

201: Political Behavior

Winter 2005

M W 12:30-2:18

0248 Townshed Hall

Instructor: Jennifer Moyer

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Office Hours:

M 5:30-6:15p Main Library

M 8:45-9:30p Starbucks

W 5:30-6:15p Main Library

R 11-12 Starbucks

Welcome to Political Behavior! I hope to have a great class this quarter. I intend for this class to be very challenging, yet exciting and interesting. I think how we develop our political personas and what that means for our political system as a whole is fascinating, and I hope to convey that to you. This class is about learning the who you are politically, how you got to be that way, and what that means when you go to participate or politicians try to understand what you're thinking. Of course, politics isn't just about one person, so hopefully we'll also learn how these processes also work for others, and what happens when many people's political personas get intertwined.

Grading:

Exam 1: 20%

Exam 2: 20%

Exam 3: 25%

Daily Questions: 15%

Participation/Attendance: 20%

Plus there will be a tiny bit of extra credit, 2%. Political science graduate students often do experiments for their dissertation, and you can help. More details will be offered later.

Exams: You will be tested on both the readings and the lecture material. The exams will be comprised of five parts. The first part will concern current events, and will quiz you on popular political figures and issues we have discussed in class, as related to political behavior. The second part will be a terms section, where you will choose a 6 out of 10 to define. The third part will be short answer, which should be answered by about a paragraph or so. You will answer 3 out of 4 offered. The fourth part will be an essay, 1 to be chosen out of 3. The fifth part will be a couple of extra credit questions. Exam #3 will be cumulative.

Exam Make-ups: Make-up for Exams #1 and #2 will be held right after Exam #3, during final week. If you have a final immediately following your exam in this class, you must provide proof and then you can take the make-up exam at another, pre-arranged time and date during exam week. The make-up exam will be harder than the regular exams. I will be the judge of if your excuse for not taking the exam during the regular time is a valid reason for missing the exam and therefore able to take the make-up. Basically, it is better to take the exam during the regular time.

Daily Questions: I will ask a daily question which has to do with the readings. The grade for daily questions will be based on how many you get correctly out of the total number offered. The daily questions will be asked during class, so you obviously cannot answer the question if you aren't there. You can make up **one** daily question. You must contact me about making up the daily questions.

Participation: About a third of each class will be discussion. The discussion will be based on our readings as well as your own opinions. You cannot participate if you are not in class, and so I will take attendance daily. Your participation grade will be very low if you just attend, however. Discussion requires talking in class. Don't be afraid! ☺ We are all here to learn.

Extra Credit Papers: You have the option to do an extra credit paper that can replace ONE of your exams. The paper should be between 5-7 pages in length. The extra credit paper will not count if it is of a lower grade than the exam grade you are hoping to replace, presumably the lowest one. You can only do one extra credit paper.

Paper #1 Topic: DUE JANUARY 31, CLASS TIME. What is political behavior? How is it measured? Define individual and aggregate level public opinion. Give an example of a way that the public is given information that concerns political behavior or public opinion that is deceiving in nature (one not offered in class.) When is each level of analysis appropriate? Find a really survey that has been conducted in the last 2 years, print it out, and explain why 3 or 4 of the questions asked in the survey are good or bad questions.

Paper #2 Topic: DUE FEBRUARY 23, CLASS TIME. Where do we get our political information from? Is this objective information? How do we use it or pass it on? What role does the media play in acquiring political information? (Go into types of media.) What role do politicians play in acquiring political information? Is there a better way for us to get political information? If so, what is it?

Paper #3 Topic: DUE MARCH 9, CLASS TIME. What does public opinion really mean? Is public opinion based on education, rationality? If not, what is it based on? How do legislators measure it? Should they follow it or not, and in what situations? Why might we respect politicians more if they do not follow public opinion? Do we reward or punish legislators who follow public opinion?

Texts:

There is one text for the class. It has been ordered at all the regular bookstores.

American Public Opinion, Its Origin, Context, and Impact by Robert Erikson and Erik Tedin, 7th edition. **MAKE SURE THAT IT IS THE 7TH EDITION.**

I also very strongly recommend that you get one of those U.S. Government Quick Study Academic laminated folders.

Most of your readings will be coming from the Erikson and Tedin text, but there are three readings that will not be in the book and available on the library's electronic reserve. Please ask me if you do not know how to access electronic reserve.

ET=Erikson and Tedin text

Class Schedule

PART 1, WHAT IS POLITICAL BEHAVIOR AND HOW DOES IT FORM?

January 3: The Syllabus, No Class

January 5: Introductions, Syllabus, The Basics of Politics

January 10: What is Political Behavior?

Reading: ET Chapter 1

January 12: The Importance of the Data

Reading: ET Chapter 2

January 17: Martin Luther King Jr. Holiday, No Class

January 19: Microlevel Data

Readings: ET Chapter 3

January 24: Macrolevel Data

Readings: ET Chapter 4

Page and Shapiro, The Rational Public, 2 Chapters

January 26: Exam #1

PART 2: HOW DOES PUBLIC OPINION FORM?

January 31: Political Socialization-Growing Up and Group Influences

Readings: ET Chapter 5

Niemi and Jennings, Issues and Inheritance of Party ID, AJPS article

EXTRA CREDIT PAPER #1 DUE

February 2: Group Differences- Race, Ethnicity, Religion, Gender, etc

Readings: ET Chapter 7

Verba, Brady and Scholzman, Voice and Equality, 3 Chapters

February 7: The Limits of Public Opinion and Heuristics

Readings: Converse, The Nature of Belief Systems in Mass Public, 1 Chapter

Lupia, McCubbins, and Popkin, Elements of Reason, 3 Chapters

February 9: News Media and Political Behavior Part 1, Priming and Framing

Readings: ET Chapter 8

Iyengar and Kinder, News That Matters, 1 Chapter

February 14: News Media and Political Behavior Part 2, Advertising v Coverage, and Types of Coverage

Readings: Ansolabehere and Iyengar, Going Negative, 2 Chapters

February 16: Interest Groups and Public Opinion

Readings: ET Chapter 11

February 21: Exam #2

PART 3: HOW IS POLITICAL BEHAVIOR AND PUBLIC OPINION ACTUALIZED?

February 23: Representatives and Public Opinion

Readings: ET Chapter 10

Fenno, Homestyle, 2 Chapters

EXTRA CREDIT PAPER #2 DUE

February 28: Elections and Public Opinion, The Who and How of Forms of Participation

Readings: ET Chapter 9
Carmines and Stimson, Two Faces of Issue Voting, APSR article

March 2: More on Politicians and Political Behavior

Readings: Page and Shapiro, Effects of Public Opinion on Policy, APSR article
Stimson, MacKuen, and Erikson, Dynamic Representation, APSR article

March 7: Democratic Stability and Political Behavior, Trusting Government

Readings: ET Chapter 6
Putnam, Bowling Alone, JD article

March 9: Democracy in General and Political Behavior and Wrapping Up

Readings: ET Chapter 12
Key, Public Opinion and the Decay of Democracy

EXTRA CREDIT PAPER #3 DUE

Exam Week: March 14-17

Disability Info:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Information from the Counseling and Consultation Office that some students may find helpful:

The social, emotional, and academic concerns that occur occasionally in everyone's life can generate conflicts and questions. Such concerns can make it difficult for a person to function in a satisfying manner, in class and otherwise. If you need help, there are places and people that can help.

Contact Information:
Younkin Success Center
1640 Neil Avenue, 4th Floor
Columbus, Ohio 43201
Phone: 614-292-5766, FAX: 614-688-3440

Academic Honesty:

Do not cheat, it is bad for you. The University Rule for this is 3335-31-02. Please understand that if any of these rules are violated, I will take appropriate action. I want YOUR ideas, not something from someone else, a test file of some sort, or an internet posting! I WILL TAKE ACTION IF I DISCOVER CHEATING IN ANY FORM.

Contacting Me:

The very best way to get a hold of me is through my office hours. You may also email me, but do not expect an immediate response as I usually will only check once a day. If you have a question regarding the material or understanding a concept, bring it up in class. Chances are good you aren't the only one with the question, so we can all learn. If it is an emergency, please call the phone number on the syllabus. It is a direct line. Don't be afraid to use it.

Review Material

Terms to know:

| | | |
|----------------------------------|----------------------------|-----------------------------|
| Divided government | Symbolic representation | Congressional Lawmaking |
| Descriptive representation | Substantive representation | Electoral College |
| Hueristics | Reciprocity | Logrolling |
| Margin of error | Norm/Folkway | Resident |
| Lobbying | Citizenship | Interest Group |
| Geographic constituency | Demographic Constituency | Separation of Powers |
| Gerrymandering | Electoral Connection | Caucus |
| Democratic Party | Divided Chamber | Republican Party |
| Civil Liberties | Civil Rights | Minority Group |
| Selective/material Benefits | Solidary Benefits | Purposive Benefits |
| Informational Benefits | Collective Action Problem | Libel |
| Conservative Coalition | Slander | Specialization |
| de facto/de jure laws | affirmative action | Civil Rights Amendments |
| Majority Party | Progressive Era | Select Committee |
| Prohibition | Federalist Party | Astroturf Lobbying |
| Political Socialization | Grassroots Lobbying | Gender Gap (types) |
| Homestyle | Realignment | Public Opinion |
| Public Opinion Polls | Constitutional Amendment | Socialist Party |
| Ideology | Empirical Evidence | NES Studies |
| Iron Triangle | Bureaucratic lawmaking | Partisanship |
| Norms/Folkways | Salience | Socioeconomic Status |
| Socialization | Framing/Priming | Demographics |
| Efficacy | Sound Bite | Mobilization |
| Values | Turnout | Two Party System |
| Types of Political Participation | Civic Engagement | Proportional Representation |
| Public Relations | Party Organization | Single member District |
| Tyranny of Majority | Convention | Third Parties |
| Political Machines | Plurality System | Soft Money |
| Single Issue Voter | Referendum | Initiative |
| Patronage | Prospective Voting | Sample |
| Coattails | Retrospective Voting | Population |
| Delegates | Platform | Split ticket Voting |
| Incumbent | Primaries | Town Meeting |
| Open seat | General Elections | Minority Majority District |
| Going Public | Pork Barrel Politics | Aggregate |
| Free Rider | Permanent Campaign | Populist politics |
| Collective Action Problem | Direct democracy | In-Group/Out-Group |
| Grassroots | Negative advertising | Partisanship |
| Issue Network | Congressional Oversight | Anti-Federalism |
| Tyranny of Minority | Cognition | |

Concepts to know:

Advantages and Disadvantages these Minority Groups have in being represented: African Americans, Asian Americans, Latinos, Women, Gay people

Problems with doing a good survey

How can the mass public communicate with political elites? Describe different ways. What are the problems with each method? Is there a better way?

Group relations, and be able to give examples

How a bill becomes a law

President v Bureaucracy v Congress in lawmaking and executing

What advantages the majority party has: the committees system, the rules system, the agenda, etc

America's political system features a central trade-off between our two central values- equality and independence. Understand the trade, and can it be reconciled?

How and when do we develop who we are politically?

Difference and example of microlevel and macrolevel political opinion

What disadvantages and advantages minorities may have in running for office

How third parties contribute to our party structure, even if they don't make it?

Why do we "Hate Congress but Love our Congressman"?

Each of the 10 Bill of Rights Amendments

Types of Media and why politicians may use each type

Racial group v ethnicity v other identities- and how they may trade off in a person with multiple identities

How has the relationship between the media and politicians changed over the years?

Why?

How has the relationship between the public and politicians changed over the years?

Why?

Third parties v independent candidates

How does an "average joe" understand politics-learn partisanship, ideology, affiliation, information, and elections?

How do more sophisticated people differ from the "average joe" when it comes to political behavior?

Plus more. This sheet is a guide, but other concepts may be included, so pay attention.

Taking Notes in Class: Listen for the concepts and terms listed above. Definitely take notes during lecture. However, you may also want to jot a few notes down during discussion, as examples or discussion of concepts may make your life easier when it comes to studying. Lastly, do not ignore the readings for this class. Not only will ignoring the readings hinder your grades for participation and daily questions, but also you exam grades.

Changes in the Syllabus: I do not plan on changing anything about the syllabus, but it is my discretion to do so, and you will be informed of changes.