

PSCI 3051 - Public Opinion and Political Behavior

Fall 2011 – University of Colorado at Boulder

Section 001 – Mondays, Wednesdays, & Fridays 9:00am-9:50am, Ketchum 234

Section 002 – Mondays, Wednesdays, & Fridays 12:00pm-12:50pm, Ketchum 235

Instructor: Bill Jaeger

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Term: Fall 2011

Office: Ketchum 130

Office Hours: Mondays 10:00am-11:50am

& Wednesdays 11:00am-11:50am and by appt.

Course Description & Objectives

The preferences of the public, and how citizens' behavior helps transmit those preferences to elected officials, form the foundation of representative democracy. To understand the modern American political system, we must have an accurate picture of the origins, measurement, nature, and consequences of Americans' political attitudes. This course seeks to illuminate what Americans think about topics of political importance, how those opinions are formed, the ways that individuals transmit their ideas to elected officials, and the consequences of public opinion for elections and public policy. This course draws on insights from psychology, sociology, campaigns & elections, media studies, and modern polling to inform our insights into those who are at the heart of democracy – the people. The objective of this course is to enhance your understanding of:

- The conceptualization and measurement of public opinion.
- The nature of individual and mass political beliefs.
- The predictors of and influences upon political attitudes and behaviors.
- The consequences of public opinion and political behavior for elections, representation, and public policy.
- The distribution of particular beliefs, attitudes, and political activity in the American public.

Even though this course will frequently use lecture for covering important material, it is largely a discussion-based, collaborative learning effort that requires the preparation of all participants in order to be successful. This means that you must do the readings and be prepared to ask questions and discuss issues related to course topics at every meeting. The quality of the course and your depth of understanding rests on your own preparation and the quality of reflective discussion by your peers – please do not let each other down!

Note—This syllabus is subject to change (and likely to do so). Please check the CULearn Course Website and your email frequently for updated drafts.

Grading Standards – Below is a description of how you will be assessed in this course as well as how grades are assigned. Letter grades are determined using a standard scale (but note that assignments may be graded on a curve).

F <60	D- 60-62	D 63-66	D+ 67-69	C- 70-72	C 73-76
C+ 77-79	B- 80-82	B 83-86	B+ 87-89	A- 90-92	A 93-100

- A: Designates student performance of an extraordinarily high level, indicates a comprehensive understanding of course material, and reflects original insight and thought.
- B: Designates student performance of a high level, indicates a thorough understanding of course material, and reflects solid insight and well-considered thought.

- C: Designates student performance that completely fulfills the basic requirements of the course, indicates a basic understanding of course material, and reflects basic insights and a surface-level understanding of concepts.
- D: Designates student performance that mostly fulfills the basic requirements of the course, indicates a basic or weak understanding of course material, and reflects poor, basic, or weak insights and a poor understanding of concepts.
- F: Designates student performance that fails to fulfill the basic requirements of the course, indicates a weak or inaccurate understanding of course material, and reflects poor or misinformed insights and a lack of understanding of concepts.

Course Requirements

- **Attendance and Participation – 10%:** Attendance is required at every class meeting. While missing class has academic consequences, arriving late or leaving early can negatively impact your attendance and participation grade as well. Please speak to me ahead of time if you will not be able to attend class for any reason. We will be using iClickers (see below) for both attendance and participation purposes in this class. Please make sure you bring and properly use your iClicker (with charged batteries!) for every class meeting to ensure you receive credit for attendance. Participation, like attendance, is important in developing your ideas and in contributing to the collective process of learning, but is different in that it is often difficult to assess. To do so, I will base this portion of your grade on the quality of your questions & comments in both small group and large class conversations, your ability to listen respectfully, and the quality of your contribution to the overall success of each class meeting's activity or discussion. I understand that it is difficult for some students to speak in large groups. Therefore, the teaching style used in this class allows for participation in large discussions, small groups, in pairs, and via individual meetings during office hours. If you still find it difficult to participate, please visit my office hours each week to discuss any of the issues around participation or if you are curious about your performance on this part of your grade to date. Students will also be expected to refrain from activities during class that disengage themselves or others from learning (i.e., surfing the web, text messaging, emailing, and not paying attention).
- **Class Discussion Leadership – 10%:** Students will be assigned to lead class discussion on one of the Fridays during the semester and, therefore, we will have between 1 and 4 discussion leaders each discussion day. On the day you and your peers are scheduled to lead discussion, you each (even if you collaborate) must **email me a copy** of 1) the discussion questions/topics/prompts you will be using to guide your classmates and 2) a short memo (1-2 single-spaced pages) summarizing what you believe are the major lessons from the week's topic **by 5:00pm** the day before the class you will be leading. The first 10 minutes of class should be directed by the discussion leaders and should review the material covered that week. The next 20-30 minutes (depending on the depth of the discussion) should be facilitated by the discussion leaders in a way that promotes meaningful dialogue. I will then use the final 10 to 15 minutes of class to wrap up salient points and highlight the important lessons from the day's discussion. The structure of discussion can be set up in the form of a debate, a pro and con conversation, a normative argument or set of prompts, a discussion of the importance of the week's topic, or another format (including the use of iClickers) as designed by the leaders. You will be assessed based on 1) the questions and memo that you submit, 2) the quality of your questions and comments as one of the discussion leaders, and 3) the amount and quality of discussion that your classmates engage in based on your prompting. Sign-ups for discussion

days will occur during the first week of class (likely Friday). If you are not in class, you will be assigned a discussion topic and day. If you have a friend (or two) with whom you would like to lead discussion, please contact me during the first week of class to reserve a day together.

- **Course Midterm Exams (2 × 20%) – 40%:** These exams will be taken in-class according to the schedule outlined below and will be closed note and closed book. These exams will cover all topics in the course readings & lecture up to that point and will be largely objective (i.e., true-false, multiple choice, and identification of terms). Midterm 1 will be on **Monday, September 26th** and Midterm 2 will be on **Monday, October 31st**.

Missing Exams: If you cannot take an exam you must give the instructor at least 24 hours advance notice by e-mail or provide a medical excuse or proof of a legitimate family or other emergency. Failure to provide written evidence of a legitimate emergency or to obtain permission from me ahead of time will result in a failing grade on the midterm. If you miss the first exam and cannot come up with a legitimate written excuse, you may need to drop the course (students should consult the Registrar on the procedure for dropping the course and relevant deadlines).

- **Final Paper – 35%:** All students will write a final paper about the role of public opinion and/or political behavior in modern American democracy (details will be outlined in a separate memo). For this paper, students may elect to treat the public opinion of interest or behavior of interest as a dependent or independent variable. For example, students may explore what effect public opinion has on the behavior of elected officials or public policy in some specific area (i.e., public opinion as an independent variable). Alternatively, students can explore the predictors of some public opinion of interest at the individual or mass level (i.e., public opinion as a dependent variable). Students may choose one contemporary public policy debate and explore the nature of public opinion regarding that policy, as well as its likely impact on policy outcomes. What is current public opinion on this issue? How do we know? Has it changed? How consistent is it? What are the likely consequences of public opinion for the policy options being pursued? Another option for the paper will be to do some original data collection using a convenience sample with a self-designed survey (as vetted by me). For example, students could compare how their convenience sample responses differ from those in the general American public on an issue of political importance. Alternatively, students could incorporate a survey experiment to see how a manipulation of interest affects opinion on a topic of interest. Students can also use the Roper Center's public opinion archive, publicly available survey data (such as the ANES), and other polling data to analyze a topic over time or across different contexts (more details to follow). Papers are due **Monday, November 28th by 5:00pm**. Students should use the American Political Science Association's method for citing sources. Details can be found here: <http://acme.highpoint.edu/msetzler/generalissues/APSRcitation.htm>.

Paper Proposal No later than **Monday, October 3rd** you must email me a formal paper proposal.

This proposal must be typed in Word and sent to me as an attachment (not in the text of the email). The proposal must include: 1) A working title for your paper, 2) a 500-750 word description of what you plan to do in your paper (include the word count at the bottom of the proposal), and 3) five sources you have consulted for your paper proposal. For the paper proposal, you may not use sources in this syllabus. For the proposal, the sources must be books or journal articles – **not internet citations**. The proposal must include references to these five sources (not from the internet) that makes it clear that the student has read and understood these books as they relate to public opinion and political behavior. The sources should follow the American Political Science Association's method for citing sources. After submitting this

proposal, you cannot change the topic of your paper without my approval and the submission of a proposal.

- **Final Paper Presentation – 5%:** Each student will be expected to share with the class his or her findings based on the final research paper during the last two weeks of the course (schedule to follow). This will be a brief (approximately 5 minutes), but formal presentation (no slides or handouts necessary) where you discuss the findings of your research paper project (expectations will be detailed in a separate memo).

Late Assignments

Meeting deadlines is an important part of all of our work. Students who do not meet an assigned deadline can enjoy an unfair advantage over their peers in the amount of time they have to complete the course work. Therefore, any assignments that is handed in late will be deducted 10 percentage points for each 24 hours it is late (i.e., if a paper that would have received a 95% was due by 5:00pm, but is received later than the deadline, the grade is lowered to an 85%. If it is still not submitted by 5:00pm the following day, it becomes an 75% and so on.

Regrading Assignments

Assessing student performance on course assignments is an important part of an instructor's job. I will provide written or electronic feedback on anything you hand in as well as assign a numerical grade to the assignment. Instructors sometimes make mistakes in grading. For that reason, I will agree to re-grade any exam or paper, subject to a few restrictions. I ask that you wait 24 hours after an item is returned to you before requesting a regrade. However, any request for a regrade must be made within one week after the exam or paper is returned to you, after which no regrading shall be done. Should you feel that an assignment has been misgraded, I ask that you prepare a one paragraph written statement with your request, detailing what you believe I have overlooked or how you feel the grade is unfair. Please note that I reserve the right to lower the grade if I also find that I was overly generous the first time through.

iClickers

We will be using iClickers (or CUClickers) for three major purposes in this class: 1) to understanding how you as individuals and as a class respond to political behavior and public opinion questions often posed to the larger American public, 2) to track attendance and reward participation, and 3) to provide immediate feedback to me, your instructor, regarding what concepts are well-understood and which ones need further discussion. Clickers can be purchased from the CU Bookstore. Please make sure you have a well-charged set of batteries in your Clicker as they can die if the batteries are not up to date. You will need to associate your Clicker with your name & IdentiKey login name in order to receive credit for your responses. This can be done via MyCUInfo or via CUConnect (instructions can be found here: <http://oit.colorado.edu/node/779>). Finally, be sure to properly synchronize your Clicker with the frequency being used in the classroom (**BA** for Section 1 at 9:00am and **BB** for Section 2 at 12:00pm). Instructions on how to set your frequency (something that needs to be done each time you turn on your Clicker can be found here: <http://oit.colorado.edu/node/847>). Please make sure you bring your iClicker to class every day as we will use them most days.

Class Email List and Computing Resources

I will periodically send out emails to the class list. You are automatically subscribed to the list if you are enrolled in this course through your campus email account. The list will allow me to inform you of changes in assignments, schedule, policies, etc. You will be responsible for assignments sent out over the list, including assignments not mentioned in this syllabus. Please note that if you do not currently check your CU-Boulder email account every day, you should do so for the duration of this course. If you have

any questions, please see <http://www.colorado.edu/ITS/emaillists/faq.html> and/or talk to me. We will also make extensive use of the course website via CULearn.

Please read important policies on course computing and password security at <http://www.colorado.edu/policies/cnr/index.html> and <http://www.colorado.edu/policies/cnr/guidelines.html>. It is your responsibility to protect your password and maintain its integrity.

Civility and Classroom Environment

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussions and to set reasonable limits on the manner in which they and their students express opinions. This course tackles subjects that are sometimes viewed as controversial. It is incumbent upon every participant in the class (instructor and students alike) to strive to maintain an environment that is conducive to learning. We should always remember that people bring differences with them into the classroom and that these differences should be respected. It is imperative that each of us maintain civility when asking questions and making comments. Likewise, questions and comments by others should be treated with civility at all times. If you prefer an alternate name or gender pronoun please advise me of your preference and I will be happy to honor your request. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. Please speak with me promptly if you feel there is a civility problem in the classroom. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Electronics in the classroom can also pose a problem for promoting a positive learning environment. A recent study found that 62% of all websites students visit during college classes are unrelated to the course. Those who spent time distracted by electronics during class earned lower grades than those who paid more attention.¹ Therefore, if you will be using a laptop in class, I will require that you agree to not launch any web browsers during class time. It goes without saying that emailing, instant messaging, texting, or cell phone/smartphone use during class is not permitted.

Academic Integrity

Plagiarism and other academic dishonesty will not be tolerated. All work is expected to be original, and not previously or simultaneously turned in for credit in another course (unless you get explicit permission from me beforehand). All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct may be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy may be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). All forms of academic dishonesty may result in an "F" for the course. Ignorance of the University plagiarism policy is irrelevant to the assignment of an "F" in the course for academic dishonesty. Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>. If you have any questions about your work and the policies regarding academic integrity, please speak with me before submitting your work and review the University's policies at <http://www.colorado.edu/policies/acadinteg.html>.

¹Kraushaar, James M. and David C. Novak. 2010. "Examining the Affects of Student Multitasking With Laptops During Lecture." *Journal of Information Systems Education* 21(2): 241-251.

All students may be required to turn in an electronic version of their written assignments to be checked by Turnitin.com or a similar plagiarism website. By choosing to stay in this class, you are explicitly permitting the instructor(s) to submit your work to this website for confirmation that the University's plagiarism policy has not been violated.

Disabilities Accommodation

The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodation. If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>.

Religious Observation

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please be sure to notify me *ahead of time* if you know you will need to miss class due to a religious observance. See full details at http://www.colorado.edu/policies/fac_relig.html.

Sexual Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment (<http://www.colorado.edu/policies/discrimination.html>), the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

Other Information

For a complete list of University policies please visit <http://www.colorado.edu/policies>. If you need to contact me or set up a time to meet outside of my regularly scheduled office hours, please do not hesitate to speak to me after class or send me an email. I check my email at least once daily and usually multiple times per day (although usually not before 7:30am or after 5:00pm). Please note, however, that I usually do not check or respond to emails over weekends so if you need anything from me, please get in touch by 4:00pm on Friday. Otherwise, I will probably not get back to you until Monday morning. If you have questions or do not understand the material, please come to my office hours early in the semester before major due dates and exams. For any other issues or questions you may have, please speak to me personally throughout the semester. This syllabus is subject to change. Changes will be posted online, via email, and/or through handouts.

Readings & Assignments for PSCI 3051 Note: Readings are due the day of the week listed (i.e., you should have the reading done before arriving at class on that day!) and you may be quizzed on them in class.

Required Book 1: Erikson, Robert S. and Kent L. Tedin. 2011. *American Public Opinion, 8th Edition*. New York: Pearson Education. (referred to as **E&T**). *Please be sure to obtain a copy of the correct edition!*

Required Book 2: Kaufmann, Karen M., John R. Petrocik, and Daron R. Shaw. 2008. *Unconventional Wisdom: Facts and Myths About American Voters*. New York: Oxford University Press. (referred to as **KPS**).

Other Required Reading: Please see each week for additional readings. Most articles will be available through the course website (CULearn), Google, Google Scholar (<http://scholar.google.com>), and/or Jstor (<http://www.jstor.org>).

Course Topics and Reading Schedule

Week 1: What do we know about public opinion/political behavior & how do we know it?

- Monday, August 22nd: **Course Introduction**. The textbooks, the syllabus, and our purpose this semester.
 - Read the syllabus, familiarize yourself with CULearn, make sure you have the textbooks and a working iClicker, and contact me with any questions or concerns.
- Wednesday, August 24th: **Public Opinion & Democracy**. The role of opinion in democracy and the normative concerns in a modern and historical perspective.
 - **E&T** Chp. 1, Secs. 1, 2, & 3
- Friday, August 26th: **Understanding public opinion and modern polling**. The modern use of surveys for good & evil.
 - **E&T** Chp. 1, Secs. 4, 5, 6, & 7

Week 2: Can we trust public opinion polls?

- Monday, August 29th: **The Science of Polling**. Sampling, Survey Error, & Valid surveys.
 - **E&T** Chp. 2, Secs. 1 & 2
- Wednesday, August 31st: **Issues in Survey Research**. Question wording, Question order, Interviewer & Contextual effects, and survey experiments.
 - **E&T** Chp. 2, Sec. 3
- Friday, September 2nd: **Analyzing & Interpreting Polls**. How not to lie with survey results, statistical tools, & understanding social science data analysis. Discussion of the final paper assignment.
 - **E&T** Chp. 2, Secs. 4 & 5

Week 3: Do people have organized political thoughts?

- Monday, September 5th: **Labor Day: No Classes.**
- Wednesday, September 7th: **Psychology of Public Opinion.** Roots of public opinion, Nonattitudes, & theories of the survey response.
 - **E&T Chp. 3**
- Friday, September 9th: **Discussion: Perceptions & Misconceptions of the American Public.**
 - **KPS Chp. 1**

Week 4: Do people have organized political thoughts? (cont'd)

- Monday, September 12th: **The Nature of Micro-level Opinion.** Ideology, Partisanship, & Values.
 - **E&T Chp. 3, Secs. 2 & 3**
- Wednesday, September 14th: **The Nature of Macro-level opinion.**
 - **E&T Chp. 4**
- Friday, September 16th: **Discussion: Partisanship, Public Opinion, & Voting Behavior.**
 - **KPS Chp. 2**

Week 5: Can citizens and public opinion be manipulated by elites?

- Monday, September 19th: **Origins of our Opinions.** Socialization, genetics, networks, and learning.
 - **E&T Chp. 5**
 - Optional: Alford, John R., Carolyn L. Funk, and John R. Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" *The American Political Science Review* 99(02): 153-67. Available on CULearn.
- Wednesday, September 21st: **Media Influences and Attitude Change.** Elite and mass connections, persuasion, priming, and agenda setting.
 - **E&T Chp. 8**
- Friday, September 23rd: **Discussion: Swing Voters and Campaign Effects**
 - **KPS Chp. 4**

Week 6: Can citizens and public opinion be manipulated by elites? (cont'd)

- Monday, September 26th: **Midterm Exam #1.**
 - The exam will cover everything from lecture, readings, assignments, and discussion to date.
- Wednesday, September 28th: **Polarization at the Elite and Mass Levels.**
 - Fiorina, Morris. 2006. *Culture War? The Myth of Polarized America*. 2nd ed. New York: Pearson/Longman. Chps. 1 & 2. Available on CULearn.

- Friday, September 30th: **Discussion: Polarization and the Elite - Mass Connection.**
 - KPS Chp. 3

Week 7: How well does the American public live up to the expectations of democracy?

- ***Paper Proposals Due by 5:00pm on Monday, October 3rd***
- Monday, October 3rd: **Attention and Political Knowledge.** What do Americans know about politics? Does it matter if they don't know much?
 - Delli Carpini, Michael X. and Scott Keeter. 1996. *What Americans Know About Politics and Why it Matters*. New Haven: Yale University Press. Chp. 2, pp. 62-104. Available on CULearn.
- Wednesday, October 5th: **Public Opinion and Democratic Values.** Attitudes toward others, trust, efficacy, and tolerance.
 - E&T Chp. 6
- Friday, October 7th: **Discussion: Social Capital and Its (Possible) Decline**
 - Putnam, Robert D. 1995. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6(1): 65-78. Available at http://muse.jhu.edu/journals/journal_of_democracy/v006/6.1putnam.html and via CULearn.

Week 8: Why are there differences in public opinion and political engagement in the American public?

- Monday, October 10th: **Group Differences 1.** Class, Race, Religion, & Geography
 - E&T Chp. 7, Secs. 1, 2, 4, 5, 7
- Wednesday, October 12th: **Group Differences 2.** The Gender Gap
 - E&T Chp. 7, Sec. 6
 - KPS Chp. 5
- Friday, October 14th: **Discussion: Group Differences 3.** The Age Gap
 - E&T Chp. 7, Sec. 3
 - KPS Chp. 6

Week 9: Does public opinion and political engagement matter?

- Monday, October 17th: **The relationship between leaders and the people.** Linkages, parties, and interest groups.
 - E&T Chp. 10, Secs. 1, 2, and 5
- Wednesday, October 19th: **Representation.** Responsiveness of elected officials to public opinion.
 - E&T Chp. 10, Secs. 3, 4, and 6

- Friday, October 21st: **Discussion: The Impact of Public Opinion on Policymaking.**
 - E&T Chp. 11

Week 10: Does public opinion and political engagement matter? (cont'd)

- Monday, October 24th: **Elections and Political Engagement.** How do people affect (and how are they affected by) campaigns and elections?
 - E&T Chp. 9
- Wednesday, October 26th: **Discussion: Do Campaigns Matter?**
 - KPS Chp. 8
- Friday, October 28th: **Review: Preparation for Midterm #2**
 - Brainstorm questions and topics for review.

Week 11: Why do people vote? Why do people vote the way that they do?

- Monday, October 31st: **Midterm Exam #2.**
 - The exam will cover everything from lecture, readings, assignments, and discussion since the previous midterm.
- Wednesday, November 2nd: **Political participation.** Why do people participate? Models of voting behavior.
 - Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. "Beyond SES: A Resource Model of Political Participation." *The American Political Science Review* 89(2): 271-94. Available on CULearn.
- Friday, November 4th: **Discussion: Participation & Partisanship.** Inequalities in who is engaged in politics and potential consequences.
 - KPS Chp. 7

Week 12: Why do people vote? Why do people vote the way that they do? (cont'd)

- Monday, November 7th: **Vote choice.** Models of vote choice – general elections and primaries.
 - KPS Chp. 9
- Wednesday, November 9th: **Contextual effects on participation and vote choice.** Social networks, religious institutions, and the legal structure.
 - Powell, G. Bingham, Jr. 1986. "American Voter Turnout in Comparative Perspective." *American Political Science Review*. 80(1): 17-43. Available on CULearn.
- Friday, November 11th: **Discussion: Is participation necessary?** Symbolic versus substantive participation.
 - Stimson, James A., Michael B. Mackuen, and Robert S. Erikson. 1995. "Dynamic Representation." *The American Political Science Review* 89(3): 543-65. Available on CULearn.

Week 13: What do Americans think about their representative democracy?

- Monday, November 14th: **The Substance of Public Opinion 1.** Presidential and congressional approval (disapproval?)
 - Review congressional and presidential approval ratings at <http://pollingreport.com/>
- Wednesday, November 16th: **The Substance of Public Opinion 2.** Issues: War, the death penalty, crime, taxes, and abortion.
 - Wilcox, Clyde and Patrick Carr. 2009. "The Puzzling Case of the Abortion Attitudes of the Millennial Generation." in Kernell, Samuel and Smith, Steven S. *Principles and Practice of American Politics: Classic and Contemporary Readings*. Washington, D.C.: CQ Press. Available on CULearn.
- Friday, November 18th: **Discussion: Americans and Attitudes Toward Modern Democracy**
 - Hibbing, John R. and Elizabeth Theis-Morse. 2002. *Stealth Democracy: Americans' Beliefs About How Government Should Work*. Cambridge: Cambridge University Press. Introduction & Chp. 6. Available on CULearn.

Monday, November 21st through Friday, November 25th: No Classes – Fall Break & Thanksgiving

Week 15: Student Presentations

- ***Papers due by 5:00pm on Monday, November 28th***
- Monday, November 28th: **Student Presentations.**
 - See separate handout.
- Wednesday, November 30th: **Student Presentations.**
 - See separate handout.
- Friday, December 2nd: **Student Presentations.**
 - See separate handout.

Week 16: Student Presentations & Course Conclusion

- Monday, December 5th: **Student Presentations.**
 - See separate handout.
- Wednesday, December 7th: **Student Presentations.**
 - See separate handout.
- Friday, December 9th: **Last Day of Classes: Course Conclusion.**
 - Final Presentations (if necessary). Discussion of course themes & wrapping up: An outlook on American democracy.

The first duty imposed on those who now direct society is to educate democracy; to put, if possible, new life into its beliefs; to purify its mores; to control its actions; gradually to substitute understanding of statecraft for present inexperience and knowledge of its true interests for blind instincts; to adapt government to the needs of time and place; and to modify it as men and circumstances require.

A new political science is needed for a world itself quite new.

-Alexis De Tocqueville, *Democracy in America*, 1835