



# POLITICAL ATTITUDES & PUBLIC OPINION

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Louisiana State University, Spring 2017  
Monday, Wednesday, & Friday, 10:30-11:20 a.m.  
214 Coates

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Office hours: MWF 9 to 10 a.m., and by appointment

## Course Description

This course introduces the vast literature on American public opinion, revealing public opinion's place in the American democratic experiment, including the ingredients of electoral choice, policy opinions, and political evaluations. Our primary goals are to understand why people come to hold particular opinions, why they change views from time to time, why opinions matter (if in fact they do), and how to interpret public opinion polling. Big questions abound: What does it mean to say the public supports X? What level of competence do citizens carry into their participation in self-government? Can citizens hold leaders accountable? How well does government represent public views?

Throughout, we will examine these questions with special emphasis on the role of political communication. Our focus is the United States since World War II, but many dynamics we study apply broadly across place and time. I am happy to point you toward readings that illustrate insights beyond modern U.S. politics. Our main focus is *not* learning the latest poll results or debating issues therein, but you will see these contours of opinion and we will have plenty to discuss.

This course will help you become a more critical consumer of information about American public opinion, inform you about how publics function in democracies, and develop your critical thinking, research, and analytic writing skills.

## Learning Objectives

Upon completion of this course, students should be able to:

- 1) Explain basic concepts & theories of public opinion.
- 2) Explain the logic and interpretation of public opinion polls.
- 3) Identify fundamental differences in types of attitudes & identities, which differ in stability and influence.
- 4) Identify major factors influencing aggregate and individual political attitudes, and their relative weight.
- 5) Explain the importance of political knowledge in shaping public opinion.
- 6) Describe the conditional influence of public opinion on government action.

## Preparation for Class

The material for this course will be covered in lecture, readings, and independent preparation for class. I expect you to finish assigned readings prior to class for the background necessary to participate in discussions and think critically about key concepts. As a rule of thumb, for each hour you are in class, you should plan to spend at least two hours preparing. Since this course is three credit hours, you should expect to spend at least **six hours outside of class each week** on reading, writing, thinking, and studying for class. If the class as a whole is inadequately prepared, I will administer **pop quizzes** about the readings and other preparation assignments.

## Course Website

All students officially registered for the course can access the course's **Moodle page**. The Moodle page includes a course syllabus, announcements, readings, assignments, lecture slides, and any other relevant course information.

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<sup>1</sup> Syllabus content inspired, in part, by Ted Brader & Shana Gadarian.

## Required Reading Materials

There is a substantial amount of reading for this class – around **60-90 pages per week**. **You won't succeed in this class without carefully reading assigned material.** Please complete readings by the date listed on the schedule. You are required to get two book, available from the LSU Bookstore or various online retailers:

Herbert Asher. 2016. *Polling & the Public*. 9<sup>th</sup> Edition.

John Sides & Lynn Vavreck. 2013. *The Gamble: Choice & Chance in the 2012 Presidential Election*. Princeton University Press.

Most of the readings for the course are academic articles & short news/blog articles on current events, available on Moodle.

I also recommend you **read news** about national and Louisiana politics on a regular basis. Here are some options:

Nat'l Newspapers:	<i>Wall Street Journal</i>	<a href="http://www.wsj.com">www.wsj.com</a>
	<i>New York Times</i>	<a href="http://www.nyt.com">www.nyt.com</a>
	<i>Washington Post</i>	<a href="http://www.washingtonpost.com">www.washingtonpost.com</a>
	<i>USA Today</i>	<a href="http://www.usatoday.com">www.usatoday.com</a>
Cable/Public:	NPR	<a href="http://www.npr.org">www.npr.org</a>
	CNN	<a href="http://www.cnn.com">www.cnn.com</a>
	Fox News (R)	<a href="http://www.foxnews.com">www.foxnews.com</a>
	MSNBC (D)	<a href="http://www.msnbc.com">www.msnbc.com</a>
Local/Regional News:	<i>The Advocate</i> (BR)	<a href="http://www.theadvocate.com/">http://www.theadvocate.com/</a>
	<i>The Daily Reveille</i> (LSU)	<a href="http://www.lsunow.com/daily/">http://www.lsunow.com/daily/</a>
	<i>The Times-Picayune</i> (NO)	<a href="http://www.nola.com/">http://www.nola.com/</a>
Politics & PS Blogs:	Monkey Cage	<a href="http://www.washingtonpost.com/blogs/monkey-cage/">http://www.washingtonpost.com/blogs/monkey-cage/</a>
	Mischief of Faction	<a href="http://www.mischiefsoffaction.com/">http://www.mischiefsoffaction.com/</a>
	Five Thirty Eight	<a href="http://fivethirtyeight.com/">http://fivethirtyeight.com/</a>
	Vox	<a href="http://www.vox.com/">http://www.vox.com/</a>
	Pollster	<a href="http://www.pollster.com/">http://www.pollster.com/</a>
	Wonkblog	<a href="http://www.washingtonpost.com/blogs/wonkblog/">http://www.washingtonpost.com/blogs/wonkblog/</a>
	Politico	<a href="http://www.politico.com">www.politico.com</a>
Partisan news:	Talking Points Memo (D)	<a href="http://www.tpm.com">www.tpm.com</a>
	RedState (R)	<a href="http://www.redstate.com">www.redstate.com</a>
	Huffington Post (D)	<a href="http://www.huffingtonpost.com/section/politics">http://www.huffingtonpost.com/section/politics</a>
	Drudge Report (R)	<a href="http://www.drudgereport.com/">http://www.drudgereport.com/</a>

## Evaluating Your Performance

Your overall course grade will be determined by the following:

Attendance:	5%
Participation:	5%
Reading Response:	5%
6-page Paper:	20%
Quizzes (8):	20%
Exams:	20%
Exam 2:	25%

### **ATTENDANCE (5%)**

Attendance at every class meeting is required. Excused absences will be granted with a signed statement from a doctor or LSU administrator. (Please note: the LSU Student Health Center will not provide medical excuses for short-term illness or injury.) If you know you will miss class with an excused absence (e.g. university-sanctioned event), please let me know well ahead of time. Religious holidays are excused **with prior notification**. Attendance starts at 100 points. **Missing class is -3 points.**

Punctuality is crucial. **Being late is -1 point** and may prevent you from taking a quiz that day. Arriving after 30 minutes will be absent. You may take **one unexcused absence** without penalty, excluding exam days.

## **PARTICIPATION (5%)**

Your participation grade requires respectful engagement in class discussions and activities. I expect you to read all required readings and to come to class ready to discuss the material. Class sessions will involve a mixture of lecture, activities, and discussion. **Contributing productively 2-3 times per week** would max out your participation at 100%.

Learning to express yourself in class is an important professional skill to practice, especially if you are a reluctant public speaker. However, I'm open to alternative means for you to engage if needed (e.g. reading responses by email or in office hours). Please talk with me if you wish to pursue this option.

Please **ask questions**, challenge the assumptions in the reading and politely disagree with your classmates or me. Remember to listen to and reflect on everyone's contributions. I'm interested in hearing how your life experiences and knowledge intersect with topics we're covering in class. Please share your perspectives! You are reading this carefully and I appreciate that. Please email me a picture of a dinosaur in exchange for a few bonus points so that I know of your diligence.

## **READING RESPONSE (5%)**

You will do **one 3-minute summary** of an article, which you will sign up for soon. Describe the main points and broader significance of the reading. What questions are they trying to answer? What basic methods do they use (survey, experiment, content analysis, other)? What do they find? Then pose a discussion question for the class to consider, a conversation you'll lead. What questions does the reading raise about political attitudes and its implications for democracy?

## **READING QUIZZES (20%)**

To prep you for the content and style of exams and to keep you accountable for assigned readings, we will have **8 short quizzes** throughout the semester. Each will cover reading and lecture material since the previous quiz up through the readings assigned for the day. Quizzes will take place at the start of class. **Additional pop quizzes** may be added if, in discussion, it becomes clear that the class hasn't done the readings. Multiple choice & short-answer format.

If a quiz is given when you are excused (or if it's your one free absence) it is not counted against you and will not be made up. **Lowest quiz score is dropped.** Your overall quiz score averages all of your counted quizzes, including any unscheduled pop quizzes. **Missed quizzes** that are neither excused nor your one unexcused absence will be **scored zero.**

## **6-PAGE PAPER (20%)**

You will write an 1800 word essay on public opinion, choosing one of a few prompts. Instructions will be posted on the class webpage. Late papers will be penalized 10 percent per day. 10% of your paper grade will be based on writing skills.

## **EXAMS (20%, 25%)**

Two exams will be in-class with multiple choice, short-answer, and short essays. Closed-book. Study guides will be posted. Final is not cumulative. If you do at least 5% better on your final than on the midterm, I'll add 5% to your midterm score. Based on readings & lecture.

## **Grading**

A's are reserved for excellent & exceptional work, B's suggest your work is very good, C's are for satisfactory work.

96.5 and above A+	73.50–76.49 C
93.50 – 96.49 A	70.00–73.49 C-
90.00–93.49 A-	66.50–69.99 D+
86.50–89.99 B+	63.50–66.49 D
83.50–86.49 B	60.00–63.49 D-
80.00–83.49 B-	59.99 and below F
76.50–79.99 C+	

## **Contact Info**

Email is the best way to reach me. I will make every effort to respond within 12-24 hours, but usually much sooner. Please include "PolComm" in the subject line so I can be sure to prioritize your emails.

I am a resource for you, along with your classmates. **If you have questions** about reading material, lecture content, quizzes, quizzes, or exams, I encourage you to **talk with other students, come to office hours, and/or make an appointment with me**. This class will challenge you, but I will help you meet it.

For class-related communication, I will use your email address listed in Moodle to contact you, including any important announcements, so be sure your email account in Moodle is up-to-date.

### **Resources on Public Opinion and Polling**

*Blogs about recent polls & public opinion:*

Roper iPoll

<https://ropercenter.cornell.edu/ipoll-database/>

Pollster

<http://www.pollster.com/>

Polls & Votes

<http://pollsandvotes.com/PaV/>

Polling Report

<http://www.pollingreport.com/>

Pew

<http://people-press.org/>

Gallup

<http://www.gallup.com/home.aspx>

Washington Post

[http://www.washingtonpost.com/wp-](http://www.washingtonpost.com/wp-dyn/content/politics/polls/)

[dyn/content/politics/polls/](http://www.washingtonpost.com/wp-dyn/content/politics/polls/)

<http://blog.washingtonpost.com/behind-the-numbers/>

The Monkey Cage (public opinion + other topics)

<http://www.washingtonpost.com/blogs/monkey-cage/>

### **In the Classroom**

No computers & silence phones, please. Research shows use of a laptop in lecture courses will, on average, reduce understanding of course material and reduce grades for you – those who sit around someone using a laptop, as well as the user. Therefore, you may not use your laptop for note taking in routine lecture or discussion activities. Please come prepared with paper and writing instrument for taking notes.

Beverages are OK if they have tops to prevent spilling. No food or gum. Thanks! If I am unable to make it to class, I will let you know in advance. If I have not appeared after 10 minutes, you may go.

Partisan perspectives are welcome and appropriate for many discussions, but must be expressed in an appropriate and civil manner that is respectful of classmates, candidates, other individuals, and that takes into account the academic study of the topic. Rhetoric is an integral part of political communication, but there is no place in this class for the vitriol or distortions sometimes seen in campaigns. In this class, you are a professional – not an activist or a pundit.

Most of what I present in class is from a social science perspective, and therefore traditionally non-partisan. If partisan topics arise, I may present a variety of perspectives, especially if a common viewpoint is not being addressed in our conversations. I usually won't take sides on controversial issues, and I'll try to challenge your views wherever you stand.

### **Accessibility Resources**

Reasonable accommodations will be provided for students who have a physical, cognitive, systemic, learning or psychiatric disability registered with LSU's Office of Disabilities Services. Please contact me by e-mail, during office hours, or after class during the first two weeks of school to discuss accommodations (or at least 2 days in advance of when you would like them to begin). For more information, please check out the LSU's Disability Services website and office:

<http://students.lsu.edu/disability>.

### **Writing Center**

Check out LSU's writing center and one-on-one writing tutoring for improving your written work in classes.

<https://sites01.lsu.edu/wp/cxc/studios/studio151/writing/>

### **Counseling Services**

LSU's Counseling Services assist students on personal, social, career, and study problems that may interfere with academic progress & success. All services are free & can include individual & group counseling, crisis consultations, & wellness groups. The website: <http://www.shc.lsu.edu/counseling.html>. In an emergency, please immediately call 911 & campus security.

### **Statement of Academic Integrity**

Students are bound to uphold the Code of Academic Integrity. All students are expected to read & be familiar with the LSU

Code of Student Conduct and Commitment to Community, found online at [www.lsu.edu/saa](http://www.lsu.edu/saa). It is your responsibility as a student at LSU to know & understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. A first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. Ignorance of these guidelines is no excuse for failure to comply.

### **A Personal Note**

As you continue to learn and explore in college and life, please take care of yourself and your friends, and always be considerate to others. By supporting each other and looking out for one another, we can make college better for everyone.

### **Outline of the Course**

#### ***Fundamentals***

1. Meanings & Measures of Public Opinion
2. Political Knowledge & Non-attitudes
3. Partisanship & Polarization
4. Deep Roots of Public Opinion

#### ***Voting, Campaigns, & Elections***

5. Voting & Elections: Nomination Phase
6. Voting & Elections: General Election Phase

#### ***Political Communication Effects***

7. Campaign Strategy & Advertising
8. News Media Influence

#### ***Why Americans Differ***

9. Social Identities & Ethnocentrism
10. Race & Racial Prejudice
11. Ideological Identity
12. Class & Self-Interest

#### ***Democratic Responsiveness & Accountability***

13. Views of Democracy
14. Does public opinion influence government?

### **Syllabus Revisions**

This syllabus is subject to revision by the instructor with written or verbal notice given to the class.

## **COURSE SCHEDULE**

*Reading should be completed by the first day indicated for a particular section.*

1/11 Wednesday      Introduction

### **I. Fundamentals**

#### **The Meaning of Public Opinion**

**Questions:** What *is* public opinion? What can it tell us, and what can't it do?

1/13 Friday [NO CLASS – Conference] (~33 pgs)

- John Sides. Nov 9, 2016. Five key lessons from Donald Trump's surprising victory. *Washington Post*. (3 pgs)
- Philip Converse. 1987. Changing Conceptions of Public Opinion in the Political Process. *Public Opinion Quarterly* 51: 12-24.
- Sidney Verba. 1996. The Citizen as Respondent: Sample Surveys and American Democracy. *American Political Science Review*, 90(1): 1-17.

1/16 Monday [NO CLASS – MLK Jr. Day]

### 1/18 Wednesday

- Polling & Public, Ch. 1 (Intro, 39 pgs)

### Measuring Public Opinion

**Questions:** How do methods affect interpretation? What influences survey response? What are experiments?

### 1/20 Friday **Sampling & Precision**

- Polling & Public, Ch. 4 (Sampling, 29 pgs)
- Jackson, Natalie. May 26, 2016. It's time to change the way we think about political polling. *Polster.com*. (2 pgs)

### 1/23 Monday **Answering Questions**

- Polling & Public, Ch. 3 (Wording & Context, 30 pgs)
- Polling & Public, Ch. 5 – Interviewer Effects section only, rest optional (Interviewing, ~4 pgs)

### 1/25 Wednesday **Survey Interpretation**

- Polling & Public, Ch. 8 (Interpreting, 40 pgs)
- Nate Silver. Nov 9, 2016. What a difference 2 percentage points makes. *FiveThirtyEight*. (3 pgs)

### 1/27 Friday (~24 pages) **Experiments**

- James Druckman, Donald Green, James Kuklinski, & Arthur Lupia. 2006. The Growth and Development of Experimental Research in Political Science. *American Political Science Review*, 100(4): 627-635.
- Jerit, J. & Barabas, J. 2010. Are Survey Experiments Externally Valid? *American Political Science Review*, 104(2): 226-242

### Political Knowledge & Non-attitudes

**Questions:** How much do people know? Where do they learn? What do they need to know?

### 1/30 Monday **Non-attitudes & Aggregation**

Polling & Public, Ch. 2 (Non-Attitudes, ~20 pgs)

### 2/1 Wednesday (~27 pages) **Knowledge**

- Pew Research Center for the People & the Press. 2007. What Americans Know, 1989-2007. (~14 pages)
- Arthur Lupia. 1994. Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections. *American Political Science Review* 88(1): 63-76.
- John Sides. Nov 16, 2014. Americans think the unemployment rate is 32%? Not so fast. *Washington Post*. (2 pgs)

### 2/3 Friday (~32 pages) **Learning**

- Markus Prior. 2005. News vs. Entertainment: How Increasing Media Choice Widens Gaps in Political Knowledge and Turnout. *American Journal of Political Science* 49(3): 577-592.
- Diana Mutz & Paul Martin. 2001. Facilitating Communication across Lines of Political Difference: The Role of the Mass Media. *American Political Science Review* 95(1): 97-114.

### How Information Shapes Political Choice

**Questions:** How does info affect choice?

### 2/6 Monday (~32 pages) **Info Functions**

- Martin Gilens. 2001. Political Ignorance and Collective Policy Preferences. *American Political Science Review* 95: 379-396.
- Kam, Cindy D. 2005. Who toes the party line?: Cues, values, and individual differences. *Political Behavior* 27(2): 163-82.

## **2/8 Wednesday (~40 pages)      Bad Information**

- Brendan Nyhan & Jason Reifler. 2010. When Corrections Fail: The Persistence of Political Misperceptions. *Political Behavior* 32(2): 303-330.
- Miller, Joanne, Saunders, Kyle. and Farhart, Christina 2015. Conspiracy Endorsement as Motivated Reasoning: The Moderating Roles of Political Knowledge and Trust. *American Journal of Political Science*. (~17 pgs)

### **Party Identification & Polarization**

**Questions:** What is the most powerful force in public opinion? Where does PID come from? What are its effects?

## **2/10 Friday (~22 pages)      Partisan identity & animosity**

- Huddy, Leonie, Mason, Liliana., & Aarøe, Lena. 2015. Expressive partisanship: Campaign involvement, political emotion, and partisan identity. *American Political Science Review*, 109(01), 1-17.
- Pew Research. June 22, 2016. Partisanship & political animosity in 2016. (5 pgs)

## **2/13 Monday (~29 pages)      Opinion leadership & issue polarization,**

- Adam Berinsky. 2007. Assuming the Costs of War: Events, Elites, and American Public Support for Military Conflict. *Journal of Politics* 69(4): 975-997.
- Pew. 2014. Political polarization in the American public. [First page only]
- Sarah Frostenson. Is your doctor Republican or Democrat? The answer can impact your health. *Vox*. (3 pgs)

## **2/15 Wednesday (~28 pages)      Partisan Change**

- J. Box-Steffensmeier, et al. 2004. The Dynamics of the Partisan Gender Gap. *American Political Science Review*, 98: 515-528.
- Nicholas Valentino & David O. Sears. 2005. Old Times There Are Not Forgotten: Race and Partisan Realignment in the Contemporary South. *American Journal of Political Science* 49: 672-688.

### **Deep Roots of Public Opinion**

**Questions:** Where do political view originate?

## **2/17 Friday (~34 pages)**

- Jennings et al. 2009. Politics across generations. *Journal of Politics*. (17 pgs)
- John Alford, Carolyn Funk, & John R. Hibbing. 2005. Are Political Orientations Genetically Transmitted? *American Political Science Review* 99(2): 153-67.
- Oxley et al. 2008. Political Attitudes Vary with Physiological Traits. *Science*. (4 pgs)

## **II. Voting, Elections, & Campaigns**

### **Voting & Elections, Part 1**

**Questions:** How do people choose who to vote for? In primaries vs. general elections? How much does the campaign matter vs. structural factors? What effects do news media and events have?

## **2/20 Monday (~32 pages)**

- John Sides & Lynn Vavreck. 2013. *The Gamble*. Ch. 1. (p. 1-10).
- John Sides & Lynn Vavreck. 2013. *The Gamble*. Chs. 2. (p. 11-31).

## **2/22 Wednesday (~33 pages)**

- John Sides & Lynn Vavreck. 2013. *The Gamble*. Chs. 3. (p. 32-63).
- Nate Silver. Jan 8, 2016. Three theories of Donald Trump's rise. *FiveThirtyEight*. (5 pgs)

**2/24 Friday** (~32 pages)

- John Sides & Lynn Vavreck. 2013. *The Gamble*. Ch. 4. (p. 64-96).
- Achen & Bartels. May 23, 2016. Do Sanders supporters favor his policies? *New York Times*.

**Mari Gras Break 2/27, 3/1 (until 12:30 pm)**

### **Voting & Elections, Part 2**

**3/3 Friday** (~75 pages)

- John Sides & Lynn Vavreck. 2013. *The Gamble*. Ch. 5. (p. 97-140).
- John Sides & Lynn Vavreck. 2013. *The Gamble*. Ch. 6. (p. 141-173).
- *Optional: Polling & Public, Ch. 7 (Elections, 43 pgs)*

### **Voting & Elections, Part 3**

**3/6 Monday** (~50 pages)

- John Sides & Lynn Vavreck. 2013. *The Gamble*. Ch. 7. (p. 174-225).
- *Optional: Achen, C., & Bartels, L. M. 2013. Blind retrospection. Why shark attacks are bad for democracy. (26 pgs)*

**3/8 Wednesday** (~16 pages)      **Exam Review**

- John Sides & Lynn Vavreck. 2013. *The Gamble*. Ch. 8. (p. 226-242).
- Seth Masket. Dec 5, 2016. The case for 'normal' elections under a President Donald Trump. *PS Mag*.

**3/10 Friday**

**\*\*\* 3/10, Friday: Midterm Exam \*\*\***

## **III. Political Communication**

### **Campaign Advertising**

**Questions:** How does ad content interact with audience traits to produce preferences?

**3/13 Monday** (~18 pages)

- Paul Allen Beck, et al. 2002. The Social Calculus of Voting: Interpersonal, Media, and Organizational Influences on Presidential Vote Choice. *American Political Science Review* 96: 57-73.

**3/15 Wednesday** (~30 pages)

- Ted Brader. 2005. Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions. *American Journal of Political Science* 49: 388-405.
- Nicholas Valentino, Vincent Hutchings, & Ismail White. 2002. Cues That Matter: How Political Ads Prime Racial Attitudes during Campaigns. *American Political Science Review* 96: 75-90.

### **News Media Influence: Bias, Agendas, Priming, & Framing**

**Questions:** Are news media biased? If so, what are their effects? How does news influence opinion? Are the effects of news strong and unavoidable, or do they get canceled out and minimized in various ways?

**3/17 Friday** (~48 pages)      **Media Bias**

- Dave D'Alessio & Mike Allen. 2000. Media Bias in Presidential Elections. *Journal of Communication* 50: 133-156.
- *Polling & Public, Ch. 6 (Media, ~26 pgs)*



**3/20 Monday (~30 pages) Priming & Framing**

- Joanne Miller & Jon Krosnick. 2000. News Media Impact on the Ingredients of Presidential Evaluations: Politically Knowledgeable Citizens are Guided by a Trusted Source. *American Journal of Political Science* 44: 301-315.
- James Druckman. 2004. Political Preference Formation: Competition, Deliberation, and the (Ir)relevance of Framing Effects. *American Political Science Review* 98(4): 671-86.

**3/22 Wednesday (~35 pages) Partisan Media Effects**

- Arceneaux, Johnson, & Cryderman. 2013. Communication, persuasion, and the conditioning value of selective exposure. *Political Communication*. 213-231.
- Lelkes, Yphtach, Gaurav Sood, Shanto Iyengar. 2015. The Hostile Audience: The Effect of Access to Broadband Internet on Partisan Affect. *American Journal of Political Science*. (~17 pgs)

**IV. Public Opinion under the Microscope: Explaining Why Americans Differ**

**Social Identities and Group Prejudices**

**Questions:** How do identities & group attitudes shape views? What role do racial attitudes play in public opinion?

**3/24 Friday (~34 pages) Ethnocentrism & Threat**

- Ted Brader, Nicholas Valentino, & Elizabeth Suhay. 2008. What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat. *American Journal of Political Science*, 52(4): 959-978.
- Kam, Cindy D. and Donald R. Kinder. 2007. Terror and Ethnocentrism: Foundations of American Support for the War on Terrorism. *Journal of Politics* 69(2): 318-336.

**3/27 Monday (~28 pages) Places**

- Claudine Gay 2004. Putting Race in Context: Identifying the Environmental Determinants of Black Racial Attitudes. *American Political Science Review* 98: 547-562.
- Katherine Cramer Walsh. 2012. Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective. *American Political Science Review*, 106(3): 517-532.

**3/29 Wednesday (~26 pages) Racial Attitudes**

- Donald Kinder & Nicholas Winter. 2001. Exploring the Racial Divide: Blacks, Whites, and Opinion on National Policy. *American Journal of Political Science* 45: 439-456.
- Antoine Banks & Nicholas Valentino. 2012. Emotional Substrates of White Racial Attitudes. *American Journal of Political Science* 56: 286-297.

**3/31 Friday (~40 pages) History & Race**

- Carmines & Stimson. 1986. On the Structure and Sequence of Issue Evolution. *American Political Science Review* 80: 901-20.
- Acharya, Avidit, Matthew Blackwell, Maya. Sen. 2015. The Political Legacy of American Slavery. *Journal of Politics* 78 (3), 621-641

**4/3 Monday (~32 pages) Messaging on Race**

- Paul Sniderman, Edward Carmines, Geoffrey Layman, & Michael Carter. 1996. Beyond Race: Social Justice as a Race Neutral Ideal. *American Journal of Political Science* 40: 33-55.
- Jon Hurwitz & Mark Peffley. 2005. Playing the Race Card in the Post-Willie Horton Era: The Impact of Racialized Code Words on Support for Punitive Crime Policy. *Public Opinion Quarterly* 69: 99-112.

**4/5 Wednesday (~25 pages) Working Class**

- Larry Bartels. 2006. What's the Matter with *What's the Matter with Kansas?* *Quarterly Journal of Political Science* 1: 201-226.

### Ideological Identity/Moral Attitudes

**Questions:** What is ideological ID, and what does it do (if anything)?

#### **4/6 Friday (No Class – Away for Conference)**

- Ryan, T. 2016. No compromise: Consequences of moralized attitudes. *American Journal of Political Science*.
- Kinder, D. R., & Kalmoe, N. P. 2017. *Neither liberal nor conservative*. Ch. 6. Consequences p. 92-120

#### **Spring Break, 4/10 to 4/16**

### Self-Interest

**Questions:** Do people have opinions based on narrow self-interest or broader concerns? How do symbolic factors matter? What other kinds of identity affect perceptions of interests?

#### **4/17 Monday (~34 pages)**

- David Sears, Richard Lau, Tom Tyler, & Harris Allen. 1980. Self-Interest versus Symbolic Politics in Policy Attitudes and Presidential Voting. *American Political Science Review* 74: 670-684.
- Donald Green. (1992). "The Price Elasticity of Mass Preferences." *American Political Science Review* 86: 128-148.

#### **4/19 Wednesday (~41 pages)**

- Erikson, Robert and Laura Stoker. 2011. Caught in the Draft: The Effects of Vietnam Draft Lottery Status on Political Attitudes. *American Political Science Review*, 105(2) 221 – 237.
- Green, Donald Philip and Jonathan A. Cowden. 1992. Who Protests: Self-Interest and White Opposition to Busing. *The Journal of Politics* 54:471-496.

## **V. Democratic Views & Government Responsiveness**

### Process, Institutions, & Norms

**Questions:** How do citizens think about governing institutions, the political process, news media, and democratic norms? Are Americans tolerant of political & social difference? How has it changed?

#### **4/21 Friday (~16 pages)**

#### **Governance**

- John R. Hibbing & Elizabeth Theiss-Morse. 2001. Process Preferences and American Politics: What The People Want Government To Be. *American Political Science Review* 95: 145-153.
- Pew Research. 2015. Beyond distrust: How Americans view their government. [First Page only]
- David Brockman. Jan 22, 2014. The real extremists are American voters, not politicians. *Washington Post*.

#### **4/24 Monday (~30 pages)**

#### **Tolerance & Liberty**

- Hurwittch, Knigge, & Peffley. 2001. A multiple values model of political tolerance. *Political Research Quarterly*. 379-406.
- Pew Research. Oct 27, 2016. Confidence in election, views of U.S. democracy. (3 pgs)
- Zakaria. Dec 29, 2016. America's democracy has become illiberal. *Washington Post*. (2 pgs)

**\*\*\* 4/24 Research Paper Due \*\*\***

### Does Public Opinion Influence Policy?

**Questions:** Does public opinion influence government policy? Should it? Whose opinion is acted upon?

#### **4/26 Wednesday (~32 pages)**

- Lawrence Jacobs & Benjamin Page. 2005. Who Influences U.S. Foreign Policy? *American Political Science Review* 99: 107-123.

- Martin Gilens. 2005. Inequality and Democratic Responsiveness. *Public Opinion Quarterly* 69: 778-796.

**4/28 Friday LAST DAY OF CLASS, RECAP & EXAM REVIEW**

- Polling & Public, Ch. 9 (Democracy, 12 pgs)

**\*\*\* Final Exam: Sat, May 6, 8:00 – 9:30 a.m. \*\*\***