

POL 344: Ideology and Public Opinion, Fall 2014

Mon/Wed 4-5:20pm, Melville Library E4310

Instructor: Karyn Amira

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Office Hours: Monday 1-3 or by appointment

Course Description and Objective: This course is designed to examine contemporary political ideology and its relationship with public opinion on a variety of topics. When this course is over, you should have a better understanding of three things:

- a) The differences between the major ideologies in American politics
- b) The psychology behind ideologies
- c) How ideology does (or doesn't) make its way into aggregate public opinion

Readings: Readings can be found on blackboard online. Some are from books, some are from online articles and some are from academic journals. I have tried to minimize the latter but some are unavoidable. *I do not expect you to understand all the statistics in journal articles.* However, you should comprehend what the studies did and how they went about their research generally. *Readings will be covered on tests.*

Exams/Quizzes: There will be a midterm and a final exam (date TBD). The final will *not* be cumulative. There will also be 4 pop quizzes to make sure people are doing the readings. I will drop your lowest quiz grade. These quizzes will be very straightforward and will easily determine who did the reading and who did not.

Paper: There will be a short 5-page paper due on the last day of class. The topic is TBD. Full instructions will be given later in the course.

Grading Scale for Final Semester Grades

100-94 A	79-77 C+	59-0 F
93-90 A-	76-74 C	
89-87 B+	73-70 C-	
86-84 B	69-67 D+	
83-80 B-	66-60 D	

Assignment Percentage Breakdown:

Test I 30% Paper: 20%

Test II 30% Participation: 10%

Quizzes: 10%

** I strictly adhere to these percentages. If you hardly come to class and you get a 2/5 for participation that means 3 points off your *final* grade, which is out of 100**

Extra Credit: There will be an opportunity to participate in a research study in the Political Science department for one extra credit point **on your final grade**. If you object to participating in a research study, you may complete an alternative assignment as specified by the instructor.

Late Assignments, Incompletes, Extensions and Make-Up Exams: Late assignments will be docked 5 percent per day (half letter grade), for each day that a project is late (including weekends). There will be no

make-up exams and I will not grant incompletes in the course, except in cases of emergency or where university policy applies. Doctor's notes are expected for medical excuses. If you miss an exam without a valid excuse, you will receive a zero.

Office Hours: Having trouble? Have questions about the material? Stop by. It will be helpful.

Laptop Policy: No laptops in class. You're going to learn more this way.

Syllabus Policy: I reserve the right to make changes to the syllabus if necessary.

SCHEDULE

Mon August 25 **Introduction**

Wed. August 27 **APSA CONFERENCE- NO CLASS**

Mon Sept. 1 **LABOR DAY- NO CLASS**

Wed. Sept. 3 **Basics of Ideology, Liberalism**

- *Clinton: It Takes a Village Chapter 1, 2, 8*

Mon Sept 8 **Basics of Ideology, Conservatism**

- *Santorum: It Takes a Family Chapter 1,2,5, 14*

Wed. Sept. 10 **Alternative Ideologies: Libertarianism**

- *Rothbard: For a New Liberty: The Libertarian Manifesto, pages 1-55*

Mon Sept. 15 **Roots of Ideology: Moral Foundations Theory**

- Register at www.YourMorals.org/explore.php and take the Moral Foundations Questionnaire
Haidt and Graham: When Morality Opposes Justice

Wed. Sept 17- **Ideology from a Political Psychology Perspective**

- *Jost: The End of the End of Ideology*

Mon. Sept. 22 **Ideological Constraint and Consistency**

- *Converse: The Nature of Belief Systems in Mass Publics (up to page 246)*
http://ftp.voteview.com/The_Nature_of_Belief_Systems_in_Mass_Publics_Converse_1964.pdf

Wed. Sept. 24 **Survey Responses: How People Respond**

- *Clawson and Oxley Chapter 5*
- *Turner: A Tale of 2 Polls* http://www.npr.org/blogs/ed/2014/08/20/341668003/a-tale-of-two-polls?utm_campaign=storyshare&utm_source=twitter.com&utm_medium=social
- *Pew: A Question Wording Experiment* <http://www.people-press.org/2013/07/26/government-surveillance-a-question-wording-experiment/>
- *Sussman: Opinion Polling: A Question of What to Ask*
http://www.nytimes.com/2010/02/28/weekinreview/28sussman.html?_r=0

Mon. Sept 29 **Ideology as an Identity I: Labels and Symbolic Conservatism**

- Nunberg: *The Liberal Label* <http://prospect.org/article/liberal-label>
- Harris: *Truth and Consequences of Kerry's Liberal Label* <http://www.washingtonpost.com/wp-dyn/articles/A60419-2004Jul18.html>

Wed. Oct 1 **Ideology as an Identity II:**

- Huddy and Young: *Understanding Ideological Identity Through Personality Traits*

Mon Oct 6 **Ideologues and Motivated Reasoning I**

- Kunda: *The Case for Motivated Reasoning*

Wed. Oct 8 **Ideologues and Motivated Reasoning II**

- *How Politics Makes Us Stupid*: http://www.vox.com/2014/4/6/5556462/brain-dead-how-politics-makes-us-stupid?utm_medium=social&utm_source=facebook&utm_campaign=voxdotcom&utm_content=sunday

Mon Oct 13 **NO CLASS: STUDY FOR YOUR MIDTERM!**

Wed. Oct 15 **MIDTERM**

Mon. Oct 20 **Terror Management Theory I**

- Greenberg and Arndt: *Terror Management Theory*: https://www.uni-ulm.de/fileadmin/website_uni_ulm/iui.inst.160/Psychologie/Sozialpsychologie/19_Greenberg_Arndt_Terror_Management_Theory.pdf

Wed. Oct 22 **Terror Management Theory II**

- Rosenblatt et al: *Evidence for Terror Management Theory: The Effects of Mortality Salience on Reactions of Those Who Violate or Uphold Cultural Values*

Mon. Oct 27 **Ideology and Race I**

- Sniderman and Carmines: *The Power of Prejudice* (designated chapters on Blackboard)

Wed. Oct 29 **Ideology and Race II**

- Kinder and Mendelberg: *Race Reconsidered* pages 44-74

Mon. Nov. 3 **Ideological Polarization I: We're Not Polarized**

- Fiorina: *Culture War? The Myth of Polarized America*, Chapter 1-3

Wed. Nov 5 **Ideological Polarization II: Yes We Are**

- Abramowitz and Saunders: *Is Polarization a Myth?*

Mon. Nov 10 **Affective Polarization**

- Mooney: <http://www.motherjones.com/politics/2012/03/chris-mooney-republican-brain-science-denial?page=1>
- Alexander: <http://www.washingtonpost.com/wp-dyn/content/article/2010/02/04/AR2010020403698.html>
- Wright: <http://www.theguardian.com/commentisfree/2013/may/27/why-are-liberals-rude-to-republicans>

Wed. Nov 12 **Ideology and Media**

- *Clawson and Oxley: Chapter 3*

Mon. Nov 17 **Ideology and Media**

- *Bovitz, Druckman and Lupia: When Can News Organizations Lead Public Opinion?*

Wed. Nov 19 **Trust in Government**

- *Trust in Govt. in the 21st Century Report and Review*

Mon Nov. 24 **Trust in Government**

- *Hetherington and Rudolph: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/01/30/why-dont-americans-trust-the-government-because-the-other-party-is-in-power/>*

Wed. Nov 26 **THANKSGIVING- NO CLASS**

Mon. Dec 1 **Special Topic Voted on by Class: Birtherism/Belief that Obama is Not American**

- *Krosnick et al: Public Misunderstanding of Political Facts: How Question Wording Affected Estimates of Partisan Differences in Birtherism*

Wed. Dec 3 **Does Public Opinion Matter?**

- *Clawson and Oxley Chapter 12: Impact of Public Opinion on Policy*

University Policies

ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

AMERICANS WITH DISABILITIES ACT

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

CRITICAL INCIDENT MANAGEMENT

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

