The Pandemic and the People: Lessons for American Democracy
Syllabus: Northeastern
Current as of: 1/19/22

POLS 5660   **Spring 2021**
Department of Political Science   **Thursday**
College of Social Sciences and Humanities   **4:35 pm to 7:55 pm**
Northeastern University   **Hayden Hall, Room 321**
                                                                     Zoom: bit.ly/zoom-670

Northeastern Instructor: **External Instructors:**
Jon Green   **Matthew A. Baum**
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Office Hours: **Katherine Ognyanova**
  Renaissance Park, Room 914   katya.ognyanova@rutgers.edu
W 3-5 or by appointment (see below)

Course Overview, Description, and Objective

This course will explore major public policy issues and challenges facing American democracy that have been placed in stark relief by the COVID-19 pandemic. Each session will consider a different theme. We will draw heavily on insights from the COVID States Project, a monthly survey of all 50 states on attitudes and behaviors around COVID and various other issues that have arisen during the pandemic. Themes include (but are not limited to): public trust, public health infrastructure, health communication, partisan polarization, socio-economic inequality, racism, executive leadership, misinformation, the proper role of federalism, fiscal policy during crises, and mental health. The course is predominantly focused on the United States, though we will address some international aspects.

This course is unique in that faculty and students from three universities will participate, including, Harvard, Rutgers, and Northeastern Universities. Core researchers from the COVID States Project will serve as lecturers and facilitators, with each taking the lead on topics where they have primary expertise. We will also invite senior members of the project team to participate in sessions related to their own areas of expertise.

Logistically, the course will be conducted live across the three participating universities, with the "host" university rotating depending on which instructor has the lead in a given week. Students from the other universities will join the live sessions via video web conference. Structurally, each session will begin with a lecture (30-60 minutes) regarding a conceptual issue (e.g., federalism, polarization, inequality, etc.), followed by a pandemic-related "mini" case study related to the problem. The case will be presented, followed by a discussion regarding (a) the relationship between the conceptual lesson and the case, (b) the implications of the former for the latter, and (c) real-world lessons learned and potential policy solutions. We will then conduct an Oxford-

style debate in which two student teams will debate a pre-determined question arising from the topic at hand.

Student Learning Objectives

- Students will be able to identify and explain ways in which the COVID-19 pandemic shaped, and was shaped by, U.S. politics, public policy, and culture;
- Students will develop understandings of broad themes in U.S. politics in areas such as inequality, federalism, and polarization;
- Students will be able to apply these broad themes to evaluate the policy responses to specific cases from the pandemic;
- Students will be able to analyze science communication strategies deployed over the course of the pandemic;
- Students will be able to integrate ideas from across themes discussed in the course to develop and advocate for their own applied policy recommendations;
- Students will develop an understanding of a variety of measurement challenges in the social sciences, and identify instances in which these measurement challenges carry implications for public policy recommendations.

Readings

This course does not have a textbook or any reading material that must be purchased. All readings for each week can be found either on the course Canvas site under Files/Readings, or at the URLs listed on this syllabus. Any changes to assigned readings will be announced at least one week in advance, and will be accompanied by an updated syllabus.

Office Hours

My primary office at Northeastern is in the Network Science Institute, which is off-campus and not open for unscheduled walk-ins. This would be very inconvenient for office hours, so I have reserved space with the Political Science Department (Renaissance Park Room 914) on Wednesdays from 3-5 for drop-in office hours. If you are not available during this time slot but would like to meet, or if you would prefer to meet remotely, please email me and we will schedule something. Students are strongly encouraged to attend office hours, especially for consultation regarding paper topics.

In addition, students are welcome (and encouraged!) to attend remote office hours with the external instructors.
Katya Ognyanova:
- Schedule via ognyanova.youcanbook.me or via email if listed times don't work
- Attend via: bit.ly/ko-office-hours
Matt Baum:
- Schedule via email (regular office hours Thursdays 2-4)
- Attend via Zoom (sent over email)

Student Evaluation

The course grade is based on 100 points, or a 100% scale. Each point is worth one percent of the final grade. We note that as this course is being offered to students at different levels across institutions, assignments and evaluation criteria may vary slightly.

Evaluation for Northeastern students includes:

Pre-Class Participation (15%): Students are expected to have read and considered assigned readings prior to the class meeting in which they are discussed. Class will feature discussions based on the assigned readings. To encourage productive discussion, students are expected to submit at least two discussion questions they have, based on the reading, at least 24 hours before class begins. Discussion questions should be written so as to prompt discussion; that is, they should not be answerable with a simple "yes" or "no."

In-Class Participation, Discussion, and Attendance (10%): Students are expected to attend each class session and participate in class discussions.

Oxford Debates (10%): In addition to regular class discussion, students are expected to participate in one debate. Debates will employ modified Oxford rules. A proposition will be put forward and we'll poll class members for their position on the issue. There will be two teams, each comprised of 2-3 students, who will argue for and against the proposition, respectively. Each side will have up to 4 minutes to make its argument, followed by a 2-minute rebuttal of the opposing argument. You will be "on the clock" during the debate presentations and will be stopped in mid-presentation if you overshoot your allotted time.

Each member of the team must present part of its argument and/or rebuttal, although the team can decide how to divide the time. A team might choose to split both the argument and rebuttal time between its two members. Or, a team might decide to have one member present the argument and the other handle the rebuttal. After the rebuttal round, the debate will be opened to the full class for questions and arguments. Following the full-class debate, we will re-vote the proposition.

Students will have an opportunity to indicate which week(s) they would like to debate, and we will do our best to accommodate these interests. However, when we construct teams for a given debate we will **randomly** assign who is arguing for the proposition and who is arguing against it. Asking to debate during a week where you have a strong personal stance on the proposition does not guarantee that you will get to argue that stance.

Students will be evaluated on their contributions to the debate alongside their team's overall preparation and integration of course material, not whether their team "wins."

Policy Memos (20%): Students are required to write two policy memos of no more than 500 words (excluding the bibliography) each. Each memo is worth 10% of the final grade for the course, for 20% total, and should concern a public policy that either was implemented during the COVID-19 pandemic or, in the student's view, should have been. A good memo will clearly and

concisely answer descriptive, evaluative, and prescriptive questions concerning the issue at hand. Policy memos are designed to test students' understanding of core concepts concerning a given policy issue relevant to the course, and ability to apply course material to make sound recommendations. Students are encouraged to refer to this guide for how to write an effective policy memo, as well as an example policy memo included on Canvas under Files/policy_memo_example.pdf. While policy memos are due during specific weeks, so as to avoid conflicting with other writing assignments, they do not have to address to policies related to the material for those weeks.

Paper proposal (15%): Roughly one month before the end of the semester, students are expected to submit a document of no more than 1000 words proposing a paper on a subject of their choosing, under the broad topic of the ways in which the COVID-19 pandemic in the United States influenced and/or was influenced by U.S. politics and culture. While the final paper is not required to follow from the paper proposal, students are strongly encouraged to use the proposal as an opportunity to begin planning and outlining their final paper.

Final Research Paper (30%): Students are expected to complete a final research paper of no more than 7000 words that broadly concerns the ways in which the COVID-19 pandemic influenced and/or was influenced by politics and culture. The research paper (30%) is designed to test knowledge of the course materials and ability to apply and synthesize concepts as well as critically analyze issues. The final research paper serves as the final exam for this course, and is due by the end of the scheduled final exam period. Students have discretion with respect to specific topic within the broad prompt, but are strongly encouraged to both use the paper proposal to develop an idea and consult with the instructor at least once during the semester regarding their final paper's direction.

Grading Standards

Students who complete the course can expect to earn one of five possible letter grades. The grading standards are determined in accordance with the *Northeastern University Undergraduate Catalog, 2021-2022*. See https://catalog.northeastern.edu/pdf/2021-2022-undergraduate.pdf for additional information regarding the Academic Policies and Procedures of the Grading System. Note that plus and minus grades are proportioned fractionally such that, for example, 80% to 83.9% is a B -; 84% to 86.5% is a B; and 87% to 89.9% is a B+. Note that an "A" grade is 94% or higher.

The following descriptions of grades serve as general benchmarks:

- A grade of "A" means excellent work, which demonstrates comprehensive command of course content, exceptional ability to apply concepts, superior ability to organize and express ideas, critical thinking, and excellent attendance and class participation. Further, an "A" grade represents "outstanding achievement" and ranges from 90% to 100%.

- A grade of "B" means good work, which demonstrates solid command of course content, good ability to apply concepts, good organization and expression of ideas, and regular

attendance and class participation. Further, a "B" grade represents "good achievement" and ranges from 80% to 89.9%.

- A grade of "C" means fair work, implying barely acceptable command of course content, limited ability to apply concepts, moderate organization and expression of ideas, and sparse attendance and class participation. Further, a "C" grade represents "satisfactory achievement" and ranges from 70% to 79.9%.

- A grade of "D" means marginal work, with little command of course content, very limited ability to apply concepts, very limited ability to organize and express ideas, irregular attendance and class participation. Further, a "D" grade represents "poor achievement" and ranges from 60% to 69.9%.

- A grade of "F" means unacceptable work and implies lack of command of course content, inability to apply concepts, to organize and express ideas, and lack of attendance and class participation. Further, an "F" grade represents "failure in the course" and ranges from below 59.9%.

Grade Appeals

If you feel that a grade you receive on an assignment does not reflect the quality of the work you submitted, you may email me to request either a clarification or a re-grade. The email must include, either in the body or as an attachment, a rationale for why the request is warranted. This means explicitly acknowledging and engaging with any substantive feedback you received, and if requesting a regrade, making a case (with reference to any provided grading criteria, such as a rubric) why the grade you received does not align with that substantive feedback.

Academic Honesty and Integrity

Academic dishonesty is when you present someone else's ideas as your own. Students are strongly encouraged to learn from one another through discussions both in and outside of class, so long as individual writing assignments reflect their own intellectual labor. This means that when you submit writing with your name on it and no one else's, you did the work that produced the document. All ideas and claims included in written work that are not your own should be appropriately cited.

The Department of Political Science takes very seriously the issue of academic honesty. Any student who appears to violate the University's Academic Honesty and Integrity Policy (see http://www.osccr.neu.edu/policy.html) may be referred to the University's Office of Student Conduct and Conflict Resolution. If a proven violation involves an exam or course assignment, the student shall receive a failing grade for the assignment, in addition to sanctions imposed by the Office of Student Conduct and Conflict Resolution. Individual faculty, with the support of the Department, can impose harsher penalties as they deem necessary.

Course Policies

- Deadlines: Assignment due dates for this class were set where they are for a reason, and students are expected to turn assignments in on time. However, things happen, and there may be good reasons why you need to move a deadline. These reasons can range from serious unexpected circumstances to simply having a lot of work from other classes due at the same time. Extension requests will typically be granted in cases where a reasonable request is made with reasonable advance notice, or if there is a clear need to extend a deadline on short notice. Assignments turned in after a deadline (original or extended) will be marked down one letter grade for every week they are late, with the exception of the final paper, which will be marked down one letter grade for every day it is late.

- COVID-19: You are expected to abide by all University policies regarding COVID-19. This includes wearing a mask while indoors, completing the daily wellness check, and testing weekly. If you are experiencing any symptoms of COVID-19 (or any other contagious illness) please do not come to class.

- In-Class Discussions and Debates: Class discussions and debates will operate under mutual respect. In addition to regular class discussion, debates on issues where reasonable people can (and are expected to) disagree are a core feature of this course. Undoubtedly, philosophies and interpretations of issues will vary, and it is important to approach differing perspectives under an assumption of good faith. However, expectations of mutual respect and assumptions of good faith are not licenses to engage in racism, sexism, ableism, classism, homophobia, transphobia, or any other exclusionary language that is inherently disrespectful. Nor are they licenses to make baseless claims.

- Etiquette: You may bring a drink to class for consumption, but please do not consume food while class is in session. Please do not leave personal belongings or trash of any kind in the classroom. When participating remotely, it is preferred but not required that you have your camera on.

- Electronics: Students may not use cell phones or any other electronic equipment that rings or makes noise while in-person class is in session. You may use a laptop (or similar device) to take notes.

Writing

Written work should be proofread for spelling and grammar, arguments should be supported by evidence from reliable sources, and all references **must** be appropriately cited. I do not care what citation format you use, as long as you use one consistently. Students are also encouraged to consult the instructor or Northeastern University's learning resources for writing help if desired.

Inclusion and Accommodation

As an academic community at Northeastern, we will actively support students from all backgrounds and identities. Please let me know if you have any difficulties integrating yourself or your perspectives into class discussions or groups.

If you have any physical, cognitive, or psychiatric needs that require accommodations for this course, please meet with me as soon as possible to discuss the appropriate steps I can take to make sure you have what you need to succeed. In addition, Northeastern University's Disability Resource Center is located at 20 Dodge Hall (phone: 617.373.2675; website; http://www.northeastern.edu/drc) and can assist you with managing any challenges that may affect your performance.

Title IX of the Education Amendments of 1972

The Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community -- including all students, faculty, and staff -- regardless of their sex or gender identity.

If you or someone you know has been harassed or assaulted, confidential support and guidance can be found through University Health and Counseling Services staff and the Center for Spiritual Dialogue and Service clergy members. By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within The Office for Gender Equity and Compliance at: titleix@northeastern.edu and/or through NUPD (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does NOT commit the victim/affected party to future legal action.

Faculty members and instructors are considered "responsible employees" at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator. In case of an emergency, call 911. Please visit http://www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

Student Support Services and Office Hours

During the Spring 2022 term, my office hours will be Wednesdays 3-5 or by appointment. Northeastern sponsors and supports a variety of student success programs to help you connect with the community and achieve academic success. These programs include, among others, learning assistance, developmental education, advising and mentoring, career assistance, and campus life programming. Students are encouraged to become engaged citizens on campus to enhance the academic experience at Northeastern.

You should become familiar with the following resources:

- Writing Center, at http://www.northeastern.edu/writing-center/

- Libraries, at http://library.northeastern.edu
- Tutoring, at http://www.northeastern.edu/csastutoring/cas-tutoring/tutoring-services/
- Career Services, at http://www.northeastern.edu/careers
- Experiential Learning, at http://www.northeastern.edu/experiential/index.html
- Center of Community Service, at http://www.northeastern.edu/communityservice/
- Student Government Association, at http://www.sga.neu.edu

Weekly Course Calendar*
*Due dates and reading requirements are subject to change.
If changes are necessary, they will announced at least one week in advance.

WEEK 0 (JANUARY 20)

Northeastern-specific introductions and logistics, course fundamentals (Harvard not in session this week)

We will use this time to cover topics important for student success in this course:
- reading academic journal articles, including regression tables
- writing policy memos

WEEK 1 (JANUARY 27)

Introduction, course overview by week, and historical context (All)
Readings for this week:
1) CNN Editorial Research. (2022). Covid-19 Pandemic Timeline Fast Facts. CNN. https://www.cnn.com/2021/08/09/health/covid-19-pandemic-timeline-fast-facts/index.html
2) Mallapaty, S., Callaway, E., Kozlov, M., Ledford, H., Pickrell, J., & Van Noorden, R. (2021). How COVID vaccines shaped 2021 in eight powerful charts. *Nature*, 600(7890), 580–583. https://doi.org/10.1038/d41586-021-03686-x

WEEK 2 (FEBRUARY 3)

Executive Power: The President and the States (Matt Baum)
Readings for this week:
1) Baccini and Brodeur (2020) "Explaining Governors' Responses to the COVID-19 Pandemic in the United States"
2) Goelzhauser* and Konisky (2019). "The State of American Federalism 2018–2019: Litigation, Partisan Polarization, and the Administrative Presidency"
3) Crouch, Rosell, and Sollenberger (2017). "The Unitary Executive Theory and President Donald J. Trump"
4) Karbassi, Shayan (2021). "Understanding Biden's Invocation of the Defense Production Act" Lawfare (March 4, 2021). https://www.lawfareblog.com/understanding-bidens-invocation-defense-production-act

Additional <u>Optional</u> Readings from COVID States Project (all available at
www.covidstates.org):

- Executive Approval Reports: #5 (July 2020), #6: (July 2020 update), #12 (September 2020 update), #22 (October 2020), #46 (March 2021), #66 (October 2021)
- Report #15: Public Support for a COVID-19 Relief Package (September 2020)
- Report #19: Public Health and Trump Support (October 2020)
- Report #20: Public Opinion on Government Reaction to COVID-19 (October 2020)
- Report #70: MA Governor Baker's Approval (October 2021)
- "The Role of Political Leadership During a Crisis" Blog Post (4/26/20)
- "How a Public Health Crisis Becomes a Public Trust Crisis" RealClearPolitics, 7/6/20

Debate proposition: For the President to require that certain groups of Americans (e.g., healthcare workers, teachers, first responders) get the COVID vaccine represents unconstitutional executive overreach.

WEEK 3 (FEBRUARY 10)

Partisanship and Polarization (Jon Green)
Readings for this week:
1) Bawn, et al (2012) "A Theory of Political Parties: Groups, Policy Demands and Nominations in American Politics"
2) Barber and McCarty (2015) "Causes and Consequences of Polarization"
3) Azari (2016) "Weak parties and strong partisanship are a bad combination" https://www.vox.com/mischiefs-of-faction/2016/11/3/13512362/weak-parties-strong-partisanship-bad-combination
4) Blake (2021) "The slippery slope of the GOP's anti-vaccine mandate push." https://www.washingtonpost.com/politics/2021/10/13/slippery-slope-gops-anti-vaccine-mandate-push/
5) Druckman, et al (2021) "Affective polarization, local contexts and public opinion in America"

Additional Optional Readings from COVID States Project (all available at www.covidstates.org):
· Report #37: Gun Purchases During the COVID-19 Pandemic
· Report #39: Public Attitudes Toward the Storming of the Capitol Building
· Report #59: What Americans Think About People Who Are Not Vaccinated
· Report #76: Storming of the Capitol, One Year Later

Debate proposition: The COVID-19 pandemic exposed fundamental flaws with the United States' political institutions and system of government.

WEEK 4 (FEBRUARY 17)

Voting and Elections: The Pandemic as Cause and Effect (Jon Green; Guest Speaker: David Shor)
<mark>Assignment: Policy memo one due.</mark>
Readings for this week:
1) Malhotra and Kuo (2008) "Attributing Blame: The Public's Response to Hurricane Katrina"
2) Healy and Malhotra (2009) "Myopic Voters and Natural Disaster Policy"
3) Enns and Lagodny (2020) "We predicted the states Biden would win 100 days before the election" https://www.washingtonpost.com/politics/2020/11/12/we-predicted-states-biden-would-win-100-days-before-election/
4) Yoder, et al (2021) "How did absentee voting affect the 2020 U.S. election?." https://www.science.org/doi/10.1126/sciadv.abk1755
5) How The Economist Presidential Forecast Works. https://projects.economist.com/us-2020-forecast/president/how-this-works
6) Ghitza and Robinson (2021) "What Happened in 2020" https://catalist.us/wh-national/

Additional <u>Optional</u> Readings from COVID States Project (all available at www.covidstates.org):
· Report #16: Partisan Differences in Vote by Mail
· Report #19: Public Health and Trump Support
· Report #29: Election Fairness and Trust in Institutions

Debate proposition: The COVID-19 pandemic hurt Donald Trump's chances of re-election.

WEEK 5 (FEBRUARY 24)

Foreign Policy, Attitudes and Behaviors of Leaders, and Pandemic Diplomacy (Matt Baum)
Readings for this week:
1) Lacatus, Corina. 2020. "Populism and President Trump's Approach to Foreign Policy". Politics 4(1): 31-47
2) Jeong, Gyung-Ho and Paul J. Quirk. 2019. "Division at the Water's Edge: The Polarization of Foreign Policy." American Politics Quarterly 47(1): 58-87.
3) Sharen and Dhama (2021). "COVID-19 vaccine diplomacy and equitable access to vaccines amid ongoing pandemic"
4) Fukuyama, Francis. (2020) "The Pandemic and Political Order." Foreign Affairs, vol. 99, no.4, July/August, p. 26-32. HeinOnline.
5) Kertzer, Joshua D. "Public opinion and foreign policy." Oxford bibliographies in international relations. New York: Oxford University Press. Retrieved from doi: https://doi.org/10.1093/obo/9780199743292-0244 (2018).

Debate proposition: When it comes to sharing COVID vaccines with the world, America should first make sure that its own citizens are vaccinated before prioritizing help for other countries.

Civil Liberties and Democratic Values (Matt Baum)
Readings for this week:
1) Gilfand et al. 2021. "The relationship between cultural tightness–looseness and COVID-19 cases and deaths: a global analysis"
2) Howell, et al. (2021). "Culture, COVID-19, and collectivism: A paradox of American exceptionalism?" Personality and Individual Differences
3) Brinkley, Alan. (2006) "Civil Liberties in Times of Crisis." Bulletin of the American Academy of Arts & Sciences: 26-29.
4) Gostin, Lawrence O., and James G. Hodge. "US emergency legal responses to novel coronavirus: balancing public health and civil liberties." Jama 323, no. 12 (2020): 1131-1132.
5) Alsan, Marcella, Luca Braghieri, Sarah Eichmeyer, Minjeong Joyce Kim, Stefanie Stantcheva, and David Y. Yang. Civil Liberties in Times of Crisis. No. w27972. National Bureau of Economic Research, 2020.
6) Rothstein, Mark A. (2020) "The Coronavirus Pandemic: Public Health and American Values" Journal of Law, Medicine, and Ethics.

Additional Optional Readings (Available at www.covidstates.org)
- Report #13: Trust in Institutions (September 2020)
- Report #25: Public Support for COVID-19 Measures (November 2020) and #32 (January 2021 update)
- Report #37: Gun Purchases During the COVID-19 Pandemic (January 2021)
- Public Support for Vaccine Mandates: #52 (May 2021), #53 (vaccine passports, May 2021), #58 (July 2021), #64 (October 2021)
- Report #72: School Board Elections (November 2021)

Debate proposition: Lockdowns and mandates for wearing masks and getting vaccinated are an unconstitutional violation of Americans' civil liberties.

Democratic Institutions (Katherine Ognyanova)
Readings for this week:
1) Citrin, J., & Stoker, L. (2018). Political Trust in a Cynical Age. Annual Review of Political Science, 21(1), 49–70. doi:10.1146/annurev-polisci-050316-092550
2) Hanitzsch, T., Van Dalen, A., & Steindl, N. (2018). Caught in the Nexus: A Comparative and Longitudinal Analysis of Public Trust in the Press. The International Journal of Press/Politics, 23(1), 3–23. https://doi.org/10.1177/1940161217740695
3) Newton, K., Stolle, D., & Zmerli, S. (2018). Social and Political Trust. In E. Uslaner M. (Ed.), The Oxford Handbook of Social and Political Trust (pp. 37–56). Oxford University Press.

4) Sturgis, P., Brunton-Smith, I., & Jackson, J. (2021). Trust in science, social consensus and vaccine confidence. Nature Human Behaviour, 1–7. https://doi.org/10.1038/s41562-021-01115-7
5) Kum, D. (2020). Fueled by a History of Mistreatment, Black Americans Distrust the New COVID-19 Vaccines. Time. time.com/5925074/black-americans-covid-19-vaccine-distrust/
6) OPTIONAL: Everett, J. A. C., Colombatto, C., Awad, E., Boggio, P., Bos, B., Brady, W. J., Chawla, M., Chituc, V., Chung, D., Drupp, M. A., Goel, S., Grosskopf, B., Hjorth, F., Ji, A., Kealoha, C., Kim, J. S., Lin, Y., Ma, Y., Maréchal, M. A., … Crockett, M. J. (2021). Moral dilemmas and trust in leaders during a global health crisis. Nature Human Behaviour, 5(8), 1074–1088.

Debate proposition: In the early days of the pandemic, CDC could gain more public trust by emphasizing that scientists did not yet know enough about COVID-19, rather than issuing controversial policy recommendations.

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(SPRING BREAK: MARCH 17)
WEEK 8 (MARCH 24)

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Inequality and the Pandemic (Jon Green)
<mark>Assignment: Policy memo two due.</mark>
Readings for this week:
1) Hardy and Logan (2020) " Racial Economic Inequality Amid the COVID-19 Crisis." https://www.brookings.edu/wp-content/uploads/2020/08/EA_HardyLogan_LO_8.12.pdf
2) Kim and Bostwick (2020) "Social Vulnerability and Racial Inequality in COVID-19 Deaths in Chicago"
3) Finley (2020) "Women's household labor is essential. Why isn't it valued?" https://www.washingtonpost.com/outlook/2020/05/29/womens-household-labor-is-essential-why-isnt-it-valued/
4) Hanage, et al (2020) "COVID-19: US federal accountability for entry, spread, and inequities—lessons for the future"
5) Perry, et al (2021) "Pandemic precarity: COVID-19 is exposing and exacerbating inequalities in the American heartland"
6) Jagannathan (2021) "People of color face multiple barriers to vaccine access — including 'skepticism of a system that has treated them poorly'" https://www.marketwatch.com/story/people-of-color-face-multiple-barriers-to-vaccine-access-including-skepticism-of-a-system-that-has-treated-them-poorly-11619444206

Additional <u>Optional</u> Readings from COVID States Project (all available at www.covidstates.org):
· Report #15: Public Support for a COVID-19 Relief Package
· Report #17: COVID-19 Test Result Times
· Report #30: Economic Hardships During the Pandemic
· Report #75: American Attitudes Toward Critical Race Theory

Debate proposition: Pandemic-related economic relief should be means-tested, not universal.

WEEK 9 (MARCH 31)

Protests (Jon Green)
Readings for this week:
1) Wasow (2020) "Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting"
2) Gause (2020) "Revealing Issue Salience via Costly Protest: How Legislative Behavior Following Protest Advantages Low-Resource Groups"
3) Williamson and Skocpol (2017) "What can (or should) activists learn from the tea party?" https://www.washingtonpost.com/news/monkey-cage/wp/2017/05/11/what-can-or-should-activists-learn-from-the-tea-party/
4) Kampark (2020) "Protesting in Pandemic Times: COVID-19, Public Health, and Black Lives Matter"
5) Kilgo (2021) "The insurrection at the Capitol challenged how US media frames unrest and shapes public opinion" https://theconversation.com/the-insurrection-at-the-capitol-challenged-how-us-media-frames-unrest-and-shapes-public-opinion-152805
6) OPTIONAL (Film): United in Anger: A History of ACT UP. https://www.youtube.com/watch?v=MrAzU79PBVM

Additional <u>Optional</u> Readings from COVID States Project (all available at www.covidstates.org):
· Report #10: COVID-19 and Protests

Debate proposition: 50 years from now we will consider the summer of 2020 to have fundamentally altered the course of U.S. politics.

WEEK 10 (APRIL 7)

Mental Health (Guest Lecturer: Roy Perlis)
Assignment: Paper proposal due by beginning of class.
Readings for this week:
1) Giuntella, O., Hyde, K., Saccardo, S., & Sadoff, S. (2021). Lifestyle and mental health disruptions during COVID-19. Proceedings of the National Academy of Sciences, 118(9). https://doi.org/10.1073/pnas.2016632118
2) Huckins, J. F., daSilva, A. W., Wang, W., Hedlund, E., Rogers, C., Nepal, S. K., Wu, J., Obuchi, M., Murphy, E. I., Meyer, M. L., Wagner, D. D., Holtzheimer, P. E., & Campbell, A. T. (2020). Mental Health and Behavior of College Students During the Early Phases of the COVID-19 Pandemic: Longitudinal Smartphone and Ecological Momentary Assessment Study. Journal of Medical Internet Research, 22(6), e20185. https://doi.org/10.2196/20185

3) Kola, L., Kohrt, B. A., Hanlon, C., Naslund, J. A., Sikander, S., Balaji, M., Benjet, C., Cheung, E. Y. L., Eaton, J., Gonsalves, P., Hailemariam, M., Luitel, N. P., Machado, D. B., Misganaw, E., Omigbodun, O., Roberts, T., Salisbury, T. T., Shidhaye, R., Sunkel, C., … Patel, V. (2021). COVID-19 mental health impact and responses in low-income and middle-income countries: Reimagining global mental health. The Lancet Psychiatry, 8(6), 535–550. https://doi.org/10.1016/S2215-0366(21)00025-0
4) Czeisler, Mark É., Rashon I. Lane, Emiko Petrosky, Joshua F. Wiley, Aleta Christensen, Rashid Njai, Matthew D. Weaver et al. "Mental health, substance use, and suicidal ideation during the COVID-19 pandemic—United States, June 24–30, 2020." Morbidity and Mortality Weekly Report 69, no. 32 (2020): 1049.
5) Öngür D, Perlis R, Goff D. "Psychiatry and COVID-19." JAMA. 2020 Sep 22;324(12):1149-1150. doi:10.1001/jama.2020.14294.

Debate proposition: Absent strict regulatory oversight, the proliferation of virtual mental health care ("teletherapy") during the COVID-19 pandemic will likely do more harm than good for patients facing mental health challenges.

WEEK 11 (APRIL 14)

Science Communication (Katherine Ognyanova)

1) Scheufele, D. A. (2014). Science communication as political communication. Proceedings of the National Academy of Sciences, 111(Supplement 4), 13585–13592. https://doi.org/10.1073/pnas.1317516111
2) Kim, D. K. D., & Kreps, G. L. (2020). An Analysis of Government Communication in the United States During the COVID-19 Pandemic: Recommendations for Effective Government Health Risk Communication. World Medical & Health Policy, 12(4), 398–412. https://doi.org/10.1002/wmh3.363
3) Guttman, N., & Lev, E. (2020). Ethical Issues in COVID-19 Communication to Mitigate the Pandemic: Dilemmas and Practical Implications. Health Communication, https://doi.org/10.1080/10410236.2020.1847439
4) Krause, N. M., Brossard, D., Scheufele, D. A., Xenos, M. A., & Franke, K. (2019). Trends—Americans' Trust in Science and Scientists. Public Opinion Quarterly, 83(4), 817–836. https://doi.org/10.1093/poq/nfz041
5) Remmel, A. (2021). 'It's a minefield': COVID vaccine safety poses unique communication challenge. Nature, 593(7860), 488–489. https://doi.org/10.1038/d41586-021-01257-8
6) OPTIONAL: Green, J., Druckman, J., Baum, M., Lazer, D., Ognyanova, K., Simonson, M., Lin, J., Santillana, M., & Perlis, R. (Forthcoming). Using general messages to persuade on a politicized scientific issue. *British Journal of Political Science*. https://osf.io/7tn4d/

Debate proposition: Medical experts should provide relevant information and advice but they should not be on TV publicly advocating for specific government policies.

WEEK 12 (APRIL 21)

How Media Covered the Pandemic (Katherine Ognyanova)

1) Harrington, N. G. (2015). Health Communication: Theory, Method, and Application. Ch. 14 Media effects and health
2) Hart, P. S., Chinn, S., & Soroka, S. (2020). Politicization and Polarization in COVID-19 News Coverage. Science Communication, 42(5), 679–697. https://doi.org/10.1177/1075547020950735
3) Chung, M., & Jones-Jang, S. M. (2021). Red Media, Blue Media, Trump Briefings, and COVID-19: Examining How Information Sources Predict Risk Preventive Behaviors via Threat and Efficacy. Health Communication, 0(0), 1–8. https://doi.org/10.1080/10410236.2021.1914386
4) Jiang, X., Hwang, J., Shah, D. V., Ghosh, S., & Brauer, M. (2021). News Attention and Social-Distancing Behavior Amid COVID-19: How Media Trust and Social Norms Moderate a Mediated Relationship. Health Communication, https://doi.org/10.1080/10410236.2020.1868064
5) Covid coverage by the U.S. national media is an outlier, a study finds. (2021, March 24). The New York Times. https://www.nytimes.com/2021/03/24/world/covid-coverage-by-the-us-national-media-is-an-outlier-a-study-finds.html

Debate proposition: The consistent focus on negative developments in most US mainstream news coverage of COVID-19 did more harm than good to public health

(Northeastern Last Day of Class: April 27)
<mark>Assignment: Final research paper due by May 5 at 7:55pm. Submit via Canvas as a single PDF.</mark>

WEEK 13 (APRIL 28)

Misinformation and Misperception (Matt Baum)
Readings for this week (OPTIONAL FOR NORTHEASTERN STUDENTS):

1) Iyengar, Shanto, and Douglas S. Massey. "Scientific communication in a post-truth society." Proceedings of the National Academy of Sciences 116, no. 16 (2019): 7656-7661.
2) Druckman, James N., Katherine Ognyanova, Matthew A. Baum, David Lazer, Roy H. Perlis, John Della Volpe, Mauricio Santillana, Hanyu Chwe, Alexi Quintana, and Matthew Simonson. "The role of race, religion, and partisanship in misperceptions about COVID-19." Group Processes & Intergroup Relations 24, no. 4 (2021): 638-657.
3) Lazer, David MJ, Matthew A. Baum, Yochai Benkler, Adam J. Berinsky, Kelly M. Greenhill, Filippo Menczer, Miriam J. Metzger et al. "The science of fake news." Science 359, no. 6380 (2018): 1094-1096.

4) Enders, Adam M., Joseph E. Uscinski, Casey Klofstad, and Justin Stoler. "The different forms of COVID-19 misinformation and their consequences." The Harvard Kennedy School Misinformation Review (2020).
5) "'Don't Look Up': Hollywood's primer on climate denial illustrates 5 myths that fuel rejection of science." https://theconversation.com/dont-look-up-hollywoods-primer-on-climate-denial-illustrates-5-myths-that-fuel-rejection-of-science-174266

Additional <u>Optional</u> Readings from COVID States Project (all available at
www.covidstates.org):
- Report #14: Misinformation and Vaccine Acceptance (September 2020)
- Report #18: Covid Fake News on Twitter (October 2020)
- Report #60: COVID-19 Vaccine Misinformation (August 2021)
· Research Article: "What I saw on the road to insurrection: Internal Political Efficacy, Conspiracy Beliefs, and the Effects of Depression on Support for the January 6th Storming of the Capitol"

If you're still looking for more misinformation-related content, consider watching "Don't Look Up" on Netflix, and then reading Ross Douthat's Column about it, while keeping a focus on the misinformation problem.