**Antalya Bilim University**

**POLS 325 Public Opinion and Political Behavior**

**Fall 2019**

Class time: Tuesday 10.00-12.00 a.m. (A2-93)

Thursday: 10.00-11.00 a.m. (A2-91)

Office hours: Thursday 13.30—14.30 p.m.

Cerem I. Cenker-Özek

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(A2-70)

This course inquires into mechanisms through which citizens’ political opinions and behaviors influence politics. Do democratic regimes need better-informed and more competent citizens than other types of political regimes? Where do political opinions come from? How does political opinion translate into political behavior? These are some interesting questions we will be exploring this semester.

The course is organized into two components. In the first component, we focus on the meaning and the relevance of public opinion in politics. Factors that motivate political opinion are also discussed in this component. Alternatively, in the second component, we question the ways different opinions translate into different political behaviors. Attitudinal and behavioral underpinnings of both conventional and unconventional political participation guide the discussions in this component.

Though the study of public opinion and political behavior is a central theme in our discipline, it has become the more relevant with the advent of the recent populist wave of democratic backsliding. The course’s account for the present populist context, which interacts with citizens’ opinions and behaviors in different polities across the globe, encourages students to engage in the most recent debates in the field. In this vein, students are expected to actively follow the weekly discussion materials and form an opinion about them ☺.

**Course book:**

There is also a course reader for this course, which is available in the ABU Copy Center, titled POLS 325.

**Expectations & Requirements:**

1. **Attendance & Participation (%10)**: Attendance is COMPULSORY in this course. Students who miss more than %70 of the course fail the course automatically. Besides the attendance, the students are also expected to come to class prepared and actively participate in the weekly discussions.
2. **Mid-term (30%):** Students will have one mid-term exam throughout the semester, which constitutes 30% of the overall grade. Midterm will base on ALL the course material we cover until the exam date.
3. **Discussion leadership (20%):** We will dedicate one of our weekly classes to student-led discussion seminars. Students are expected to work in pairs for this exercise and lead the class discussion based on the below indicated weekly discussion materials. They are welcomed to use relevant, additional material for this purpose. The grading for this component depends on the quality of the discussion, which is defined in terms of i. a thorough understanding of the weekly subject and the discussion material; ii. an ability to relate the weekly subject to discussion material; iii. an ability to organize an engaging presentation; and iii. the observed students’ engagement (a function of students’ involvement and questions).
4. **Final exam (40%):** Students will have one final exam at the end of the semester, which makes 40% of your overall grade. The majority of the final exam questions base on the course material we cover after the midterm exam.

**Expected Student Conduct in the Classroom**

The expected student conduct in the classroom includes and not limited to:

* Coming to class on time and not leaving the class early without prior permission of the instructor.
* Focusing carefully on the course and avoiding engaging in not-class related activities such as checking e-mails from laptops/cell phones, reading not-class related materials such as newspapers and magazines, engaging in side conversations.
* Students are expected to behave mindful about the instructor as well as the fellow students while asking questions and making comments. They should request permission from the instructor before asking a question or making a comment. Also, they should respect other student’s right to ask questions/make comments.
* Students are expected to behave mindful about the physical environment as well. They should be careful not to trash the classroom. Students should clean up their garbage before leaving the classroom.
* Students should make sure they turn off their cell phones during the class time and they should use their laptops only for class-related purposes.

**Course Schedule**

**WEEK 1. (16-20 September) The Basics**

Clawson A.R. & Oxley Z.M. (2013) *Public Opinion: democratic ideals, democratic practice*, Chapter 1. Sage Publications.

Recommended:

Berelson, Bernard. Democratic Theory and Public Opinion, *Public Opinion Quartely*, Fall 1952, 314-330.

**WEEK 2-5. (23 Sep.-18 Oct.) Citizens’ competence**

Dalton, Russell J. 2013. *Citizen Politics: Public Opinion and Political Parties in Advanced Industrial Democracies*, Chapter 2, Chatnam House Publishers.

***Discussion materials:*** The Coming Democratic Schism, *New York Times* <https://www.nytimes.com/2014/07/16/opinion/thomas-edsall-a-shift-in-young-democrats-values.html>

How Millenials today compare with their grandparents 50 years ago <https://www.pewresearch.org/fact-tank/2018/03/16/how-millennials-compare-with-their-grandparents/>

Hugh Evans, TEDx Talk. What does it mean to be a citizen of the world?

<https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world?language=en>

**Recommended:**

Converse, Philip E. 2000. Assessing the Capacity of Mass Electorates. *Annual Review of*

*Political Science* 3: 331-53.

Converse, Philip E. 2006 Democratic theory and electoral reality, *Critical Review*, 18:1-3, 297-329, DOI: 10.1080/08913810608443662

Jerit, Jennifer, Jason Barabas, and Toby Bolsen. 2006. Citizens, Knowledge, and the Information Environment*. American Journal of Political Science*, 50(2): 266-282.

**WEEK 6-7 (21 Oct.-1 Nov.) What motivates political opinion?**

Peter Mair. (2007) *Left-right orientations* in in The Oxford Handbook of Political Behavior, (eds). Russell Dalton & Hans-Dieter Klingemann, 206-223.

Clawson A.R. & Oxley Z.M. (2013) *Public Opinion: democratic ideals, democratic practice*, Chapter 6 “Pluralistic roots of public opinion: personality, self-interest, values and history”. Sage Publications.

Stolle, Dietlind. (2007) *Social Capital* in The Oxford Handbook of Political Behavior, (eds). Russell Dalton & Hans-Dieter Klingemann, 655-575.

***Discussion materials:*** Christian Welzel. Moral Progress: Expanding the Human Mind, TEDx Talk,  <https://www.youtube.com/watch?v=qesLGw23_zQ>

“Bowling alone”, An interview with Robert Putnam about America's collapsing civic life. <http://xroads.virginia.edu/~HYPER/DETOC/assoc/aahe.html>

**Recommended:**

Gerber, Alan S., Gregory A. Huber, and Ebonya Washington. 2010. “Party Affiliation, Partisanship,

and Political Beliefs: A Field Experiment.” *American Political Science Review* 104 (November):

720-44. <http://dx.doi.org/10.1017/S0003055410000407>.

Brader, Ted, Nicholas A. Valentino, and Elizabeth Suhay. 2008. “What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat.” *American Journal of Political Science* 52(4): 959-978.

**WEEK 8. MIDTERM (4-8 Nov.)**

**WEEK 9-12 ( 11Nov.-6 Dec.)Political participation**

**\*Conventional political participation: Voting and the Campaign Activity**

Pippa Norris.(2002) *Democratic Phoenix*, Chapter 5 “*Who Votes*?”, 83-103.Cambridge University Press

**\*Unconventional political participation: Protest Politics and the Internet**

Dalton, R.J. (2000). Citizen attitudes and political behavior. *Comparative Political Studies,* *33*, 912-940.

Pippa Norris.(2002) *Democratic Phoenix*, Chapter 10 “*New Social Movements, Protest politics, and the Internet?*”, 188-215.Cambridge University Press

**Discussion materials:** Electoral Integrity Project**.** Electoral integrity worldwide: New Report (May 2019) <https://static1.squarespace.com/static/58533f31bebafbe99c85dc9b/t/5ce60bd6b208fcd93be49430/1558580197717/Electoral+Integrity+Worldwide.pdf>

Robert M. Bond. et.al. 2012. A 61-million-person experiment in social influence and political mobilization. *Nature*. September 13; 489(7415): .doi:10.1038/nature11421.

Tell me more: Resilience and Hope. Christina Greer and Zerlina Maxwell. Tufts University podcast.

<https://now.tufts.edu/articles/tell-me-more-resilience-and-hope>

Zeynep Tüfekçi. TEDx Talk: Online social change: easy to organize, hard to win

<https://www.ted.com/talks/zeynep_tufekci_how_the_internet_has_made_social_change_easy_to_organize_hard_to_win?language=en>

**Recommended:**

Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. “Beyond SES: A Resource

Model of Political Participation.” *American Political Science Review* 89 (June): 271-94

Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. “Social Pressure and

Voter Turnout: Evidence from a Large-Scale Field Experiment.” *American Political Science Review* 102:33-48.

Brader, Ted. 2005. “Striking a Responsive Chord: How Political Ads Motivate and Persuade

Voters by Appealing to Emotions.” American Journal of Political Science 49:388-405.

Bolzendahl, C.and Coffe, H. (2013). Are ‘good” citizens ‘good’ participants? Testing citizenship norms and political participation across 25 nations. *Political Studies,* *61*(1), 45-65.

La Due Lake, R. and Huckfeldt, R. (1998). Social capital, social networks and political participation. *Political Psychology,* *19* (3), 567-584.

**WEEK 13-14 (9 Dec.-20 Dec.) Contemporary debates on democracy, public opinion and participation: considering the populist backlash**

Jacques Rupnik. From democracy fatigue to populist backlash. *Journal of Democracy*, Johns Hopkins University Press, 2007, 18 (4), pp.17-25. ffhal-01021691f

Eva Anduiza, Marc Guinjoan and Guillem Rico. (2019) Populism, participation, and political equality. *European Political Science Review*, 11: 1, 109–124 doi:10.1017/S1755773918000243

**Discussion materials:** Levin, Sam. 2017. “’Legitimized in their Hatred’: A Weekend of Violence in Trump’s America.” *The Guardian.* 31 May. <https://www.theguardian.com/us-news/2017/may/31/portland-train-stabbing-racial-violence-trump-america>

Cas Mudde - Populism in the Twenty-First Century: An Illiberal Democratic Response to Undemocratic Liberalism <https://www.sas.upenn.edu/andrea-mitchell-center/cas-mudde-populism-twenty-first-century>