

Manship School of Mass Communication 7005
Public Opinion and Public Affairs, Fall 2011
 Mondays 8:30 to 11:30 in Hodges 225 (brrrr!)

Professor Rosanne Scholl

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 Office Hours: Mondays 11:30 to 1:30. Office: Hodges 204

Purpose of the course: We will investigate political communication and its social, psychological, and political antecedents and implications. We will study social and psychological theories of public opinion formation and change, normative ideas of optimal measurement and use of public opinion, and applied research regarding media effects on public opinion. We will pay particular attention to the research process of measuring public opinion and forming and testing theories about public reaction to media messages. You will read classic and contemporary works in the fields of public opinion and political communication, including many of your own choosing. You will write an original research paper on the topic of your choice. Almost all of our class meetings will use a discussion format. Please come to class ready to refine your ideas through discussion!

Readings: Course readings, with the exception of 4 books, are available to students registered in the class on Moodle. You are responsible for downloading the readings ASAP; do not trust Moodle to be operational when you need the readings. You should read and ruminate on all of the week's articles before you come to class.

Zaller (1992), Delli Carpini & Keeter (1996), Lewis-Beck et. al (2008) and Mutz (2006) are required texts, totaling about \$96. You should buy or borrow these books ASAP; Amazon.com is having a free shipping sale. They are also available at the LSU Bookstore in the Union and at the Co-op bookstore near campus on Burbank. As noted below, you will also find and read additional research related to your response papers and final paper.

Assignments

Response papers and graphical display: You will write 4 response papers during 4 weeks of your choice. Email your response paper to me by noon the day before class. Don't summarize the readings; I already know that you are capable of understanding them. Instead, respond to them. For example, do you agree with the authors' methods and conclusions? How does the reading relate to other studies you've read, both inside and outside this course? How does it relate to a specific issue or current event? Response papers are a chance to work through your opinions about the readings and reflect on how they relate to your research and professional interests. If you had a lunch date with the author, what would you want to talk about? (hint: you wouldn't summarize!) Most response papers will be about two full double-spaced pages in length, though there is no official minimum or maximum.

For each response paper, you should find and read at least one relevant academic study in a peer-reviewed journal or in a book from an academic press, in addition to the assigned reading(s). Use it to inform your response paper. Please include the citation for the article with your response paper. Of the 12 assigned weeks of readings, you must turn in response papers to 4 of them in addition to one additional assignment discussed below. Please try to space out your 4 response papers over the course of the semester.

Instead of a response paper, all students will create a graphic showing public opinion during the week titled "survey research". Please see that section of the reading list for more detail about this assignment.

Digital Media assignment: You will create and publish content for your own digital media outlet. This assignment is intended to give you a little push to begin adding your voices as emerging leaders in your fields. A secondary benefit will be the opportunity to observe a digital media environment as a producer, which may shape your perspective on research and practice. The end product may be useful as a professional tool during your job search and career. This assignment is further elaborated on a separate sheet.

Class participation: You will develop your understanding of public opinion with breadth, depth, speed and creativity most easily if you communicate with others as you proceed. Discussion in class is expected. Good questions are as valued as answers. Thoughtful work on response papers and formal discussion leadership will prepare you to participate. Showing up at every class, but never saying a word, will earn you 1 or 2 of the 10 participation points. These are not “free points,” the average grade is usually around 7 out of 10.

There are several out-of-class events at the Manship School this semester which are learning opportunities regarding public opinion. I do not require your attendance at these because they are not during class hours, but I strongly urge it! For example, the Manship Faculty Speaker series occurs every Wednesday from 12:30 to 1:30 in the Curet Room. This is a great opportunity to hear from faculty with whom you may not be able to take a class. “Participation” should be in the intellectual life of the School, not just in class!

Discussion Leader: You will lead our class discussion on two days. It's your responsibility to help me help your classmates move beyond what the readings said to what they might mean, drawing connections to other topics inside and outside the course. Your classmates can help you succeed by preparing, responding, and participating. You may want to bring a list of discussion questions, ranging from basic comprehension to the fun stuff. You do not need to turn in any documents to me.

For the week when you are a discussion leader, you should find and familiarize yourself with 2 to 4 (or more!) other relevant works, in addition to the week's assigned readings. Please post these cites on the online forum a few days before class. You may want to be familiar with all or most of the recommended readings. Providing food to help your classmates stay alert during class is optional. You will be evaluated for this assignment not on how well you know the readings and the topic, but on how well you foster a useful discussion among your classmates. Knowing the topic inside and out helps!

Final paper and presentation: You will write a 12 page (minimum for a C) to 20 page (maximum, not counting title page, references, appendices, tables, and figures) original research paper. Your paper may take the form of an academic journal article, a long-form investigative journalism article, or a professional “white paper”. If you are a Master’s student, you may have already chosen the format (research or project) of your thesis; it’s probably a good idea to use the same format for the final paper, for practice. We will discuss expectations and topics further in class. It's my hope that this paper will be edited and then submitted to an academic conference or an appropriate publication. As well as writing a paper on this research, you will present your results in a panel session open to the Manship community. There are two ungraded assignments during the semester that will keep you on track for finishing the paper on time, as well as an ungraded abstract for the final presentation.

For most students, this paper will be a textual or content analysis of media or a quantitative analysis of existing survey or experimental data. Some students may wish to collect and analyze their own data. Other research strategies are welcome. You should meet with me at least once during the first three weeks of the semester to discuss your plans. The quality of your writing is important for this paper and your other work in this course and it will be evaluated for your graded assignments. Please see the attached writing guide.

Extra Credit: You may earn extra credit by participating in the intellectual life of the Manship School. You may earn 0.2 points for each time you attend a Faculty Brownbag Lecture (most Wednesdays at 12:30 in the Curet Room,) for attending the Breaux Symposium on Civility in Public Discourse in March, or for other opportunities announced throughout the semester. You may earn up to 1 point (ie, 5 attendances) this way. Keep track of the date and notes from each attendance and send them to me all at once when you are done earning extra credit.

Policies

Notice: You are responsible for knowing the University's and the Manship School's policies regarding academic misconduct, including plagiarism. Please be very careful to avoid appropriating the work of others without credit, turning in the same work for credit in more than one course, or otherwise violating the policies. Violations will be documented and sent to Judicial Affairs in the Office of the Dean of Students.

Special Circumstances: I am happy to work with you regarding disability-related needs, possibly with the assistance of the Office of Disability Services. Please contact me about your circumstances.

Grading: There are 100 possible points, allocated among assignments as noted below. 90 or more points equals an A in the class, 80 to 89.999 equals a B, and so on. I may ease that standard if the class as a whole is exceptional, but I will never make the standard harder. Grades will be posted on Moodle throughout the semester. See above for extra credit.

Weekly work	Response paper 1:	5 points	}	25 points
	Response paper 2:	5 points		
	Response paper 3:	5 points		
	Response paper 4:	5 points		
	Graphical display:	5 points		
In-class contributions	In-class participation:	10 points	}	20 points
	Discussion Leader 1:	5 points		
	Discussion Leader 2:	5 points		
Digital media project	Digital media proposal:	5 points	}	15 points
	Digital media midterm report:	5 points		
	Digital media final report:	5 points		
Original research	Proposal for final paper:	<i>ungraded</i>	}	40 points
	Oral update on final paper:	<i>ungraded</i>		
	Abstract for final paper:	<i>ungraded</i>		
	Presentation on final paper:	10 points		
	Final paper:	30 points		
	Total:	100 points		

Scope of course: This class schedule conspicuously lacks topic-specific weeks of focus. For example, one could add weeks on:

- Public opinion of science and health news and providers
- Race, gender, and religion in public policy and politics
- Processes of public opinion during times of national or organizational crisis

These subject areas (among many others) are important; they are the reason that theory is interesting. They are also too numerous to cover in one semester. Instead of topics, the course is organized around processes by which media effects may occur and ways of thinking about public opinion. You will be required to choose a number of readings beyond those on the reading list for your response papers, discussion days, and your final paper. I encourage you to use these readings as an opportunity to explore the literature relating to the topics that most interest you. Write one or two of your research areas here:

My special research topic(s) for 7005: _____

Schedule

- 8/22: Historical conceptualizations of public opinion
 8/29: Conceptualizing and measuring public opinion in a democracy
Digital media project proposals due
- 9/5: *No school (Labor Day)*
 9/12: Attitude formation and memory models **2**
 (Additionally read “Attitude Formation 1” if you are not familiar with ELM)
- 9/19: **Final paper proposals due; oral summary due**
 9/26: Citizen capacity, political knowledge
 10/3: Polling and survey research
Graphical display assignment due
- 10/10: Cues and priming
 10/17: Framing and agenda setting
Digital media project midterm reports are due
- 10/24: Political socialization and interpersonal discussion
 10/31: Political campaign advertising (topical costumes encouraged)
 11/7: Voter behavior
 11/14: Tolerance, civic engagement
 11/21: **Oral final paper progress reports due**
 11/28: Latent opinion; deliberative democracy; summing up
Digital media project final reports are due
Wednesday, 11/30: Abstracts are due
- Final exam meeting: Presentations and final papers are due**

Course Readings

* = required reading. No star = recommended reading. Not listed in any particular order. I urge that you also search for topic-specific material relevant to your own research interests. Some of the recommended readings are included in the electronic packet.

The fields of public opinion research and political communication; historical concepts of public opinion; government responsiveness; the concept of peer review and how to find peer-reviewed research

As this was the first day of class, there are no required readings for this week. Read these if you have time.

- (*)Glynn, C.J., Herbst, S., O'Keefe, G.J., & Shapiro, R.Y. (1999). The history of public opinion Ch 2. In C.J. Glynn et al. (Eds.). *Public opinion*. Boulder, CO: Westview Press (pp. 31-64).
- (*)Glynn, C.J., Herbst, S., O'Keefe, G.J., & Shapiro, R.Y. (1999). Public opinion and policymaking Ch 9. In C.J. Glynn et al. (Eds.). *Public opinion*. Boulder, CO: Westview Press (pp. 299-340).
- (*) Buchanan, B.I. (2001). Mediated Electoral Democracy: Campaigns, Incentives, and Reform. Ch. 17 in *Mediated politics: communication in the future of democracy*, W. Lance Bennett & Robert M. Entman, eds. Cambridge: Cambridge University Press. (pp. 362-379.)

Conceptualizing and measuring public opinion in a democracy

- *Zaller, J. (1994) Positive Constructs of Public Opinion. *Critical Studies in Mass Communication*, September 11: 276-286.
- *Eagly, A.H. & Chaiken, S. (1993). The Nature of Attitudes. In Eagly, A.H. & Chaiken, S.(eds) *The Psychology of Attitudes* (pp. 1-22) Belmont, CA: Wadsworth.
- * Igo, S.E. (2007). *The Averaged American: Surveys, Citizens, and the Making of a Mass Public*. Cambridge, MA: Harvard University Press. (Introduction, Ch. 3, and epilogue.)
- *Eveland, W. P. (2002) The impact of news and entertainment media on perceptions of social reality. In Dillard, J. P. and Pfau, M (Eds.) *The persuasion handbook*. Thousand Oaks, CA: Sage 691-727).
- Beniger, J. R. & Gusek, J. A (1995). The cognitive revolution in public opinion and communication research. In Glasser, T.L., & Salmon, C.T. (Eds.) *Public opinion and the communication of consent*. New York: Guilford Press (pp. 217-248).
- Olien, C.N., Donohue, G.A., & Tichenor, C.N. (1995). Conflict, consensus, and public opinion. In Glasser, T.L., & Salmon, C.T. (Eds.) *Public opinion and the communication of consent..* New York: Guilford Press (pp. 301-322).
- Price, V & Oshagan, H (1995). Social-psychological perspectives on public opinion. In Glasser, T.L., & Salmon, C.T. (Eds.) *Public opinion and the communication of consent..* New York: Guilford Press (pp. 177-216).
- Mutz, D. (1998) *Impersonal influence: How perceptions of mass collectives affect political attitudes*. New York: Cambridge University Press.
- Gunther, A. (2003). The influence of presumed influence. *Journal of Communication*

Attitude formation and memory models 1

This section is not formally a part of 7005 because most students are already familiar with this material. Do this reading if you haven't covered ELM in a prior course.

- (*)Glynn, C.J., Herbst, S., O'Keefe, G.J., & Shapiro, R.Y. (1999). Psychological perspectives – Ch 4. In C.J. Glynn et al. (Eds.). *Public opinion*. Boulder, CO: Westview Press (pp. 103-144). (an easier read regarding ELM and theory of planned behavior)
- (*)Eagly, A.H. & Chaiken, S. (1993). Process Theories of Attitude Formation and Change: Reception and Cognitive Responding.. In Eagly, A.H. & Chaiken, S.(eds) *The Psychology of Attitudes* (pp. 257-304). Belmont, CA: Wadsworth.
- (*)Eagly, A.H. & Chaiken, S. (1993). Process Theories of Attitude Formation and Change: The Elaboration Likelihood and Heuristic-Systematic Models. In Eagly, A.H. & Chaiken, S.(eds) *The Psychology of Attitudes* (pp. 1-22) Belmont, CA: Wadsworth.
- (*)Petty, RE, Priester, JR & Brinol, P. (2002) Mass Media Attitude Change: Implications of the Elaboration Likelihood Model of Persuasion In J. Bryant and D. Zillmann (Eds.). *Media effects: Advances in theory and research* (pp. 155-198). Hillsdale, NJ: Erlbaum.
- Fiske, S.T. & Taylor, S.E. (1991) Social Categories and Schema. in Fiske, S.T. & Taylor, S.E. (eds.) *Social Cognition*. (pp. 96-141) McGraw-Hill.
- Fiske, S.T. & Taylor, S.E. (1991) Conditions of Schema Use. in Fiske, S.T. & Taylor, S.E. (eds.) *Social Cognition*. (pp. 142-177) McGraw-Hill.

Attitude formation and memory models 2

- *Zaller, J. (1992). *The Nature and Origins of Mass Opinion*. (Make sure to get as far as page 184.)

Final paper proposals

There are no required readings for today; instead prepare remarks on your plans for your final paper.

Please turn in a 2 to 3 page proposal, on paper, during class. This assignment is not graded. I will return your proposal to you with comments, questions, and possibly the words "green light." Revise your proposal until I write "green light;" this is your signal that you have outlined a paper that meets the requirements of the course. You should aim for a "green light" by week 7 at the latest. Revisions of your proposal may be turned in via e-mail.

This is also a good week to catch up on readings you may have missed earlier in the semester, including the remainder of Zaller from last week.

Political knowledge and citizen capacity

- *Zaller, J. (1992). *The Nature and Origins of Mass Opinion*.
- *Converse, PE. (1962). Information Flow and the Stability of Partisan Attitudes. *Public Opinion Quarterly*, 26, 578.
- *Delli Carpini, M. X. and Keeter, S. (1996) *What Americans know about politics and why it matters*. New Haven, CT: Yale University Press.
- Prior, M. (2005) News vs. entertainment: How increasing media choice widens gaps in political knowledge and turnout. *American Journal of Political Science*, 49, 577-592.
- Druckman, J. N (2001). The implications of framing effects for citizen competence. *Political Behavior*, 23, 225-256.

Polling and survey research

Find sources for polls on issues that relate to your research interests. One place to start is pollingreport.com or IPoll, for which the LSU library provides access. Also try the National Election Studies, the General Social Survey, the National Annenberg Election Survey, and the Public Policy Research Lab in the Manship School.

Preferably, you will find polls that repeatedly have asked the same question. If possible, make (a) graph(s) showing changes in public opinion over time. Bring your graph on paper to class. Or, make a graphic showing differences in attitudes on the issues between different groups of people.

This assignment is worth 5 points. You may not do a response paper for this week. One or more of these figures may be appropriate for inclusion in your final paper.

- *Babbie, E. (2001). Survey Research. Ch. 9 in E. Babbie, *The practice of social research*. 9th edition. Belmont, CA: Wadsworth. (Alternatively, review an equivalent chapter in the book from your research methods course, for instance Chapter 7 in “Mass Media Research”.)
- *Mueller, J. (1994) *Policy and opinion in the Gulf War*. Chicago, University of Chicago Press (pp. 17-63).
- <http://flowingdata.com/>: A blog about visualization of all kinds of data, including public opinion data. By Nathan Yau, author of *Visualize This*.
- Babbie, E. (2001). Research design. Ch. 4 in E. Babbie, *The practice of social research*. 9th edition. Belmont, CA: Wadsworth.
- Babbie, E. (2001). Conceptualization and measurement. Ch. 5 in E. Babbie, *The practice of social research*. 9th edition. Belmont, CA: Wadsworth.
- Babbie, E. (2001). Indexes, Scales and Typologies. Ch. 6 in E. Babbie, *The practice of social research*. 9th edition. Belmont, CA: Wadsworth.

Cues and priming in political communication

- *Price, V., and Tewksbury, D. (1996). *News values and public opinion: A theoretical account of media priming and framing*. In G. Barnett and F. Boster (Eds.) *Progress in communication sciences*. Norwood, N.J., Ablex Pub. Corp.
- *Krosnick, J. A. and Kinder, D. R. (1990). Altering the foundations of support for the president through priming. *American Political Science Review*, 84, 497-512.
- *Valentino, N. A. Hutchings, V. L., and White I. K. (2002). Cues that matter: How political ads prime racial attitudes during campaigns, *American Political Science Review*, 96, 75-90.

- Kuklinski, J. H., and Hurley, N. L. (1994). On hearing and interpreting political messages: A cautionary tale of citizen cue-taking. *Journal of Politics*, 56, 729-751.
- Dalton, R. J., Beck, P. A., & Huckfeldt, R. (1998). Partisan cues and the media: Information flows in the 1992 presidential election. *The American Political Science Review*, 92, 111-126.
- Bennett, W. L., Lawrence, R. G., & Steven Livingston (2006). None dare call it torture: Indexing and the limits of press independence in the Abu Gharib Scandal. *Journal of Communication*, 56, 467-485.
- Valentino, N. A. (1999) Crime news and the priming of racial attitudes during evaluations of the president. *Public Opinion Quarterly*, 63, 293-320.
- Miller, J. M. & Krosnick, J. A. (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.
- Domke, D. (2001) Racial cues and political ideology: An examination of associative priming. *Communication Research*, 28, 772-801.
- Althaus, S. & Kim, Y-M (2006). Priming effects in complex information environments: Reassessing the impact of news discourse on presidential approval, *Journal of Politics*, 68, 960–976.
- Pan, Z. & Kosicki, G. M. (1997). Priming and media impact on the evaluations of the president’s performance. *Communication Research*, 24, 3-30.

Framing and agenda setting in political communication

- *Shah, D. V., Watts, M. D., Domke, D. & Fan, D. P. (2002). News framing and cueing of issue regimes: Explaining Clinton’s public approval in spite of scandal, *Public Opinion Quarterly*, 339-370.
- *Scheufele, D. A. (1999). Framing as a theory of media effects. *Journal of Communication*, 49, 103-122.
- *Althaus, S., & Tewksbury, D. (2002) Agenda setting and the “new” news: Patterns of issue importance among readers of the paper and online versions of the New York Times. *Communication Research*, 29, 180-207.
- *McCombs, M. & Ghanem, S.I. (2003). The Convergence of Agenda Setting and Framing. In Reese, S.D., Gandy, Jr., O.H. & Grant, A.E., eds., *Framing Public Life*, Malweh, New Jersey: Lawrence Earlbaum Associates.
- *Maher, T.M. (2003). Framing: An Emerging Paradigm or a Phase of Agenda Setting? In Reese, S.D., Gandy, Jr., O.H. & Grant, A.E., eds., *Framing Public Life*, Malweh, New Jersey: Lawrence Earlbaum Associates.
- Lee, N-J., McLeod, DM & Shah, DV. (2008). Framing Policy Debates: Issue Dualism, Journalistic Frames, and Opinions on Controversial Policy Issues. *Communication Research*.
- Entman, R. E. (1993) Framing: Toward Clarification of a Fractured Paradigm. *Journal of Communication*, 43, 51 – 58.
- Irving Goffman. (1974) *Frame Analysis: An Essay on the Organization of Experience*. Harper & Row.
- Iyengar, S. (1991). *Is anyone responsible? How television frames political issues*. Chicago: University of Chicago Press.
- Pan, Z. & Kosicki, G. M. (1993). Framing analysis: An approach to news discourse. *Political Communication*, 10, 55-75.
- Iyengar, S. and Kinder, D. (1987): *News that matters: Television and American opinion*, Chicago, University of Chicago Press.
- McCombs, M. E. & Shaw, D. L. (1993). The evolution of agenda-setting research: Twenty-five years in the

marketplace of ideas. *Journal of Communication*, 43, 58-67.

Cook, F. L. et al. (1983). Media and agenda setting: Effects on the public, interest group leaders, policymakers, and policy. *Public Opinion Quarterly*, 47, 16-36.

Tedesco, J. C. (2005) Intercandidate agenda setting in the 2004 Democratic presidential primary, *American Behavioral Scientist*, 49, 92-113.

Kosicki, G. M. (1993). Problems and opportunities in agenda-setting research. *Journal of Communication*, 43, 100-127.

Cappella, J. N. & Jamieson K. H. (1996) News frames, political cynicism, and media cynicism, *The ANNALS of the American Academy of Political and Social Science*, 546, 71-84

Nelson, T. E., Clawson, R. A., & Oxley, Z. M. (1997). Media framing of a civil liberties conflict and its effect on tolerance. *American Political Science Review*, 91, 567-583.

Shah, D. V., Kwak, N., Schmierbach, M. & Zubric, J. (2004). The interplay of news frames on cognitive complexity, *Human Communication Research*, 30, 102-128.

Valkenburg, P. M., Semetko, H. A., and DeVreese C. H. (1999). The effects of news frames on readers' thoughts and recall. *Communication Research*, 26, 550-569.

Political socialization and interpersonal discussion

*Berelson, BR, Lazarsfeld, PF & WM McPhee. (1954). *Voting: A Study of Opinion Formation in a Presidential Campaign*. Chicago: University of Chicago Press. "The Social and Historical Background: Elmira and the 1948 Election", "Social Process: Small Groups and Political Discussion."

* Mutz, Diana (2006). *Hearing the Other Side*. Cambridge: Cambridge University Press.

Mutz, Diana (2002) Cross-cutting social networks: Testing democratic theory in practice. *American Political Science Review*, 96, 111-126.

Noelle-Neumann, E. (1993). *The spiral of silence: Public opinion, our social skin*. Chicago: University of Chicago Press.

Paul Felix Lazarsfeld, Bernard Berelson, Hazel Gaudet. (1948). *The People's Choice: How the Voter Makes Up His Mind in a Presidential Campaign*. Columbia Univ. Press. (reprinted 1968).

Cappella, J. N., Price, V., & Nir, L. (2002). Argument repertoire as a reliable and valid measure of opinion quality: Electronic dialogue during campaign 2000, *Political Communication*, 19:73-93.

Eliasoph, N (1996). Making a fragile public: A talk-centered study of citizenship and power. *Sociological Theory*. 14, 262-289.

Mutz, D. C. & Martin, P. S. (2001) Facilitating communication across lines of political difference: The Role of Mass Media. *American Political Science Review*, 95, 97-114

Huckfeldt, R. & Sprague, J. (1987). Networks in context: The social flow of political information. *American Political Science Review*, 81, 1197-1215

Gamson, W.A. (1992). *Talking Politics*. Cambridge: Cambridge University Press.

Political campaign advertising

- *Jonathan S. Krasno, Donald P. Green. Do Televised Presidential Ads Increase Voter Turnout? Evidence from a Natural Experiment. *The Journal of Politics*, Volume 70, Number 1 (January 2008), pp. 245-261
- *Michael M. Franz, Paul Freedman, Ken Goldstein, Travis N. Ridout . Understanding the Effect of Political Advertising on Voter Turnout: A Response to Krasno and Green. *The Journal of Politics*, Volume 70, Number 1 (January 2008), pp. 262-268
- *Jonathan S. Krasno, Donald P. Green. Response to Franz, Freedman, Goldstein, and Ridout. *The Journal of Politics*, Volume 70, Number 1 (January 2008), pp. 269-271
- *Zhao, X. and Chaffee S. H. (1995). Campaign advertisements versus television news as sources of political issue information. *Public Opinion Quarterly*, 59, 41-65.
- Ansolabehere, S., Iyengar, S., Simon, A., and Valentino, N. (1995). Does attack advertising demobilize the electorate? *American Political Science Review*, 88, 829-838.
- Finkel, S. E. & Geer, J. G. (1998). A spot check: Casting doubt on the demobilizing effect of attack advertising. *American Journal of Political Science*, 42, 573-595.
- Freedman, P. and Goldstein, K. (1999) Measuring Media Exposure and the Effects of Negative Campaign Ads, *American Journal of Political Science*. 43, 1189-1208.
- Jamieson, K. H. (2000). *Everything you think you know about politics...*New York: Basic Books (pp. 93-114).
- Geer, J. (2006). *In defense of negativity: Attack advertising in presidential campaigns*. Chicago: University of Chicago Press.
- Kahn, K. F. and Kennedy, P. J. (1999) Do negative campaigns mobilize or suppress turnout? Clarifying the relationship between negativity and participation. *American Political Science Review*, 93, 877-889.
- Iyengar, S. and Simon A. F. (2000). New perspectives and evidence on political communication and campaign effects, *Annual Review of Psychology*, 51, 149-169.
- Shah, D.V., Cho, J., Nah, S., Gotlieb, M.R., Hwang, H., Lee, N-J., Scholl, R.M., McLeod, D.M (2007). Campaign Ads, Online Messaging, and Participation: Extending the Communication Mediation Model. *Journal of Communication* 57 (4), 676–703.
- Lau, R. R., Sigelman, L., Heldman, C., and Babbitt, P. (1999) The effects of negative political advertisements: A meta-analytic assessment. *American Political Science Review*, 93, 851-875.
- Ridout, T.N., Shah, D.V., Goldstein, K.M. & Franz, M.M. (2004). Evaluating Measures of Campaign Advertising Exposure on Political Learning. *Political Behavior*, 26.

Voter behavior

- *Donald R. Kinder and D. Roderick Kiewiet (1981) Sociotropic Voting. *British Journal of Political Science*, 11, 2, pp. 129-161.
- *McLeod, J. M., Scheufele, D. A., & Moy, P. (1999) Community, communication, & participation: The role of mass media and interpersonal discussion in local political participation. *Political Communication*, 16, 315-336.
- *Lewis-Beck, M., Norpoth, H., Jacoby, W.G., & Weisberg, H.F. (2008) *The American Voter Revisited*. Ann Arbor: University of Michigan Press.

Tolerance and civic virtues

- Gastil, J. & Xenos, M. (2010.) Of Attitudes and Engagement: Clarifying the Reciprocal Relationship Between Civic Attitudes and Political Participation. *Journal of Communication* 60, p. 318–343.
- Gil de Zúñiga, H. & Valenzuela, S. (2010.) Weak Ties, and Civic Engagement: The Mediating Path to a Stronger Citizenship: Online and Offline Networks. *Communication Research* , 20, p. 1-25.
- Schafer, C. & Shaw, G. (2009.) The Polls- Trends: Tolerance in the United States. *Public Opinion Quarterly*, 73, pp. 404–431
- Goidel, K., Parent, W. & Mann, B. (2011.) Race, Racial Resentment, Attentiveness to the News Media, and Public Opinion Toward the Jena Six. *Social Science Quarterly*, 92.
- Harell, A. (2010.) Political Tolerance, Racist Speech, and the Influence of Social Networks. *Social Science Quarterly*, 91.

Final paper progress reports

There are no required readings for today; instead prepare brief remarks on the progress of your paper. This is a good opportunity for your classmates to help you over any roadblocks you are facing. This assignment is not graded.

Latent opinion, deliberative democracy, and summing up

Your final paper abstracts are due on the Wednesday of this week by 9 am. In the text of an email to Rosanne, write in this order: The title of your paper; your name, your abstract (no more than 150 words!), the degree and program for which you are studying, and a conference or publication to which you may submit your paper. The abstract is not graded, but I will use it on a flyer inviting faculty and students to the presentations.

- *Druckman, J. N. and Nelson, K. R. (2003). Framing and deliberation: How citizen conversation limits elite influence. *American Journal of Political Science*, 47, 729-745
- *Gilens, M. (2001) Political Ignorance and Collective Policy Preferences. *American Political Science Review*, 92,2.
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“Final Exam”

Present your research results during the final exam time for this course. Overhead slides are recommended for your presentation. Location TBA.

A Manship Education

Your degree in Mass Communication should signify two things:

- I. You understand the core values underlying the various mass communication professions.
- II. You've become competent in specific skills vital to success in today's media industries.

This means that each of your MC courses should help you learn *some combination* of these core values and skills.

I. CORE VALUES

In keeping with its emphasis on media and politics, the school is dedicated to promoting democratic discourse. Here are four elements integral to that thrust.

- **FREE SPEECH** Understand the principles of free speech and press – including the right to criticize power.
- **HISTORY** Understand the role of people and institutions in shaping the media landscape over time.
- **ETHICS** Understand the principles underlying the various media professions - and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- **DIVERSITY** Understand how the mass media act as vehicles of culture, and the implications this has on diverse groups of people across the globe.

II. COMMUNICATION SKILLS

The primary goal of a communication professional is to acquire knowledge and convey it to others effectively. The better you can do these two activities, the more successful you'll be.

With that in mind, your Manship courses will give you the opportunity to learn the skills that are crucial to both of these goals:

com · mu · ni · cate \ke-'myü-nə-kāt\ verb
 From Latin: communicatus, past participle of
 communicare-to impart, participate
 1. to convey knowledge of or information about
 2. to transmit information, thought, or feeling so that
 it is satisfactorily received or understood
Source: Merriam-Webster

ACQUIRE KNOWLEDGE

- **UNDERSTAND CONCEPTS AND THEORIES** Learn about and understand concepts and theories in the use and presentation of images and information.
- **THINK CRITICALLY** Think critically, creatively and independently. Hone your problem-solving abilities.
- **USE (AND DO!) RESEARCH** Learn how to do research and – perhaps more importantly – be able to evaluate the validity of research that's presented to you.
- **APPLY NUMBERS & STATS** Learn how to understand and apply basic statistical concepts.
- **USE MEDIA TOOLS & TECHNOLOGY** Gain proficiency in using the informational resources and software applications used in the media industries.

CONVEY IT TO OTHERS EFFECTIVELY

- **WRITE CLEARLY** Become “fluent” in the written word – writing clearly, without mechanical errors, in the style appropriate for media professions and audiences.
- **EDIT & EVALUATE WRITING** Learn to critically assess your written work and the work of others for accuracy, fairness, clarity, grammar, and style.

III. MASTER'S PROGRAM

- **BUILD KNOWLEDGE** Contribute to knowledge appropriate to the communication professions.



Manship School of Mass Communication

WRITING ESSENTIALS

Writing skills are essential for all of our students and writing is a skill to be developed in all courses offered in the Manship School of Mass Communication. The following writing essentials represent fundamental writing concepts students are expected to follow in Manship courses.

<p>WORD CHOICE</p>	<p>The following words are often confused or misused in writing. Make sure you understand the difference:</p> <ul style="list-style-type: none"> • Accept, except • A lot • All right • Affect, effect • Among, between • Anxious, eager • Because, since • Farther, further • Fewer, less • Its, it's • Media, medium • Principal, principle • Stationary, stationery 	
<p>ACTIVE/PASSIVE VOICE</p>	<p>Verbs are either <i>active</i> or <i>passive</i> in <u>voice</u>. In general, active voice is preferred because it focuses the reader's attention on the "doer of the action." Active voice is also more concise because it usually involves fewer words. Although there are situations where passive voice is correct, reliance on passive voice produces a cumbersome text.</p>	<p>Active: The executive committee <u>approved</u> the new policy.</p> <p>Passive: The new policy <u>was approved</u> by the executive committee.</p>
<p>ANTECEDENT/PRONOUN AGREEMENT</p>	<p>A pronoun usually refers to something earlier in the text (its <u>antecedent</u>) and must agree in number — singular/plural — with the thing to which it refers.</p> <p>Also, please note that countries and organizations are NOT people. In a sentence where a country or organization is the subject, the second reference is to "it" (singular) and "its" (singular possessive).</p>	<p>Incorrect: If a student loses their books, they should go to lost and found.</p> <p>Correct: If students lose their books, they should go to lost and found.</p> <p>Incorrect: Russia sold all of their gold, and they later regretted doing so.</p> <p>Correct: Russia sold all of its gold, and it later regretted doing so.</p>

PARALLEL CONSTRUCTION	<p>An article or a preposition applying to all the members of a series must either be used only before the first term or else be repeated before each term.</p> <p>Correlative expressions (both, and; not, but; not only, but also; either, or; first, second, third; and the like) should be followed by the same grammatical construction.</p> <p>When making comparisons, the things you compare should be couched in parallel structures whenever that is possible and appropriate.</p>	<p>Incorrect: The French, the Italians, Spanish and Portuguese Correct: The French, the Italians, the Spanish and the Portuguese</p> <p>Incorrect: It was both a long ceremony and very tedious. Correct: The ceremony was both long and tedious.</p> <p>Incorrect: My income is smaller than my wife. Correct: My income is smaller than my wife's.</p>
ATTRIBUTION/CITING	<p>Presenting ideas and phrases from another writer as your own is plagiarism and is unacceptable.</p> <p>In journalistic writing, attribution is indicating your source for a piece of information. You must attribute any judgment or opinion statements. You should not attribute known facts.</p>	
PUNCTUATION OF QUOTES	<p>Commas and periods always go inside quotation marks. Semi-colons and colons do not go inside quotation marks. If a statement ends in a quoted <u>question</u>, allow the question mark within the quotation marks suffice to end the sentence. On the other hand, if a question ends with a quoted statement that is <u>not</u> a question, the question mark will go outside the closing quotation mark.</p>	<p>“I like to go swimming,” she said, “but I am afraid of getting sunburned.”</p> <p>May asked her daughter, "Who are you going out with tonight?"</p> <p>Who said, "Fame means when your computer modem is broken, the repair guy comes out to your house a little faster"?</p>
SUBJECT/VERB AGREEMENT	<p>Singular subjects need singular verbs; plural subjects need plural verbs.</p>	<p>My brother <u>is</u> a nutritionist. My sisters <u>are</u> mathematicians.</p>

For more help with writing style, the following Web sites are recommended:

The Guide to Grammar and Writing - <http://grammar.ccc.commnet.edu/grammar/>

The Online Writing Lab (OWL) at Purdue University - <http://owl.english.purdue.edu/owl/>

Learning Outcomes
MC 7005 Public Opinion and Public Affairs
(Approved by faculty October 24, 2008)

Objective

This course is designed to provide students with an understanding of the development and formation of public opinion, particularly the role of the news media in influencing individual attitudes and opinions in its coverage of politics and public affairs.

Learning Outcomes:

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

1. Demonstrate an understanding of democratic theory, particularly with respect to the role of public opinion in democratic governance.
2. Demonstrate an understanding of the formation and development of public opinion, including how individuals acquire political attitudes and why public opinion changes over time.
3. Demonstrate an understanding of historical and contemporary research on media effects, particularly with respect to how the media influence public opinion and how public opinion influences public affairs.

Professional Values and Competencies Addressed

Understand and apply mass communication theories, conduct research and evaluate information using appropriate methodologies, engage in research and critical evaluation, think creatively and analytically.

Suggested Learning Assessments & Indicators

Some commonly used approaches to assessing the above outcomes are:

	Outcome 1	Outcome 2	Outcome 3
In-Class Discussion	X	X	X
Papers	X	X	X
Exams	X	X	X