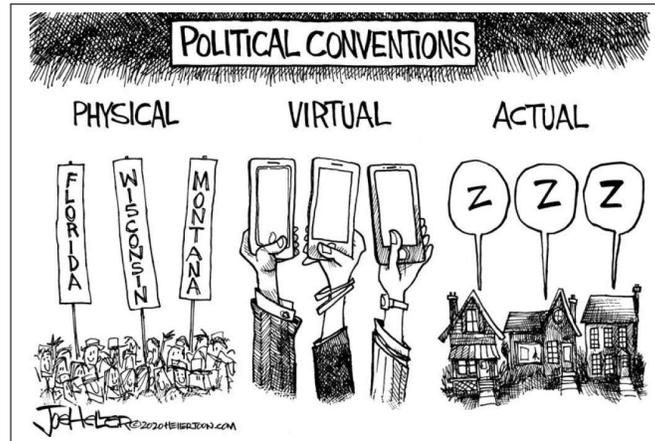# Political Communication

University of Wisconsin–Madison

Spring 2026

Source: *Joe Heller*

Course Information
Designation: POLI SCI 401 (001)
Meetings: Tue 1:20–3:15PM
Location: 499 Van Hise (in-person)
Course Website: Canvas
Credits: 3.0

Instructor Information
Instructor: Prof. Andrew Trexler
Email: atrexler@wisc.edu
Office: 301 North Hall
Office Hours: Mon 11:00AM-12:00PM and
                    Wed 10:00-11:00AM

Course Overview

Information is the currency of democracy. How and where political figures, civic leaders, media organizations, and the mass public communicate about politics can deeply affect public opinion, election campaigns, government policy, and political movements for social change. This course examines political communication and its effects at both the elite and mass levels in today's fragmented and polarized information environment, with a primary (but not exclusive) focus on the United States. The course examines the implications of changing communication technologies and political contexts for the evolution of campaign strategy, interpersonal political discussion, media coverage, attitude formation, and citizen engagement in democratic processes. To prepare students to conduct original research in the field of political communication, the course engages major theories from related disciplines to explore cutting edge research in this very active area of social inquiry.

This course is designed to enable students to:

1. <u>Describe</u> the scope of political communication effects on public opinion and political behavior.
2. <u>Critically discuss</u> leading research in the field of political communication.
3. <u>Develop</u> an original research proposal that engages a compelling research question in the field of political communication.
4. <u>Conduct</u> an original scholarly analysis in the field of political communication.

This course uses a discussion seminar format, supplemented with occasional lecture-style content delivery from the instructor. Students should be prepared to read deeply from the academic literature to prepare for thoughtful and critical discussion with fellow students. I hope you will engage deeply with the material, ask probing questions, and reach some conclusions that are surprising and others that are intuitive. Students will use this grounding in the literature to develop an original exploration of a political communication research topic as the semester progresses, culminating in an original final research paper.

This is a 3.0 credit course with an expectation of 135 hours of student engagement in course learning activities, meaning that you should expect to dedicate about four hours outside the classroom (i.e., on readings, researching, writing, etc.) for every hour in the classroom.

Grading

There are a maximum of <u>1,000</u> points that you may earn in this course:

Assessment	Max. Points
Attendance & Participation	200
Discussion Preparation	100
Short Assignment #1 (due Feb 3)	50
Short Assignment #2 (due Feb 17)	50
Short Assignment #3 (due Mar 3)	50
Short Assignment #4 (due Mar 17)	50
Research Proposal (due Apr 7)	100
Research Presentation (Apr 21 or 28)	100
Research Paper (Apr 30)	300
Total	1,000

Because participating in class discussions is a critical component of this course, students with three or more unexcused class absences are capped at 879 points, no matter their performance on other assessments.

From your final point total, your final course grade is calculated as follows:

Point Total	Final Grade*
930–1,000	A
880–929	AB
830–879	B
780–829	BC
700–779	C
600–699	D
0–599	F

* Note that **students with three or more unexcused class absences are not eligible to receive a final grade higher than a B**, no matter their performance on other aspects of the course.

Late Assignments

All assignments are due by class time on the due date unless otherwise noted. Assignments will receive a 10 percent penalty if submitted after the deadline and an additional 10 percent penalty for each additional 24-hour period they are late (but see Tokens below). No assignment will be accepted more than one week after the original deadline.

Re-grading

Once an assignment or exam has been graded and returned, students are required to wait at least 48 hours before contacting me about their grade. If you feel that the grade you received does not reflect your performance on the assignment, you may contact me by email to request clarification on the feedback you received. You may also request that the assignment or exam be re-graded, but must do so within two weeks of the assignment or exam being returned. This request must be accompanied by a written memo (no more than 300 words) presenting a cogent argument for why your assignment should be re-graded, using evidence from your assignment to support your case, and specifying the grade that you believe your performance merits. If you provide a valid argument, I will then re-grade the assignment. Note that your revised grade could increase <u>or decrease</u>. All re-grades are final. (*Note: This policy applies to substantive regrading requests. Like everyone, I occasionally make basic arithmetic errors. If your points were simply summed incorrectly, or incorrectly entered into Canvas, please just email me.*)

Tokens

Students often have to balance their coursework with jobs, family responsibilities, health challenges, and other hurdles of life outside the classroom. Sometimes, events outside your control interrupt your learning in sudden and unexpected ways. To reduce stress in these scenarios and create flexibility for students, I use a "Token" system. Each student begins the semester with two Tokens, which can each be used to:

- Extend the deadline for any take-home assignment (short assignment, research pro-

posal, research paper) by 24 hours, no questions asked. Multiple tokens may be used for the same assignment.

- Excuse a single class absence, no questions asked. You will receive full attendance credit for the excused day.

I generally do not allow extensions or excuse absences beyond these two Tokens except in extremely extenuating circumstances (e.g., lengthy comas, nuclear bombardment, etc.), so I strongly recommend reserving your tokens for actual emergencies rather than routine procrastination. To use a Token, submit a Token form on Canvas.

Note that you do <u>not</u> need to use a Token for an absence that would be excused under University policy, such as illness, student-athlete related travel, or serving as a poll worker. To have such an absence excused, you must provide supporting documentation to me by email. I will confirm receipt/acceptance by email.

Assessments

Below is a brief summary of what you will be assessed on. Additional guidance on each assessment (except Discussion Preparation & Participation) will be provided on Canvas at least two weeks in advance of the due date. All take-home assignments should be submitted through Canvas.

Participation: Attending class and participating actively in class discussions are important components of the learning process for this seminar course, and are therefore required. Attendance will be tracked for each class. There are 14 class meetings this semester; attendance at each class is worth 10 points (for a total of 140 points). An additional 60 points will be awarded as follows:

- To receive 60 points, a student must participate thoughtfully, respectfully, and consistently in all (or nearly all) class sessions, regularly contributing valuable insights and posing compelling questions, demonstrating a deep engagement with the course readings and other materials, and interacting productively with others in the class.

- A student who achieves the above more sporadically, but otherwise demonstrates some thoughtful engagement with the course and material, will receive 50 points.

- A student who participates rarely but offers compelling contributions when doing so will receive 40 points.

- A student who participates regularly but superficially, providing comments that do not meaningfully advance the discussion or that demonstrate poor preparation for class, will receive 30 points.

- A student who participates rarely and only superficially when doing so will receive 20 points.

- A student who never or almost never contributes to class discussions, or who is frequently disruptive in class, will receive 0 points.

Discussion Preparation: To encourage close reading and facilitate discussion in class, each student is required to post two discussion prompts to the Canvas discussion board by 9:00AM on the day of class, from January 27 through April 14. These can include brief comments or reflections on the readings, questions or points of confusion about the readings, connecting external content (please provide a reference or link) to the concepts and topics discussed in the readings, or providing a thoughtful comment in response to another student's prompt. Each quality discussion prompt will earn a student 5 points, up to a maximum of 100 points.

Short assignments: Early in the semester, you will complete four short assignments, each of which is worth a maximum of 50 points (200 points total).

1. Short assignment #1: You will examine a political message (such as an advertisement, press release, or social media post) to analyze its potential effect(s). This analysis, which should not exceed 500 words, is due February 3.

2. Short assignment #2: You will critically review a published journal article, interrogating its claims and evaluating both its strengths and limitations. This critical review, which should not exceed 1,000 words, is due February 17.

3. Short assignment #3: You will motivate and develop a hypothesis that asserts a specific, testable relationship that you will explore in your research paper. This brief document, which should not exceed 750 words, is due March 3.

4. Short assignment #4: You will develop an annotated bibliography of at least 8 peer-reviewed publications related to your research topic. This annotated bibliography is due March 17.

Research Proposal: You will develop your hypothesis into a research proposal, articulating your research question, relating this question to the existing literature, stating your hypothesis, and describing what data and methods you will use to test your hypothesis. This research proposal, which should not exceed 2,000 words, is due April 7 and is worth 100 points.

Research Presentation: You will present your preliminary research design and finding in a 5–7 minute in-class presentation on April 21 or April 28. This presentation is worth 100 points.

Research Paper: You will deliver an original research paper as the capstone project for this course, building on and adapting feedback from assignments completed earlier in the course. This final research paper, which should not exceed 4,000 words, is due by midnight (Central time) on May 1 and is worth 300 points.

Expectations

Alongside the assessments noted above, I have several expectations of you in this course, which if not followed may reflect in your assessments and grades. These include:

1. **Read & take notes:** This course is intended to hone your skills at evaluating leading research in the field of political communication, as a means of gaining an understanding of what we know and what we do not know in the discipline. The readings are predominantly scholarly works (book chapters, journal articles) that require careful, intensive reading; skimming can offer the gist but is insufficient to adequately evaluate the credibility of the claims. These readings can be challenging for students—some helpful guides on how to get the most out of scholarly articles can be found here, here, and here. All readings are available on Canvas. I expect to you to examine these readings carefully before class on the day assigned, take notes, and come to class prepared to discuss the readings in depth—including any questions you may have. You should use your contributions to the Canvas discussion board as a means of organizing your thoughts for deeper engagement during class.

2. **Attend class & participate actively:** We will use class time critically examine the readings as a group and consider the broader implications for the study of political communication. All of us benefit from a classroom environment that allows each student to share their unique perspective—meaning that *you* have something important to contribute to everyone's learning (including mine!). I expect you to come to class prepared to listen actively, think critically, and engage with your peers respectfully.

3. **Be a good classmate:** I expect you to contribute positively to an inclusive learning environment for your peers. Politics can be a divisive topic, but differences in perspectives can provide opportunities for intellectual growth. We each come to the classroom with our own backgrounds, beliefs, and biases, and sharing our individual perspectives can help everyone learn. I expect, however, that you will be respectful of the contributions and skills of your fellow classmates. While reasoned debates are welcome, disrespectful behavior will not be tolerated. Similarly, I expect you to avoid distracting your fellow students during class. This means arriving on time, staying engaged, and not using technology for things unrelated to class (checking email, scrolling social media, etc.).

4. **All work is your own:** I expect that all work you complete for this course is your own—not the work of another person or the work of an AI. The goal of this course (indeed, much of education in general) is first and foremost to foster your ability to think critically, in this case particularly about political communication. Every component of the course—the readings, discussions, lectures, and your assignments—are part of that thinking and learning process. Having someone else do your work for you, whether that someone else is human or artificial, means that you are thinking and learning less. Students are not permitted to use generative AI (such as ChatGPT, Gemini, Claude, LlaMa, Copilot, DeepSeek, or any of the innumerable similar tools) for any purpose in this course, except with written permission from me. Any assignment that uses generative AI at any stage will receive a zero. Similarly, I expect you to adhere to standards of academic integrity and to appropriately credit and cite words, data, and ideas that are not your own. Failure to do so may result in disciplinary action. For more information regarding academic misconduct and how to avoid it, please visit the Office of Student Conduct and Community Standards website here: https://conduct.students.wisc.edu/academic-misconduct/.

5. **Be curious:** Despite a voluminous literature on political communication, the field is teeming of as-yet-unanswered questions. Be prepared to have your perceptions and beliefs about political communication challenged and to collaboratively explore the empirical evidence. You too can contribute new knowledge to the world; doing so requires first acknowledging the uncertain and the unknown.

Likewise, here is what you can expect from me in this course:

1. **Be accessible:** You can expect me to provide plenty of opportunities to interface with me outside of class. The best way to get in touch with me is to come to my "office hours"—which are really "student hours" that I have specifically set aside in my schedule to meet with you. This semester my office hours are 11:00AM–12:00PM on Mondays and 10:00–11:00AM on Wednesdays, and my office is 301 North Hall. You can sign up to reserve time with me here: https://calendly.com/proftrexler/students, otherwise I will meet with students on a first-come, first-serve basis. If you have a persistent conflict with both of these times (or have a pressing need), you can contact me for a separate appointment. Office hours are an opportunity for a one-on-one conversation about course concepts, an upcoming assignment, how the course is going for you, your goals and aspirations, or challenges you may be facing. I encourage you to attend my office hours at least once so that we can get to know each other better.

   Outside of office hours, the best way to reach me is by email at atrexler@wisc.edu. You can generally expect me to respond to emails within 48 hours during the work week (that is, Monday through Friday). Emailing a professor can be intimidating for some students and others may be unaware of common emailing conventions. Here is some simple but helpful advice about emailing professors, which if followed will likely to get you a faster response from me.

2. **Provide timely feedback:** Just as I expect you to submit your work on time, you can also expect me to return your assignments and exams with useful feedback in a timely manner to help you succeed on subsequent assessments.

3. **My work is my own:** Just as I require that you eschew the use of AI tools, I will not use AI tools to grade your work or to develop course materials (slides, assignments, etc.).

4. **Give you opportunities for input:** I will survey the class (anonymously) partway through the semester so that you can provide feedback on how the course is going for you. Together, we will work through any major issues identified by a significant number of students. If I am considering changes, I will seek input from students and will not make any major changes to the syllabus (assessments, deadlines, expectations, policies) without the support of a majority of the students engaged in the course.

5. **Timely communication:** I will communicate any pertinent information about assignments and syllabus updates to you in a timely fashion. I will contact students via the Announcement function on Canvas and/or by emailing students at their university email address. Students are strongly encouraged to check their email regularly to ensure that no important information is missed.

Resources

McBurney Disability Resource Center: If you have a disability that may affect your learning experience in this course, please contact me within the first two weeks of the semester so that we can discuss accommodations to help you succeed. The McBurney Disability Resource Center can provide official documentation and additional student support. Of note, my office is located on the third floor of North Hall, a historic building with no elevator. For students who are unable to meet with me in my office due to a disability, I am happy to meet at another convenient location on campus. Please contact me to make arrangements.

UHS Mental Health Services: Students often experience stressors that can impact both their academic experience and personal well-being. UHS Mental Health Services provides confidential, no-cost care to students. Students are encouraged to learn about and utilize these services and resources as needed.

The Writing Center: The Writing Center can provide many kinds of support to students, from workshops to individual writing mentorships.

Learning Support: UW-Madison offers a wide range of free tutoring, study skills workshops, and other learning support for students across 15 distinct learning centers.

UW Libraries Research Support: UW Libraries offers a variety of services to assist with student research, from planning and finding information to analysis and reporting your research.

University Policies

You should familiarize yourself with several policies maintained by the University of Wisconsin–Madison, which apply to this course. These include:

- Academic Calendar and Religious Observances
- Academic Integrity
- Accommodations for Students with Disabilities
- Course Evaluations
- Diversity and Inclusion
- Mental Health and Well-Being
- Privacy of Student Records and the Use of Audio Recorded Lectures
- Students' Rules, Rights, and Responsibilities
- Teaching & Learning Data Transparency

Course Schedule

This course schedule is subject to change with notice. Check Canvas for updates.

Week 1   Foundations

Jan 20   - Iyengar, Shanto. 2017. "A Typology of Media Effects." In *The Oxford Handbook of Political Communication*, ed. Kathleen Hall Jamieson and Kate Kenski. Oxford University Press.
- Stroud, Natalie Jomini. 2017. "Selective Exposure Theories." In *The Oxford Handbook of Political Communication*, ed. Kathleen Hall Jamieson and Kate Kenski. Oxford University Press.
- Tesler, Michael, and John Zaller. 2017. "The Power of Political Communication." In *The Oxford Handbook of Political Communication*, ed. Kathleen Hall Jamieson and Kate Kenski. Oxford University Press.

Week 2   Campaigns

Jan 27   - Aggarwal, Minali, Jennifer Allen, Alexander Coppock, Dan Frankowski, Solomon Messing, Kelly Zhang, James Barnes, Andrew Beasley, Harry Hantman, and Sylvan Zheng. 2022. "A 2 million-person, campaign-wide field experiment shows how digital advertising affects voter turnout." *Nature Human Behavior* 7: 332–341.
- Frankel, Laura Lazarus, and D. Sunshine Hillygus. 2017. "Niche Communication in Political Campaigns." In *The Oxford Handbook of Political Communication*, ed. Kathleen Hall Jamieson and Kate Kenski. Oxford University Press.
- Kalla, Joshua, and David Broockman. 2018. "The Minimal Persuasive Effects of Campaign Contact in General Elections: Evidence from 49 Field Experiments." *American Political Science Review* 112 (1): 148–166.
- Mutz, Diana. 2012. "The Great Divide." *Daedalus* 141(4): 83–97.
- Zaller, John. 1992. *The Nature and Origin of Mass Opinion*. [Chapter 3]

Week 3   Old Media, New Media

Feb 3   ***Short Assignment #1 due***

- Dunaway, Johanna, and Kathleen Searles. 2023. *News and Democratic Citizens in the Mobile Era*. [Chapter 3]
- Fowler, Erika Franklin, Michael M. Franz, Gregory J. Martin, Zachary Peskowitz, and Travis N. Ridout. 2021. "Political Advertising Online and Offline." *American Political Science Review* 115 (1): 130–149.
- Metzger, Miriam. 2017. "Broadcasting versus Narrowcasting: Do Mass Media Exist in the Twenty-first Century?" In *The Oxford Handbook of Political Communication*, ed. Kathleen Hall Jamieson and Kate Kenski. Oxford University Press.

- Mosleh, Mohsen, Jennifer Allen, and David G. Rand. 2025. "Divergent patterns of engagement with partisan and low-quality news across seven social media platforms." *Proceedings of the National Academy of Sciences* 122 (44): e2425739122.
- Munger, Kevin. 2020. "All the News that's Fit to Click: The Economics of Clickbait Media." *Political Communication* 37 (3): 376–397.

Week 4   Senders & Receivers

Feb 10   - Hillygus, Sunshine, and Todd Shields. 2008. *The Persuadable Voter.* [Chapter 1]
- Peterson, Erik, Allison M.N. Archer, Kishan Bhakta, and Sho Izumisawa. 2024. "Indirect Influence: How Elite Attacks on Information Providers Affect Public Opinion Formation." Forthcoming at the *International Journal of Press/Politics*.
- Pillai, Raunak M., Eunji Kim, and Lisa K. Fazio. 2023. "All the President's Lies: Repeated False Claims and Public Opinion." *Public Opinion Quarterly* 87 (3): 764–802.
- Weber, Christopher, Johanna Dunaway, and Tyler Johnson. 2012. "It's All in the Name: Source Cue Ambiguity and the Persuasive Appeal of Campaign Ads." *Political Behavior* 34: 561–584.

Week 5   Channels & Messages

Feb 17   ***Short Assignment #2 due***

- Broockman, David E., and Joshua L. Kalla. 2025. "Selective Exposure and Echo Chambers in Partisan Television Consumption: Evidence from Linked Viewership, Administrative, and Survey Data." *American Journal of Political Science* 69 (3): 847–865.
- Druckman, James N. 2003. "The Power of Television Images: The First Kennedy-Nixon Debate Revisited." *The Journal of Politics* 65 (2): 559–571.
- Hawkins, Darren, Christopher F. Karpowitz, Steven Greene, Jay Goodliffe, Logan Graham, and Ashyln Bodily. 2026. "The Poverty of Moral Foundation Messaging." *Political Communication.*
- Hopkins, Daniel J., Yphtach Lelkes, and Samuel Wolken. 2025. "The Rise of and Demand for Identity-oriented Media Coverage." *American Journal of Political Science* 69 (2): 483–500.
- Sides, John. 2006. "The Origins of Campaign Agendas." *British Journal of Political Science* 36: 407–436.

Week 6   Measurement

Feb 24   - Goel, Pranav, Jon Green, David Lazer, and Philip Resnik. 2025. "Using co-sharing to identify use of mainstream news for promoting potentially misleading narratives." *Nature Human Behavior* 9: 1843–1860.
              - Lawrence, Regina G., Kevin Arceneaux, Bernhard Clemm von Hohenberg, Johanna Dunaway, Frank Esser, Daniel Kreiss, Eike Mark Rinke, and Kjerstin Thorson. 2023. "New Methods, 'Old' Methods: Emerging Trends and Challenges in Political Communication Research." *Political Communication Report* 27.
              - Munger, Kevin. 2023. "Temporal validity as meta-science." *Research & Politics* 10 (3).
              - Niederdeppe, Jeff. 2014. "Conceptual, Empirical, and Practical Issues in Developing Valid Measures of Public Communication Campaign Exposure." *Communication Methods and Measures* 8 (2): 138–161.
              - Prior, Markus. 2013. "The Challenge of Measuring Media Exposure: Reply to Dilliplane, Goldman, and Mutz." *Political Communication* 30 (4): 620–634.

Week 7   Offline Discourse

Mar 3   ***Short Assignment #3 due***

              - Groenendyk, Eric, Yanna Krupnikov, John Barry Ryan, and Elizabeth C. Connors. 2025. "Selecting Out of 'Politics': The Self-fulfilling Role of Conflict Expectation." *American Political Science Review* 119 (1): 40–55.
              - Pietryka, Matthew T., Jack Lyons Reilly, Daniel M. Maliniak, Patrick R. Miller, Robert Huckfeldt, and Ronald B. Rapoport. 2018. "From Respondents to Networks: Bridging Between Individuals, Discussants, and the Network in the Study of Political Discussion." *Political Behavior* 40: 711–735.
              - Santoro, Erik, David E. Broockman, Joshua L. Kalla, and Roni Porat. 2025. "Listen for a change? A longitudinal experiment on listening's potential to enhance persuasion." *Proceedings of the National Academy of Sciences* 122 (8): e2421982122.
              - Settle, Jaime E., and Taylor N. Carlson. 2019. "Opting Out of Political Discussions." *Political Communication* 36 (3): 476–496.

Week 8   Online Discourse

Mar 10   - Allamong, Maxwell B., Andrew Trexler, Fatimah Alqabandi, Tina Tucker, Christopher A. Bail, D. Sunshine Hillygus, and Alexander Volfovsky. 2026. "Outnumbered Online: The Consequences of Partisan Imbalance in Online Political Discussions." Working paper.

- Combs, Aidan, Graham Tierney, Brian Guay, Friedolin Merhout, Christopher A. Bail, D. Sunshine Hillygus, and Alexander Volfovsky. 2023. "Reducing political polarization in the United States with a mobile chat platform." *Nature Human Behavior* 7: 1454–1461.
- Munger, Kevin. 2017. "Tweetment Effects on the Tweeted: Experimentally Reducing Racist Harassment." *Political Behavior* 39 (3): 629–649.
- Nyhan et al. 2023. "Like-minded sources on Facebook are prevalent but not polarizing." *Nature* 620: 137–144.

Week 9   Learning

Mar 17   ***Short Assignment #4 due***

- Broockman, David E., and Joshua L. Kalla. 2025. "Consuming Cross-cutting Media Causes Learning and Moderates Attitudes: A Field Experiment with Fox News Viewers." *The Journal of Politics* 87 (1): 246–261.
- Carlson, Taylor N. 2019. "Through the Grapevine: Informational Consequences of Interpersonal Political Communication." *American Political Science Review* 113 (2): 325–339.
- Lavigne, Mathieu, Brian Fogarty, John Carey, Brendan Nyhan, and Jason Reifler. 2025. "Inattention and Differential Exposure: How Media Questioning of Election Fraud Misinformation Often Fails to Reach the Public." Working paper.
- Trexler, Andrew. 2026. "The Unequal Challenge of Learning from Under-informative News." Forthcoming at the *British Journal of Political Science.*

Week 10   Public Opinion

Mar 24   - Guess et al. 2023. "Reshares on social media amplify political news but do not detectably affect beliefs or opinions." *Science* 381 (6656): 404–408.
- Kim, Eunji, and Shawn Patterson, Jr. 2025. "The American Viewer: Political Consequences of Entertainment Media." *American Political Science Review* 119 (2): 917–931.
- Piccardi, Tiziano, Martin Saveski, Chenyan Jia, Jeffrey Hancock, Jeanee L. Tsai, and Michael S. Bernstein. 2025. "Reranking partisan animosity in algorithmic social media feeds alters affective polarization." *Science* 390 (6776).
- Noy, Shakked, and Aakaash Rao. 2025. "The Business of the Culture War." Working paper.

Week 11   Spring Break

Mar 31   NO MEETING (Spring Break)

Week 12   Polarization

Apr 7   ***Research Proposal due***

- Green, Jon, Stefan McCabe, Sarah Shugars, Hanyu Chwe, Luke Horgan, Shuyang Cao, and David Lazer. 2025. "Curation Bubbles." *American Political Science Review* 119 (4): 1704–1722.
- Kim, Eunji, Yphtach Lelkes, and Joshua McCrain. 2022. "Measuring dynamic media bias." *Proceedings of the National Academy of Sciences* 119 (32): e2202197119.
- Kreiss, Daniel, and Shannon C. McGregor. 2024. "A Review and Provocation: On Polarization and Platforms." *New Media & Society* 26 (1): 556–579.
- Rossiter, Erin L., and Taylor N. Carlson. 2024. "Cross-partisan Conversation Reduced Affective Polarization for Republicans and Democrats Even after the Contentious 2020 Election." *The Journal of Politics* 86 (4): 1608–1612.

Week 13   Civic Engagement

Apr 14   - Gomez, Brad T., and Matthew T. Pietryka. 2025. "Parents, Peers, and Political Participation: Social Influence Among Roommates." *British Journal of Political Science* 55: e113.
- Hopkins, Daniel J., and Tori Gorton. 2024. "Unsubscribed and Undemanding: Partisanship and the Minimal Effects of a Field Experiment Encouraging Local News Consumption." *American Journal of Political Science* 68 (4): 1217–1233.
- Strömbäck, Jesper, Kajsa Falasca, and Sanne Kruikemeier. 2018. "The mix of media use matters: Investigating the effects of individual news repertoires on offline and online political participation." *Political Communication* 35 (3): 413–432.
- Trexler, Andrew, and Megan Mullin. 2024. "Local News Reporting and Mass Attitudes on Infrastructure Investment." *Political Behavior* 46 (4): 2657–2675.

Week 14   Student Presentations

Apr 21   **Research Presentation due***

Week 15   Student Presentations & Wrap Up

Apr 28   ***Research Presentation due***

May 1   ***Research Paper due***

Acknowledgements