will prepare some PowerPoints that will be useful for initiating the discussion and these will be shared with the class. The discussion leader will also prepare a list of discussion questions to initiate conversation about the material for the week. [10 points]

Discussants. Most weeks two people will volunteer to be discussants for the week. They will be carefully prepared to post questions of the discussion leader and the me throughout the class session. Of course, each student is expected to contribute to the discussion of the materials each week, but the discussants have special responsibilities to pay close attention and pose questions or be prepared to answer questions posed by the discussion leader or me. [3 points x 2 turns=6 points]

Response papers. Each student will write three one-page response papers. Each will deal with one set of assigned readings for the week. You will sign up in advance to write response papers regarding one week's set of readings and films. These papers should deal with the themes contained in those readings. Each paper should be around 500 words (about one page, single-spaced). The papers will be uploaded to Carmen before class session that you are writing about. I want your reactions to the course materials – not the lectures or class discussions – so the idea is that you will write these before hearing the lectures or classroom discussion. [5 points x 3 =15 points]

In preparing the essay, first read all chapters, articles or other written materials. Think about these experiences and try to identify a crosscutting theme that runs through these materials. In your essay, say what that theme is, provide a concise description of the theme, and explain what you mean by it. Offer your reaction to the theme and back up your findings with facts or conclusions from the various experiences. It is very important to write absolutely accurate, factual information.

The best essays will articulate a point of view with respect to the materials and then use facts from the materials to support this argument. These papers should not be a summary of the main points. I am more interested in your reaction to the information. This might involve the usefulness of the information, how it compares to what you thought about the topic before you

read it, the level of interest you have in it, anything that you found particularly surprising or disappointing, etc.

Note that although these essays are short, they must contain all the elements of any well-written essay: A good, creative title, strong lead that introduces the topic and sets up your approach to it, appropriate transitions and a sensible conclusion. I will post a specific grading rubric on Carmen for these papers. Check that for the specific quality criteria for which points are assigned. Although the expectation for these papers is about 500 words, I'm not going to count the words or penalize you for writing more if you feel the need to write longer in order to adequately express your responses to the readings.

Midterm Exam. This exam will be an opportunity to review the material we have covered in the class. The format will be two or three essay questions that you will select from a larger set of questions so you will have some choice about which questions to answer. Each question will have a specified page limit. Your total answers will total approximately 1,000-1,500 words. The midterm will not be timed and you can take all the time you need. I will post a list of questions on Carmen during the class of Week X so we can discuss it. You will upload your responses when you've completed them no later than November 6 at 9 a.m. [20 points]

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

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 work on these in a scaffolded approach. The first step is to discuss the assignment with me and develop a plan. The second step is to create a 1-page paper that discusses the idea in enough detail with at least three to five relevant references so that I can react to it. The third step will be to draft an outline of your proposed paper that we can discuss. Final papers will be as indicated on the syllabus. Dates for all of these steps are listed in the syllabus week by week schedule. [30 points]

- 1) 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.

- 2) 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.
- 3) 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 are quite 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>.
- 4) Students starting out in graduate school or in public opinion research particularly might find it beneficial to use the final paper to develop a detailed literature review on some specific topic. Please discuss this with me.

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 do not manually round up grades. Please concentrate on earning the for-credit points. There are no "extra credit" opportunities.

Attendance, participation, and discussions

Credit hour and work expectation

This is a 3-credit-hour course for graduate credit. According to Ohio State policy, students should expect 2 hours per week of time spent on direct instruction via our synchronous Zoom sessions in addition to at least 6 hours of homework (reading and assignment preparation, for example).

Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures:**

We will have two hours of live contact hours via Zoom each week.

- **Weekly assignments**

Each week you will complete the weekly research readings found on the syllabus schedule. You should complete these readings before the class meeting time. You will take turns as discussants to prepare some discussion questions for the class, in consultation with me. Every discussion leader **MUST** discuss the materials with me in advance and submit final discussion questions to the class via email by noon on Monday before the class.

Each of you will sign up for two turns as discussants. At academic conferences, typically discussants are assigned to react to the research presented, offer questions, etc. This role requires doing the readings carefully before class, and paying close attention to the discussion questions posted by the main discussion leader for the week. Of course, all students in this seminar are responsible for discussing the readings each week. But the formal discussants have an extra responsibility.

After each class session, everyone will complete a brief survey about the class session that should take just a few minutes. The questions will deal with the main themes and take-aways from the class, as well as your evaluation of the class materials, the work of the discussant and discussion leader.

- **Office hours:**

I am available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Ask the instructor" discussion board. Otherwise, please feel free to send me an email to my regular email address at kosicki.1@osu.edu. Office hours are digital via Carmen Zoom.

I will also be available to you at regular times during the week or at other times by appointment. Additionally, you are strongly encouraged to check in with me

periodically to update your progress on your term paper, to discuss issues that arise during or between classes or other issues that we don't have the opportunity to devote class to resolving. I'd also like to get to you all well, so please drop in to the office hours or make an appointment to chat over matters of common interest. Please try to do this during the first week if you have not already done so.

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 **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**. Please use your official OSU email account to send a message to my official OSU email account.

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. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **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.)

Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.

- Students have made plans to back up work. OSU provides free access to data storage through [BuckeyeBox](#) and [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures (or attending synchronous lectures) helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.
- Students followed the instructor's preference for camera and microphone settings during online synchronous meetings.

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/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](#)
- **Secured Media Library**
 - Some of the videos for this course will be posted in the University's Secured Media Library. The link will be posted on the class Carmen page and you will be automatically directed to the correct video.
 - [Secured Media Library](#) help guide
- **Carmen Zoom:**
 - All synchronous class meetings will be held via 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
- **Turnitin:**
 - Turnitin will be used for all written assignments this semester.
 - 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.
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- **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 Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

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

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

COVID-19 and Illness Policies

University COVID policies

Student illness or absence

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

Instructor illness or absence

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

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past 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.

- **Falsifying research or results:** 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.

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/>

Accessibility accommodations for students with disabilities

Requesting accommodations

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

Course schedule (tentative)

Here is the week by week tentative course schedule. Each topic is listed along with the required and recommended reading or videos. Assignments are also listed along with the dates they are due throughout the semester. Note that I will post a few slides as background information for each topic. Discussion leaders will make additional slides available to guide the discussion that week. ALL CLASS MEETINGS will be online via Zoom.

Week and Dates	Week Overview	Assignments
<p>1</p> <p>8/26</p>	<p>Welcome and introduction.</p> <p>Survey research and public opinion.</p> <p>Read: Berinsky, A.J. (2017). Measuring public opinion with surveys. <i>Annual Review of Political Science</i>, 20, 309-29.</p> <p>Price, V. (2008). The public and public opinion in political theories. In W. Donsbach & M.W. Traugott, (Eds.), <i>The Sage Handbook of Public Opinion Research</i> (pp. 11-24). London: Sage Publications.</p> <p>Recommended:</p> <p>Herbst, S. (1991). Classical democracy, polls and public opinion: Theoretical frameworks for studying the development of public sentiment. <i>Communication Theory</i> 1,3, 225-238.</p>	<p>Complete debriefing survey after class.</p> <p>Turn in brief biography/interest statement to Carmen's dropbox.</p>
<p>2</p> <p>9/2</p>	<p>Perspectives on the nature of public opinion.</p> <p>Tilly, C. (1983) Speaking your mind without elections, surveys or social movements. <i>Public Opinion Quarterly</i> 47, 461-478.</p> <p>Sanders, L.M. (1999). Democratic politics and survey research. <i>Philosophy of the Social Sciences</i> 29, 248-80.</p> <p>Converse, P.E. (1987). Changing conceptions of public opinion in the political process. <i>Public Opinion Quarterly</i>, 51, Supplement: 12-24.</p>	<p>Complete debriefing survey after class.</p>

	<p>Bourdieu, P. (1973/1993). Public opinion does not exist. In P. Bourdieu. <i>Sociology in question</i> (pp. 149-157). London: Sage Publications.</p> <p>Gunnell, J.C. (2011). Democracy and the concept of public opinion. In G.C. Edwards III, Lawrence R. Jacobs, and Robert Y. Shapiro, (Eds.), <i>The Oxford Handbook of American Public Opinion and the Media</i> (pp. 1-17). New York: Oxford University Press.</p>	
<p>3</p> <p>9/9</p>	<p>Contemporary survey research and the Total Survey Error Approach.</p> <p>Lavrakas, P.J. & Kosicki, G.M. (2018). Surveys. In P.M. Napoli, (Ed.), <i>Mediated Communication</i> (pp. 225-260). Berlin and Boston: De Gruyter Mouton.</p> <p>AAPOR Transparency Initiative. [Link to AAPOR.org website]</p> <p>WATCH: AAPOR Transparency Initiative video ~5 minutes.</p>	<p>Complete debriefing survey after class.</p>
<p>4</p> <p>9/16</p>	<p>Origins of public opinion and changing methods for studying populations and public opinion.</p> <p>Delli Carpini, M.X. (2011). Constructing public opinion: A brief history of survey research. In G.C. Edwards III, Lawrence R. Jacobs, and Robert Y. Shapiro, (Eds.), <i>The Oxford Handbook of American Public Opinion and the Media</i> (pp. 1-21).</p> <p>Oberschall, A. (2012). The historical roots of public opinion research. In W. Donsbach & M.W. Traugott, (Eds.), <i>The Sage Handbook of Public Opinion Research</i> (pp. 83-92). London: Sage Publications.</p> <p>Blumer, H. (1948). Public opinion and public opinion polling. <i>American Sociological Review</i>, 13, 542-554.</p> <p>Goot, M. (2008). Mass-Observation and modern public opinion research. In W. Donsbach & M.W. Traugott, (Eds.), <i>The Sage Handbook of Public</i></p>	<p>Complete debriefing survey after class.</p> <p>Data archive assignment due.</p> <p>Brief student reports in class.</p>

	<p><i>Opinion Research (pp. 93-103)</i>. London: Sage Publications.</p> <p>Zaret, D. (2005). Neither faith nor commerce: Printing and the unintended origins of English public opinion. In J. Alexander (Ed.), <i>Real civil societies: The dilemmas of institutionalization</i> (pp. 1-42). London: Sage Publications.</p> <p>Darnton, R. (2004). Mademoiselle Bonafon and the private life of Louis XV: Communication circuits in Eighteenth Century France. <i>Representations</i> 87, pp. 102-124.</p>	
<p>5</p> <p>9/23</p>	<p>New technologies for studying public opinion in context.</p> <p>Mahrt, M. (2018). Big Data. In P. Napoli (Ed.), <i>Mediated Communication: Handbooks of Communication Science</i> (pp. 627-641). Berlin and Boston: DeGruyter Mouton.</p> <p>Razo, A. (2018). Integration of contextual data: Opportunities and challenges. In L.R. Atkeson & R.M. Avarez (Eds.). <i>Oxford Handbook of Polling and Survey Methods</i> (pp. 1-27).</p> <p>Gimpel, J.G. (2018). Sampling for studying context: Traditional surveys and new directions. In L.R. Atkeson & R.M. Avarez (Eds.). <i>Oxford Handbook of Polling and Survey Methods</i> (pp. 1-16).</p> <p>Salvanto, A.M. (2018). Exit polling today and what the future may hold. In L.R. Atkeson & R.M. Avarez (Eds.). <i>Oxford Handbook of Polling and Survey Methods</i> (pp. 1-17).</p> <p>Mayer, J. (2017). The reclusive hedge-fund tycoon behind the Trump presidency: How Robert Mercer exploited America's populist insurgency. <i>New Yorker</i>, March 27, pp. .</p>	<p>Complete debriefing survey after class.</p> <p>Brief statement explaining your paper topic due today in the Carmen dropdown.</p>
<p>6</p> <p>9/30</p>	<p>Public opinion and (mis)information.</p> <p>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</p>	<p>Complete debriefing survey after class.</p>

	<p>politics. <i>British Journal of Political Science</i>, 45, 467-475.</p> <p>Leimbigler, B. & Lammert, C. (2016). Why health care reform now? Strategic framing and the passage of Obamacare. <i>Social Policy and Administration</i>, 50, 4, pp 467-481.</p> <p>Pasek, J., Sood, G. & Krosnick, J.A. (2015). Misinformed about the Affordable Care Act? Leveraging uncertainty to assess the prevalence of misperceptions. <i>Journal of Communication</i>, 65, 660-673.</p> <p>Centola, D. (2018). <i>How behavior spreads: The science of complex contagions</i>. Princeton: Princeton University Press. Chapter 3, The theory of complex contagions, pp. 34-62.</p> <p>Nyhan, B. (2010). Why the “death panel” myth wouldn’t die: Misinformation in the health care reform debate. <i>The Forum</i>, 8, 1, Article 5.</p> <p>Kaiser Family Foundation. (2012). Data note: A snapshot of public opinion on the individual mandate (pp. 1-4). March.</p>	
<p>7</p> <p>10/7</p>	<p>Tracing ideas and influence of ideas from organizations and social movements to public opinion.</p> <p>Rueschemeyer, D. (2009). Why and how ideas matter. In R.E. Goodin and C. Tilly (Eds.), <i>The Oxford Handbook of Contextual Political Analysis</i> (pp. 1-28). New York: Oxford Handbooks Online.</p> <p>Bail, C.A. The fringe effect: Civil society organizations and the evolution of media discourse about Islam since the September 11th attacks. <i>American Sociological Review</i>, 77, 6, 855-879.</p> <p>Rohlinger, D.A. & Snow, D.A. Social psychological perspectives on crowds and social movements. In J. Delamater, (Ed.), <i>Handbook of Social Psychology</i> (pp. 503-523). New York: Kluwer Academic.</p> <p>Weber, K. & King, B. (2014). Social movement theory and organization studies. In P. Adler et al. (Eds.), <i>The Oxford Handbook of Sociology, Social</i></p>	<p>Complete debriefing survey after class.</p>

	<p><i>Theory, and Organizational Studies: Contemporary Currents.</i></p> <p>Wilkerson J., Smith, D. & Stramp, N. (2015). Tracing the flow of policy ideas in legislatures: A text reuse approach. <i>American Journal of Political Science</i>, 59, 4, 943-956.</p> <p>Wilkinson, S.I. (2009). Riots. <i>Annual Review of Political Science</i>, 12, 329-43.</p> <p>Recommended:</p> <p>Bail, C. (2014). <i>Terrified. How anti-Muslim fringe organizations became mainstream.</i> Princeton: Princeton University Press.</p> <p>Rohlinger, D.A., & Earl, J. (2017). The past, present and future of social movement studies: Introduction to the special issue on media and social movements. In <i>Social Movements and Media.</i> Bingley, UK: Emerald Publishing Limited.</p>	
<p>8</p> <p>10/14</p>	<p>The radical right in the United States as a social movement.</p> <p>Ellinas, A.A. (2018). Media and the radical right. <i>Oxford Handbook of the Radical Right</i>, pp. 1-20.</p> <p>Parker, C. (2018). The radical right in the United States of America. <i>Oxford Handbook of the Radical Right</i>, pp. 1-23.</p> <p>Peters, J., et al. (2019). How the El Paso gunman echoed the words of right-wing pundits. <i>New York Times</i>, August 12.</p> <p>Caiani, M. & della Porta, D. (2018). The radical right as social movement organizations. In J. Rydgren, (Ed.), <i>The Oxford Handbook of the Radical Right</i> (pp. 1-26).</p> <p>Sottile, L. (2020). The chaos agents. <i>New York Times Magazine</i>, August 23, pp. 36-44.</p>	<p>Complete debriefing survey after class.</p> <p>Final paper outline with at least five references due by the start of class. Upload the document to Carmen's dropbox.</p>
<p>9</p> <p>10/21</p>	<p>Perspectives on deliberation and public consultation</p>	<p>Complete debriefing survey after class.</p>

	<p>Cappella, J.N. Zhang, J. & Price, V. (2011). Collective intelligence: The wisdom and foolishness of deliberating groups. In K. Kenski & K.H. Jamieson (Eds.), <i>The Oxford Handbook of Political Communication</i>.</p> <p>Neijens, P. (2012). The deliberating public and deliberative polls. In W. Donsbach & M.W. Traugott (Eds.), <i>Sage Handbook of Public Opinion Research</i>.</p> <p>Fishkin, J. (2009). <i>When the people speak: Deliberative democracy and public consultation</i>. New York: Oxford University Press. Chapter 1, Democratic Aspirations, pp. 1-31.</p> <p>Ober, J. (2008). <i>Democracy and knowledge</i>. Princeton: Princeton University Press. Chapter 1, Introduction: Dispersed knowledge and public action, pp. 1-37.</p> <p>Kahane, D., Loftson, K., Herriman, J. & Hardy, M. (2013). Stakeholder and citizen roles in public deliberation. <i>Journal of Public Deliberation</i>, 9,2, Article 2, pp. 1-35.</p>	
<p>10</p> <p>10/28</p>	<p>Public consultation: Improving public knowledge and engagement.</p> <p>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).</p> <p>Fishkin, J. & Farrar, C. (2005). Deliberative polling: From experiment to community resource. In J. Gastil & P. Levine (Eds.), <i>The Deliberative Democracy Handbook: Strategies for Effective Civic Engagement in the 21st Century</i> (pp. 68-79). San Francisco: Jossey-Bass.</p> <p>Europe in one room: An experiment in democracy (Video Resource) Access from ODEE Secured Media Library. Go.osu.edu/SecuredMediaLibrary</p> <p>Participatory Budgeting is Democratizing Fund Allocation in Brooklyn. Bric TV.</p>	<p>Complete debriefing survey after class.</p> <p>Midterm essay questions become live on Carmen website at 5:45 p.m. Students have 9 days to complete them and upload the answers to Carmen.</p>

	<p>https://www.youtube.com/watch?v=S2nhVXX3nVU</p> <p>Leininger, M. (2018). <i>Infogagement: Citizenship and democracy in the age of connection</i>. Philanthropy for Active Civic Engagement (PACE).</p> <p>Public Agenda. (2016). <i>Public spending, by the people: Participatory budgeting in the United States and Canada in 2014-15</i>. Yankelovich Center for Public Judgment and Kettering Foundation.</p>	
<p>11</p> <p>11/4</p>	<p>Moral and other panics.</p> <p>Goode, E. & Ben-Yehuda (1994). Moral panics: Culture, politics and social construction. <i>Annual Review of Sociology</i>, 20, 149-71.</p> <p>Boydston, A.E. et al. (2014). Two faces of media attention: Media storm vs. non-storm coverage. <i>Political Communication</i>, 41, 509-531.</p> <p>Bartels, L.M. (2013). Political effects of the Great Recession. <i>Annals of the American Association of Political and Social Sciences</i>, 650, November, 47-71.</p> <p>Zweig, J. (2020). From 1720 to Tesla, FOMO never sleeps. <i>The Wall Street Journal</i>, July 18019. p. B5.</p>	<p>Complete debriefing survey after class.</p> <p>Midterm Exam due by 11/6 at 9 a.m.</p>
<p>12</p> <p>11/11</p>	<p>Grassroots sentiments vs. Astroturf: The Tea Party, 2009-10, and current examples.</p> <p>Walker, E.T. & Rea, C. (2014). The political mobilization of firms and industries. <i>Annual Review of Sociology</i>, 40, 281-304. [Carmen]</p> <p><i>Hot Coffee</i> (Video Resource) Access from ODEE Secured M https://www.change.org/p/dublin-city-council-please-build-the-new-dublin-ohio-libraryedia Library. Go.osu.edu/SecuredMediaLibrary</p> <p>TBA</p>	<p>Complete debriefing survey after class.</p>
<p>13</p>	<p>Case Study: US demographic changes and public opinion about immigration.</p>	<p>Complete debriefing survey after class.</p>

<p>11/18</p>	<p>Berinsky, Chapter 13: Schildkraut, D.J. Ambivalence in American public opinion about immigration, pp. 278-298.</p> <p>Berinsky, Chapter 14: Barreto, M.A. & Parker, C.S., Public opinion and reactionary movements: From the Klan to the Tea Party, pp. 299-317.</p> <p>Vespa, J., Armstrong, D.M., Medina, L. (2018, March). Demographic turning points for the United States: Population projections for 2020 to 2060. <i>Current Population Reports</i>, P25-1144, US Census Bureau. Washington, DC.</p> <p>Tobar, H. (2019). Hollywood's obsession with cartels. <i>New York Times</i>. January 6.</p> <p>View Frontline: Anatomy of an exodus. [Slideshow] http://apps.frontline.org/anatomy-of-an-exodus/#1</p> <p>Freeman, G.P. (2008). Politics and mass immigration. In R. E. Goodin & C. Tilly (Eds.), <i>Oxford Handbook of Contextual Political Analysis</i> (pp. 636-647). New York: Oxford University Press.</p>	
<p>14</p> <p>11/25</p>	<p>Difference and inequality: Digital Divide and Knowledge Gap; the problem and opportunities of Appalachia.</p> <p>Fuentes-Bautista, M. & Olson, C. (2018). Digital divide. In P. Napoli (Ed.), <i>Mediated Communication: Handbooks of Communication Science</i> (pp. 513-533). Berlin and Boston: DeGruyter Mouton.</p> <p>TBA</p>	<p>Complete debriefing survey after class.</p>
<p>15</p> <p>12/2</p>	<p>Last class day.</p> <p>Final paper presentations.</p>	<p>Distribute rough draft of your final paper to a discussant by Monday, 11/30 at 9 a.m. and place it in the appropriate dropbox.</p> <p>Each student will make a brief presentation of their final paper</p>

		in the last class, followed by comments from a discussant. Complete debriefing survey after class.
Final Exam		Final papers due online Friday, Dec. 11, 6 p.m.

Rubrics

Rubrics for each assignment will be found on Carmen below the description of the assignment. Please consult the rubric before finalizing your assignment.