

POL 410.01
Political Behavior (3 credit hours)
Fall, 2023
M, W 9:00-9:50am

(Note: no class meetings on Friday, those will be replaced with asynchronous activities due on Friday at 11:59pm)

Rudisill Library 101

Professor Clinton Jenkins
Mauney 307

Office Hours: M 3:30-5:00 (except the first Monday of the month, during which office hours will held during the same time on Tuesday), and by appointment.

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Course Overview and Goals

This course provides an introduction to the mass behavior of the electorate in the American political context. As such, this course focuses on the individual and how they interact with, and behave within, politics. This course will introduce students to a variety of approaches to understanding the behavior of the American public, drawing most heavily from political psychology to understanding mass behavior.

This course is being offered as a hybrid format, in LR nomenclature, “Blended on campus.” As such, we will not have class meetings on Friday, those will be replaced with asynchronous activities due on Friday at 11:59pm. We will meet regularly on M and W, except a few times when noted in the syllabus that we will also not meet on one of those days.

This course has four objectives:

- To provide you with an introduction to the field of political behavior, including an introduction to the questions and debates surrounding the behavior of the American public and electorate, as well as how political scientists have addressed these questions and debates.
- To provide you with a better understanding of how citizens make decisions about politics, why they do (or don't) turn out to vote, how much citizens know about politics, and how different psychological, social, and institutional factors influence their behavior.
- To help you learn how social scientists ask and answer interesting questions about politics, including providing you with a basic familiarity with various theories of political science and how political scientists use them to understand politics.
- To help you become a savvy consumer of political news and current events, both in this class and beyond. This will include gaining the ability to interpret basic quantitative or qualitative data to understand and assess political debates, the behavior of political actors, and America's governmental institutions.

Readings

I will lecture on occasion, however most of this class will be conducted as a seminar. I expect that students will have done the assigned readings before coming to class and will be able to summarize their main arguments and talk about them at length. In addition, you should have formulated some thoughts about the quality of the research, reasonableness of the assumptions, and findings of the study. Some of these readings are quite technical; do your best with the presentation of the statistics and modeling, but to read for the main ideas. In class, we will discuss the readings. If there is a final exam, it will draw on both the readings and class discussions.

The readings for class will come from three books as well as other assigned journal and news articles. Readings not from the books will usually be posted or linked to on Canvas at least one week prior to the class you need them for. It is your responsibility to obtain the readings listed for the class period if they are not posted on Canvas. There are three texts assigned for the class. They are available online and at the bookstore. They are:

Sides, John, Chris Tausanovitch, and Lynn Vavreck. 2023. *The Bitter End*. Princeton University Press. 9780691213453

Mason, Lilly. 2018. *Uncivil Agreement: How Politics Became Our Identity*. 9780226524542.

White, Ismail K. & Chryl N. Laird. 2020. *Steadfast Democrats: How Social Forces Shape Black Political Behavior*. 9780691199511.

You are expected to complete the readings listed under the “Reading” bullet point of each class meeting prior to coming to class. In addition to the required readings, I have listed additional readings for the curious reader under most of the weeks. These are there in case you are particularly interested in a week’s topic or thinking about writing a paper on the topic, but you are not expected to have come to class having read those (these are, though, potentially good sources of fodder for those presenting on the readings for activities or additional presentations).

It should not be surprising for a political science course, that in addition to the assigned readings each week it is expected that you will keep up with the daily news. Reading a newspaper is the best way to do this. If you are not one to read the newspaper there are many other good alternatives online, on the radio, and on television (I, for example, prefer to listen to NPR as my main source of the day’s news). The only requirement is that your chosen news source must have frequent coverage of national politics. Our discussions will frequently touch on current events, often as a way to illustrate concepts from lecture or readings. Regularly consuming the news will not only bring course material to life, but it will also make the class more interesting. (And as a non-trivial side benefit, being a news junkie invariably gives you interesting things to talk about at parties when you find yourself in a conversation that has lapsed into awkward silence).

Course Structure and Evaluation

Our twice-weekly in-person meetings will center on a critical analysis of the assigned readings for that class. At the beginning of the meeting, I will ask everyone to offer a brief comment, question, or musing that will serve to help orient the discussion that follows. Then, if assigned, students will lead the class with a presentation, discussion, and activity

related to the day's readings. I may then have comments to offer and these may take the form of a quasi-lecture. But, in short, most of our time will be spent in conversation, either as a large seminar or in small groups. Your participation in these group conversations will be crucial to your success in the course. On asynchronous days (Fridays and some others), you will be asked to complete related assignments or spend that time working on writing projects.

Your grade will be determined based on the following (weights in parentheses):

- Research Design Project (35%)
- Response Papers (25%)
- Reading Presentations and Class Leading (25%)
- Attendance, Participation, and Freewriting Activities (20%)

Research Design Project – During the semester you will be expected to complete a research project whereby you pose a question about American political behavior that interests you, derived from the appropriate literature, and then propose a research design to answer that question. There are five components to this project: 1) The proposal, 2) The intro, literature review, thesis; 3) The research design, 4) The Conclusion, 5) The presentation. I will provide a handout with more information on this project during the first or second week of classes. We will work on these projects in parts, that way you don't have to do it all at once at the end of the semester, and, that way you can get a better-quality product at the end of the semester.

Reading Presentations and Class Leading – As this class is taught as a seminar, discussion and engagement are key. Four times, you, by yourself or along with one (or two) other person(people), will sign up to lead each of our class sessions. Together, you or your group will be tasked with assisting in leading the class and discussion for the days you've signed up. Each time you do this is worth 6.25% of your grade. Together, you'll be responsible for doing the following:

1. Presenting on the readings for that day (5-15 minutes), providing an overview of the major themes of the readings as a whole and then also discussing the details from each of the readings (focus on theory, hypotheses, research design, and findings, as well as any other applicable information when those other items aren't applicable).
2. Creating a set of discussion questions for the class to answer, either together as a class or in small groups (aim for 10-15 minute discussion).
3. Creating an activity to engage the class in related to the readings. The nature of the activity can vary, but it can be anything from exploring more data or articles on the topic in class to creating policy proposals to address a problem suggested by the research to having students design a new study to answer a question to many other options such as kahoot! activities, etc. (aim for about 10-15 minutes).
4. Leading the class through a debrief reflection of the activity (about 5-10 minutes).

Reading Summaries - Before each class, a group of students will be responsible for submitting a summary of the readings. Each group will be required to submit readings once a week, as assigned in the syllabus. You should submit a two paragraph summary of the readings for that day. The summaries should demonstrate that you fully completed and made an effort to understand the readings.

In addition, at the end of your summaries, you should submit two questions you have about the readings for that class period.

- 1) The first question should be a question you have about a specific reading that you would like us to clarify during class (this can be a question about the methodology, the findings, how it speaks to other readings; anything you were puzzled about or want to know more about). That is, what is something you didn't understand or are curious about that you would like to learn more about. Often, we will not get the chance to answer all of the questions you submit, however, forcing oneself to ask this question is a useful practice.
- 2) Second, you should submit a question about the reading that you would like to ask your fellow classmates. These will be the guide for our discussions in class (this can be any question that will prompt a discussion you want to have about the reading(s) for that day. Examples include asking whether others think the reading contradicts something another reading said, whether others think their findings are correct, how we might apply the ideas from the paper to other things, etc.). Other question may be asking your classmates to comment on something a reading made you think of.

Your summaries and questions are due to be submitted on Canvas prior to the start of class the day the readings are assigned. Late submissions (outside of those excused ahead of time by me or LR policy) will not be accepted, and you will receive a 0 for them.

Each reading summary will be graded on both completion and accuracy: reading summaries that demonstrate deep engagement with the readings (by submitting accurate 5-6 sentence paragraph, or longer, summaries) will receive full credit. Sufficient response (those responses that are mostly accurate, with a few errors, and/or which may not come to the full length specified above) will receive a "75." Those responses that are insufficient, either due to a lack of depth, detail, missing components, or substantial inaccuracies in the summary will receive half credit, a "50." A failure to submit a summary will receive a "0".

Your reading summaries grade for the course will be the equally weighted average of the grade you received for all of your reading summaries.

Attendance, participation, and freewriting—The bulk of your attendance and participation will come from your completion of weekly in-class reflections, discussions, and activities, led by myself and your peers. your peers' feedback on your preparedness to participate in the small group discussions. In addition, your completion of the weekly freewriting activities (due on Fridays) will also be included in this grade (graded as either 100 – you completed the assignment in full, 50 - you submitted a freewriting assignment but didn't entirely do what was asked, or 0 – you did not complete the assignment by the due date).

In addition, a smaller portion of your grade will come from my subjective estimate of how frequently you participate actively and respectfully in class discussion. You should be respectful, engaged, and participate frequently and substantively. I will speak more about how I grade participation during the first day of class.

Elaine Benes might have once said that 80% of success is showing up.¹ I believe this is true. Part of being a good colleague and college citizen is showing up to do your part. This means showing up to class, listening respectfully to what your fellow students have to share, and offering your own perspectives on the subject matter. We all benefit by having robust discussions surrounding the topics we cover in class. Not only will participating in discussions help reinforce material from class, but it will also help you think about the world in different ways. But, in order to participate you must be there. You are allowed three absences per-semester without it affecting your grade. Every absence after that will see your final participation and attendance grade reduced by five percentage-points. I do not excuse absences – it is your responsibility to decide when it is appropriate or inappropriate to use your “free” absence or to take the grade reduction. The exception to this are university-designated excused absences. If you have a unique situation, such as an extreme illness or other circumstance, that will cause you to miss a large number of classes during the semester come speak with me.

At the end of the semester your final grade will be calculated using your grades on each of the metrics above and their respective weights, and you will receive a letter grade based on the following grading scale:

A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), and F (0-59).

Here are some final notes about grading in the class:

- If you have questions about the grade you received on an assignment please come see me during office hours or send me an e-mail to schedule an appointment to meet in person. I do not discuss grades over e-mail, but am more than happy to sit down with you in person and help you understand why you earned the grade you did and help you get the grade you wish next time.
- If you do not believe that the grade you received is not indicative of your work I will regrade your assignment for you. You must contact me in writing, sending a memo about why you believe you did not deserve the grade that you received. You must contact me within one week of receiving back your work, if you do not you waive the right for me to reconsider your grade for that assignment. Once I receive your petition in writing I will regrade your work, and the resulting grade, whether higher or lower than your original, will be your final grade for that assignment.
- Late assignments will be penalized by 5-points per business-day that it is late (Monday through Friday).
- The only acceptable excuses for not completing an assignment on time are illness or family emergency. If either circumstance arises, I will give you extra time, but only if you (1) communicate with me before the assignment is due, and (2) provide documentation of the circumstance. After that is completed we will discuss a new due date.
- If you fail to complete an assignment, you will receive a 0 for that assignment.
- There is no extra credit

¹ Woody Allen said this, but previous classes got tired of seeing his quote in my syllabi. And, we don't know that Elaine didn't say it.

Attendance Policy

You are graded on a combination of your attendance and participation (see above). There are a number of items that you are excused for including university sanctioned events, among others. Please see the University Catalog for more information on what constitutes an excused absence.

University policy on attendance is as follows:

Students are expected to attend classes and laboratories as specified by the instructor, who will state his/her attendance policy in writing at the beginning of the semester. No 'allowed' number of absences is automatically granted to a student in any course. Ordinarily, a student will not receive credit if he/she misses more than 25% of the scheduled class meetings unless extenuating circumstances exist. (Lenoir-Rhyne University General Catalog).

Student Honor Commitment and Statement of Academic Integrity

All students at Lenoir-Rhyne University are expected to know and agree to accept the following Lenoir-Rhyne University Statement of Academic Integrity:

A fundamental purpose of a liberal education is its attempt to cultivate in the student a sense of honor and high principles pertaining especially to academics, but extending to all areas of life. An inherent feature of Lenoir-Rhyne is its commitment to an atmosphere of integrity and ethical conduct. As a student of Lenoir-Rhyne, I accept as my personal responsibility the vigorous maintenance of honesty, truth, fairness, civility, and concern for others.

My devotion to integrity demands that I will not cheat in academic work and that I adhere to the established and required community code of conduct. I accept the responsibility for upholding the established standards against those who would violate them. And I understand and accept the consequences of infracting upon or assisting others in infracting upon this code. In addition to and beyond the requirements of any code of law, I affirm my own commitment to personal honor and integrity in all matters large and small. Even though the ideal of honor is an abstract one, by implementing this ideal, I join the men and women of Lenoir-Rhyne in making the concept of honor a reality.

Information for Students with Disabilities

Lenoir-Rhyne University does not discriminate on the basis of physical or mental disability in admission, treatment, and access to any educational programs and activities. Any student with a disability who is eligible for, or has questions regarding accommodations, should contact Sherry Proctor, Director of Disability Services/Section 504 & Title III Coordinator – Rudisill Library 202; (828) 328-7296; Sherry.Proctor@lr.edu.

Academic Freedom

Each student is strongly encouraged to participate in class discussions. In any classroom situation that involves discussion and critical thinking, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance class discussion and create an atmosphere where all of us will be encouraged to think and learn from each other. Therefore, be assured that students' grades will not be affected by any

beliefs or ideas expressed in class or in assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

Title IX

Under Title IX and LRU policy, discrimination based on sex and gender, including sexual orientation and gender identity, is prohibited. If you experience an incident of sex- or gender-based discrimination or misconduct, we encourage you to report it. While you may talk to me or another faculty or staff member about the incident, understand that as a "Mandated Reporter" of the University, faculty members must report what you share to the University's Title IX Coordinator, primarily so the University can assist you with resources and discuss options. If you would like to speak with someone who will afford you complete confidentiality, we encourage you to contact the University's Counseling Center, Student Healthcare Provider, or Pastor. For more information about Title IX and sexual misconduct, including policy, resources, and reporting options, see www.lr.edu/titleix or contact the University's Vice-President for Diversity, Equity, and Inclusion, Avery Staley, who can be reached at avery.staley@lr.edu.

Gender Neutral Language and Preferred Pronouns

Using gender-neutral language means using terms and expressions that do not reinforce traditional gender norms or assumptions. It acknowledges that gender is a spectrum and recognizes the validity of all gender identities. By adopting gender-neutral language, we ensure that everyone feels included, respected, and seen for who they are.

Make an effort to use the correct pronouns for each individual. If you are unsure about someone's pronouns, respectfully ask or use gender-neutral pronouns such as "they/them" until you have more information. [The full policy can be found here.](#)

Technology

Technology's great. It has made us more efficient as a people and has provided humankind with more ability and power than we've ever had before. But the fact is that laptops, smart phones, and other electronic devices are a distraction to your classmates and to me. Not only that, but research has shown that we learn more when we take notes by hand:

<http://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

Thus, you may not use electronic devices in class, unless I have asked you to use them for the some aspect of the class. However, should you have a unique reason for needing a laptop to take notes, please contact me and we can make accommodations as necessary.

Course Schedule and Readings

(Note: This is subject to change as the semester progresses)

Week 1: Introduction; Reading Scientific Articles, Course logistics

Monday 8/21 (In-person)

- Reading
 - No reading. Get a head start on Wednesday's reading.
- Due
 - Nothing due this week

Wednesday 8/23 (In-person): Final syllabus, course logistics, and Scientific Articles

- Reading
 - Leonard, John. ["How to Read Scientific Papers"](#)
- Due
 - Nothing due

Friday 8/25 (Virtual, no class meeting): Freewriting 1

- Reading
 - None
- Due
 - Freewriting 1 (Due August 25th by 11:59pm):
 - In at least 250 words free-write about what topics you're interested in when it comes to political behavior. This should build on the brainstorming we did in class on Wednesday. Save your freewriting in a document (pdf or word doc) and submit this by 11:59pm on Canvas in the Freewriting submission in the Week 1 module.

Part I: Political Knowledge and Cognition

Week 2: Political Cognition and Knowledge

Monday 8/28 (In-person): How Much Do Americans Know and Does it Matter?

- Reading
 - Delli Carpini, Michael X., and Scott Keeter. 1996. *What Americans Know about Politics and Why It Matters*. New Haven: Yale University Press.(Chapter 1).*(Read pages 22-35 and 49-61 closely; you may skim 36-48, but still try to get the general idea of that section)
 - Luskin, Robert and John Bullock. 2011. "When 'Don't Know' Means Don't Know. *Journal of Politics*, 73(2): 547-557.*
- Due
 - Rattlers summary and questions due before class

Wednesday 8/30 (In-person): How much Do Americans Know and Does it Matter?

- Reading
 - Luskin, Robert C. 2002. "From Denial to Extenuation (and Finally Beyond): Political Sophistication and Citizen Performance." In James H. Kuklinski (ed.), *Thinking about Political Psychology*. New York: Cambridge University Press. pp. 281-301.

- Lupia, Arthur. 1994. "Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88(1): 63-76.*
- Due
 - Eagles summary and questions due before class on canvas

Friday 9/1 (Virtual, no class meeting): Freewriting 2

- Reading
 - None
 - Due
 - Freewriting 2 (due 9/1 by 11:59pm):
 - Write 250 words that responds to the following prompt and then submit online in the appropriate place in the Week 2 module:
- What do you think your greatest strengths and weaknesses are as a writer? What would you like to work on as a writer?

Week 3: Motivated Reasoning and Misinformation

Monday 9/4 (In-person): Motivated Reasoning: What is it and how does it work?

- Reading
 - Taber, Charles S., and Milton Lodge. 2006. "Motivated Skepticism in Political Information Processing." *American Journal of Political Science* 50(3): 755-69.*
 - Hartman, Todd K. and Adam J. Newmark. 2012. "Motivated Reasoning, Political Sophistication, and Associations between President Obama and Islam," *PS*.*
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 9/6 (In-person): Motivated Reasoning: How does it Affect Public Opinion?

- Reading
 - Donovan, K., Paul Kellstedt, Ellen Key, and Matthew Lebo. "Motivated Reasoning, Public Opinion, and Presidential Approval." 2020. *Political Behavior* 42: 1201-1221.
 - Nyhan, Brendan, and Jason Reifler. 2010. "When Corrections Fail: The Persistence of Political Misperceptions." *Political Behavior* 32(2): 303-330.*
- Due
 - Eagles summary and questions due before class on canvas

Friday 9/8 (Virtual, no class meeting): Freewriting 3

- Reading
 - Not required, but the curious may also be interested in:
 - Bartels, Larry. 2002. "Beyond the Running Tally: Partisan Bias in Political Perceptions," *Political Behavior*, 24 (2): 117-150.*
- Due
 - Freewriting 3 (due 9/8 by 11:59pm)

- Write 250 words that respond to the following prompt and then submit online in the appropriate place in the Week 3 module:

Of the readings the past few weeks on political cognition and knowledge, what strikes you the most about what we've read? What was most surprising? Least surprising? Why?

Part II: Groups and Political Behavior

Week 4: Groups and Conflict; Partisanship

Monday 9/11 (In-person): Groups and Conflict

- Reading
 - Sherif, Muzafer. 1956. "Experiments in Group Conflict." *Scientific American* 195(5): 54-58.*
 - Tajfel, Henri. 1970. "Experiments in Intergroup Discrimination." *Scientific American* 223(5): 96-102.*
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 9/13 (In-person): Partisanship

- Reading:
 - Iyengar, Shanto, Gaurav Sood, and Yphtach Lelkes. 2012. "Affect, Not Ideology: A Social Identity Perspective on Polarization." *Public Opinion Quarterly* 76(3): 405-431.*
 - McConnel, Christopher, Yotam Margalit, Neil Malhotra, and Matthew Levendusky. 2018. "The Economic Consequences of Partisanship in a Polarized Era," *American Journal of Political Science*, 62(1): 5-18.
- Due:
 - Eagles summary and questions due before class on canvas

Friday 9/15 (Virtual, no class meeting): Freewriting 4

- Reading:
 - Not required, but the curious may also be interested in:
 - Iyengar, Shanto and Sean J. Westwood. 2015. "Fear and Loathing Across Party Lines: New Evidence on Group Polarization," *American Journal of Political Science*, 59 (3): 690-707.
- Due
 - Freewriting 4 (due by 11:59pm on 9/15 uploaded to Canvas)
 - Freewrite responses to the following prompt in at least 250 words and then upload to Canvas in the Week 4 module:

Next week you're going to be asked to submit your research design proposal. What research questions are you thinking you'd like to address? What potential topics do you have in mind? What are you struggling with in thinking through this project? Do you have any questions about the assignment?

Week 5: Literature Reviews and Library Resources

Monday 9/18 (In-person): Writing a Literature Review

- Reading
 - None
- Due
 - Nothing

Wednesday 9/20 (In-person): Library Instruction

Note: we'll meet in the library today. I'll send more info out closer to the date.

- Reading
 - None
- Due
 - Nothing

Friday 9/22 (Virtual, no class meeting): Research Design Proposal

- Reading
 - None
- Due
 - No freewriting assignment this week. Instead, use this time to work on your research design proposal, which is due at 11:59pm tonight.
 - 2-page (double spaced) proposal for what you want to write your final project and research design on.

Week 6: Partisanship and Polarization

Monday 9/25 (In-person): Polarization

- Reading
 - Mason, *Uncivil Agreement*, Chapters 1 through 3
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 9/27 (In-person): Polarization and its Consequences

- Reading
 - Mason, *Uncivil Agreement*, Chapters 4 through 6
- Due
 - Eagles summary and questions due before class on canvas

Friday 9/29 (Virtual, no class meeting): Freewriting 5

- Reading
 - None
- Due
 - Freewriting 5 (Due 9/29 at 11:59pm)
 - Write 250 words that responds to the following prompt and then submit online in the appropriate place in the Week 6 module:

Last week you submitted your research design proposal. Are you still happy with your topic? What are you confused about or unclear on

for the research design project? In two weeks your annotated bibliography assignment is due. Do you feel confident about that assignment? Why do you or why don't you?

Week 7: Groups, Race, and Identity Politics: Race and Partisanship

I know this week in particular is a lot of reading, but it allows us to have the research day next week, which I think is important to free up time for you to work on your literature review. Please do complete all of this week's readings, just think about the extra time you'll have next week to work on your assignment. □

Monday 10/2 (In-person):

- Reading
 - White and Laird, *Steadfast Democrats*, Introduction + Chapters 1 through 3
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 10/4 (In-person):

- Reading
 - White and Laird, *Steadfast Democrats*, Chapters 4 through 6
- Due
 - Eagles summary and questions due before class on canvas

Friday 10/6 (Virtual, no class meeting):

- Reading
 - Optional: Conclusion from White and Laird
- Due
 - Freewriting 6 (Due 10/6 by 11:59pm)
 - Write 250 words that responds to the following prompt and then submit online in the appropriate place in the Week 7 module:

Your annotated bibliography is due next week. How much progress have you made since last week? How many sources have you identified? How are you feeling about the assignment and the topic you selected? If you're not feeling well, schedule a time to meet with me virtually during the research day or another time.

Week 8: Fall Break; Research Day

Monday 10/9 (No Class Meeting): Fall Break

- Reading
 - None, finally!
- Due
 - Fall break

Wednesday 10/11 (Virtual, no in-person class meeting): Research Day

- Reading
 - Do reading related to your research design project.
- Due

- Work on your annotated bibliography (either do research or otherwise) which is due on Friday.
- I'm available to meet virtually if you have questions about your project.

Friday 10/13 (Virtual, no in-person class meeting):

- Reading
 - None
- Due
 - No freewriting this week to give you more time on the annotated bibliography.
 - Annotated bibliography of at least 10 sources and outline of literature review by 11:59pm on Canvas. Submit in assignment upload in Week 8 module.

Week 9: Groups, Race, and Identity Politics: Gender

Monday 10/16 (In-person):

- Reading
 - Leonie Huddy, Erin Cassese, and Mary-Kate Lizotte. 2008. "Gender, Public Opinion, and Political Reasoning" in *Political Women and American Democracy* edited by Christina Wolbrecht, Karen Beckwith, and Lisa Baldez (Cambridge University Press).
 - Hayes, Danny and Jennifer Lawless. 2022. "The Contingent Effects of Sexism in Primary Elections." *Political Research Quarterly* 75(4): 1021-1036.
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 10/18 (In-person):

- Reading
 - Philpot, Tasha S., and Hanes Walton Jr. 2007. "One of our Own: Black Female Candidates and the Voters Who Support Them." *American Journal of Political Science* 51(1): 49-62.
 - Bode, Leticia. 2016. "Closing the Gap: Gender Parity in Political Engagement on Social Media." *Information, Communication & Society* 20(4): 587-603.
- Due
 - Eagles summary and questions due before class on canvas

Friday 10/20 (Virtual, no class meeting):

- Reading
 - Not required, but the curious may also be interested in:
 - Lemi, Danielle Casarez and Nadia E. Brown. 2019. "Melanin and Curls: Evaluation of Black Women Candidates," *Journal of Race, Ethnicity, and Politics*. 4(2): 259-296.
 - Chira, Susan. 2017. "You Focus on the Good: Women Who Voted for Trump, in Their Own Words." *New York Times*, January 14.
- Due
 - Freewriting 7 (Due 10/20 by 11:59pm)
 - Write 250 words that responds to the following prompt and then submit online in the appropriate place in the Week 9 module:

As we end this section on groups in politics, what are you left wondering? What was most interesting from this section? What was most surprising to you and what was least surprising? Any other thoughts or comments?

PART III: VOTE CHOICE

Week 10: Vote Choice I: Demographics and Macro Factors

Monday 10/23 (In-person): Demographics

- Reading
 - Bartels, Larry M. 2000. "Partisanship and Voting Behavior, 1952-1996." *American Journal of Political Science* 44(1): 35-50.*
 - Tausanovitch, Chris and Christopher Warshaw. 2018. "Does the Ideological Proximity between Candidates and Voters Affect Voting in U.S. House Elections?" *Political Behavior* 40(1): 223-245.*
 - Also, read these two, shorter online articles:
 - Silver, Nate. 2018. "Education, Not Income Predicted Who Would Vote for Trump." *FiveThirtyEight*. Available at: <https://fivethirtyeight.com/features/education-not-income-predicted-who-would-vote-for-trump>
 - Masket, Seth. 2016. "What's the Matter with Kansas? Aptly Describes the 2016 Election - but was Written in 2004. Available at: <https://www.vox.com/mischiefs-of-faction/2016/12/1/13807382/thomas-frank-kansas-2016-election>
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 10/25 (In-person): Macro Factors

- Reading:
 - Sides, Tesler, and Vavreck. Chapter 2, *Identity Crisis*.*
 - Healy, Andrew and Neil Malhotra. 2013. "Retrospective Voting Reconsidered," *Annual Review of Political Science*, 16: 285-306.*
- Due
 - Eagles summary and questions due before class on canvas

Friday 10/27 (Virtual, no class meeting):

- Reading
 - Not required, but the curious may also be interested in:
 - Bartels, Larry M. 2006. "What's the Matter with What's the Matter with Kansas?" *Quarterly Journal of Political Science* 1:201-226.*
- Due
 - No freewriting due. Work on your introduction + literature review draft, which is due at 11:59pm tonight on Canvas. Submit in the Week 10 folder in the assignment upload for the draft.

Week 11: Vote Choice II: Media and Campaign Effects

Monday 10/30 (In-person): Media Effects

- Reading
 - Sides, Tesler, and Vavreck. *Identity Crisis*. Chapter 4.*
 - Sides, John, Lynn Vavreck, and Christopher Warshaw. 2022. "The Effect of Television Advertising in United States Elections," *American Political Science Review* 116 (2): 702-718.
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 11/1 (In-person): Campaigns Effects

- Reading:
 - Kalla, Joshua and David Brookman. 2018. "The Minimal Persuasive Effects of Campaign Contact in General Elections: Evidence from 49 Field Experiments." *American Political Science Review*, 112 (1): 148-166.*
 - Vavreck, Lynn. 2009. "Chapters 1 and 2." *The Message Matters: The Economy and Presidential Campaigns*.*
- Due
 - Eagles summary and questions due before class on canvas

Friday 11/3 (Virtual, no class meeting): Freewriting 8

- Reading
 - Not required, but the curious may also be interested in:
 - Sides, John and Lynn Vavreck. 2013. *The Gamble*, "Random or Romney?"*
- Due
 - Freewriting 8 (Due 11/3 by 11:59pm)
 - Write 250 words that responds to the following prompt and then submit online in the appropriate place in the Week 11 module on Canvas:

Reflect on what we've read and discussed in the previous section on Vote Choice. What questions do you have? What's unclear? Is there anything you wish we'd spent more time on? What was most and least interesting to you? What was most and least surprising and why?

PART IV: POLITICAL PARTICIPATION

Week 12: Voter Turnout: Overview & External Forces

Monday 11/6 (In-person): Theoretical Perspectives on Turnout

- Reading
 - John Aldrich. 1993. "Rational Choice and Turnout." *American Journal of Political Science* 37(1): 246-278.*
 - Brady, Henry E., Sidney Verba, and Kay Lehman Schlozman. 1995. "Beyond SES: A Resource Model of Political Participation." *American Political Science Review* 89(2): 271-294.*
 - Familiarize yourself with the trend in turnout in American elections. See: <http://www.electproject.org/national-1789-present>

- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 11/8 (In-person): External Forces

- Reading
 - Arceneaux, Kevin, and David W. Nickerson. 2009. "Who Is Mobilized to Vote? A ReAnalysis of 11 Field Experiments." *American Journal of Political Science* 53(1): 1-16.*
 - Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. 1997. "The Public Consequences of Private Inequality: Family Life and Citizen Participation." *American Political Science Review* 91(2): 373-389.
- Due
 - Eagles summary and questions due before class on canvas

Friday 11/10 (Virtual, no class meeting): Research Design Brainstorming (Freewriting 9)

- Reading
 - Not required, but the curious may also be interested in:
 - Gerber, Alan S., and Donald P. Green. 2000. "The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment." *American Political Science Review* 94(3): 653-663.*
- Due
 - Freewriting 9 (due at 11:59pm on Canvas):
 - Write 250 words that responds to the following prompt and then submit online in the appropriate place in the Week 12 module on Canvas:

You should be thinking about your research design section of your paper by now. What are you confused about? What ideas do you have so far about how to design a study to investigate the question that your research project is focused on?

Week 13: Biological and Psychological Forces on Turnout

Monday 11/13:

- Reading
 - Fowler, James H., and Christopher T. Dawes. 2008. "Two Genes Predict Voter Turnout." *Journal of Politics* 70(3): 579-594.*
 - Charney, Evan, and William English. 2012. "Candidate Genes and Political Behavior." *American Political Science Review* 106(1): 1-34.*
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 11/15:

- Reading
 - Mondak, Jeffery J., Matthew V. Hibbing, Damarys Canache, Mitchell A. Seligson, and Mary R. Anderson. 2010. "Personality and Civic Engagement: An Integrative Framework for the Study of Trait Effects on Political Behavior." *American Political Science Review* 104(1): 85-110.*

- Chapter 7, *Uncivil Agreement*
- Review: Chapter 5, *Steadfast Democrats*
- Due
 - Eagles summary and questions due before class on canvas

Friday 11/17 (Virtual, no class meeting):

- Reading
 - None
- Due
 - No freewriting today. Use the time to work on your research design draft.
 - Research Design Draft (Due 11/17 by 11:59pm) on Canvas in the Week 13 folder.

PART V: PUTTING IT ALL TOGETHER

Week 14: Putting it All Together Pts. II and III: The 2020 Presidential Election; Thanksgiving Break

Monday 11/20 (In-person): Putting it All Together Pt. I

- Reading
 - Sides, John, Chris Tausanovitch, and Lynn Vavreck. 2022, *The Bitter End*, chapters 1 through 3
- Due
 - Rattlers summary and questions due before class on canvas
 - Eagles summary and questions due before class on canvas

Wednesday 11/22: No class, Thanksgiving Break

- Reading
 - Nothing (woohoo!)
- Due
 - Nothing (yay!)

Friday 11/24: No class, Thanksgiving break

- Reading
 - None
- Due
 - Nothing

Week 15: Putting it All Together Pts. II and III: The 2020 Presidential Election

Monday 11/27 (In-person):

- Reading
 - Sides, John, Chris Tausanovitch, and Lynn Vavreck. 2022, *The Bitter End*, chapters 5 through 6
- Due
 - Rattlers summary and questions due before class on canvas

Wednesday 11/29 (In-person):

- Reading
 - Sides, John, Chris Tausanovitch, and Lynn Vavreck. 2022, *The Bitter End*, chapters 7 through end
- Due
 - Eagles summary and questions due before class on canvas

Friday 12/1 (Virtual, no class meeting): Reflection (Freewriting 10)

- Reading
 - None
- Due
 - Freewriting 10 (Due 12/1 by 11:59pm):
 - Write 250 words that responds to the following prompt and then submit online in the appropriate place in the Week 15 module on Canvas:

As we end this section on the 2020 election, what are you left wondering? What was most interesting from this section? What was most surprising to you and what was least surprising? Any other thoughts or comments?

Final: There is no final exam for the class. However, we will use the scheduled final exam period to give presentations about our research design projects to the rest of the class. We'll discuss these presentations more when the time comes closer. Your final draft of your research design project is also due on the same day as our presentations. Our final exam period is Wednesday, December 6 from 8am to 10:30am. You will each present your research design during this time.

Your final draft of your research design project is due by 11:59pm on December 6.