

Comm 5418

CRN: 91283

Dr. Megan Duncan

Class: 2:30 to 5:15 p.m. Monday and Wednesday

Room: Online using Zoom. Please check the Canvas site to find the Zoom link.

Office hours: 9 to 10 a.m. Tuesdays; 3 to 4 p.m. Wednesdays – Office hours Zoom link:

<https://virginiatech.zoom.us/j/97365666263>

Important note: I have class immediately after this class ends. I won't be able to stick around to answer questions. If you have a quick question, let me know and I can answer it before class. Otherwise, visit during office hours.

Final paper due: 5 p.m. Dec. 13

Welcome to Mass Media and Public Opinion!

This course will provide students the tools needed to criticize, measure, and develop theory about the relationship between mass media and public opinion. Why do people believe what they believe? What communication strategies effectively turn public opinion? What are the effects of how news media frame public opinion? How do people's perceptions of public opinion change their own behavior? By including both discussion of the role of public opinion in a self-governing democracy as well as specific strategies to accurately measure consumer opinions, this course will blend theory and practical methodological skills to cover a wide range of public opinion polls, social behaviors emanating from perceptions of public opinion, consumer surveys, and research surveys.

Course Objectives

1. Define research terms related to public opinion
2. Distinguish the advantages and disadvantages reliance on public opinion for governing in a representative democracy
3. Distinguish the advantages and disadvantages of various methodologies for measuring public opinion
4. Critically analyze theories of public opinion and mass media
5. Develop original research questions about the connection between public opinion and mass media
6. Demonstrate ability to apply theories and methodology to answer research questions about public opinion and mass media

Required Readings

There is no requirement to purchase a text for this class. All readings will be available in Canvas or through the library. You are expected to read everything listed under "required" before each class. After

reading the material, you will submit a 1-page, double-spaced reaction paper on Canvas by 5:30 p.m. Sunday.

In this reaction paper, I expect you to engage with the readings in a thoughtful way. Yes, criticize parts of the paper you think make assumptions, fail to consider perspectives, or lack rigor. But, also take its intellectual argument seriously and consider its implications and where it might lead. Do very little summarization. This is also a space to ask questions and to bring to attention parts you would like me to discuss during our course meeting. One page double spaced isn't a lot of space, so be synthetic. And, it's OK to spill onto a second page if you need to.

Here are the guidelines for in-class reflections to get the full credit:

- They are done individually
- It should be on-topic and use classroom-appropriate ideas and language
- It should be minimum 1-page, double-spaced, Times New Roman type 11 font
- It should have your name in the file name and at the top of the page
- It should be in full-sentence, cohesive paragraph form.
- The thoughts shared should be insightful, careful, and engaged with the text. Do very little summarizing.
- You do not need to include a works cited page if you only reference the texts assigned that week or in a previous week. However, do make clear which of the texts you are referencing in the body of the paper.
- It should be YOUR WORDS. Rephrase others' ideas into your original words to help you remember the ideas and to avoid plagiarism.

Course structure

This class is entirely online. We'll meet on Zoom, the links of which are listed in the Zoom menu of our Canvas course. This is a discussion based seminar that focuses on learning and developing theory. Each course meeting will have three segments -- with breaks between. From 2:30 to 3:30 p.m., I'll lead a course discussion about the readings, their connections, and what we can learn from them. We'll also have some time to talk about a popular press article regarding public opinion and polling during this time. See below for more information. Then, we'll break until 3:35. As we get started, two students will present their "debate" on a topic raised by the readings. See section below for more information. We'll break at about 4:15 and start the third segment of the meeting at 4:25. For the final, 50 minutes, we'll talk about a topic of professionalization or methodologies.

Course recording

As you'll read below, it helps out other classmates to participate in the course if I make the recordings available. Our Zoom meetings are set to automatically record. Please remember that what you say in class is recorded. However, the recordings are not intended to go beyond the course. It is against the ethical principles of our class community to post portions or the entirety of the class recording in a public place or make it publicly available.

Participation, engagement and attendance

Your participation and engagement will be measured both in the reaction papers you prepare for the class and discussions and debates during class sessions.

Reaction papers: See the “Required Readings” section for information on my expectations for the reaction papers. To get credit for reaction papers, you need to submit the paper by 5:30 p.m. Sunday. There are no make-ups, but you do get several “two passes.” For full credit, complete **11 of the 13 reaction papers.**

Engagement: Discussion during the class also contributes to your grade. One way to earn your discussion credit is to attend live and participate respectfully by contributing your thoughts and questions to me and your classmates. This option is highly encouraged. When you show up and talk, you'll get the most out of this course.

If something prohibits you from attending live, you may contact me to get a recording of the lecture. You can earn participation points by watching the lecture asynchronously, writing a 3-page, double-spaced essay about your thoughts and contributions and submitting it.

To earn full discussion points, you must attend live or submit a post-seminar paper **13 of the 14 weeks.**

Attendance: I really, really want you to show up to discussion. Even if you haven't done the readings, or didn't turn in a reaction paper. Show up. But, this is a pandemic. And we all have lives. Hence, I do not grade attendance. If you miss class, you can still get full points for engagement by completing an alternative assignment.

Extended absence: If you need an extended absence, please contact me.

Debates

Each student will lead two debates this semester, and there will be two students leading the debates weeks 2 to 13. The debates will be about a controversy or issue of contention raised by the weekly readings. Students will sign-up for the two weeks just before the second week of classes. Students are expected to be on-camera synchronously during the weeks of their scheduled debates and should inform me immediately if that's not possible.

When it's your week to lead the debate: Check with the other student leading the debate that week. Between the two of you, it is your responsibility to choose who will represent which perspective. You do not wholeheartedly need to believe in the side you are representing during the debate. But, it's your job to be the best advocate for that perspective you can be.

Once you have decided who will present which perspective, you can either individually or collectively prepare to present a case for the perspective. This will very likely mean doing readings outside of the ones assigned for that class. However, I expect you to include trustworthy and accurate information, and to argue with intellectual honesty and ethics.

Each student leading the debate will have 15 uninterrupted minutes to present the case for the perspective. Then, the two students leading the debate are expected to lead the class in a discussion about the topic for the remainder of the time. The whole class is expected to participate in this portion of the discussion.

Students leading the debate will be graded on:

- Quality and accuracy of the information provided
- Logic and intellectual honesty of the case built for the perspective
- Organization and structure of the presentation
- Leadership while engaging the class in discussion

Research paper:

Students will apply what they have learned by completing a conference-quality manuscript that takes the format of one of the four following options:

- 1) An empirical research proposal that takes the format of a thorough introduction, literature review and proposed methodology that would investigate a question of mass media and public opinion. It should conclude with a modified version of a discussion section that addresses the theoretical and practical implications that the expected results have. I would expect this to be about 15 pages.
- 2) An empirical research paper using secondary analysis. This is a complete manuscript with results using an already available data set, but examines an original question of mass media and public opinion.
- 3) A completed manuscript using original data examining a question of mass media and public opinion. If IRB approval is required, please obtain it. I want to help you get it published, and I can't do that if you didn't get IRB approval before collecting data.

4) A methodology paper that advances how to measure public opinion. This could include concept explication, factor analysis, an improved way to use machine learning to measure content, or comparison of modalities. This could either be a proposal or a completed manuscript with results. Students who choose a proposal (Option 1 or 4) will complete the assignment individually. Students who complete a full manuscript including data analysis and results (Option 2, 3, or 4) may work with one classmate co-author.

An outline or proposal of your topic is due to me at 5 p.m. Oct. 26. A nearly completed draft is due 5 p.m. Nov. 15. A peer-review of another classmate's paper is due 5 p.m. Nov. 29. During the final class meeting Dec. 7, we'll do a 5-minute presentation on your papers. The completed paper is due to me by 5 p.m. Dec. 13.

Technology Policy:

Devices (laptops, tablets, cell phones) are a requirement for online participation and to access materials and activities. While I encourage the use of technology to aid learning, I recognize it can be a distraction. Students who are not engaged with the course material will be asked to return to the objective at hand. As employees or freelancers, you will be expected to use technology responsibly in meetings or at work. Now is the time to practice that. Students who disrupt others will be asked to leave the Zoom meeting.

Course Grades:

Grades for the course will be calculated based on reaction papers, discussion engagement, debates and a final paper. You can keep track of your grades on Canvas.

Category	Available	Dropped	Percent of final grade
Reaction papers	12	2	15
Discussion engagement	14	1	25
Debates	2	0	25
Research paper	1	0	35

Grade calculation

	A 92.5-100	A- 90.0-92.49
B+ 87.0-89.99	B 83.0-86.99	B- 80.0-82.99
C+ 77.0-79.99	C 73.0-76.99	C- 70.0-82.99
D+ 67.0-69.99	D 63.0-63.99	D- 60.0-62.99

F lower than 60.0		
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Virginia Tech Honor Code:

The Undergraduate Honor Code pledge that each member of the university community agrees to abide by states:

"As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code. For additional information about the Honor Code, please visit: <https://www.honorsystem.vt.edu/>

*** Any suspected Honor Code violations will be reported to the Honor System.***

Your written assignments may be reviewed through the University's plagiarism prevention and detection software called Turnitin- Feedback Studio, which is a resource designed to detect and prevent plagiarism. This software is a tool that works by cross-referencing submitted materials with journals, essays, newspaper articles, papers, books, the internet, and other literary works. Turnitin-Feedback Studio does not identify all forms of plagiarism. The software also does not replace my judgement regarding what constitutes plagiarism.

All assignments submitted shall be considered "graded work" and all aspects of your coursework are covered by the Honor Code. All projects and homework assignments are to be completed individually unless otherwise specified.

Commission of any of the following acts shall constitute academic misconduct. This listing is not, however, exclusive of other acts that may reasonably be said to constitute academic misconduct.

Clarification is provided for each definition with some examples of prohibited behaviors in the Undergraduate Honor Code Manual located at <https://www.honorsystem.vt.edu/>

A. CHEATING

Cheating includes the intentional use of unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise, or attempts thereof.

B. PLAGIARISM

Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work, or attempts thereof.

C. FALSIFICATION

Falsification includes the statement of any untruth, either verbally or in writing, with respect to any element of one's academic work, or attempts thereof.

D. FABRICATION

Fabrication includes making up data and results, and recording or reporting them, or submitting fabricated documents, or attempts thereof.

E. MULTIPLE SUBMISSION

Multiple submission involves the submission for credit—without authorization of the instructor receiving the work—of substantial portions of any work (including oral reports) previously submitted for credit at any academic institution, or attempts thereof.

F. COMPLICITY

Complicity includes intentionally helping another to engage in an act of academic misconduct, or attempts thereof.

G. VIOLATION OF UNIVERSITY, COLLEGE, DEPARTMENTAL, PROGRAM, COURSE, OR FACULTY RULES

The violation of any University, College, Departmental, Program, Course, or Faculty Rules relating to academic matters that may lead to an unfair academic advantage by the student violating the rule(s).

If you have questions or are unclear about what constitutes academic misconduct on an assignment, please speak with me. I take the Honor Code very seriously in this course. The normal sanction I will recommend for a violation of the Honor Code is an **F*** sanction as your final course grade. The **F** represents failure in the course. The “*” is intended to identify a student who has failed to uphold the values of academic integrity at Virginia Tech. A student who receives a sanction of **F*** as their final course grade shall have it documented on their transcript with the notation “FAILURE DUE TO ACADEMIC HONOR CODE VIOLATION.” You would be required to complete an education program administered by the Honor System in order to have the “*” and notation “FAILURE DUE TO ACADEMIC HONOR CODE VIOLATION” removed from your transcript. The “F” however would be permanently on your transcript.

Accommodations:

Accommodation recommendations from the Dean's office for ANY documented learning need (the Dean's office supplies such paperwork) will be honored. Please notify me in person by the second week of class to discuss how I can ensure that you have a comfortable and reasonable learning environment.

Any student who has been confirmed by the University as having accommodations for learning must notify me in person by the second week of class so that we can work together to ensure your learning needs are met. For more information about accommodations, please go to the **Services for Students with Disabilities** office website: <http://www.ssd.vt.edu/>

Academic Support Services:

Any student needing academic support should investigate the University's services at <http://www.studentsuccess.vt.edu/index.html>

For complete information on student services at Virginia Tech, please see: <http://www.dsa.vt.edu>.

Inclusion and support

I will honor your request to address you by your chosen name and pronouns. Please advise me of this early in the semester.

I respect and honor your cultural and religious holidays. If you have a religious or cultural observance that will coincide with this class, please let me know in an email or Zoom office hour meeting by the start of the third week of classes. For example, our Final Exam was scheduled by the university for the start of Hanukkah. I can see where that might cause conflict for some students, and I will make accommodations.

I want you to feel able to share your life experiences in classroom discussions and written work. I want you to trust that I will keep any information you share private. Please be aware that I do have a mandatory reporting responsibility related to my role as a faculty member. This means I am required to share information regarding sexual misconduct or information about a crime that may have occurred on campus with the university Title IX Coordinator.

Pandemic statement

We're having a semester during a pandemic. Things are not normal, and I recognize that. I haven't been as productive. My home office isn't perfect for doing work. You might have concerns that prevent you from doing your best. Get in touch. I don't need to know details. But, I do need to know what you need to be supported and what I can do to help you get back on track when appropriate. Your work this semester might not reflect who you are as a scholar. Grant yourself some grace. I'll do the same.

Course Schedule

The tentative course schedule is below. For the most up-to-date information on the schedule, visit:

Meeting	Date	Topic	Debate	Professionalization/Methodology
1	Aug. 24	Syllabus		Look at MAPOR/AAPOR/WAPOR conferences
		Barnhurst Reading in the social sciences		https://www.npr.org/2019/04/03/709567750/radically-normal-how-gay-rights-activists-changed-the-minds-of-their-opponents

		Herbst, Susan. "The History and Meaning of Public Opinion." In New Directions in Public Opinion.		
2	Aug. 31	Foundations of public opinion	Is an informed public an illusion?	Asking good questions
		https://www.nytimes.com/roomfordebate/2015/11/30/does-polling-undermine-democracy		https://www.cjr.org/q_and_a/danielle-kilgo-protest-coverage.php
		Graber, D. A. (2006). Government by the people, for the people—twenty-first century style. <i>Critical Review</i> , 18(1-3), 167-178.		
		James N. Druckman. Pathologies of studying public opinion, political communication, and democratic responsiveness. <i>Political Communication</i> , 31(3):467–492, August 2014.		
		Althaus, S. L. (2006). False starts, dead ends, and new opportunities in public opinion research. <i>Critical Review</i> , 18(1-3), 75-104.		
		Fishkin, J. S. (2006). Beyond polling alone: the quest for an informed public. <i>Critical Review</i> , 18(1-3), 157-165.		
3	Sep. 14	Creating opinions		What makes a good survey?
		Habel, Phillip. D. 2012. Following the Opinion Leaders? The Dynamics of Influence Among Media Opinion, the Public, and Politicians. <i>Political Communication</i> , 29(3), 257-277.		https://www.npr.org/2019/07/18/743195213/facts-arent-enough-the-psychology-of-false-beliefs
		Leeper, T. J., & Slothuus, R. (2017). Can citizens be framed? how information more than emphasis changes opinions. Unpublished working paper.		
		Bennett, W. L. (2003). The burglar alarm that just keeps ringing: A response to Zaller. <i>Political Communication</i> , 20(2), 131-138.		
		Mutz, D. C., & Soss, J. (1997). Reading public opinion: The influence of news coverage on perceptions of public sentiment. <i>Public Opinion Quarterly</i> ,		

		431-451.		
		Zaller, J. R. (1992). The nature and origins of mass opinion. Cambridge university press. Chapter 3 (e-book available from library).		
4	Sep. 21	Agenda setting, framing	What's the most accurate picture of public opinion: Media, polls, protest or voting?	IRBs and ethics
		https://theconversation.com/riot-or-resistance-how-media-frames-unrest-in-minneapolis-will-shape-publics-view-of-protest-139713		
		Chong, Dennis, and James N. Druckman. 2007. "Framing Public Opinion in Competitive Democracies." <i>American Political Science Review</i> 101(4): 637-655.		
		Druckman, J. N. and Nelson, K. R. 2003. Framing and deliberation: How citizen conversation limits elite influence. <i>American Journal of Political Science</i> , 47, 729-745		
		Moy, P., & Rinke, E. M. (2012). Attitudinal and behavioral consequences of published opinion polls. In <i>Opinion Polls and the Media</i> (pp. 225-245). Palgrave Macmillan, London.		
		Searles, Kathleen and Glen Smith. 2016. "Who's the Boss? Setting the Agenda in a Fragmented Media Environment," <i>International Journal of Communication</i> 10: 2074-95.		
5	Sep. 28	How news media reports on polls	Is horse race coverage good or bad?	Survey writing I
		Patterson, Thomas E. 2016. "News Coverage of the 2016 Presidential Primaries: Horse Race Reporting Has Consequences."		https://journalistsresource.org/studies/politics/ads-public-opinion/margin-error-journalists-surveys-polls/

		Toff, Benjamin. 2019. The 'Nate Silver effect' on political journalism: Gatecrashers, gatekeepers, and changing newsroom practices around coverage of public opinion polls, <i>Journalism</i> 20 (7): 873-889.		
		Searles, Kathleen, Martha Humphries Ginn, and Jonathan Nickens. 2016. "For Whom the Polls Airs: Comparing Poll Results to Television Poll Coverage," <i>Public Opinion Quarterly</i> 80 (4), 943-963.		
		Kim, H. (2016). Perception and emotion: The indirect effect of reported election poll results on political participation intention and support for restrictions. <i>Mass Communication & Society</i> , 18(3), 303– 324. doi:10.1080/15205436.2014.945650		
		Perryman, M. R., Foley, J., & Wagner, M. W. (2020). Is Bad News Biased? How Poll Reporting Affects Perceptions of Media Bias and Presumed Voter Behavior. <i>International Journal of Communication</i> , 14, 21.		
6	Oct. 5	Social media as public opinion	Does the media tell us what to think?	Survey writing II
		Lukito, Josephine, Jiyoun Suk, Yini Zhang, Larissa Doroshenko, Sang Jung Kim, Min-Hsin Su, Yiping Xia, Deen Freelon, Chris Wells. 2019. "The Wolves in Sheep's Clothing: How Russia's Internet Research Agency Tweets Appeared in US News as Vox Populi," <i>The International Journal of Press/Politics</i> , Online First.		
		Zhang, Yini, Dhavan Shah, Jordan Foley, Aman Abhishek, Josephine Lukito, Jiyoun Suk, Sang Jung Kim, Zhongkai Sun, Jon Pevehouse,		

		Christine Garlough. 2019. Whose Lives Matter? Mass Shootings and Social Media Discourses of Sympathy and Policy, 2012–2014 Journal of Computer-Mediated Communication, 24(4): 182–202		
		Deen Freelon, Lori Lopez, Meredith Clark, & Sarah Jackson. 2018. How Black Twitter and other social media communities interact with mainstream media.		
		McGregor, S. C. (2019). Social media as public opinion: How journalists use social media to represent public opinion. Journalism, 20(8), 1070-1086.		
		McGregor, S. C. (2020). "Taking the Temperature of the Room" How Political Campaigns Use Social Media to Understand and Represent Public Opinion. Public Opinion Quarterly.		
7	Oct. 12	Social movements and social media	Is online advocacy worthwhile?	Types of samples
		Freelon, Deen, Charlton D. McIlwain, Meredith D. Clark. 2016. Beyond the Hashtags: #Ferguson, #Blacklivesmatter, and the online struggle for offline justice," Center for Media and Social Impact.	https://www.vox.com/the-goods/21359098/social-justice-slideshow-s-instagram-activism	
		Tufekci, Z., & Freelon, D. (2013). Introduction to the special issue on new media and social unrest.		
		https://www.pewresearch.org/internet/2018/07/11/public-attitudes-toward-political-engagement-on-social-media/		
		Howard, P. N., Duffy, A., Freelon, D., Hussain, M. M., Mari, W., & Maziad, M. (2011). Opening closed regimes: what was the role of social media during the Arab Spring?. Available at SSRN 2595096.		
		Jang, S. M., Park, Y. J., & Lee, H. (2017). Round-trip agenda setting: Tracking the		

		intermedia process over time in the ice bucket challenge. Journalism, 18(10), 1292-1308.		
8	Oct. 19	Knowledge gaps and political knowledge	Are people's opinions sincerely held or performative?	Working with vendors
		Jerit, J. (2009). Understanding the knowledge gap: The role of experts and journalists. The Journal of Politics, 71(2), 442-456.		
		TBA		
		Prior, M., Sood, G., & Khanna, K. (2015). You cannot be serious: The impact of accuracy incentives on partisan bias in reports of economic perceptions. Quarterly Journal of Political Science, 10(4), 489-518.		
		Hindman, D. B. (2012). Knowledge gaps, belief gaps, and public opinion about health care reform. Journalism & Mass Communication Quarterly, 89(4), 585-605.		
		Delli Carpini, M. X. (2000). In search of the informed citizen: What Americans know about politics and why it matters. The Communication Review, 4(1), 129-164.		
9	Oct. 26	Cognitive dissonance, confirmation bias, motivated reasoning	Can we change our minds?	Survey modality
		Nir, L. (2011). Motivated reasoning and public opinion perception. Public Opinion Quarterly, 75(3), 504-532.		
		Eagly, A. H., Nater, C., Miller, D. I., Kaufmann, M., & Sczesny, S. (2019). Gender stereotypes have changed: A cross-temporal meta-analysis of US public opinion polls from 1946 to 2018. American Psychologist.		
		Bolsen, T., Druckman, J. N., & Cook, F. L. (2014). The influence of partisan motivated reasoning on public opinion. Political Behavior, 36(2), 235-262.		
		Renshon, J., Lee, J. J., & Tingley, D.		

		(2014). Physiological arousal and political beliefs. <i>Political Psychology</i> .		
		Redlawsk, D. P. (2002). Hot cognition or cool consideration? Testing the effects of motivated reasoning on political decision making. <i>The Journal of Politics</i> , 64(4), 1021-1044.		
10	Nov. 2	Filter bubbles, selective exposure, selective expression	Filter bubbles: Myth or reality? Analyzing data I	
		Kim, Young Mie. 2009. "Issue Publics in the New Information Environment: Selectivity, Domain Specificity, and Extremity." <i>Communication Research</i> 36:2 (April): 254-84.		
		Perryman, M. R. (2020). Where the Other Side Gets News: Audience Perceptions of Selective Exposure in the 2016 Election. <i>International Journal of Public Opinion Research</i> , 32(1), 89-110.		
		Knobloch-Westerwick, S., and Meng, J. 2009. "Looking the Other Way: Selective Exposure to Attitude-Consistent and Counterattitudinal Political Information." <i>Communication Research</i> 36:3, 426-448.		
		Garrett, R. K., Gvirsman, S. D., Johnson, B. K., Tsfati, Y., Neo, R., & Dal, A. (2014). Implications of pro-and counterattitudinal information exposure for affective polarization. <i>Human Communication Research</i> , 40(3), 309-332.		
		Shin, J., & Thorson, K. (2017). Partisan selective sharing: The biased diffusion of fact-checking messages on social media. <i>Journal of Communication</i> , 67(2), 233-255.		
11	Nov. 9	Correcting beliefs and backfires	Does fact-checking journalism do more harm than good?	Analyzing data II
		Vraga, E. K., & Bode, L. (2018). I do not believe you: how providing a source corrects	https://www.npr.org/2019/07/18/743	

		health misperceptions across social media platforms. <i>Information, Communication & Society</i> , 21(10), 1337-1353.	195213/facts-are-not-enough-the-psychology-of-false-beliefs	
		Flynn, D. J., Nyhan, B., & Reifler, J. (2017). The nature and origins of misperceptions: Understanding false and unsupported beliefs about politics. <i>Political Psychology</i> , 38, 127-150.		
		Thorson, E. (2016). Belief echoes: The persistent effects of corrected misinformation. <i>Political Communication</i> , 33(3), 460-480.		
		Wood, T., & Porter, E. (2019). The elusive backfire effect: Mass attitudes' steadfast factual adherence. <i>Political Behavior</i> , 41(1), 135-163.		
		https://www.washingtonpost.com/news/politics/wp/2017/04/04/the-web-of-conspiracy-theorists-that-was-ready-for-donald-trump/		
		Han, J., & Yzer, M. (2019). Media-induced misperception further divides public opinion: A test of self-categorization theory of attitude polarization. <i>Journal of Media Psychology: Theories, Methods, and Applications</i> .		
12	Nov. 16	What other people think: perceptions of public opinion: presumed influence and hostile media effect		Writing your argument
		Gunther, A. C. (1998). The persuasive press inference: Effects of mass media on perceived public opinion. <i>Communication Research</i> , 25, 486–504. doi:10.1177/009365098025005002		
		Scheufele, D. A., & Eveland Jr, W. P. (2001). Perceptions of 'public opinion' and 'public' opinion expression. <i>International Journal of Public Opinion Research</i> , 13(1), 25-44.		
		Neubaum, G., & Krämer, N. C. (2017). Opinion climates in social media: Blending mass and interpersonal communication. <i>Human Communication Research</i> , 43(4), 464-476.		

		Vraga, E. K., & Tully, M. (2015). Media literacy messages and hostile media perceptions: Processing of nonpartisan versus partisan political information. <i>Mass Communication and Society</i> , 18(4), 422-448.		
		Gunther, A. C., & Chia, S. C. Y. (2001). Predicting pluralistic ignorance: The hostile media perception and its consequences. <i>Journalism & Mass Communication Quarterly</i> , 78(4), 688-701.		
13	Nov. 30	Corrective action hypothesis vs. spiral of silence	Should you get into a Twitter fight?	Writing your methodology
		Hayes, A. F. (2007). Exploring the forms of self-censorship: On the spiral of silence and the use of opinion expression avoidance strategies. <i>Journal of Communication</i> , 57(4), 785-802.		
		Moy, P., Domke, D., & Stamm, K. (2001). The spiral of silence and public opinion on affirmative action. <i>Journalism & Mass Communication Quarterly</i> , 78(1), 7-25.		
		McDevitt, M., Kiousis, S., & Wahl-Jorgensen, K. (2003). Spiral of moderation: Opinion expression in computer-mediated discussion. <i>International Journal of Public Opinion Research</i> , 15(4), 454-470.		
		Nekmat, E. (2019). Polls Versus Commenters: Effects of Cross-Cutting Opinion Climates on Cross-Platform Opinion Expression. <i>International Journal of Communication</i> , 13, 21.		
		Duncan, M., Pelled, A., Wise, D., Ghosh, S., Shan, Y., Zheng, M., & McLeod, D. (2020). Staying silent and speaking out in online comment sections: The influence of spiral of silence and corrective action in reaction to news. <i>Computers in Human Behavior</i> , 102, 192-205.		
14	Dec. 7	Last class - Research presentations		Deciding what conference and journal to submit to