FAU

FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department Department of Political Science

College Dorothy F. Schmidt College of Arts and Letters

*(To obtain a course number, contact **erudolph@fau.edu**)*

UUPC Approval 4-27-26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix POS

Number 4204

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course Lecture

Course Title RI: Public Opinion and American Politics

Credits *(See Definition of a Credit Hour)* 3

Effective Date *(TERM & YEAR)* Fall 2026

Grading *(Select One Option)*

Regular (●)

Sat/UnSat ( )

Course Description *(Syllabus must be attached; see Template and Guidelines)*
This class explores the nature and origins of public opinion and the role of public opinion in American politics. It also provides students with an opportunity to conduct empirical research on public opinion.

Prerequisites, with minimum grade*

Corequisites

Registration Controls *(Major, College, Level)*

Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

WAC/Gordon Rule Course

☐ **Yes** ☑ **No**

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course

Ph.D in Political Science or related discipline

Faculty Contact/Email/Phone

Dukhong Kim/dkim4@fau.edu

List/Attach comments from departments affected by new course

Approved by	***Date***
Department Chair [signature]	2/21/26
College Curriculum Chair Robin Larson	03/16/2026
College Dean [signature]	3/16/2026
UUPC Chair Korey Sorge	4-27-26
Undergraduate Studies Dean Dan Mesoff	4-27-26
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Student Learning Outcome

SLO 1: Knowledge. Students will demonstrate knowledge on the public opinion literature.

SLO 2: Formulate Questions. Students will be able to formulate a relevant research question based on the literature.

SLO 3: Plan of Action. Students will develop and implement a research design to test the research question.

SLO 4: Critical Thinking. Students will apply critical thinking skills in evaluating and analyzing their own research and others' research.

SLO 5: Ethical Conduct. Students will identify significant ethical issues in research and inquiry and/or address them in practice.

SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes.

TOTAL

Intensive Level: Describe how this SLO is met at the intensive level.
Ability to evaluate the literature and propose own theory using proper concetps and terminologies.

Construct an interesting and important research question in the public opinion study.

Understand the existing research design, select a proper tool, and execute the analysis.

Execute their data analysis and evaluate their findings in connection with the existing studies

Understand, identify, and apply FAU's code of conduct of research competently.

Prepare and execute multiple communication styles (e.g., oral, written, and graphic presentation) in class.

Activity: Outline RI assignment(s) where this SLO is met
Literature review

Develop a research question and relevant hypotheses.

Propose a doable research design and adopt a tool to test the research question.

Analyze their data and information, conclude the findings, and discuss the implications of the findings.

Use proper citation, provide procedures for replication, and follow the rules of IRB.

Oral presentation of the final paper and submission of the written paper

Percent toward the Final RI Project(s) Grade
10%
5%
5%
25%
5%
10%
60%

RI: PUBLIC OPINION AND AMERICAN POLITICS

POS 4204

T TR: 2:00 – 3:20
CRN 3 credits

Fall, 2026
Instructor: Dukhong Kim
Office: SO 384B
Office hours: T/TR 12:30-1:45; W:2:45-3:45 or by appointment
Classroom:
Telephone: 561-297-3216
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Catalog Course Description

This class explores the nature and origins of public opinion and the role of public opinion in American politics. It also provides students with an opportunity to conduct empirical research on public opinion.

Extended Course Description

This class explores the nature and origins of public opinion and the role of public opinion in American politics. Specifically, this class addresses how citizens form their opinions on politics, what explains their opinions and choices on various political issues and policies, how elites and the mass media influence citizens' opinions, the sources of polarization, and the role of public opinion in American politics. In examining these topics, students will be exposed to various theories of individual behavior that come from political science, economics, sociology, psychology, and even biology. In addition, this class provides students with an opportunity to engage in hands-on research with real survey data and write a research paper.

Research Intensive (RI) course & Research Certificate

This course contains an assignment, or multiple assignments, designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at http://www.fau.edu/ouri.

FAU now offers an Undergraduate Research Certificate to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skill-building, exposure, and research dissemination activities. Successfully completing this course earns you three credits in research intensive coursework. Learn more about the RI Certificate here: https://www.fau.edu/ouri/undergraduate-research-certificate/

This course is considered a research intensive course. Research projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

SLO 1: Knowledge. Students are expected to demonstrate content knowledge, and knowledge of core principles and skills in political science. They should be familiar with language specific to the discipline, as well as scientific inquiry.

SLO 2: Formulate Questions. Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline. Students will identify a research puzzle from which a series of research questions are identified. Further, students will examine one of the identified questions throughout the course.

SLO 3: Plan of Action. Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.

SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others. Students will be required to complete assignments in logic and critical thinking. Students will also engage in self and peer review sessions.

SLO 5: Ethical Conduct. Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice. Students will be asked to identify potential ethical issues associated with conducting research in the social sciences.

SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes. Students will present during class, but are also encouraged to present at OURI Annual Undergraduate Research Symposium http://www.fau.edu/ouri/undergrad_symposium.php.

Florida Atlantic University's Undergraduate Research Symposium

Students are encouraged to submit their research projects to the Undergraduate Research Symposium held at Florida Atlantic University (Boca Raton campus) each Spring Semester. Use the following link for information: http://www.fau.edu/ouri/undergrad_symposium.php.

Responsible Conduct of Research

It is also strongly recommended that students complete the Responsible Conduct of Research (RCR) certificate through the CITI training of academic research on-line at https://www.fau.edu/research/research-integrity/citi-training.php#citi. Students are also encouraged to attend FAU OURI work- shops on topics related responsible conduct of research. Information on OURI workshops can be found here http://www.fau.edu/ouri/student_workshops.php.

Course Requirements:

Students are expected to perform the following at satisfactory levels to be able to get a passing grade: reading the text, writing a research paper, completing assigned projects, taking an exam, and attending and participating in classes.

Since this course focuses on research on public opinion in American politics, it is required for students to acquire knowledge on how to use statistical software. In addition to understanding and learning the subjects of public opinion and logic of scientific research, conducting practical research is a core goal of this class. Thus, there will be opportunities for students to learn how to use the Statistical Package for the Social Sciences (SPSS) in performing their analyses. The program will be available on the computers around campus. While we are using SPSS as the main software for this class, if students want to use other software (e.g., Stata, R, Python), that is permissible if done in consultation with the instructor.

Adequate communication between the instructor and students is critical. Students should use their FAU email account freely to communicate with the instructor and classmates. Whenever students send emails to the instructor, you should use the subject title **POS4204:(student's last name) re: (subject of the email)**. Since the instructor will get numerous emails, it is imperative to use this format to prevent any potential confusion or miscommunication between us.

Prerequisite: Although there is no formally required prerequisite for this class, it is strongly recommended for students to have taken **POS2041: Government of the U.S., POS 3330: Exploring Politics, and POS 3703: Research Methods in Political Science.**

Instructional Method

In-Person. There is no remote option for this course.
The class will be a combination of lecture and discussion. It is strongly recommended to attend the live meeting. I will lecture based on the reading materials, covering the main points of the chapters and providing illustrations from the readings or current news sources. To encourage discussion, I will regularly ask questions of the class. Students are strongly encouraged to bring their own questions, comments, and ideas to participate in the discussion.

Course Evaluation Method

GRADING CRITERIA

Exam (20%): There will be one midterm exam. It will include essay questions. The questions will be drawn from the readings.

Survey questionnaire project(10%): Each student needs to make a set of survey questions to address their research questions. They can refer to the existing survey questionnaires to complete their survey.

Paper (60%): Each student must write a research paper on the questions they choose. Potential topics include change of public opinion on various policies (e.g., abortion, foreign policy, immigration policy, taxes, welfare policy), the relationship between socio-demographic variables and opinions, and the influence of the mass media. The paper should be 15-20 pages double-spaced using a 12 font size and one-inch margins. The paper needs to address the question directly with coherent arguments and evidence to support your main thesis. The due date of the completed paper is Nov. 24. Prior to that, you may also submit a draft of your paper that shows the progress you are making with your research topic and a literature review. These deadlines and the requirements for each step will be posted in Canvas. Students should submit an electronic version of the final paper to "Turnitin" in Canvas by the end of the class on the due date. The paper topic will be discussed as the class progresses. For the research paper, students can choose the existing survey data or conduct their own survey. Late submission of the paper will result in a deduction of 5 points per day out of 100 possible points. The details of the allocation of the scores for each task in the writing paper are as follows.

SLO 1: Literature review	10%
SLO 2: Develop a research question and relevant hypotheses.	5%
SLO 3: Propose a doable research design and adopt a tool to test the research question.	5%
SLO 4: Analyze the data and information, summarize the findings, and discuss the implications of the findings.	25%
SLO 5: Use proper citation, provide procedures for replication, and follow the rules of IRB.	5%
SLO 6: Oral presentation of the final paper and submission of the written paper	10%

Attendance (5%) and Discussion Participation (5%): Attendance is mandatory, and I will check it in every class. Students are allowed to have 2 absences throughout the semester without

losing points. In addition, if students can document reasons for legitimate absence, they will not lose points. I believe in the exchange of ideas, discussions, and debates as important tools for learning about American politics. Thus, it is important to engage in constructive debates in class as well as to make good comments on the subjects and issues. It is necessary to read the text and the other books in advance to prepare and participate in the discussions. Each student (or a group of students) will have at least one chance to present topics that they choose for themselves. The format of the presentations is informal. We will organize the presentation schedule as the class progresses.

The instructor will calculate your grade based on the following weighted distribution:

Assessment	**Percentage (%)**
Midterm Exam	20%
Paper	60%
Attendance/participation	10%
Survey Questionnaire project	10%
TOTAL:	**100%**

Course Grading Scale

Grade	Percentage (%)
A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

MAKEUP EXAM POLICY

In general, I do not allow makeup exams except in cases of medical emergencies, unmanageable emergencies, or other legitimate reasons (e.g., scheduled athletic competition, observation of a religious holiday). In these cases, students need to document the situation.

Incomplete Grade Policy

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

Classroom Etiquette Policy (if applicable)

Netiquette

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the FAU statement on netiquette.

Classroom Etiquette/Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct. For more information, please see the FAU Office of Student Conduct.

Policy on the Recording of Lectures (optional)

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty

member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

PLAGIARISM

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

FAU Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**
Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.
If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity, Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

AI usage policy

Students are allowed to use the AI technology (e.g., ChatGpt, Gemini, and others) to learn how to program and conduct their analysis in R or Python. But they must document the usage of the AI technology. Also, student can use it for checking their grammar and spelling, but they should not use it to conduct their literature review, summarize the studies, or write their paper.

Required Texts/Readings

- Herbert Asher. 2007. *Polling and the Public*. CQ Press.
- Robert S. Erikson and Kent L. Tedin 2007. *American Public Opinion*. Pearson Longman

Other reading materials are available from Canvas. This schedule is subject to change by the instructor.

+: recommended readings or extra references.

Course Topical Outline

Week 1 (Aug. 25-):
I. Public Opinion and Democracy

Topics: The role of the public in American democracy.

Aug 25: Introduction/Class organization
Aug 27: The role of the public in American democracy.

- Erikson Tedin ch 1. Public opinion in democratic societies
- Asher ch 1. Polling and the public
  + Key, V.O. Public Opinion and American Democracy. New York, NY: Random House, 1961, pp. 3-18.
  + Carroll J. Glynn, Susan Herbst, Garrett J. O'Keefe, Robert Y. Shapiro, Mark Lindeman. 2004. Public Opinion. Boulder, CO: Westview Press. ch 1 and 2. Available on the web.

Week 2 (Sept 1-) and Week 3 (Sept 8)
II. Measurement and Interpretation of Public Opinion

Topics:
- How do we collect and measure public opinion?
- What are the proper ways to interpret the data collected through surveys?
- What are the potential problems in dealing with surveys?

Sept 1: Measurement
- Asher ch 4: sampling techniques, ch 5: interviewing and data collection procedures
- Erikson Tedin ch 2: Polling- The Scientific Assessment of Public Opinion (polls,sampling,wording, misuse of surveys, polls and predicting elections)
- Ethics:

Sept 3: Potential problems of surveys

- Asher. ch 3- Wording and context of questions
  +Erikson and Tedin ch 2 : wording

- Berinsky, Adam. 2005. Silent Voices: Public Opinion and Political Representation in America. Princeton, NJ: Princeton University Press. ch 1

Sept 8: Interpretation of polling data

- Asher Chapter 8: Analyzing and Interpreting Polls
- Norrander Barbara and Clyde Wilcox. 2001. Understanding Public Opinion. Washington D.C.: CQ Press. pp. 343-55

Week 3 (Sept 10) / Week 4(Sept 15-) / Week 5 (Sept 22-)/ Week 6(Sept 29-) / Week 7(Oct. 6-)

III. Sources of Public Opinion:

- What explains the way that the public forms its opinions?
- How do social institutions affect public opinion?
- How do psychological factors or genetic elements influence public opinion?
- How does emotion influence our opinion?
- Are individuals motivated by instrumental considerations or symbols in making their choices and opinions?

Sept 10: Socialization (Part 1)

- Erikson and Tedin ch 5 : Political Socialization and Political Learning
- Jennings, M.K., Stoker, L. and Bowers, J., 2009. Politics across generations: Family transmission reexamined. *The Journal of Politics*, *71*(3), pp.782-799.
  + Jennings, M. Kent, and Richard G. Niemi. 1968. "The Transmission of Political Values from Parent to Child." *American Political Science Review* 62(1): 169-184.

Sept 15: Data Analysis

- In-class survey data analysis exercise 1: Download data and codebook, descriptive stats

Sept 17: Data analysis

- In-class survey data analysis exercise 2:
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Sept 22: Racial belief

- Kinder, Donald R., and Lynn M. Sanders. 1996. Divided by Color: Racial Politics and Democratic Ideals . Chicago: University of Chicago Press. ch 5.

Sept 24: Genetics

- Hatemi, P.K., Medland, S.E., Klemmensen, R., Oskarsson, S., Littvay, L., Dawes, C.T., Verhulst, B., McDermott, R., Nørgaard, A.S., Klofstad, C.A. and Christensen, K., 2014. Genetic influences on political ideologies: Twin analyses of 19 measures of political ideologies from five democracies and genome-wide findings from three populations. *Behavior genetics 44*(3):282-294.

+ Alford, John R., Carolyn L. Funk, and John R. Hibbing. 2005. “Are Political Orientations Genetically Transmitted?” *American Political Science Review* 99(May): 153-167.

Midterm Sept 29

Oct 1: Affect

- Webster, S.W. and Albertson, B., 2022. Emotion and politics: Noncognitive psychological biases in public opinion. *Annual Review of Political Science 25*(1):401-418.

Oct 6: Rationality and Self-interest vs. Symbols (Part 1)

- Downs, Anthony. 1957. An Economic Theory of Democracy. New York: Harper and Row. ch 1-3

Oct 8: Rationality and Self-interest vs. Symbols (Part 2)

- de Benedictis-Kessner, J. and Hankinson, M., 2019. Concentrated burdens: How self-interest and partisanship shape opinion on opioid treatment policy. *American Political Science Review*, *113*(4), pp.1078-1084.

  +Chong, Dennis, Jack Citrin, and Patricia Conley. "When self-interest matters." *Political Psychology* 22, no. 3 (2001): 541-570.
  +Campbell, Andrea. 2002. "Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens." American Political Science Review 96: 565-574.
  +Sears, David O., Richard R. Lau, Tom Tyler, and A. M. Allen Jr. 1980. "Self-Interest versus Symbolic Politics in Policy Attitudes and Presidential Voting." American Political Science Review 74: 670-684.

Week 8 (Oct 13-) – Week 11(Nov. 3-)
IV. Competence of the Public

- Are citizens competent in organizing and forming their opinions?
- What are the standards for competent citizens?
- What is the role of ideology in organizing citizens' attitudes?
- Does knowledge matter in shaping public opinion? If so, how does it influence the way citizens form opinions?
- Do heuristics help citizen's decisions, and can they substitute for full information?

Oct 13: Ideology and Organization of Opinion (Part 1)

- Converse, Phillip. 1966. “The Nature of Belief Systems in Mass Publics.” In David E. Apter (ed.), Ideology and Discontent . New York: Free Press. pp. 206-261.

Oct 15: Ideology and Organization of Opinion (Part 2)

- Carmines, Edward G., and Nicholas J. D'Amico. "The new look in political ideology research." *Annual Review of Political Science* 18, no. 1 (2015): 205-216.
  + Kinder, Donald R. 1983. "Diversity and Complexity in American Public Opinion." In Political Science: The State of the Discipline . Edited by Ada Finifter. Washington, DC: APSA Press.

Oct 20: Values

- Goren, P., Schoen, H., Reifler, J., Scotto, T. and Chittick, W., 2016. A unified theory of value-based reasoning and US public opinion. *Political behavior*, *38*(4), pp.977-997.
  + Jacoby, W.G., 2014. Is there a culture war? Conflicting value structures in American public opinion. *American Political Science Review*, *108*(4), pp.754-771.

  + Feldman, Stanley. 1988. "Structure and Consistency in Public Opinion: The Role of Core Belief and Values." American Journal of Political Science 32: 416-446.

Oct 22: Knowledge and sophistication (Part 21)

- Delli Carpini, Michael X., and Scott Keeter. 1997. What Americans Know About Politics and Why It Matters. New Haven, CT: Yale University Press, 1997, ch 4.
  + Barabas, J., Jerit, J., Pollock, W. and Rainey, C., 2014. The question (s) of political knowledge. *American Political Science Review*, *108*(4), pp.840-855.

Oct 27: Knowledge and sophistication (Part 2)

- Zaller, John. 1992. The Nature and Origins of Mass Opinion. New York: Cambridge University Press. ch 2 and 3 : ch 2- information, predisposition, and opinion; ch 3- How citizens acquire information and turn it into opinion

Oct 29: Heuristics (Part 1)

- Petersen, M.B., 2012. Social welfare as small-scale help: evolutionary psychology and the deservingness heuristic. *American Journal of Political Science*, *56*(1), pp.1-16.
  + Lupia, Arthur. 1994. "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." American Political Science Review 88 (1): 63-76.

Nov. 3: Heuristics (Part 2)

- Kuklinski, James H., and Paul J. Quirk. 2000. "Reconsidering the Rational Public: Cognition, Heuristics, and Mass Opinion." In Arthur Lupia, Mathew D. McCubbins, and Samuel L. Popkin (eds.), Elements of Reason: Cognition, Choice, and the Bounds of Rationality . New York: Cambridge University Press.

Nov. 5: Research Progress Check: Literature review and Data Processing

Week 12:
V. Society and Public Opinion:
Topics: The role of elites and the mass media in understanding public opinion

Nov 10: the media effect (Part 1)

- Baum, Matthew A., and Philip BK Potter. "Media, public opinion, and foreign policy in the age of social media." *The Journal of Politics* 81, no. 2 (2019): 747-756.

- McGregor, Shannon C. ""“Taking the temperature of the room” how political campaigns use social media to understand and represent public opinion." *Public Opinion Quarterly* 84, no. S1 (2020): 236-256.
- + Iyengar, Shanto, Mark Peters, and Donald R. Kinder. 1982. “Experimental Demonstration of the Not-so-minimal Consequences of Television News Programs.” American Political Science Review 76: 848-858.

Nov 12: Framing

- Dennis Chong and James M. Druckman (2007), ``The Influence of Democratic Competition on Public Opinion,'' American Political Science Review 101(4): 637-55.

Week13:

VI. Public Opinion on Policies

Topics: The sources of public opinion on domestic and foreign policy

Nov 17: Domestic policies

Polarization

- Druckman, J.N., Peterson, E. and Slothuus, R., 2013. How elite partisan polarization affects public opinion formation. *American political science review*, *107*(1), pp.57-79.

  + Bartels, Larry M. 2005. "Homer Gets a Tax Cut: Inequality and Public Policy in the Public Mind." Perspectives on Politics 3: 15-31.

Nov 19: Opinion on Foreign Policy

- Gartner, Scott Sigmund. 2008. ``The Multiple Effects of Casualties on Public Support for War: An Experimental Approach.'' American Political Science Review 102(1):95-106.

Week 14:

VII. The Influence of Public Opinion on Policy/Elites

Topic: The impact of public opinion on elites' policy making

Nov 24:

- Jacobs, Lawrence R., and Robert Y. Shapiro. 2000. Politicians Don't Pander: Political Manipulation and the Loss of Democratic Responsiveness. Chicago: University of Chicago Press. ch 8.

  + Glynn, Carroll, et al. 2004. Public Opinion (2nd edition). Boulder, CO: Westview Press. ch 9 (``Public Opinion and Policymaking'').

Nov 25: Thanksgiving break : no class

Week 15:

Dec. 1 and 3:

- Presentation