

PSC 32-534: Public Opinion: Fact or Fantasy?

Monday/Wednesday 9:30 -10:45 am

PRC 244

Dr. Emily Sydnor

Contact:

Office phone: 512-863-1587

sydnore@southwestern.edu

Office Hours:

Mondays 2-3:30 pm in Mundy 110

and by appointment

COURSE DESCRIPTION

When asked in a survey whether the United States should *allow* speeches against democracy, 62 percent of Americans say no. But only 46 percent say yes when asked if the same speeches should be *forbidden*. In other words, asking people about the same policy but with different question wording can have a dramatic effect on their response. What does this mean for our ability to make sense of Americans' stated preferences about political issues? In this course, we explore the factors that shape public opinion, from question wording to socialization to the media and beyond. How do people arrive at their political opinions and how can we be sure that these opinions are grounded in facts and rational understanding of the issues at hand? We consider the conditions under which government officials, community leaders, and non-governmental actors should (and do) take it under consideration when making political decisions. In doing so, we pay particular attention to the methods used to collect public opinion and the ways in which these methods have the potential to shape our understanding of what the public wants.

COURSE OBJECTIVES

In this course, we will reflect on the origins of public opinion and the weight we give to certain methods of eliciting that opinion as we go through the process of conducting our own research. More specifically, this course encourages you to:

1. *Identify what you need to know* to evaluate public opinion and *recognize* good and bad measurement of opinion.
2. *Compare and contrast* different approaches to measuring public opinion.
3. *Analyze* opinion data.
4. *Collaborate* with Georgetown community organizations to collect and/or analyze opinion data from a relevant sample of community members
5. *Link* knowledge about how opinions form to conceptions of democratic governance.
6. *Explore* your own political opinions and the ideas, biases and knowledge behind them.
7. *Apply* the tools of reading, writing, and research in the discipline to deconstruct arguments and engage in critical analysis.

MATERIALS

All course materials will be available on Moodle.

ASSESSMENT AND EVALUATION

1. **Introductory Reflective Essay (100 points)**

One of the goals of a 500-600 level "Craft of Research" class in the Political Science major is that you conduct original research: testing a claim by collecting and analyzing raw data. This project is designed to help you fulfill that goal while also offering insight into the ways public opinion is

used by community organizations to further their goals. Over the course of the semester, we will collaborate with a community partner to identify a question of interest to them, decide how to best gather opinions about that question, and then actually collect and interpret responses from Georgetown residents.

Before we jump into this collaboration, I would like each of you to take a moment to reflect on what you know about the topic we'll be investigating and about the research process itself. This exercise will help you identify what you need to and hope to know by the end of this class in order to be intentional in your academic experience and give you a record of where you started that will help you assess your own learning when you return to these questions at the end of the semester.

2. Article Discussion (100 points)

In class, we will focus on a range of topics within the literature on public opinion that are relevant to our research question about public perceptions of nonprofits and their pay gap but also to the study of public opinion more generally. To practice reading an academic article and identifying the key elements you might use to organize a literature review, you will be responsible for reporting on two articles over the course of the semester. Please see the assignment handout (presented on the first day of class and found on Moodle) for more details.

3. Community Research Project (500 points)

Assignments are interspersed throughout the semester to help keep you on track—each new assignment builds on the work you did previously. *All components of the research project are individual and should be turned in on Moodle before the beginning of class. Assignments will not be accepted as email attachments.*

Literature Review (100 points)

Before you begin your research, you will submit an initial review of the literature surrounding your project and an updated, final version of your research design. The literature review should not describe articles or books one after the other, but organize them according to themes that are relevant to your argument.

Revised Literature Review & Methodology (200 points)

Your research design spells out the procedures you will follow and the questions you will ask as part of your research project. The precise length and format will vary depending on your approach. For a structured survey experiment, this document should list the exact questions you plan to include in your survey and would include the exact text (or video, or audio, or images) that will make up your experimental manipulation. For in-depth interviews and focus-groups, this document should list the specific topics you will cover, and should include a series of questions and follow-up prompts that you might employ, although because of the fluid nature of these research techniques your actual conversations with participants may wander. For content analysis, this document should spell out what material you plan to analyze, and exactly what you will be counting.

Data Analysis (100 points)

We'll spend the latter half of the semester collecting data using the research instruments we have created and agreed upon. For this assignment, you will select one relationship between variables to analyze in 1-2 pages, including a table or figure.

Final Research Product (200 points)

In capstone, you will be required to present your research orally and in the traditional academic format. To practice these skills, your final research project will be a 15-20 page paper structured like an academic article. You will also informally present our findings to our community partners and discuss their implications at the end of the semester.

4. Attendance & Participation (200 points)

Part of being a good colleague and good democratic citizen is engaging in thoughtful and civil discussion and actively listening to your peers. I expect you to participate in class activities and discussions, thereby improving your verbal communication skills and practicing how to analyze, critique, and respond respectfully in discussion. But what does it mean to participate in this class context? I will be focusing on two categories: discussion participation and attendance.

Discussion Participation. Discussion is a major part of our day-to-day classroom experience. I have several tips you can use make your contributions to class conversation particularly productive:

1. First, attend each class with a copy of that day's assigned reading. This will help you refer back to specific points you found interesting, make connections, and respond to other students' points.
2. Speak up when you have a thought—you don't have to raise your hand, but please don't talk over your classmates. Also keep in mind that we all process and respond to information differently. If you find yourself being the first to respond to several discussion prompts, take a step back and let others who might need to reflect in advance of speaking have a moment to collect their thoughts. Practice self-awareness in making sure you are not dominating the conversation or, conversely, that you are not letting others consistently speak over you.
3. The content of this course is designed to be provocative and encourage a multitude of diverse reactions and opinions. You are invited and encouraged to disagree with one another and with us. You will never be penalized for challenging anything I say, nor will you be rewarded for figuring out what I think and repeating it back to me. Communication is collaborative—the only way that we learn to understand different perspectives and work towards common goals is by sharing our perspectives and listening to others' with respect. If you feel like you cannot talk in class because of your political beliefs or anything else, please come talk to me. I cannot work to improve the classroom environment if I don't know about the problems within it.

Attendance. In order to participate, you must be present! Much of the work we do in class will reinforce the assignments you complete for a grade; therefore, it is to your benefit to be in class every day. We're also working with community partners, and we want to respect the time they're taking out of their busy schedules to meet and collaborate with us. However, we're living with a great deal of uncertainty—life doesn't stop just because you are taking this class. So there needs to be flexibility, and we'll figure out exactly how much as we go.

There is a point at which you've missed to many classes for me to be able to say you should get credit for the course. This isn't about whether you are a good person, it's a judgment about what it means to have fulfilled the department requirement for a 500-600-level class and to have "Public Opinion" on your transcript. The point at which it won't make sense for you to get credit

for the course is not a clearly defined one. But if you miss more than a week of class, you should get in touch with me and let me know what's going on, so we can plan and get you in the best possible shape to be able to pass.

What should you do if you miss class?

- **One week of class or less:** That's fine. Things happen. You don't have to tell me about it, but if you want to let me know I'm happy to hear from you. Keep up with the Course Preparation Assignments and review the collaborative notes document on Moodle.
- **More than one week of class:** Let me know what's going on as soon as possible (Me = Dr. Sydnor, sydnore@southwestern.edu or 512-863-1587). I'm not going to be disappointed or angry or critical. I don't need to see a doctor's note. We just need to chat to make sure you have a plan for passing the course.
- The university has an excused absence policy that I am required to [link](#) to. But the best thing to do if you are absent is to communicate with me so we can figure out a plan. If you find yourself in a situation where you have numerous absences, you should contact Dave Seiler in the Center for Academic Success (seilerd@southwestern.edu or 512-863-1952), as he can help you coordinate work and discussion across all your classes.

IMPORTANT DEADLINES

Unless otherwise specified, assignments are due by the beginning of class.

Initial Reflective Essay	January 24
Literature Review	March 6
Literature Review	April 10
Data Analysis	April 24
Final Paper	May 6 (May 3 for seniors)

You can calculate your own grade at any point in the semester by knowing how many points you've earned and dividing that number by the total possible points available. The scale below helps you translate that fraction into a letter grade.

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	84-86	C	74-76	D	64-66
A-	90-92	B-	80-83	C-	70-73	D-	60-63

The University Honor Code applies to all graded assignments. The work should be yours alone and no one else's.

HOW TO SUCCEED IN THIS COURSE

This course emphasizes active learning, using a range of interactive assignments to investigate the relationship between media and politics. Here are a few tips that will help you be successful in this course.

1. **Plan ahead.** Keep due dates for both the weekly assignments and the larger projects in mind and plan your work accordingly. Part of surviving college and the professional world beyond is

knowing how to budget your time, and I will not be forgiving of late assignments that are the result of poor planning.

2. **Turn in assignments, even if they're late.** Professors set deadlines for assignments so we can keep the course moving at a particular progression and to keep you from getting bogged down by assignments at the end of the semester. The assignments themselves are designed to help you learn both content and skills, and so completing them is a valuable experience, even if it is past the assigned deadline. To reflect that assessment, I accept late work in most cases.

My approach to late work depends on the assignment. You may turn in a major individual assignment (the reflective essays, your survey instrument, literature review, and data analysis) late for a 1/3-letter grade deduction per day (so an A paper receives an A- if it is turned in within the first 24 hours after the deadline, B+ when two days late, etc.). I will not follow up with you about missing work; it is your job to reach out to me and to complete the assignment and hand it in, even if it is late. Because the final project is collaborative with your classmates and will be shared with our community partners, I will offer less flexibility on these assignments' due dates. And while I would love to give you plenty of time to reflect on the course for your final paper, the reality is that I have to turn around the grades for your class in a very small window to meet my own deadlines with the university. Circumstances may change, however, so **don't be afraid to ask**.

In short, if you need significantly more time with an assignment, please come talk to me and tell me what's up. We can probably figure things out. I can't do for one student what I wouldn't do for others, because that violates the principles of fairness I set for this course, but fairness does not have to mean that everybody does everything at exactly the same time—the combination of remote- and face-to-face instruction we've all been exposed to in the past 12+ months has taught us that.

3. **Use your resources.** I am your most valuable resource, and I want to help you! If something isn't clear after our class discussion or an assignment, don't hesitate to visit my office hours, talk to me after class, or send me an email. I aim to be responsive and timely in my feedback and email replies, but I'm also a human being with a life outside Southwestern. I will respond as soon as possible (generally within 24-48 hours) to emails sent before 5 pm Monday through Friday. If you email me on the weekend or late at night, I probably won't get back to you until the next weekday morning. This also means that you need to keep an eye on your own email! I will communicate any changes or updates to the class via email, which means "I did not see your email" is not an excuse for lack of preparation.

Beyond myself, there are dozens of great resources for and on public opinion. [The Monkey Cage](#) and [Mischiefs of Faction](#) are two blogs written by political scientists on a range of topics, including public opinion. [FiveThirtyEight](#) offers data-driven analysis of myriad topics, including politics. The Pew Research Center's [U.S. Politics and Policy](#) wing and the [National Election Studies](#) offer a wealth of polling and survey data on a range of issues. And if there's another type of information you're looking for, just ask me or one of Southwestern's librarians—we'll help you track it down.

4. **Understand departmental and course expectations.** Public Opinion: Fact or Fantasy? is a 500-600 level "Craft of Research" class designed to prepare you for capstone. Because it is an upper-level class in the major, it comes with a few pre-requisites. You need to have completed

either PSC 32-364 (Introduction to Political Theory) or PSC 32-384 (International Politics) to take this class. If you haven't taken one of these classes or you're not sure, just come talk to me and we can figure out the best way to move forward.

This course also fulfills one of the required courses for the data science/data analytics minor. Data science is the use of quantitative data to describe the world. The theoretical foundation is based in mathematics and computer science; the practical applied meanings come from interpreting the data in the context from which it arose. However, data science cannot exist outside of its larger issues of ethics and fairness. The data science minor provides students with fundamental tools in statistics and computing, experience applying those tools in two different departments in the social sciences and/or natural sciences, and consideration of broader societal implications raised by data science and its capabilities.

Because this class is housed in the political science department, you will be expected to use the Chicago Style for citation in all of your assignments; for the sake of uniformity, we ask you all to consult the same text, Kate Turabian's guide to the Chicago style, titled *A Manual for Writers of Term Papers, Theses, and Dissertations*, for information on how to employ this method of citation in your writing. If you are not familiar with Chicago citation or are having trouble figuring out the process, come see me. The most important thing here is that you are using a standardized citation format and you're using it correctly.

- 5. Adhere to the Honor Code.** Please read the honor pledge and learn what constitutes an honor code violation, especially as regards cheating and plagiarism. People usually are aware of what constitutes cheating, but many might be unsure of what exactly plagiarism is all about. The academic honor code can help clarify. Plagiarism is intellectual theft and you must know what constitutes it to avoid it. Using the words and ideas of others without acknowledgement is the essence of plagiarism. You can unintentionally plagiarize by failing to cite sources or incorrectly citing your sources. To avoid honor code violations, read the section below and cite your sources properly. In addition, on all your written work for this class, you must affirm the Honor Code by writing the pledge and signing your name beneath it: "I have acted with honesty and integrity in producing this work and am unaware of anyone who has not." Questions about the Honor Code may be directed to: Shelley Story, Dean of Students (storys@southwestern.edu). Phone: 512-863-1281.

HOW TO GET HELP

In almost all cases, the best way to get help is to ask as soon as you know you need it. Contact me (Dr. Sydnor), or stop by the Center for Academic Success in Prothro, which is full of people whose job is to help you.

Asking for help is good! It shows that you are aware of what you need and that you are able to take some control of your life and education. In my experience, it also tends to reduce your anxiety about assignments or the college experience more broadly.

Here are some tips for specific kinds of help:

1. *If you don't understand course material.* Let me know! Send an email, make an appointment to come by my office hours, or just stop by my office. Everyone struggles with the material for a

course at some point, but it's easier to deal with difficulties earlier than later. And many times, the problem isn't even you—it's a mistake I've made in Moodle that you're the first person to discover. This happens despite my best intentions, so I really appreciate when you reach out and let me know it's there!

2. *If you need accommodations for accessibility.* The Center for Academic Success is great and they work with all the faculty to share official accommodations plans and help us make our courses more accessible to you. If I'm not meeting your accessibility needs—even if you don't have an official plan on file—let me know and I'll do my best to adjust.

To arrange accommodations, students should contact Lou Djurdjevic, Associate Director of Academic Success, (djurdjevl@southwestern.edu) within the Center for Academic Success (in the Prothro Center): call 512-863-1286 or visit [this page on the SU website](#). Students seeking accommodations should notify the Center for Academic Success at least two weeks before services are needed. It is the student's responsibility to discuss any necessary accommodations with the appropriate faculty member. More information can also be found [here](#).

3. *If you are having problems with basic needs.* There are resources available for students who need help purchasing food, books, or other basic supplies that make it possible for you to focus on and be successful in your university studies. You can find out more about the SU Emergency Fund and what it covers at [this link](#). Finally, if you need to talk to someone about emotional concerns, stress, or other challenges you're facing on or off campus, the University's Counseling Center offers a supportive and confidential setting. The Counseling Center is located in Prothro suite 200, or you can call them at 512-863-1252.

SCHEDULE

What is public opinion? Why is that a hard question?

Jan. 17 Introduction

No reading.

Jan. **To read:**

22

Lepore, Jill. 2015. "Politics and the New Machine" *The New Yorker*. November 16.

Ginsberg, Benjamin. 1986. *The Captive Public*, ch. 3 (59-85).

Blumer, Herbert. 1948. "Public Opinion and Public Opinion Polling." *American Sociological Review* 13(5): 542-549.

How do we measure public opinion?

Jan. **Introductory meeting with Local Nonprofit Leaders**

24

To read:

Pratt, Jon. 2022. "It's Complicated: Non-profit Organizations and Wage Equity" *Nonprofit Quarterly*. [Link](#).

Lilly Family School of Philanthropy. 2023. "What Americans Think About Philanthropy and Nonprofits. [Link](#).

Salamon, Lester M. and Chelsea L. Newhouse (2020). "2020 Nonprofit Employment Report" *Nonprofit Economic Data Bulletin* no. 48. Baltimore: Johns Hopkins Center for Civil Society Studies. [Link](#).

Austin Area Nonprofits [link](#)

Initial Reflective Essay due

Jan. 29 *Survey (Experimental) Research*

To read:

Berinsky, Adam J. 2017. "Measuring Public Opinion with Surveys" *Annual Review of Political Science* 20: 309-329.

Clawson and Oxley, Appendix to chapter 1, pgs. 29-37.

Villasenor, John. 2017. "Views Among College Students Regarding the First Amendment: Results from a New Survey." Washington, D.C.: Brookings.

Beckett, Lois. 2017. "'Junk science': Experts Cast Doubt on Widely Cited College Free Speech Survey" *The Guardian*, September 22.

Drezner, Daniel W. 2017. "Could Everyone Please Stop Freaking Out About College Students, Please?" *Washington Post*, September 25.

Jan. 31 In-class workshop: Library Services

Attention! You will meet at the library rather than our classroom

Feb. 5 *In-depth Interviewing*

To read:

Clawson and Oxley, Appendix to chapter 1, pg. 37-38.

Hochschild, Jennifer. 1981. *What's Fair? American beliefs about distributive justice*. Cambridge: Harvard University Press (chapter 1, pgs. 17-26).

Chong, Dennis. 1993. "How People Think, Reason, and Feel about Rights and Liberties," *American Journal of Political Science* 37(3): 867-899).

Feb. 7 *Focus Groups*

To read:

Clawson and Oxley, Appendix to chapter 1, pg. 38-39.

Cramer, Katherine J. (2016). *The Politics of Resentment*. Chicago: University of Chicago Press (ch. 2).

Feb. 12 *Conducting a Literature Review*

To read:

Powner, Leanne C. 2015. *Empirical Research and Writing*, Washington, D.C.: CQ Press, ch. 3 “Doing Pre-Research.”

What are attitudes? Where do they come from?

Feb. 14 *What are attitudes?*

To read:

Druckman, James N. and Arthur Lupia. 2000. “Preference Formation.” *Annual Review of Political Science*, 3:1-24.

*Lau, Richard R. and David P. Redlawsk. 2001. “Advantages and Disadvantages of Cognitive Heuristics in Political Decision Making” *American Journal of Political Science*, 45(4): 951-971.

Feb. 19 *Individual differences and moral foundations*

To read:

*Johnston, Christopher D. and Julie Wronski. 2015. “Personality Dispositions and Political Preferences Across Hard and Easy Issues.” *Political Psychology*, 36(1): 35-53.

*Gerber, Alan S. Gregory A. Huber, David Doherty, and Conor M. Dowling. 2011. “Personality and the Strength and Direction of Partisan Identification.” *Political Behavior*, 34: 653-688.

Feb. 21 **To read:**

*Adler, Laura. 2020. “Choosing Bad Jobs: The Use of Nonstandard Work as a Commitment Device” *Work and Occupations*, 48(2): 207-242. [link](#)

*Bipp, Tanja. 2010. “What Do People Want from their Jobs? The Big Five, Core Self-Evaluations, and Work Motivation” *International Journal of Selection and Assessment*, 18(1): 28-39. [link](#)

*Wrzesniewski, Amy, Clark McCauley, Paul Rozin, and Barry Schwartz. 1997. “Jobs, Careers, and Callings: People’s Relations to their Work.” *Journal of Research in Personality*, 31(1): 21-33. [link](#)

Feb. *Race, Gender, and other Social Identities, Part 1*

26

To read:

*White, Ismail K., Chryl N. Laird, and Troy D. Allen. 2014. "Selling Out? The Politics of Navigating Conflicts between Racial Group Interest and Self-Interest" *American Political Science Review*, 22(1):127-156.

*Jackson, Melinda S. 2011. "Priming the Sleeping Giant: The Dynamics of Latino Political Identity and Vote Choice" *Political Psychology* 32(4): 691-716.

*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.

Feb. 28 *Race, Gender, and other Social Identities, Part 2*

To read:

Johnson, Jasmine McGinnis. 2016. "Money Talks or Millennials Walk: The Effect of Compensation on Nonprofit Millennial Workers' Sector-Switching Intentions" *Review of Public Personnel Administration*, 36(3): 283-305.

Faulk, Lewis, Lauren Hamilton Edwards, Gregory B. Lewis, and Jasmine McGinnis. 2013. "An Analysis of Gender Pay Disparity in the Nonprofit Sector: An Outcome of Labor Motivation or Gendered Jobs?" *PMPA Publications* 5. [Link.](#)

March 4 *Race, Gender, and other Social Identities, Part 2*

To read:

Huddy, Leonie, Erin C. Cassese, and Mary-Kate Lizotte. 2008. "Gender, Public Opinion, and Political Reasoning" in *Political Women and American Democracy*, pgs 31-49.

*Egan, P.J. (2012). Group cohesion without group mobilization: The case of Lesbians, Gays and Bisexuals. *British Journal of Political Science*, 42(3): 597-616

March 6 Workday on survey instrument proposal for community partner

Literature Review Due

Spring Break is March 11-15, no class

March 18 *Group-Based Prejudice*

*Tesler, Michael. 2012. "The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Racial Attitudes and Race." *American Journal of Political Science* 56(3): 690-704.

Feldman, S. and Huddy, L. (2005). Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice? *American Journal of Political Science*, 49(1):168–183

*Banda, Kevin K. and Erin C. Cassese. 2021. “Hostile Sexism, Racial Resentment and Political Mobilization.” *Political Behavior*, 44: 1317-1335.

March *Self-interest*

20

Bartels, Larry. 2004. “Unenlightened Self-Interest: The Strange Appeal of the Estate Tax Repeal.” *The American Prospect* 15 (6): A17-A19.

*Campbell, Andrea Louise. 2002. “Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens” *American Political Science Review*, 96(3): 565-574.

*Green, Donald, and Ann Elizabeth Gerken. 1989. “Self-Interest and Public Opinion toward Smoking Restrictions and Cigarette Taxes.” *Public Opinion Quarterly* 53(1): 1-16.

March *Emotion & Affect*

25

*Webster, Steven W., Elizabeth C. Connors, and Betsy Sinclair. (2022). “The Social Consequences of Political Anger” *Journal of Politics* 84(3): 1292-1305.

*Iyengar, Shanto, Guarav Sood, and Yphtach Lelkes. 2012. “Affect, not ideology: A social identity perspective on polarization” *Public Opinion Quarterly*, 76(3):405-431.

How are our attitudes influenced by our environment?

March *Social Context*

27

*Klar, Samara. 2014. “Partisanship in a Social Setting,” *American Journal of Political Science* 58, 3, 687-704.

*Carlson, Taylor N. and Jaime E. Settle. 2016. “Political Chameleons: An Exploration of Conformity in Political Discussions.” *Political Behavior*, 38: 817-859.

*Druckman, James N. and Kjersten R. Nelson. 2003. “Framing and Deliberation: How Citizens’ Conversations Limit Elite Influence” *American Journal of Political Science*, 47(4): 729-745.

April 1 *Framing, Campaigns and Mass Media*

*Nelson, Thomas E., Zoe M. Oxley, and Rosalee A. Clawson. 1997. “Toward a Psychology of Framing Effects” *Political Behavior*, 19(3): 221-246.

*Gross, Kimberly. 2008. "Framing Persuasive Appeals: Episodic and Thematic Framing, Emotional Response, and Policy Opinion" *Political Psychology*, 29(2): 169-192.

April 3 **No class, Dr. Sydnor at MPSA**

April 8 **No class, solar eclipse**

April *Policy Feedback*

10

Béland, Daniel, Andrea Louise Campbell, and R. Kent Weaver. 2022. *Policy Feedback: How Policies Shape Politics*. Cambridge: Cambridge University Press, [chapter 3](#).

*Soss, Joe. 2014. "Lessons of Welfare: Policy Design, Political Learning, and Political Action." *American Political Science Review*, 93(2): 363-380.

Revised Lit Review/Methods section due

April *Trust in Institutions*

15

Britton-Purdy, Jedediah (2024). "We've Been Thinking About America's Trust Collapse All Wrong." *The Atlantic*, Jan. 8.

*Hibbing, John, and Elizabeth Theiss-Morse. 2002. *Stealth Democracy: Americans' Beliefs about How Government Should Work*. New York: Cambridge University Press. pp. 129-159 (Chapter 6, "Americans' Desire for Stealth Democracy").

*Gaskin, Katharine. (1999). "Blurred Vision: Public Trust in Charities" *Journal of Philanthropy and Marketing*, 4(2): 163-178.

April In-class data analysis and discussion

17

April In-class data analysis and discussion

22

April In-class group work

24

Each group will be responsible for creating an infographic or something similar that the community partners can use to share our findings

Data Analysis Due

April 29 Wrap-up/lose ends/reflection

May 1 In-class discussion of work with community nonprofit leaders

Senior final papers are due by midnight on Sunday, May 5; All other students' papers are due Monday, May 6 by midnight.