

Supplementary Material for Online Appendix

Appendix A: Experimental samples used in political science publications

We examined the types of samples used in experimental work in the top political science journals. Our findings largely mirror those in Kam et al. 2007, who found that between 1990-2006 the discipline's top three journals published experiments with only non-student samples 70% of the time, as compared with only 25% of the time for experiments with student-only samples (and the remaining 5% including a combination of both and/or situations in which the sample is undetectable). This pattern has continued to hold over the last five years, although there have been increases in studies published with undergraduate student subjects. Between 2007 and 2012 there were 40 articles published in the *American Journal of Political Science* and *American Political Science Review* which contained experimental analyses. Of these, 58% included studies with representative adult samples, 10% included studies with convenience samples of adults and 40% included studies that relied on undergraduate subjects (the percentages do not add up because some articles included more than one study). Of these undergraduate studies, however, 44% were conducted in behavioral economics labs.

Appendix B: Examples of how samples are motivated in political science experiments

Miller and Krosnick (2000: 313) make the following distinction: “adult populations are older than our respondents, and older adults may accumulate stores of knowledge...” In a study focused on the Iraq War, Gartner (2008: 99) acknowledges that “Some might anticipate the subjects in the national sample have more fixed views on the Iraq War compared to the student sample and are less susceptible to manipulation by the casualty trend treatment”. Huddy and Khatib (2007) note that their student sample contains a high proportion of immigrants – a factor well suited for their analysis. In describing a sample which included both students and non-student participants, Chong and Druckman (2007: 641) note that

“aside from the disproportional number of students, the samples were fairly diverse”. Jerit (2009 : 414) explains the advantages of a national survey experiment as the “ability to simultaneously control exposure to the treatment and make causal statements that generalize to the U.S. population”. Arceneaux (2012: 278) notes that a Mechanical Turk sample is “ certainly more diverse than the [student] sample ... across a range of demographic characteristics”.

Appendix C: Effect size calculation

Effect size is determined as the standardized difference between two experimental groups, or d . In cases where we do not have the “true” effect size from a previous analysis, we can generally say that a d of 0.50 or below would allow us to observe a small difference, a d between 0.50 and 0.75 would give us the power to observe a medium-sized difference, and a d over 0.75 would allow us to observe large differences, based on Cohen’s d , which is considered as a standardized difference between groups as follows $d = \frac{\mu_1 - \mu_2}{\sigma}$. Per Cohen’s d pre-calculations, a score of 0.25 - 0.50 would be considered small, a score between 0.50 and 0.75 would be considered medium, and a score over 0.75 would be considered large.

Appendix D: Question-Wording

Studies 1, 2, 3: Question-Wording

Question: On a typical workday, how many hours do you spend following POLITICAL NEWS either through print media, online sources, or television?

Group 1 Response Options: Up to 30 minutes/ 30 minutes to an hour/ 1 hour to 1.5 hours/ 1.5 hours to 2 hours/ 2 hours to 2.5 hours/ More than 2.5 hours

Group 2 Response Options: Up to 2.5 hours/ 2.5 hours to 3 hours/ 3 hours to 3.5 hours/ 3.5 hours to 4 hours/ 4 hours to 4.5 hours/ More than 4.5 hours

Study is based on (Schwarz et al 1985)

Studies 4, 5, 6: Airline Ownership

Question 1: Would you support or oppose allowing foreign investors to own greater shares of US airlines? *Response options: Support strongly/Support/Support weakly, Neither support nor oppose/Oppose weakly/Oppose/ Oppose strongly*

Question 2: Generally speaking, do you consider yourself a Democrat, a Republican, an Independent or what?

Studies 7, 8, 9: Death Penalty

Instructions Group 1: Next, we are interested in the structure of argumentative statements. In what follows, set content aside and please focus on the sentence structure, word choice, and layout of the argument. Then, please answer the questions that follow.

Instructions Group 2: Please read the following argument and answer the questions that follow.

Death Penalty Text Group 1: Many citizens and community leaders on both sides of this issue are convinced that the death penalty will succeed in winning the support of the American people and its leaders.

Death Penalty Text Group 2: Many citizens and community leaders on both sides of this issue are convinced that the death penalty will never succeed in winning the support of the American people and its leaders.

Question: What is your opinion on the death penalty? *Response Options: Strongly support the death penalty/Weakly support the death penalty/Neither support nor oppose the death penalty/ Weakly oppose the death penalty/Strongly oppose the death penalty*
Study is based on (Mutz 1992)

Studies 10, 11, 12: Electoral College

Instructions Group 1: Based on your performance earlier in the study, we believe that you are more likely to find statements supported by political scientists to be most persuasive. Now, please read the information on the following screen, which is based on arguments that

have appeared in debates on American politics in recent years.

Instructions Group 2: Based on your performance earlier in the study, we believe that you are more likely to find statements supported by a majority of citizens to be most persuasive. Now, please read the information on the following screen, which is based on arguments that have appeared in debates on American politics in recent years.

Electoral College Text Group 1: Many political scientists, both Republicans and Democrats alike, are in favor of eliminating the Electoral College, the body of electors appointed by each state that formally elect the President and Vice President of the United States. Occasionally in American history the Electoral College vote has differed from the popular vote, which meant that the person who became President did not receive the majority of the popular vote.

Electoral College Text Group 2: A majority of people, both Republicans and Democrats alike, are in favor of eliminating the Electoral College, the body of electors appointed by each state that formally elect the President and Vice President of the United States. Occasionally in American history the Electoral College vote has differed from the popular vote, which meant that the person who became President did not receive the majority of the popular vote.

Question: How about you? Are you for or against eliminating the Electoral College?

Response Options: Strongly support eliminating it/ Weakly support eliminating it/ Neither support nor oppose eliminating it/Weakly oppose eliminating it/Strongly oppose eliminating it

Study is based on (Mutz 1992)

0.1 Measures of Savviness (MTurk)

Question 1: Over the past year, how many research studies would you say you participated in? *Response Options: I participated in a lot of studies/ I participated in some studies/ I participated in a few studies/This is my first study*

Follow-up, (only for those who reported that this was not their first study) gives option to

select specific number of studies. Note that for the YouGov and undergraduate sample we have access to the actual number of studies that had previously been taken.