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Conservatives in the Classroom: Targeted or Apathetic?

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Purpose and Overview

      A liberal arts education is designed to expose students' minds to new ideas and ways of thinking in order to expand their worldviews. In recent years, there has been increasing concern over "liberal indoctrination" on college campuses. Conservative critics fear that academia is overwhelmingly liberal and that conservative voices are being silenced. In *Brainwashed-How Universities Indoctrinate America's Youth*, conservative critic Ben Shapiro proposes that close-minded, left-leaning professors purposefully influence students' viewpoints. Mainstream discourse like this often conflates the concepts of liberalism (that is, left-wing politics) and liberal arts education. Liberal arts education at its core is not meant to convince students to vote for a particular candidate or position. According to Susan Nagelsen, a liberal arts education should "[encourage] experimentation, introspection, and the thoughtful and respectful exchange of ideas" (Nagelsen 2014). Nonetheless, some research points to conservative students feeling isolated from mainstream academic culture (Laverghetta, Stewart & Weinstein 2007). These feelings of isolation further exacerbate fears of "liberal indoctrination". As both mainstream and academic voices question the place of conservative students in academia, research on campus politics becomes crucial. Many studies tackle the popular narrative of "liberal indoctrination" from an empirical angle. Recent educational research looks at why and how students' political views may change during their time at a university. Some scholarly research suggests that students' views may vary according to academic discipline, reasoning that students may become more liberal or more conservative depending on their major (Hastie 2007). Other researchers suggest students' views vary based on the current political climate (Ardoin 2015). This study examines students' political views in relation to their chosen majors, liberal arts requirements, attitudes towards liberal arts requirements, and online political engagement. While ultimately sociological, this study also draws from previous work in social psychology, education, and political

science. The purpose of this study is to examine the interactions between students' political beliefs and classroom experiences.

Literature Review

Since the student movement of the 1960s, researchers have taken more interest in the factors influencing college students' political views. However, there is a lack of consensus among researchers as to whether a liberal bias in education can be detected empirically. Much research has been dedicated to looking at professors' views and behaviors. While Eitzen and Maranell (1968) found that professors tend to vote for liberal candidates, later studies found that college professors' political views are moderate. Zipp and Fenwick (2006) compared surveys on professors' political orientations between 1989 and 1997, and found that in 1997, fewer professors expressed extreme liberal or extreme conservative views (Zipp and Fenwick 2006). Additionally, students' subjective perceptions of professors' behavior can impact perceptions of bias. If faculty express more moderate views, students may perceive less biased behaviors. Students may interpret a variety of professors' behaviors as signs of purposeful bias. Craig Tollini's 2009 survey presented undergraduate students with a list of behaviors (e.g. "The professor makes *negative* statements about a particular political party or candidate) and asks whether or not they can be considered a form of bias. In Tollini's study, a majority of students interpreted the following behaviors as bias: discussing only one side of an issue, giving lower grades to students who disagree with the professors' beliefs, and ignoring students who express alternative points of view. Behaviors such as assigning readings that discuss politics, discussing controversial issues in class, and making positive or negative statements about social institutions were *not* classified as bias (Tollini 2009). Tollini's study points to the subjectivity in students' perceptions of professors. Students may interpret the same behavior (e.g., disagreeing with a student) differently. Additionally, perceptions of bias can change based on a student's attitude towards their professor.

Whether or not a student considers their professors' views important can affect whether students internalize their professor's views (Middleton and Putney 1964). Tollini's study demonstrates how "classroom bias" can be defined rather broadly. My questionnaire uses Tollini's findings by asking about course content, professors' expressions of their own views, and students' perceptions of professors' influence.

Social psychologists have outlined two main explanations for so-called indoctrination of college students. One explanation is the self-selection hypothesis, which states that students pick majors that enforce the particular ideology that they hold upon entering college. Support for the self-selection hypothesis comes from psychological research on conservatism as a trait. Conservative students typically score high in Anti-Intellectualism, a measure which encompasses constructs religious anti-rationalism, which is the belief that intellectual inquiries into religion can retract from one's faith; unreflective instrumentalism, which is a preference for practicality over theoretical knowledge; and populist anti-elitism, which is the stereotype of the academic as "an esoteric and perhaps subversive elitist" (Eigenberger and Sealander 2001). Anti-Intellectualism is therefore a strong negative view of academia. Social psychologists characterize Anti-Intellectualism as a facet of conservatism which draws conservatives away from the higher education. Anti-Intellectualism is negatively correlated with openness and positively correlated with dogmatism (Eigenberger and Sealander 2001; Lapsley and Enright 1979) Research on Anti-Intellectualism suggests that conservative students who are high in Anti-Intellectualism may be less adapted to a liberal arts education, which requires extensive reading from a variety of perspectives and a willingness to challenge one's ideas. My study will use some questions from the Anti-Intellectualism measure to examine students' beliefs about academia. I predicted that conservative students will score higher in Anti-Intellectualism measures. Additionally, I predicted that students who score high in Anti-

Intellectualism, regardless of political views, will be more likely to major in business, math, or a natural science than the humanities.

Additional support for the self-selection hypothesis comes from Brianne Hastie's study (2007), which examines how students' political views upon entering college can predict choice of major. Hastie uses person-blame versus system-blame as a means of defining political ideology. Participants in this study were asked whether they believe poverty is a result of systemic problems (system-blame) or individuals' decisions (person-blame). Participants were asked the same questions about wealth. Hastie's study uses a cross-sectional design to investigate changes between first-year and fourth-year students. The results confirm the self-selection hypothesis, finding that sociology students are more likely than first-year commerce (i.e., business and economics) students to view poverty as a systemic issue in their first year. Overall, this study finds no significant difference in views between first and fourth year undergraduates, suggesting that first-year students pick majors that confirm their existing beliefs (Hastie 2007). I expected to find that in the social science majors, more students will express liberal political views, and in commerce (i.e., business and economics) majors, more students will express conservative political views, supporting the self-selection hypothesis as outlined in Hastie. However, I also expected that while students may initially be influenced by their political beliefs in choosing a major, that choice in major can also influence political beliefs. I compared political views of seniors versus first-years in order to determine if major influences political views. I expected that political beliefs of students will intensify over time..

Other research contradicts the self-selection hypothesis in finding that students' political beliefs can change as a result of their education. Guimond and Palmer (1990) used a cross-sectional design to measure system-blame versus person-blame tendencies based on academic discipline and year in college. First-year students showed no significant difference in views across discipline. Third

and fourth-year undergraduates, however, did show a significant difference in system blame by discipline, with third and fourth year students being the most likely to see social problems as systemic issues (Guimond and Palmer 1990). In a follow-up longitudinal study, Guimond and Palmer found that commerce (i.e., business) students greater system-blame tendencies. Social science students became more likely to view problems as systemic (Guimond and Palmer 1996). These results could be attributed to changes in student beliefs as a direct result of course material. Social science students will likely read from Marx, Weber, and Durkheim, who have written about the influence of capitalism on individuals' lives. Many sociological writings put capitalism in a negative light. In contrast, commerce students will study economic theories and strategies for developing one's own business, and therefore would have a more positive view of capitalism. My study expected to find a difference in political ideology by year and major. I expected to replicate Guimond and Palmer's findings in that third and fourth year social science students will be more liberal and show higher levels of engagement than first year social science students.

College size and religious affiliation have been shown to influence students' viewpoints. Eitzen and Maranell (1968) surveyed professors from various universities across the country to look at political view as it relates to region, religious affiliation of university, academic discipline, and size of university. The researchers that professors are more likely to identify as Democrats if they are from a large university than if they are from a small university. The researchers also found that professors from denominational schools are more likely to be Republican than professors at public universities. I expect to find contrasting results in my study. While Augustana is a denominational school, it is affiliated with the Evangelical Lutheran Church of America (ELCA), which grants considerable freedom to individual institutions (Suhr 2009). As such, Augustana has the potential to adopt more progressive principles based on the will of students, professors, and Lutheran clergy. The issue of

religiosity becomes further complicated considering that a majority of students are *not* affiliated with the ELCA. In the class of 2019, 29.7% of students identify as Catholic, 10.2% identify as ELCA Lutheran, and 20.8% identify as "other" (Class of 2019 Profile). My study examines the role of religion in students' political views. Since Anti-Intellectualism is correlated with dogmatism, religious individuals might score higher in Anti-Intellectualism. While Augustana itself is religiously affiliated, the student body is religiously diverse, which creates a unique situation.

Factors outside the university may affect students' political views. For example, policy that pertains to college students may affect perception of bias. Ardoin and colleagues propose that when Democratic party policy supports academia, college students are more likely to vote Democrat. In recent years, the Republican party proposed laws requiring students to vote in their hometown, making political activism difficult on college campuses (Ardoin, Bell, and Ragozzino 2015). When Democratic party policy supports college students, students are more likely to vote for Democratic candidates. By extension, college students might also come to support other Democratic policies, such as women's rights or protection for immigrants. College students' political views are affected by outside political influences. In the current political climate, understanding political dynamics outside the classroom is crucial. In the 2016 federal election, many Americans voted for Donald Trump in spite of the fact that many of his claims were demonstrably false. However, Trump was able to retain voters due to his perceived authenticity. This perception of authenticity comes from the attitudes of under-represented people (i.e., working class whites) who see implicit truths in Trump's falsehoods and absurd statements (Pfattheicher and Schindler 2016). These attitudes may also exist in college students. This study takes into account the effects of the 2016 election on college campus political climate. While specific policies of the Trump administration may not support college students, students are still implicated in the larger political movements. The 2016 federal elections surely had a

profound impact on campuses across the country. According to Yuval Levin, Trump's presidency underscores the "limits of conservatism's power within the [Republican] party and in national politics beyond." (Levin 2017). In other words, the Trump presidency brings out tensions within the right wing, questioning the true meaning of conservatism. To analyze these tensions, I divided up political affiliation in the following categories in my analyses: far-left, liberal, left of center, moderate, right of center, conservative, and far-right. I made these distinctions in order to capture the nuances in American politics today.

College students' political views and behaviors can be shaped by Internet usage. Moffett and Rice found that college students who share political posts on Facebook are more likely to try to persuade others online, particularly if they are political science majors. (Moffett and Rice 2018).. My research will explore whether students who are politically engaged will view Augustana as biased. I predict that politically active right-leaning students will believe that Augustana has bias in the classroom, but that politically engaged left-leaning students will not. Additionally, Moffet and Rice found that political science majors are more likely to try to persuade their peers online than students who are not political science majors. I predict that social science majors, regardless of political affiliation, will be more politically outspoken.

Methods

Participants were sampled from Augustana College using probability sampling. Participants were 18-22 year old undergraduate students from a variety of disciplines. Email invitations were sent to 801 people**.** To collect data, I sent SurveyMonkey links to students in the sample. My survey was combined with that of a colleague who had a related topic. Participants were fully informed on the nature of the survey and after giving informed consent, had the option to quit at any time. There was no risk anticipated in this study. Data was processed using SPSS software. I wanted to determine if

self-identified political affiliation related college major area (humanities, natural sciences, social sciences, and commerce). It is important to note that I use self-reported political affiliation instead of a questionnaire of political beliefs. I predicted that self-identified conservative students would have greater distribution in natural science and commerce and that liberal students would be more concentrated in social sciences and humanities. Another key relationship I wanted to study is the relationship between conservative political beliefs and Anti-Intellectualism, as demonstrated in Laverghetta et. al 2007. For this measure, I included items 3, 5, 11, 15, 17, 18, and 20 from the Anti-Intellectualism Scale (Eigenberger and Sealander 2001). I chose these items because they reflect both professors' decisions and homework assignments, which can influence students' perceptions of bias (Tollini 2009). Responses on Anti-Intellectualism items were ranked on a 5-point Likert scale with answers ranging from strongly disagree to strongly agree. Items 3, 5, 11, 17, and 20 were reverse coded so that higher scores indicated more negative views of classes. I also wanted to look at political engagement by year. For this analysis, I conducted crosstab analyses to see if fourth year students report higher levels of online political engagement than first-year students.

Hypotheses

1. Students scoring high in Anti-Intellectualism will be less likely to enroll in humanities and arts classes and more likely to take pre-professional programs. This is because Anti-Intellectualism is comprised of populist anti-elitism and unreflective instrumentalism. Populist anti-elitism and unreflective instrumentalism create a negative attitude towards research practices in a liberal arts setting. Therefore, students who score high in Anti-Intellectualism will be more likely to only take classes that are directly relevant to job skills (Eigenberger and Sealander 2001).

2. Anti-Intellectualism correlates with political conservatism, suggesting that conservative students will be show more negative attitudes towards higher education (Laverghetta, Stewart and Weinstein

2007).

3. A political difference in first-year students by discipline suggests that students pick majors that support their existing views. In general, first-year business students hold more conservative views than first-year social science students (Hastie 2007). I predict that students in commerce and physical science will hold more conservative views than students in social sciences and humanities.

4. College students' political views become stronger by their fourth year. By their fourth year of study, commerce students report having more conservative views than in their first year. Similarly, social science students report having more liberal views than in their first year (Guimond and Palmer 1996). I predict that fourth-year students will hold more polarized views than first-year students.

5. Students majoring in political or social sciences will show higher levels of online engagement (Moffet and Rice 2018)

Results and Discussion

I predicted that students who score high in Anti-Intellectualism will take more pre-professional courses than humanities based courses. To test this hypothesis, I ran crosstab analyses of responses to items from the Anti-Intellectualism Scale against college major I found that major was not significantly correlated with Anti-Intellectualism scores ($p=.611$), showing that students in pre-professional programs were no more likely than humanities or social science students to hold negative views towards education. I did, however find a connection between Anti-Intellectualism and political affiliation, confirming my second hypothesis. To test this hypothesis, I first ran crosstab analyses of responses to individual items on from the Anti-Intellectualism scale based on political affiliation. For the item, "I would like to deepen my intellectual pursuits after graduation", 90.9% of far-left respondents either strongly agreed or agreed, 95.9% of liberal respondents strongly agreed or disagreed, 85.7% of right-of-center respondents strongly agreed or agreed, and 83.4% of conservatives

strongly agreed or agreed. None of the far-right respondents strongly agreed or agreed with this statement. These findings were significant at the $p=.000$ level. These results point to a sharp divide between right-of-center/conservative respondents and far-right respondents. Similarly, for the item "I enjoy researching new topics and solving new intellectual problems", 56.2% of liberals agreed, 41.4% of left-of-center respondents agreed, and 50% of conservatives agreed, but 0% of far-right respondents agreed. These findings were also significant at the $p=.000$ level. For the item "I enjoy classes where thought-provoking issues are discussed with the professor", 100% of far-left respondents strongly agreed or agreed, 86.3% of liberals strongly agreed or agreed, and 85.9% of right-of-center respondents agreed. Only 50% of far-right respondents agreed with this statement, showing a sharp divide between conservative factions, with increasing Anti-Intellectualism scores as conservatism increases. ($p=.000$). Finally, for the item "Overall, I find my college courses stimulating and rewarding", 91% of far-left respondents strongly agreed or agreed, 90.4% of liberals strongly agreed or agreed, 78.6% of right-of-center respondents agreed, and 58.3% of conservative respondents agreed. None of the right-of-center respondents agreed with this statement ($p=.000$). All of these results demonstrate that conservative students in my study find college courses less rewarding and less interesting than liberal students do. However, these results do not indicate whether conservative students feel uncomfortable with academia as a result of their Augustana education or whether they come into Augustana already holding negative views of higher education.

Additionally, I analyzed total scores on the Anti-Intellectualism scale based on political affiliation. I found that high Anti-Intellectualism scores were strongly associated with conservatism ($p=.000$) Generally, far-left and liberal individuals scored lower in Anti-Intellectualism, whereas conservative students scored higher, indicating more negative views of higher education. The highest scores in Anti-Intellectualism were associated with far-right respondents, suggesting a strong link

between political conservatism and negative views towards education, confirming findings of Laverghetta et. al (2007). Anti-Intellectualism and conservatism had a Pearson's correlation of .28, which was significant at the $p=.000$ level. To test for confounding variables, I ran crosstab analyses of Anti-Intellectualism total scores based on college major, race, religion, parents' political beliefs, income, year in school and gender. No significant patterns were found in any of these demographic areas, indicating that political affiliation was the strongest predictor of Anti-Intellectualism scores. I also hypothesized that since conservative students hold more negative views towards higher education, there will be more conservative students in commerce and pre-professional programs (Laverghetta and Weinstein 2007). This hypothesis was not supported. I found no significant pattern of college major based on political affiliation ($p=.334$) indicating balance of political views in all subject areas. These results do not confirm the self-selection hypothesis

My fourth hypothesis was that that students in humanities and social science classes will become more liberal over time, whereas students in commerce classes will become more conservative over time. I also proposed that students in both areas of subject will be equally as likely to adopt a certain perspective (Hastie 2007). This hypothesis was mostly unsupported. I did find that 29.2% of social science majors and 20% of humanities majors strongly agreed with the statement, "Classes in my major have caused me to think differently about my political beliefs". In contrast, only 4.5% of commerce students strongly agreed with this statement ($p=.000$). 13.6% of commerce students strongly agreed with the statement, "I feel comfortable expressing my political views in my major classes", whereas 50% of all social science majors responded similarly ($p=.007$), indicating that while commerce majors are less likely to feel challenged, they also experience more difficulty expressing views in class. In general, social science majors expressed that their classes were more politically charged. 40.9% of commerce students disagreed with the statement, "Professors in my major classes

express strong political views". In comparison, 12.5% of of social science students disagreed with this statement ($p=.011$). These findings demonstrate that overall, social science students felt more comfortable expressing political views *and* were more likely to feel that their views had been challenged. These findings point to the apparent absence of political discussions in many business and economics classes, questioning the role or impact of liberal arts education in commerce curricula. Additionally, business and economics students might perceive their curricula as apolitical, causing a disinterest in political issues and discomfort with heavy political discussions.

I predicted that students in their fourth year would show stronger political views depending on area of study, in that commerce students would become more conservative and humanities and social science students would become more liberal (Guimond and Palmer 1990). I also predicted that a greater number of upperclassmen would identify as "extremely conservative" or "extremely liberal" than underclassmen. This hypothesis was not supported. There was no significant difference ($p=.578$) in political views based on year, suggesting that students at Augustana do not become more conservative or more liberal over the course of their education. However, there was a significant pattern ($p=.03$) of responses for the item, "Classes in my major have caused me to think differently about my political views". 25% of upperclassmen (juniors and seniors) indicated "strongly agree" for this item, in comparison with only 9.9% of underclassmen who strongly agreed. These findings are significant ($p=.032$). Additionally, I found that upperclassmen are somewhat more likely to post political content on social media than underclassmen. These findings approach significance at $p=.061$. Upperclassmen also rated political matters as important more than underclassmen did. These findings are also approaching significance at $p=.078$. This finding suggests that liberal arts education at Augustana does have some impact on students' views and behaviors in relation to political engagement.

I also wanted to test how online engagement influences students' beliefs. Moffet and Rice (2007) found that students majoring in political science will are more likely to try to persuade their peers online than students who are not political science majors. I tested this by looking at online political engagement across areas of study. Results were almost significant (p=.081) and found that students majoring in a social science, the humanities, or who have more than one major are more likely to post online. Political affiliation was a much better predictor of online political engagement, with far-left students showing the highest levels of political engagement (p=.001). I also ran a crosstab analysis for responses to "How often do you share political content on social media?" and "How important are politics to you?" 90.9% of those who said politics were "not important at all" also said they never post on social media. In contrast, only 24.2% of those who said politics were important indicated posting political content on social media 3 or more times a month (p=.000) indicating that a lack of enthusiasm for politics might influence behavior more than an interest in political issues. Further research is needed to determine other factors that motivate college students to post political content online.

My main hypotheses regarding connections between political affiliation and major were generally unsupported. There was little to no connection between college major and Anti-Intellectualism levels, or college major and political affiliation. There was, however, a connection between political affiliation and views on classes. I included the following items to investigate how students feel about their Augustana education: 1) Overall, Augustana faculty are politically liberal 2) I am more tolerant of other viewpoints as a result of my Augustana education 3) I am better prepared to defend my political views as a result of my Augustana education. I ran crosstab analyses of these items by political view. 57.1% of right-of-center respondents strongly agreed that they had become more tolerant of other views, sharply contrasting from the 33.3% of conservatives who answered similarly

(*p*=.000). For the item, "I am better prepared to defend my political views as a result of my Augustana education", 45.5% of far-left respondents agreed, whereas only 24.7% of liberals strongly agreed, suggesting that there might also be divisions within the left. 49.1% of all respondents, regardless of political affiliation, felt they were better prepared to defend their views, but overall, conservatives reported feeling slightly less prepared. These results were significant at *p*=.000. These results suggest that right-wing students, particularly conservatives and far-right students, feel less comfortable in their Augustana classes but also report that their views have changed less. To account for this difference, I looked in-depth at how students felt about particular subject areas.

I conducted exploratory analyses on views of the following required areas of study at Augustana: Global and Multi Diversity, First Year Inquiry, Perspectives on Arts, Perspectives on Literature, Perspectives on the Natural World, Perspectives of the Past, Perspectives on Individual and Society, Christian Traditions, and classes in any given major. For each subject area, I included the following items: 1)These classes have caused me to think differently about my political views; 2) I feel comfortable expressing my views in these classes; 3) Professors in these classes express strong political views; 4) Professors in these classes show respect to students of all political ideologies; 5) Readings in these classes are politically biased; 6) In discussions in these classes, all perspectives are given equal weight. These questions are based off of Tollini's finding that a variety of factors (e.g., reading assignments, lectures) can contribute to a perception of classroom bias. I tested the perception of bias items based on political affiliation. Generally, these findings demonstrate greater inconsistency in views between right of center, conservative, and far-right students, whereas far-left, liberal, and left of center students expressed generally positive views of classes.

For all subject areas, I conducted crosstab analyses of the survey items against political affiliation. For Perspectives on the Arts and Perspectives on Literature, significant findings (*p*=.004)

show that 72.8% of far-left respondents and 59.7% of liberal respondents either agreed or strongly agreed with the statement, "I feel comfortable expressing my political views in my PA and PL classes." 21.4% of right-of-center participants agreed with the statement, compared with only 8.3% of conservative respondents who agreed. Far-right participants (n=2) disagreed or strongly disagreed. These findings point to a greater levels of disagreement between conservative groups. A similar trend was found in responses to the item, "Professors in my PA and PL classes show respect to students of all political ideologies". 66.7% of liberal respondents agreed with this statement, compared to only 41.6% of conservative respondents. These findings were also significant (*p=*.000).

Significant results were also found in relation to views of First-Year Inquiry/Honors classes Similar results were found in items regarding First Year Inquiry or Honors classes. 36.4% of far-left, 21.9% of liberals and 20.7% of left-of center respondents strongly agreed with the statement, "I feel comfortable expressing my views in my FYI/Honors classes (*p*=.009). 41.7% of conservatives disagreed with this statement. The far-right respondents selected "strongly agree" and "disagree" for this item, showing tension within the far-right. More data on conservatives and the far-right are needed to understand this phenomenon and identify whether there is a true pattern or whether these findings might be impacted by lower response rates. Surprisingly, very few significant results were found with regards to attitudes on Perspectives on the Past or Perspectives on Individual and Society classes. For the item, "Professors in my PP and PS classes show respect to students of all political ideologies", 72.7% of far-left respondents agreed, compared to 43.8% of liberal respondents. Conservative respondents showed similar results to liberal students. 41.7% of conservative respondents agreed with this statement (*p*=.000). For these classes, conservative and liberal students perceived bias equally, pointing to the subjective nature of bias. In college classrooms the line between criticizing and

critiquing is often blurred. What one student perceives as bias, another student might perceive as debate (Tollini 2009).

To test perceptions of classroom bias, I looked at whether feeling comfortable in class is related to students rethinking their political views. I found that overall, students who reported feeling comfortable in class also reported that they have changed their views as a result of that class. For Global Diversity and Multi Diversity classes, 55.6% of respondents who strongly agreed with the statement, "I feel comfortable expressing my views in my G and D suffix classes" also strongly agreed with the statement, "My G and D suffix classes have caused me to think differently about my political views" (p=.000). This trend was found in all other subject areas. These results are a clear indication that students who feel comfortable expressing themselves are more likely to feel that their views has been challenged. In any liberal arts classroom, open communication and dialogue is crucial. These results indicate that better efforts can be made to ensure that students feel comfortable engaging in dialogue across political divides.

Finally, I ran a crosstab analysis for the item, "How important are politics to you?" against political affiliation. 71.4% of far-left respondents indicated that politics were "important" and that they frequently engage in political conversations. 54.3% of liberals and 41.2% of left-of-center respondents indicated politics were "somewhat important" and that they pay attention during an election season. In contrast, 35.3% of right-of-center respondents and 25% of conservatives indicated politics were "important". One far-right respondent chose "somewhat important" and the other chose "not important at all". These findings were significant at p=.000. The fact that conservatives expressed overall lower levels of interest in politics matters. While a member of the Republican party holds the highest office in America, conservative students experience lower levels of political engagement and interest. This could be for a number of reasons. Perhaps the conservative/far-right divide has caused "never Trump"

Republicans to fear being confused with the "right-wing renegades" of the far-right, who propose sweeping social changes that go against the conservative belief in maintaining the status quo (Shermer 2017). According to conservative analyst Yuval Levin (2017), conservatism at its core is meant to maintain traditions via a "trial-and-error process carried out across generations confronted with essentially the same kinds of problems" which stem from human nature. Conservative students, seeking to maintain this status quo, may block out new ideas out of worry of rupturing these traditions. Alternatively, perhaps conservative students express greater levels of apathy because they do not feel comfortable in class. It is difficult to determine within the scope of this research why conservative students express greater levels of apathy. It is also puzzling that conservative students would feel uncomfortable in class political discussions if they value politics less than liberals do. Faculty should challenge themselves to foster conversations across party lines that both enable students to articulate their views and allow students to comfortably have their views challenged.

Conclusion

Demographic characteristics of the sample may have skewed the results of my study. 65.5% of respondents identified as far-left, liberal, or left-of-center, compared to only 17.7% of respondents who identified as far-right, conservative, or right of center. These percentages may or may not reflect the political makeup of the entire Augustana campus. As of right now, Augustana has no formal means of measuring students' political affiliation. Since conservative respondents generally showed greater Anti-Intellectual tendencies, they might also be less likely to take surveys related to political topics in the first place. The conservative students who did answer the survey indicated lower levels of political engagement. If political apathy is widespread among conservatives, then it follows that fewer conservatives would be interested in answering the survey in the first place. Women were overrepresented in my sample. 70.7% of respondents were women, 26.9% were men, and 2.4%

selected "other" or "choose not to say". According to U.S. News and World Report data, 58% of Augustana students are women and 42% are men ("How Does Augustana College Rank Among America's Best Colleges?"). While the sample differed from Augustana demographics in terms of gender, the sample was mostly representative in terms of race and religion. 74.7% of respondents were white, 3.5% were black, 5.6% were Latino/Hispanic, 8.6% were Asian, 6.6% were multiracial, and 1% identified as "other". The demographics were also representative in terms of religion, with 24.5% of all respondents identifying as atheist, 26.9% Catholic, 32.9% Protestant, 1.2% Muslim, 1.8% Buddhist, and 2.4% Hindu. Given than many of my results were significant, gender differences may not have impacted my results since the respondents were representative in other areas.

This study reveals a great deal about how political affiliation influences undergraduates' perceptions of the classroom. Conservatism was the greatest predictor of Anti-Intellectualism, indicating that students who identify as conservative overall have more negative views of college. While largely significant, data from this study may be influenced by a lower response rate. Out of 801 in the sample, only 198 responded. This study should be replicated at a larger institution with a larger sample size. Additionally, this study only looked at self-reported political affiliation. Further research is needed to determine if political beliefs (e.g., attitudes towards abortion, attitudes towards welfare) have any influence on Anti-Intellectualism. Respondents' self-reported political affiliation may differ from belief systems they actually hold. Another challenge was the high proportion of women in the sample. Further research should look specifically at the influence of gender on college students' political beliefs. Additionally, liberal students in the sample outnumbered conservative students. It is unclear whether the political makeup of Augustana is truly reflected in the sample. Only two respondents identified as far-right. Those who identified as conservative may have held far-right beliefs, but refused to label themselves as such out of fear of judgement.

The original intent of this study was to determine how political affiliation and college major are related. I originally hypothesized that conservative students will choose to major in commerce and liberal students will choose to major in humanities or social science. This hypothesis was unsupported. Future research should look at how additional factors (e.g. class, race, religion) influence students' decision of a major. Future research should also ask students whether they want or are open to having their views changed. As demonstrated in this study, students who are apathetic about political issues also hold more negative views of higher education. It might also be helpful to study how college professors attempt (or do not attempt) to engage their students in political discussions. Professor's political engagement may vary across discipline. Finally, future research should aim to look specifically at the experiences of conservative and far-right students on liberal arts campuses. Researching these students specifically might be difficult, as far-right students understand that there is tension and antipathy towards President Trump and his supporters. However, with the 2020 federal elections quickly approaching, it is crucial to understand how different groups of students interact on campuses. College campuses do not exist in a political vacuum. Understanding the mindsets of conservative students will open the door to productive bipartisan dialogue and ultimately will lead to political change.

Appendix

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	45	22.5	26.9	26.9
	Female	118	59.0	70.7	97.6
	Other	3	1.5	1.8	99.4
	Choose Not to Say	1	.5	.6	100.0
	Total	167	83.5	100.0	
Missing	System	33	16.5		
Total		200	100.0		

Religion		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other	9	4.5	5.4	5.4
	Atheist/Agnostic	49	24.5	29.3	34.7
	Catholic Christian	45	22.5	26.9	61.7
	Protestant Christian	55	27.5	32.9	94.6
	Muslim	2	1.0	1.2	95.8
	Buddhist	3	1.5	1.8	97.6
	Hindu	4	2.0	2.4	100.0
	Total	167	83.5	100.0	
Missing	System	33	16.5		
Total		200	100.0		

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	148	74.0	74.7	74.7
	Black	7	3.5	3.5	78.3
	Latino/Hispanic	11	5.5	5.6	83.8
	Asian	17	8.5	8.6	92.4
	Multiracial	13	6.5	6.6	99.0
	Other	2	1.0	1.0	100.0
	Total	198	99.0	100.0	
Missing	System	2	1.0		
Total		200	100.0		

What best describes your political ideology?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other (please specify)	6	3.0	3.0	3.0
	Far Left	14	7.0	7.1	10.2
	Liberal	81	40.5	41.1	51.3
	Left of Center	34	17.0	17.3	68.5
	Moderate or Centrist	27	13.5	13.7	82.2
	Right of Center	17	8.5	8.6	90.9
	Conservative	16	8.0	8.1	99.0
	Far Right	2	1.0	1.0	100.0
	Total	197	98.5	100.0	
Missing	System	3	1.5		
Total		200	100.0		

I would like to deepen my intellectual pursuits after graduation. * What best describes your political ideology? Crosstabulation

	What best

			describes your political ideology?
			Other (please specify)
I would like to deepen my intellectual pursuits after graduation.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	2
		% within What best describes your political ideology?	66.7%
	Agree	Count	1
		% within What best describes your political ideology?	33.3%
	Strongly Agree	Count	0
		% within What best describes your political ideology?	0.0%
Total		Count	3
		% within What best describes your political ideology?	100.0%

I would like to deepen my intellectual pursuits after graduation. * What best describes your political ideology? Crosstabulation				
			What best describes your political ideology?	
			Far Left	Liberal
I would like to deepen my intellectual pursuits after graduation.	Strongly Disagree	Count	0	0
		% within What best describes your political ideology?	0.0%	0.0%
	Disagree	Count	0	0
		% within What best describes your political ideology?	0.0%	0.0%
	Neither Agree nor Disagree	Count	1	3
		% within What best describes your political ideology?	9.1%	4.1%
	Agree	Count	4	41

			36.4%	56.2%
	Strongly Agree	Count	6	29
		% within What best describes your political ideology?	54.5%	39.7%
Total		Count	11	73
		% within What best describes your political ideology?	100.0%	100.0%

I would like to deepen my intellectual pursuits after graduation. * What best describes your political ideology? Crosstabulation			
			What best describes your political ideology?
			Left of Center
I would like to deepen my intellectual pursuits after graduation.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	2
		% within What best describes your political ideology?	6.9%
	Neither Agree nor Disagree	Count	2
		% within What best describes your political ideology?	6.9%
	Agree	Count	11
		% within What best describes your political ideology?	37.9%
	Strongly Agree	Count	14
		% within What best describes your political ideology?	48.3%
Total		Count	29
		% within What best describes your political ideology?	100.0%

I would like to deepen my intellectual pursuits after graduation. * What best describes your political ideology? Crosstabulation			
			What best describes your political ideology?
			Moderate or Centrist
I would like to deepen my intellectual pursuits after graduation.	Strongly Disagree	Count	0

			0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	2
		% within What best describes your political ideology?	8.7%
	Agree	Count	14
		% within What best describes your political ideology?	60.9%
	Strongly Agree	Count	7
		% within What best describes your political ideology?	30.4%
Total		Count	23
		% within What best describes your political ideology?	100.0%

I would like to deepen my intellectual pursuits after graduation. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?
			Right of Center
I would like to deepen my intellectual pursuits after graduation.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	2
		% within What best describes your political ideology?	14.3%
	Agree	Count	8
		% within What best describes your political ideology?	57.1%
	Strongly Agree	Count	4
		% within What best describes your political ideology?	28.6%
Total		Count	14
		% within What best describes your political ideology?	100.0%

I would like to deepen my intellectual pursuits after graduation. * What best describes your political ideology? Crosstabulation

	What best describes your

			political ideology?
			Conservative
I would like to deepen my intellectual pursuits after graduation.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	2
		% within What best describes your political ideology?	16.7%
	Agree	Count	8
		% within What best describes your political ideology?	66.7%
	Strongly Agree	Count	2
		% within What best describes your political ideology?	16.7%
Total		Count	12
		% within What best describes your political ideology?	100.0%

I would like to deepen my intellectual pursuits after graduation. * What best describes your political ideology? Crosstabulation				
			What best describes your political ideology?	Total
			Far Right	
I would like to deepen my intellectual pursuits after graduation.	Strongly Disagree	Count	1	1
		% within What best describes your political ideology?	50.0%	0.6%
	Disagree	Count	0	2
		% within What best describes your political ideology?	0.0%	1.2%
	Neither Agree nor Disagree	Count	1	15
		% within What best describes your political ideology?	50.0%	9.0%

	Agree	Count	0	87
		% within What best describes your political ideology?	0.0%	52.1%
	Strongly Agree	Count	0	62
		% within What best describes your political ideology?	0.0%	37.1%
Total		Count	2	167
		% within What best describes your political ideology?	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	119.956[a]	28	.000
Likelihood Ratio	38.794	28	.084
Linear-by-Linear Association	6.586	1	.010
N of Valid Cases	167		

a. 29 cells (72.5%) have expected count less than 5. The minimum expected count is .01.

I enjoy researching new topics and solving intellectual problems. * What best describes your political ideology? Crosstabulation			
			What best describes your political ideology?
			Other (please specify)
I enjoy researching new topics and solving intellectual problems.	Strongly Disagree	Count	0

		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	1
		% within What best describes your political ideology?	33.3%
	Agree	Count	2
		% within What best describes your political ideology?	66.7%
	Strongly Agree	Count	0
		% within What best describes your political ideology?	0.0%
Total		Count	3
		% within What best describes your political ideology?	100.0%

I enjoy researching new topics and solving intellectual problems. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?	
			Far Left	Liberal
I enjoy researching new topics and solving intellectual problems.	Strongly Disagree	Count	0	0
		% within What best describes your political ideology?	0.0%	0.0%
	Disagree	Count	0	0
		% within What best describes your political ideology?	0.0%	0.0%
	Neither Agree nor Disagree	Count	1	12
		% within What best describes your political ideology?	9.1%	16.4%
	Agree	Count	3	41
		% within What best describes your political ideology?	27.3%	56.2%
	Strongly Agree	Count	7	20
		% within What best describes your political ideology?	63.6%	27.4%

Total		Count	11	73
		% within What best describes your political ideology?	100.0%	100.0%

I enjoy researching new topics and solving intellectual problems. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?
			Left of Center
I enjoy researching new topics and solving intellectual problems.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	2
		% within What best describes your political ideology?	6.9%
	Neither Agree nor Disagree	Count	2
		% within What best describes your political ideology?	6.9%
	Agree	Count	12
		% within What best describes your political ideology?	41.4%
	Strongly Agree	Count	13
		% within What best describes your political ideology?	44.8%
Total		Count	29
		% within What best describes your political ideology?	100.0%

I enjoy researching new topics and solving intellectual problems. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?
			Moderate or Centrist
I enjoy researching new topics and solving intellectual problems.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	2

		% within What best describes your political ideology?	8.7%
	Agree	Count	12
		% within What best describes your political ideology?	52.2%
	Strongly Agree	Count	9
		% within What best describes your political ideology?	39.1%
Total		Count	23
		% within What best describes your political ideology?	100.0%

I enjoy researching new topics and solving intellectual problems. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?
			Right of Center
I enjoy researching new topics and solving intellectual problems.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	4
		% within What best describes your political ideology?	28.6%
	Agree	Count	7
		% within What best describes your political ideology?	50.0%
	Strongly Agree	Count	3
		% within What best describes your political ideology?	21.4%
Total		Count	14
		% within What best describes your political ideology?	100.0%

I enjoy researching new topics and solving intellectual problems. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?
			Conservative
I enjoy researching new topics and solving intellectual problems.	Strongly Disagree	Count	0

		% within What best describes your political ideology?	0.0%
	Disagree	Count	1
		% within What best describes your political ideology?	8.3%
	Neither Agree nor Disagree	Count	2
		% within What best describes your political ideology?	16.7%
	Agree	Count	6
		% within What best describes your political ideology?	50.0%
	Strongly Agree	Count	3
		% within What best describes your political ideology?	25.0%
Total		Count	12
		% within What best describes your political ideology?	100.0%

I enjoy researching new topics and solving intellectual problems. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?	Total
			Far Right	
I enjoy researching new topics and solving intellectual problems.	Strongly Disagree	Count	1	1
		% within What best describes your political ideology?	50.0%	0.6%
	Disagree	Count	1	4
		% within What best describes your political ideology?	50.0%	2.4%
	Neither Agree nor Disagree	Count	0	24
		% within What best describes your political ideology?	0.0%	14.4%
	Agree	Count	0	83
		% within What best describes your political ideology?	0.0%	49.7%
	Strongly Agree	Count	0	55
		% within What best describes your political ideology?	0.0%	32.9%
Total		Count	2	167
		% within What best describes your political ideology?	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	124.841[a]	28	.000
Likelihood Ratio	40.056	28	.065
Linear-by-Linear Association	5.186	1	.023
N of Valid Cases	167		

a. 30 cells (75.0%) have expected count less than 5. The minimum expected count is .01.

Overall, I find my college courses stimulating and rewarding. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?
			Other (please specify)
Overall, I find my college courses stimulating and rewarding.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	1
		% within What best describes your political ideology?	33.3%
	Agree	Count	2
		% within What best describes your political ideology?	66.7%
	Strongly Agree	Count	0
		% within What best describes your political ideology?	0.0%
Total		Count	3
		% within What best describes your political	100.0%

Overall, I find my college courses stimulating and rewarding. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?	
			Far Left	Liberal
Overall, I find my college courses stimulating and rewarding.	Strongly Disagree	Count	0	1
		% within What best describes your political ideology?	0.0%	1.4%
	Disagree	Count	0	0
		% within What best describes your political ideology?	0.0%	0.0%
	Neither Agree nor Disagree	Count	1	6
		% within What best describes your political ideology?	9.1%	8.2%
	Agree	Count	5	45
		% within What best describes your political ideology?	45.5%	61.6%
	Strongly Agree	Count	5	21
		% within What best describes your political ideology?	45.5%	28.8%
Total		Count	11	73
		% within What best describes your political ideology?	100.0%	100.0%

Overall, I find my college courses stimulating and rewarding. * What best describes your political ideology? Crosstabulation

	What best describes your political ideology?

			Left of Center
Overall, I find my college courses stimulating and rewarding.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	3
		% within What best describes your political ideology?	10.3%
	Agree	Count	12
		% within What best describes your political ideology?	41.4%
	Strongly Agree	Count	14
		% within What best describes your political ideology?	48.3%
Total		Count	29
		% within What best describes your political ideology?	100.0%

Overall, I find my college courses stimulating and rewarding. * What best describes your political ideology? Crosstabulation			
			What best describes your political ideology?
			Moderate or Centrist
Overall, I find my college courses stimulating and rewarding.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	3
		% within What best describes your political ideology?	13.0%
	Agree	Count	14
		% within What best describes your political ideology?	60.9%
	Strongly Agree	Count	6
		% within What best describes your political ideology?	26.1%
Total		Count	23
		% within What best describes your political ideology?	100.0%

Overall, I find my college courses stimulating and rewarding. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?
			Right of Center
Overall, I find my college courses stimulating and rewarding.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Neither Agree nor Disagree	Count	3
		% within What best describes your political ideology?	21.4%
	Agree	Count	7
		% within What best describes your political ideology?	50.0%
	Strongly Agree	Count	4
		% within What best describes your political ideology?	28.6%
Total		Count	14
		% within What best describes your political ideology?	100.0%

Overall, I find my college courses stimulating and rewarding. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?
			Conservative
Overall, I find my college courses stimulating and rewarding.	Strongly Disagree	Count	0
		% within What best describes your political ideology?	0.0%
	Disagree	Count	1
		% within What best describes your political ideology?	8.3%
	Neither Agree nor Disagree	Count	4
		% within What best describes your political ideology?	33.3%
	Agree	Count	6
		% within What best describes your political ideology?	50.0%
	Strongly Agree	Count	1
		% within What best describes your political ideology?	8.3%

Total		Count	12
		% within What best describes your political ideology?	100.0%

Overall, I find my college courses stimulating and rewarding. * What best describes your political ideology? Crosstabulation

			What best describes your political ideology?	Total
			Far Right	
Overall, I find my college courses stimulating and rewarding.	Strongly Disagree	Count	1	2
		% within What best describes your political ideology?	50.0%	1.2%
	Disagree	Count	0	1
		% within What best describes your political ideology?	0.0%	0.6%
	Neither Agree nor Disagree	Count	1	22
		% within What best describes your political ideology?	50.0%	13.2%
	Agree	Count	0	91
		% within What best describes your political ideology?	0.0%	54.5%
	Strongly Agree	Count	0	51
		% within What best describes your political ideology?	0.0%	30.5%
Total		Count	2	167
		% within What best describes your political ideology?	100.0%	100.0%

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	73.597[a]	28	.000
Likelihood Ratio	33.574	28	.215
Linear-by-Linear Association	8.691	1	.003
N of Valid Cases	167		

a. 30 cells (75.0%) have expected count less than 5. The minimum expected count is .01.

			What best describes your political ideology?								Total
			Other (please specify)	Far Left	Liber al	Left of Center	Moderat e or Centrist	Right of Center	Conser vative	Far Right	
Anti_intell ectualism	6.0 0	Count	0	1	6	2	1	0	1	0	11
		% within What best describes your political ideology?	0.0%	9.1%	8.2%	6.9%	4.3%	0.0%	8.3%	0.0%	6.6%
	7.0 0	Count	0	3	4	1	2	0	0	0	10
		% within What best describes your political ideology?	0.0%	27.3 %	5.5%	3.4%	8.7%	0.0%	0.0%	0.0%	6.0%
	8.0 0	Count	0	1	1	4	1	1	0	0	8
		% within What best describes your political ideology?	0.0%	9.1%	1.4%	13.8%	4.3%	7.1%	0.0%	0.0%	4.8%
	9.0 0	Count	0	2	6	4	3	0	0	0	15
		% within What best describes your political ideology?	0.0%	18.2 %	8.2%	13.8%	13.0%	0.0%	0.0%	0.0%	9.0%
	10. 00	Count	0	0	11	4	1	3	0	0	19
		% within What best describes your political ideology?	0.0%	0.0%	15.1 %	13.8%	4.3%	21.4%	0.0%	0.0%	11.4%
	11. 00	Count	0	2	10	1	2	0	2	0	17
		% within What best describes your political ideology?	0.0%	18.2 %	13.7 %	3.4%	8.7%	0.0%	16.7%	0.0%	10.2%
	12. 00	Count	1	0	10	3	5	1	0	0	20
		% within What best describes your political ideology?	33.3%	0.0%	13.7 %	10.3%	21.7%	7.1%	0.0%	0.0%	12.0%
	13. 00	Count	0	2	8	2	1	3	0	0	16
		% within What best describes your political	0.0%	18.2 %	11.0 %	6.9%	4.3%	21.4%	0.0%	0.0%	9.6%

Anti_intellectualism * What best describes your political ideology? Crosstabulation

			C1	C2	C3	C4	C5	C6	C7	C8	Total
		ideology?									
	14.00	Count	0	0	4	0	3	2	0	0	9
		% within What best describes your political ideology?	0.0%	0.0%	5.5%	0.0%	13.0%	14.3%	0.0%	0.0%	5.4%
	15.00	Count	1	0	5	2	1	1	4	0	14
		% within What best describes your political ideology?	33.3%	0.0%	6.8%	6.9%	4.3%	7.1%	33.3%	0.0%	8.4%
	16.00	Count	0	0	4	3	0	0	3	0	10
		% within What best describes your political ideology?	0.0%	0.0%	5.5%	10.3%	0.0%	0.0%	25.0%	0.0%	6.0%
	17.00	Count	0	0	1	1	1	2	1	1	7
		% within What best describes your political ideology?	0.0%	0.0%	1.4%	3.4%	4.3%	14.3%	8.3%	50.0%	4.2%
	18.00	Count	1	0	2	1	0	0	1	0	5
		% within What best describes your political ideology?	33.3%	0.0%	2.7%	3.4%	0.0%	0.0%	8.3%	0.0%	3.0%
	19.00	Count	0	0	0	0	1	1	0	0	2
		% within What best describes your political ideology?	0.0%	0.0%	0.0%	0.0%	4.3%	7.1%	0.0%	0.0%	1.2%
	20.00	Count	0	0	1	0	1	0	0	0	2
		% within What best describes your political ideology?	0.0%	0.0%	1.4%	0.0%	4.3%	0.0%	0.0%	0.0%	1.2%
	21.00	Count	0	0	0	1	0	0	0	0	1
		% within What best describes your political ideology?	0.0%	0.0%	0.0%	3.4%	0.0%	0.0%	0.0%	0.0%	0.6%
	22.00	Count	0	0	0	0	0	0	0	1	1

Anti_intellectualism * What best describes your political ideology? Crosstabulation		
	What best describes your political ideology?	Total

			Other (please specify)	Far Left	Liberal	Left of Center	Moderate or Centrist	Right of Center	Conservative	Far Right	
Anti_intellectualism	22.00	% within What best describes your political ideology?	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.6%
Total		Count	3	11	73	29	23	14	12	2	167
		% within What best describes your political ideology?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Questionnaire

1. What is your race/ethnicity? Select all that apply.
1. White
2. African-American/Black
3. Hispanic/Latino
4. Native American
5. East Asian/Pacific Islander
6. South Asian
7. Middle Eastern/Arabic
8. Mixed race
9. Other (Please Specify)

2. Please enter your college major(s). Do not enter your minor.

3. What best describes your political ideology?
1. Far Left
2. Liberal
3. Left of Center
4. Moderate or Centrist
5. Right of Center
6. Conservative
7. Far Right
8. Other

4. What are your parents' political beliefs?
1. Far Left
2. Liberal
3. Left of Center
4. Moderate or Centrist
5. Right of Center
6. Conservative
7. Far Right
8. Other
9. Unsure

10. My parents have conflicting political ideologies

5. How often do you share political content on social media?
1. Never
2. Less than once a month
3. Once or twice a month
4. 3 or more times a month

6. How important are politics to you?
1. Important-I like to talk about politics and I try to keep up-to-date on the latest stories
2. Somewhat important-I pay attention around election times.
3. Somewhat unimportant-I do not enjoy reading, watching, or talking about political topics.
4. Not important at all-I actively avoid political topics as much as possible.

7. How racially diverse would you consider Augustana?
1. Not Diverse at All
2. Not Very Diverse
3. Somewhat Non-diverse
4. Somewhat Diverse
5. Very Diverse
6. Extremely Diverse

8. What percentage of Augustana do you think is composed of white students?
[enter number]

9. It is a common sight to see people of different races and ethnicities socializing on campus.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

10. I have friends of different races and/or ethnicities from myself.
1. Yes
2. No
3. I Choose Not to Answer

11. I make a conscious effort to socialize with people of different races and/or ethnicities.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

12. Of your five closest friends, how many have the same racial and/or ethnic identity as you?
1. One
2. Two
3. Three
4. Four
5. Five

13. I _____ socialize and spend time with people at Augustana of a different race or ethnicity than myself.
1. Never
2. Very Rarely
3. Sometimes
4. Often
5. Very Often

14. Some people claim race is socially constructed. Do you... ?
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

15. Some people claim race is biological. Do you…?
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

16. The diversity on Augustana's campus reflects the diversity of my high school campus.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

17. Are you aware of Augustana's Office of Student Inclusion and Diversity?
1. Yes
2. No

18. I have attended an event sponsored by the Office of Multicultural Student Life.
1. Yes
2. No

19. Have you ever been in a romantic interracial relationship?
1. Yes
2. No

20. There is a sense of community on Augustana's campus?
1. Yes
2. No

21. How often do you discuss potentially sensitive topics like politics or racial issues with friends or family?
1. Never
2. Very Rarely
3. Sometimes
4. Often
5. Daily

22. Have you felt that you have ever been discriminated against by a member of the Augustana College community on the basis of your race?

1. Yes
2. No
3. Don't Know
4. Choose Not to Answer

23. My time at Augustana has so far provided me with the skills to navigate an increasingly diverse workforce.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

24. Have you taken a course denoted by a G or D (global diversity or multi-diversity) suffix on campus yet?
1. Yes
2. No

25. Do you think Augustana has enough racial/ethnic diversity?
1. Yes
2. No

26. My *G and D suffix classes (Global Diversity and Multi Diversity classes)* have caused me to think differently about my political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

27. I feel comfortable expressing my political views in my *G and D suffix classes*.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

28. Professors in my *G and D suffix classes* express strong political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

29. Professors in my *G and D suffix classes* show respect to students of all political ideologies.
1. Strongly Disagree
2. Disagree

3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

30. Readings and class material in my *G and D suffix classes* are politically biased.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

31. In discussions in my *G and D suffix classes*, all political perspectives are given equal weight.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

32. My *FYI/Honors classes* have caused me to think differently about my political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

33. I feel comfortable expressing my political views in my *FYI/Honors classes*.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

34. Professors in my *FYI/Honors classes* express strong political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

35. Professors in my *FYI/Honors classes* show respect to students of all political ideologies.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

6. I have not taken this class

36. Readings and class material in my *FYI/Honors* classes are politically biased.
   1. Strongly Disagree
   2. Disagree
   3. Neither Agree nor Disagree
   4. Agree
   5. Strongly Agree
   6. I have not taken this class

37. In discussions in my *FYI/Honors classes*, all perspectives are given equal weight.
   1. Strongly Disagree
   2. Disagree
   3. Neither Agree nor Disagree
   4. Agree
   5. Strongly Agree
   6. I have not taken this class

38. My *PA (Perspectives on the Arts) and PL (Perspectives on Literature) classes* have caused me to think differently about my political views.
   1. Strongly Disagree
   2. Disagree
   3. Neither Agree nor Disagree
   4. Agree
   5. Strongly Agree
   6. I have not taken this class

39. I feel comfortable expressing my political views in my *PA and PL classes*.
   1. Strongly Disagree
   2. Disagree
   3. Neither Agree nor Disagree
   4. Agree
   5. Strongly Agree
   6. I have not taken this class

40. Professors in my *PA and PL* classes express strong political views.
   1. Strongly Disagree
   2. Disagree
   3. Neither Agree nor Disagree
   4. Agree
   5. Strongly Agree
   6. I have not taken this class

41. Professors in my *PA and PL* classes show respect to students of all political ideologies.
   1. Strongly Disagree
   2. Disagree
   3. Neither Agree nor Disagree
   4. Agree
   5. Strongly Agree
   6. I have not taken this class

42. Readings and class material in my *PA and PL* classes are politically biased.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

43. In discussions in my *PA and PL* classes, all political perspectives are given equal weight.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

44. My *PN (Perspectives on the Natural World) classes* have caused me to think differently about my political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

45. I feel comfortable expressing my political views in my *PN classes*.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

46. Professors in my *PN classes* express strong political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

47. Professors in my *PN classes* show respect to students of all political ideologies.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

48. Readings and class material in my *PN classes* are politically biased.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

49. In discussions in my *PN classes*, all political perspectives are given equal weight.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

50. My *PP (Perspectives on the Past) and PS (Perspectives on Individual and Society) classes* have caused me to think differently about my political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

51. I feel comfortable expressing my political views in my *PP and PS classes*.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

52. Professors in my *PP and PS classes* express strong political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

53. Professors in my *PP and PS classes* show respect to students of all political ideologies.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

54. Readings and class material in my *PP and PS classes* are politically biased.
1. Strongly Disagree

2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

55. In discussions in my *PP and PS classes,* all political perspectives are given equal weight.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

56. My *Christian Traditions classes* have caused me to think differently about my political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

57. I feel comfortable expressing my political views in my *Christian Traditions classes.*
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

58. Professors in my *Christian Traditions classes* express strong political views.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

59. Professors in my *Christian Traditions classes* show respect to students of all political ideologies.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

60. Readings and class material in my *Christian Traditions classes* are politically biased.
1. Strongly Disagree

2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

61. **In discussions in my *Christian Traditions classes*, all perspectives are given equal weight.**
    1. Strongly Disagree
    2. Disagree
    3. Neither Agree nor Disagree
    4. Agree
    5. Strongly Agree
    6. I have not taken this class

62. **Classes in my *major* have caused me to think differently about my political views.**
    1. Strongly Disagree
    2. Disagree
    3. Neither Agree nor Disagree
    4. Agree
    5. Strongly Agree
    6. I have not taken this class

63. **I feel comfortable expressing my political views in my *major classes*.**
    1. Strongly Disagree
    2. Disagree
    3. Neither Agree nor Disagree
    4. Agree
    5. Strongly Agree
    6. I have not taken this class

64. **Professors in my *major classes* express strong political views.**
    1. Strongly Disagree
    2. Disagree
    3. Neither Agree nor Disagree
    4. Agree
    5. Strongly Agree
    6. I have not taken this class

65. **Professors in my *major classes* show respect to students of all political ideologies.**
    1. Strongly Disagree
    2. Disagree
    3. Neither Agree nor Disagree
    4. Agree
    5. Strongly Agree
    6. I have not taken this class

66. **Readings and class material in my *major classes* are politically biased.**
    1. Strongly Disagree
    2. Disagree
    3. Neither Agree nor Disagree
    4. Agree

5. Strongly Agree
6. I have not taken this class

67. In discussions in *my major* classes, all political perspectives are given equal weight.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree
6. I have not taken this class

68. Overall, Augustana faculty are politically liberal.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

69. I am more tolerant of other viewpoints as a result of my Augustana education.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

70. I am better prepared to defend my political views as a result of my Augustana education.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

71. I would like to deepen my intellectual pursuits after graduation.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

72. I enjoy researching new topics and solving intellectual problems.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

73. I prefer classes where thought-provoking issues are discussed with the professor.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree

5. Strongly Agree

74. Requirements to take humanities and liberal arts courses should be reduced or eliminated.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

75. I prefer classes *without* a lot of critical thinking or analytic activities.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

76. Overall, I find my college courses stimulating and rewarding.
1. Strongly Disagree
2. Disagree
3. Neither Agree nor Disagree
4. Agree
5. Strongly Agree

77. What gender category best identifies you?
1. Male
2. Female
3. Other
4. Choose not to say

78. How many full school years have you completed at Augustana?
1. 0
2. 1
3. 2
4. 3
5. 4 or more

79. What town do you consider your hometown?

80. Which best describes the town or city you consider your hometown?
1. Rural
2. Urban,
3. Suburban

81. Are you an international or a domestic student?
1. Domestic
2. International

82. Are you a student athlete at Augustana? If so, what sport do you participate in?
1. Football
2. Volleyball
3. Softball
4. Basketball

5. Baseball
6. Lacrosse
7. Golf
8. Soccer
9. Cross Country
10. Wrestling
11. Track
12. Hockey
13. Swimming and Diving
14. Tennis
15. Bowling
16. Other
17. I Am Not an Athlete at Augustana

83. Are you a member of Greek Life at Augustana?
1. Yes
2. No

84. Which range best describes the yearly income of the household that you grew up in?
1. <$20,000
2. $20,001-$40,000
3. $40,001-$60,000
4. $60,001-$80,000
5. $80,001-$100,000
6. $>100,000
7. Unsure/Prefer not to say

85. What is your religious affiliation?
1. Atheist/Agnostic,
2. Christian (Catholic)
3. Christian (Protestant)
4. Muslim
5. Jewish
6. Buddhist
7. Hindu
8. Other
9.

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