
Term Information

Effective Term Autumn 2026

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7250
Course Title Politics of Information
Transcript Abbreviation Information Polit
Course Description overview of the rapidly growing literature on the politics of information flow and how information affects public opinion and social outcomes, in both democratic and authoritarian contexts
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Doctoral Course
Intended Rank Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will gain an overview of the literature on the politics of information flow
- Students will learn how information affects public opinion and social outcomes

Content Topic List

- Political knowledge/information and (mis)perceptions
- False News, Rumors, and Conspiracy Theories
- Correcting Misinformation and Misperceptions
- Selective Exposure and Motivated Reasoning
- Social Media
- Macro Media Effects and Media Bias
- Media Freedom and Censorship
- Propaganda
- Information from Abroad, Public Diplomacy, and Foreign Influence

Sought Concurrence

Yes

Attachments

- PS 7250 concurrence list.pdf: concurrence list
(Concurrence. Owner: Smith,Charles William)
- 7250 Politics of Information Syllabus.pdf: 7250 Syllabus
(Syllabus. Owner: Smith,Charles William)

Comments

- Contacted COMM 3/7/25; no reply
uploaded syllabus updated to reflect 10/15/25 feedback to include diversity statement or link *(by Smith,Charles William on 10/15/2025 04:02 PM)*
- Please see feedback email sent to department 10-15-2025 RLS *(by Steele,Rachel Lea on 10/15/2025 12:49 PM)*
- Please request a concurrence from the School of Communication *(by Vankeerbergen,Bernadette Chantal on 03/25/2025 01:16 PM)*

COURSE REQUEST
7250 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/15/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	03/10/2025 11:34 AM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	03/10/2025 11:40 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/25/2025 01:16 PM	College Approval
Submitted	Smith, Charles William	09/09/2025 03:35 PM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	09/10/2025 04:19 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/10/2025 04:50 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/15/2025 12:49 PM	ASCCAO Approval
Submitted	Smith, Charles William	10/15/2025 04:02 PM	Submitted for Approval
Approved	Kurtz, Marcus Jurgen	10/15/2025 04:03 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/15/2025 04:17 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/15/2025 04:17 PM	ASCCAO Approval

POLITSC 7250 Politics of Information

OSU, Autumn 2026

(draft syllabus)

Instructor: Haifeng Huang

Email: huang.5457@osu.edu

Office: Derby Hall 2018

Office Hours: TBA

Course Description:

This is a graduate seminar with 2 hours and 45 minutes of contact hours per week. The class will present an overview of the rapidly growing literature on the politics of information flow and how information affects public opinion and social outcomes, in both democratic and authoritarian contexts. Specific topics include political knowledge, rumor and false news, correcting misinformation, selective exposure, media freedom and censorship, propaganda, foreign information, public diplomacy, etc. The course will also consider how artificial intelligence affects information flow and opinion formation. We will cover some foundational studies, but the focus will be state-of-the-art research. The goal is that by the end of the course, students will have a grasp of the existing stock of knowledge in this exciting field and be able to design their own research to tackle new puzzles and generate new knowledge about relevant issues.

In a typical class, the instructor will start with a brief introduction to the day's topic and then go over the key arguments and findings of each required reading of the week. Then, depending on the enrollment of the class, one or two student(s) will present one or two key reading(s) in detail, discussing the study's background and research question(s), theories/hypotheses, study design, data, results of empirical tests and/or logical derivation, study implications, etc., as appropriate. Finally, the class will collectively discuss the literature of the week, assess its strengths and weaknesses, and explore potential future research directions.

Prior to each class, each student will submit a short memo discussing one or two critical questions about the week's readings that they would like to see discussed in class. The instructor will select some of the questions raised in the memos for class discussion. At the end of the semester, students will propose a research design about an issue related to the politics of information or its effects on public opinion or social outcomes.

Requirements and Expectations

1. General class participation (20 percent of the final grade). This is a graduate seminar that requires active participation from each student. Quality participation requires attending all classes, understanding the readings to the best of your ability, and participating actively and thoughtfully in class discussions.
2. Presentation of reading (20 percent of the final grade). Starting from the second substantive week, each week we will have one or two students present one or two required reading(s) from that week, depending on the enrollment. Each presentation should cover the article's *background and research question(s), theories/hypotheses, study design, data, results of empirical tests and/or logical derivation, implications of the*

research, and potential future work, as appropriate for that reading. In addition, you can offer your own assessment of the article and suggest future research inspired by or built on the reading.

Each presentation will be 15-20 minutes long with slides, followed by class discussions of the presentation/reading, and you should be prepared to answer questions from the class. Essentially, treat it as if you were the author of the article and walk us through the study. For some of the more methodologically sophisticated articles, it is not imperative to delve into every technical detail. However, it remains crucial to adeptly communicate the main concepts/ideas, arguments, design elements, and the most important results of the studies. Upload your slides to Carmen by 12 noon of the day before your presentation day. A presentation schedule will be drawn up at the beginning of the semester.

3. Short memos (20 percent of the final grade). Starting from the second substantive week, each student will submit a short memo, up to one page long, discussing one or two methodological and/or substantive questions about the week's readings that they would like to see discussed in class, or suggest future research directions. The student(s) doing presentation(s) that week are exempt from this requirement. The instructor may select some of the issues raised in these memos for class discussion. Your grade of this part of the course requirement will be based on the best six memos of yours. Submit your memos on Carmen by 4 PM of the day before the relevant class meeting.
4. Research proposal/design (40 percent of the final grade). At the end of the semester, each student will be required to submit a research proposal focusing on a selected question relevant to the course, 15-20 pages in length (double-spaced) excluding references. The proposal should include an introduction setting out your research question, a review of prior research, a theoretical section outlining your point of theoretical departure and/or central hypotheses, and how you will proceed with theoretical analysis and/or empirical investigation. The quality of the paper should approximate a conference paper except that concrete results/findings are not required, and should ideally be written with the intent of actually conducting the necessary research in the near future. Consult with me after you have identified a potential topic. You will present your proposal (with slides) in class at the end of the semester before submitting the final proposal.

Readings:

All required readings should be obtained on your own from the journals' or authors' websites unless otherwise noted. Some of the readings, particularly those with formal models, may contain technical materials that are currently too advanced for some of you; in such cases do not get stuck with the technical details (but try to understand as much as possible), and focus on the main ideas, logic, and evidence.

Office Hours

My office hours are Wednesdays 10AM-12PM. Please make appointments at <https://calendly.com/hfhuang/officehour>. This will let me know who is coming and help you

avoid waiting. Each appointment slot is 15 minutes. If you need more time, you can book two (or more, though this should be done judiciously) consecutive slots.

Grading:

- General class participation: 20%
- Presentation of reading: 20%
- Short memos: 20%
- Research design: 40%

Other Policies:

- Generative AI tools should not be used in the completion of course assignments.
- Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered. Communication will be via CarmenCanvas or email.

University Policies and Statements:

1. Academic Misconduct: See [here](#).
2. Disability Services: See [here](#).
3. Religious Accommodation: See [here](#).
4. Intellectual Diversity: See [here](#).

Course Schedule (*tentative*)

August 27 **Introduction to the course and organizational meeting**

September 3 APSA Conference

September 10 **Political knowledge/information and (mis)perceptions**

This week's readings analyze the importance of (politically-relevant) knowledge and information, including knowledge about social and policy facts, information about other people's attitudes and beliefs, and knowledge about foreign countries. We will also discuss when new information will be persuasive and how artificial intelligence might affect the production or sharing of knowledge. This week can serve as a foundation for future weeks of the course.

Kuklinski, James H., Paul J. Quirk, Jennifer Jerit, David Schwieder, and Robert F. Rich. 2000. "Misinformation and the Currency of Democratic Citizenship." *Journal of Politics* 62(3): 790-816.

Bursztyn, Leonardo, Alessandra L. González, and David Yanagizawa-Drott. 2020. "Misperceived Social Norms: Women Working Outside the Home in Saudi Arabia." *American Economic Review* 110(10): 2997-3029.

Broockman, David E., and Joshua L. Kalla. 2023. "When and Why Are Campaigns' Persuasive Effects Small? Evidence from the 2020 US Presidential Election." *American Journal of Political Science* 67(4): 833-849.

Huang, Haifeng. 2015. "International Knowledge and Domestic Evaluations in a Changing Society: The Case of China." *American Political Science Review* 109(3): 613-634.

Furnas, Alexander C., and Timothy M. LaPira. 2024. "The People Think What I Think: False Consensus and Unelected Elite Misperception of Public Opinion." *American Journal of Political Science*.

del Rio-Chanona, R Maria, Nadzeya Laurentsyeve, Johannes Wachs. 2024. "Large Language Models Reduce Public Knowledge Sharing on Online Q&A Platforms." *PNAS Nexus* 3(9): pgae400.

Optional Readings:

Gilens, Martin. 2001. "Political Ignorance and Collective Policy Preferences." *American Political Science Review* 95(2): 379-396.

Kayser, Mark Andreas, and Michael Peress. 2012. "Benchmarking Across Borders: Electoral Accountability and the Necessity of Comparison." *American Political Science Review* 106(3): 661-684.

Ahler, Douglas J., and Gaurav Sood. 2018. "The Parties in Our Heads: Misperceptions about Party Composition and Their Consequences." *Journal of Politics* 80(3): 964-981.

September 17 **False News, Rumors, and Conspiracy Theories**

This week's readings investigate how and why false news spreads, why and to what extent people believe false news and conspiracy theories, and the impact of artificial news in spreading misinformation.

Vosoughi, Soroush, Deb Roy, and Sinan Aral. 2018. "The Spread of True and False News Online." *Science* 359(6380): 1146-1151.

Angelucci, Charles, and Andrea Prat. 2024. "Is Journalistic Truth Dead? Measuring How Informed Voters Are about Political News." *American Economic Review* 114(4): 887-925.

Petersen, Michael Bang, Mathias Osmundsen, and Kevin Arceneaux. 2023. "The "Need for Chaos" and Motivations to Share Hostile Political Rumors." *American Political Science Review* 117(4): 1486-1505.

Pennycook, Gordon, and David G. Rand. 2019. "Lazy, not Biased: Susceptibility to Partisan Fake News Is Better Explained by Lack of Reasoning than by Motivated Reasoning." *Cognition* 188: 39–50.

Oliver, J. Eric and Thomas J. Wood. 2014. "Conspiracy Theories and the Paranoid Style(s) of Mass Opinion." *American Journal of Political Science* 58(4): 952-966

Capraro, Valerio, Austin Lentsch, Daron Acemoglu, Selin Akgun, Aisel Akhmedova, Ennio Bilancini, Jean-François Bonnefon et al. 2024. "The Impact of Generative Artificial Intelligence on Socioeconomic Inequalities and Policy Making." *PNAS Nexus* 3(6).

Optional Readings:

Berinsky, Adam J. 2023. *Political Rumors: Why We Accept Misinformation and How to Fight it*. Princeton University Press.

Sunstein, Cass R. and Adrian Vermeule. 2009. "Conspiracy Theories: Causes and Cures." *Journal of Political Philosophy* 17(2): 202-227.

September 24 **Correcting Misinformation and Misperceptions**

This week's readings analyze whether and how can misinformation and misperceptions can be corrected, focusing on the effects of corrections on factual beliefs and political attitudes, and whether the influence of misinformation may persist. We will also discuss the role of artificial intelligence in spreading or correcting misinformation.

Berinsky, Adam J. 2017. "Rumors and Health Care Reform: Experiments in Political Misinformation." *British Journal of Political Science* 47(2): 241-262. (*P*)

Nyhan, Brendan, Ethan Porter, Jason Reifler and Thomas J. Wood. 2020. "Taking Fact-Checks Literally But Not Seriously? The Effects of Journalistic Fact-Checking on Factual Beliefs and Candidate Favorability." *Political Behavior* 42(3):939–960.

Thorson, Emily. 2016. "Belief Echoes: The Persistent Effects of Corrected Misinformation." *Political Communication* 33(3):460–480.

Huang, Haifeng. 2017. "A War of (Mis)Information: The Political Effects of Rumors and Rumor Rebuttals in an Authoritarian Country." *British Journal of Political Science* 47(2): 283-312.

Mernyk, Joseph S., Sophia L. Pink, James N. Druckman, and Robb Willer. 2022. "Correcting Inaccurate Metaperceptions Reduces Americans' Support for Partisan Violence." *Proceedings of the National Academy of Sciences* 119(16): e2116851119.

Costello, Thomas H., Gordon Pennycook, and David G. Rand. 2024. "Durably Reducing Conspiracy Beliefs Through Dialogues with AI." *Science* 385(6714): eadq1814.

Optional Readings:

Kozyreva, A., Lorenz-Spreen, P., Herzog, S.M. *et al.* 2024. "Toolbox of Individual-Level Interventions Against Online Misinformation." *Nature Human Behaviour* 8, 1044–1052.

Wintersieck, Amanda L. 2017. "Debating the Truth: The Impact of Fact-Checking During Electoral Debates." *American Politics Research* 45(2):304–331.

Badrinathan, Sumitra, Simon Chauchard, and Niloufer Siddiqui. 2024. "Misinformation and Support for Vigilantism: An Experiment in India and Pakistan." *American Political Science Review*: 1-19.

October 1 **Selective Exposure and Motivated Reasoning**

We will discuss the following topics this week: 1) Selective exposure: Do people mostly select information that aligns with their prior political opinion and worldviews to consume? 2) Media effect given selective exposure: How do we know that media has effects on opinion if people select what they want to consume? 3) Motivated reasoning: Do people interpret and make inferences from information to satisfy accuracy goals or partisan goals? How do we know? 4) What is the effect of consuming cross-cutting media?

González-Bailón, Sandra, David Lazer, Pablo Barberá, Meiqing Zhang, Hunt Allcott, Taylor Brown, Adriana Crespo-Tenorio *et al.* 2023. "Asymmetric Ideological Segregation in Exposure to Political News on Facebook." *Science* 381(6656): 392-398.

Stroud, Natalie Jomini. 2007. "Media Effects, Selective Exposure, and Fahrenheit 9/11." *Political Communication* 24(4):415-432.

Huang, Haifeng, and Yao-Yuan Yeh. 2019. "Information from Abroad: Foreign Media, Selective Exposure and Political Support in China." *British Journal of Political Science* 49 (2): 611-636.

Taber, Charles S. and Milton Lodge. 2006. "Motivated Skepticism in the Evaluation of Political Beliefs." *American Journal of Political Science* 50(3):755-769.

Little, Andrew. Forthcoming. "How to Distinguish Motivated Reasoning from Bayesian Updating." *Political Behavior*.

Broockman, David E., and Joshua L. Kalla. Forthcoming. "Consuming Cross-Cutting Media Causes Learning and Moderates Attitudes: A Field Experiment with Fox News Viewers." *Journal of Politics*.

Optional Readings:

Iyengar, Shanto and Kyu S. Hahn. 2009. "Red Media, Blue Media: Evidence of Ideological Selectivity in Media Use." *Journal of Communication* 59(1):19-39.

Coppock, Alexander. 2023. *Persuasion in Parallel: How Information Changes Minds about Politics*. Chicago Studies in American Politics Chicago, IL: University of Chicago Press.

Bayes, Robin, and James N Druckman. 2021. "Motivated Reasoning and Climate Change." *Current Opinion in Behavioral Sciences* 42:27–35

Robertson, Ronald E., Jon Green, Damian J. Ruck, Katherine Ognyanova, Christo Wilson, and David Lazer. 2023. "Users Choose to Engage with More Partisan News Than They Are Exposed to on Google Search." *Nature* 618(7964): 342-348.

de Benedictis-Kessner, Justin, Matthew A. Baum, Adam J. Berinsky, and Teppei Yamamoto. 2019. "Persuading the Enemy: Estimating the Persuasive Effects of Partisan Media with the Preference-Incorporating Choice and Assignment Design." *American Political Science Review* 113(4): 902-916.

Brundage, Matt, Andrew T. Little, and Soosun You. 2024. "Selection Neglect and Political Beliefs." *Annual Review of Political Science* 27(1): 63-85.

October 8 **Social Media**

This week discusses social media's effects on social welfare, polarization, and protest, considering the role of algorithms and social media's function as self-media.

Guess, Andrew M., Neil Malhotra, Jennifer Pan, Pablo Barberá, Hunt Allcott, Taylor Brown, Adriana Crespo-Tenorio et al. 2023. "How Do Social Media Feed Algorithms Affect Attitudes and Behavior in an Election Campaign?." *Science* 381(6656): 398-404.

Levy, Ro'ee. 2021. "Social Media, News Consumption, and Polarization: Evidence from a Field Experiment." *American Economic Review*, 111 (3): 831–70.

Allcott, Hunt, Luca Braghieri, Sarah Eichmeyer, and Matthew Gentzkow. 2020. "The Welfare Effects of Social Media." *American Economic Review* 110(3): 629-676.

Enikolopov, Ruben, Alexey Makarin, and Maria Petrova. 2020. "Social Media and Protest Participation: Evidence from Russia." *Econometrica* 88(4): 1479–1514.

Little, Andrew T. 2016. "Communication Technology and Protest." *The Journal of Politics* 78(1): 152-166.

Acemoglu, Daron. 2024. "Harms of AI," in Justin B. Bullock, and others (eds), *The Oxford Handbook of AI Governance*, Oxford Handbooks.
<https://doi.org/10.1093/oxfordhb/9780197579329.013.65>

Optional Readings:

Nyhan, Brendan, Jaime Settle, Emily Thorson, Magdalena Wojcieszak, Pablo Barberá, Annie Y. Chen, Hunt Allcott et al. 2023. "Like-Minded Sources on Facebook Are Prevalent but not Polarizing." *Nature* 620(3): 137-144.

Allcott, Hunt, Matthew Gentzkow, Winter Mason, Arjun Wilkins, Pablo Barberá, Taylor Brown, Juan Carlos Cisneros et al. 2024. "The Effects of Facebook and Instagram on the 2020 Election: A Deactivation Experiment." *Proceedings of the National Academy of Sciences* 121(21): e2321584121.

Qin, Bei, David Strömberg, Yanhui Wu. 2024. "Social Media and Collective Action in China." *Econometrica*. <https://doi.org/10.3982/ECTA20146>

Guy Aridor, Rafael Jim'enez-Dur'an, Ro'ee Levy, and Lena Song. Forthcoming. "The Economics of Social Media." *Journal of Economic Literature*.

October 15 Autumn Break

October 22 **Macro Media Effects and Media Bias**

In this week we will discuss two main topics: 1) How media and public information affects social outcomes; 2) Determinants and consequences of media bias.

Besley, Timothy and Robin Burgess. 2002. "The Political Economy of Government Responsiveness: Theory and Evidence from India." *Quarterly Journal of Economics* 117(4): 1415-1452.

Malesky, Edmund, Paul Schuler, and Anh Tran. 2012. "The Adverse Effects of Sunshine: A Field Experiment on Legislative Transparency in an Authoritarian Assembly." *American Political Science Review* 106(4): 762-786.

DellaVigna, Stefano, and Ethan Kaplan. 2007. "The Fox News Effect: Media Bias and Voting." *Quarterly Journal of Economics* 122 (3): 1187-1234.

Gentzkow, Matthew, and Jesse M. Shapiro. 2010. "What Drives Media Slant? Evidence from US Daily Newspapers." *Econometrica* 78 (1): 35-71.

Djourelouva, Milena. 2023. "Persuasion through Slanted Language: Evidence from the Media Coverage of Immigration." *American Economic Review* 113(3): 800-835.

Enikolopov, Ruben, Maria Petrova, and Ekaterina Zhuravskaya. 2011. "Media and Political Persuasion: Evidence from Russia." *American Economic Review* 101 (7): 3253-3285.

Optional Readings:

Mullainathan, Sendhil, and Andrei Shleifer. 2005. "The Market for News." *American Economic Review* 95(4): 1031-1053.

Besley, Timothy, and Sacha Dray. 2023. "The Political Economy of Lockdown: Does Free Media Matter?." *European Journal of Political Economy*: 102361.

Stromberg, David. 2004. "Radio's Impact on Public Spending." *Quarterly Journal of Economics* 119 (1): 189-221.

October 29 **Media Freedom and Censorship**

This week will examine, both theoretically and empirically, how political authorities control media freedom and engage in censorship. Two themes run throughout the literature: 1) what are the benefits and risks of a free media for an authoritarian regime? 2) What's the motivation for censorship? Criticism or collective action potential?

Egorov, Georgy, Sergei Guriev, and Konstantin Sonin. 2009. "Why Resource-poor Dictators Allow Freer Media: A Theory and Evidence from Panel Data." *American Political Science Review* 103(4):645-668.

Lorentzen, Peter L. 2014. "China's Strategic Censorship." *American Journal of Political Science* 58(2):402-414.

Chen, Jidong, and Yiqing Xu. 2017. "Why Do Authoritarian Regimes Allow Citizens to Voice Opinions Publicly?." *The Journal of Politics* 79(3): 792-803.

King, Gary, Jennifer Pan, and Margaret E. Roberts. 2013. "How Censorship in China Allows Government Criticism but Silences Collective Expression." *American Political Science Review* 107(2): 326-343.

Gueorguiev, Dimitar D., and Edmund J. Malesky. 2019. "Consultation and Selective Censorship in China." *Journal of Politics* 81(4): 1539-1545.

Sun, Meicen. 2024. "Damocles's Switchboard: Information Externalities and the Autocratic Logic of Internet Control." *International Organization* 78(3):427 – 459.

Optional Readings:

Pan, Jennifer, and Alexandra A. Siegel. 2020. "How Saudi Crackdowns Fail to Silence Online Dissent." *American Political Science Review* 114(1): 109-125.

King, Gary, Jennifer Pan, and Margaret E. Roberts. 2014. "Reverse-engineering censorship in China: Randomized experimentation and participant observation." *Science* 345(6199): 1251722.

November 5 **Propaganda**

This week's readings analyze how propaganda affects citizen behavior, whether through persuasion, signaling of state power, or the third-person effect. We will also discuss how artificial intelligence might be used for propaganda.

Gelbach, Scott and Konstantin Sonin. 2014. "Government Control of the Media." *Journal of Public Economics* 118:163-171.

Arturas Rozenas and Denis Stukal. 2019. "How Autocrats Manipulate Economic News: Evidence from Russian State-Controlled Television." *Journal of Politics* 81(3): 982-996.

Geddes, Barbara, and John Zaller. 1989. "Sources of Popular Support for Authoritarian Regimes." *American Journal of Political Science* 33(2): 319-347.

Guriev, Sergei, and Daniel Treisman. 2020. "A Theory of Informational Autocracy." *Journal of Public Economics* 186: 104158.

Huang, Haifeng, and Nicholas Cruz. 2022. "Propaganda, Presumed Influence, and Collective Protest." *Political Behavior* 44: 1789–1812.

Goldstein, Josh A., Jason Chao, Shelby Grossman, Alex Stamos, and Michael Tomz. 2024. "How Persuasive is AI-generated propaganda?" *PNAS Nexus* 3(2): 034

Optional Readings

Guriev, Sergei, and Daniel Treisman. 2022. *Spin Dictators: The Changing Face of Tyranny in the 21st Century*. Princeton University Press.

Wedeer, Lisa. 2015. *Ambiguities of domination: Politics, Rhetoric, and Symbols in Contemporary Syria*. University of Chicago Press.

Huang, Haifeng. 2015. "Propaganda as Signaling." *Comparative Politics* 47(4): 419-437.

November 12 **Information from Abroad, Public Diplomacy, and Foreign Influence**

This week's readings investigate how information from foreign sources, including both foreign media and foreign public diplomacy efforts, affect citizen attitudes.

Chen, Yuyu, and David Y. Yang. 2019. "The Impact of Media Censorship: 1984 or Brave New World?" *American Economic Review* 109(6): 2294-2332.

Daniel Mattingly, Trevor Incerti, Changwook Ju, Colin Moreshead, Seiki Tanaka, and Hikaru Yamagishi. Forthcoming. "Chinese State Media Persuades a Global Audience That the "China Model" is Superior: Evidence From A 19-Country Experiment." *American Journal of Political Science*.

Fisher, Aleksandr. 2020. "Demonizing the Enemy: The Influence of Russian State-Sponsored Media on American Audiences." *Post-Soviet Affairs* 36(4):281-296.

Hayes, Danny and Matt Guardino. 2011. "The Influence of Foreign Voices on U.S. Public Opinion." *American Journal of Political Science* 55(4):831–851.

Nye, Joseph. 2008. "Public Diplomacy and Soft Power." *Annals of the American Academy of Political and Social Science* 616(1):94-109.

Optional Readings:

Blair, Robert A, Robert Marty and Philip Roessler. 2022. "Foreign Aid and Soft Power: Great Power Competition in Africa in the Early Twenty-First Century." *British Journal of Political Science* 52(3):1355–1376.

Goldsmith, Benjamin E, Yusaku Horiuchi and Kelly Matush. 2021. "Does Public Diplomacy Sway Foreign Public Opinion? Identifying the Effect of High-Level Visits." *American Political Science Review* 115:1342-1357.

Zhou, Di. 2022. "The Elements of Cultural Power: Novelty, Emotion, Status, and Cultural Capital." *American Sociological Review* 87(5): 750-781.

November 19 **Research Design Presentations**

November 26 Thanksgiving Break

December 3 **Research Design Presentations**

December 11 **Research Design Due**

POLITSC 7250 Politics of Information

Concurrence request sought from Communication

Emailed form and syllabus to Kylie Jackson.3596 on 3/7/25

No response by 8/13/25