

PS 345
 American Political Behavior
 Spring 2023
 T 12:30-3:20pm
 Harbert 302a

Professor Clinton Jenkins
 Harbert 315
 Office Hours: T 4:30-5:30, Th 12:00-1:00, or 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 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.

This course is also a Writing Reinforcement (WR) Designation course. These courses have the following learning outcomes – Students will be able to:

- Address specific purposes, contexts, and audiences
- Develop ideas to meet the demands of the rhetorical situation
- Utilize appropriate genre and disciplinary conventions (i.e., organization, content, presentation,
- style)
- Identify sources suitable to the genre or academic discipline
- Employ syntax and mechanics standard to genre or disciplinary practices
- Demonstrate the ethics of academic writing

COVID-19 Mask Policy – Spring 2023

Beginning at the start of the semester, our classroom will be “mask optional.” That means you are welcome to wear a face covering/mask/shield to class, as I likely will do, but you are not required to. I reserve the right to change this policy as the semester progresses should case numbers, deaths, hospitalizations, or other metrics of Covid-19’s spread or severity change. This may mean requiring mandatory face masks at a later date. Of course, it is also possible that college policy will change, in which case we will comply with whatever guidance that is.

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 Moodle 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 Moodle. 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 weekly 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.

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

- Research Project (35%)
- Response Papers (30%)
- Reading Presentations and Class Leading (20%)
- Attendance and Participation (15%)

Research 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. These may or may not be a starting point for your senior seminar project.

Reading Presentations and Class Leading – As this class is taught as a seminar, discussion and engagement are key. Twice, you, along with one (or two) other person(people), will sign up to lead each of our 12 class sections. Together, 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 10% 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 30-45 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 20-25 minutes).

4. Leading the class through a debrief reflection of the activity (about 5-10 minutes).

Response Papers – Every other week (just about), you will be asked to write a short (3 to 4 pages double-spaced) response paper on the week's readings. In total, you will write six papers. These should be turned in at the beginning of class each week that you have a reflection due. The papers should critically discuss the week's readings. That is, I don't want simply a summary of the readings. Rather, you should discuss their strengths and weaknesses and how they help to answer the question they're affiliated with. Here are some examples of questions that may help motivate your papers:

- Juxtapose and comment on alternative explanations for or approaches to a substantive topic.
- Are there competing explanations, or approaches, to understanding a single phenomenon in the readings?
- Analyze the implications of a set of findings for American politics.
- Does the evidence the author(s) present(s) support their claims?
- Suggesting new questions or hypotheses for research. Are there things the readings failed to address?
- How do these readings contribute to answering the question at hand? What is their answer? Do you agree?
- How are the readings for a particular week similar or contrasting with arguments or research in previous weeks?

There is no single formula for a good paper, but you should make sure to address several of the works from that week and critically evaluate them. The essential aspect of these papers is your own argument. Do not summarize or recapitulate the arguments of the readings, but rather, generate your own.

Attendance and participation— 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, 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 one

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.

absence per-semester without it affecting your grade. Every absence after that will see your final participation and attendance grade reduced by ten 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. 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.

Spring 2023 Covid Attendance Policy:

Being subject to quarantine or self-isolation measures due to suspected, diagnosed COVID-19 or novel coronavirus infection, or contact with someone who has been diagnosed with it, will count as a unique situation, for which you will not be penalized. We will work out a plan for how to handle this situation should it arise. If you're sick, don't come to class. Email me and we'll figure it out.

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

Religious Observances

Birmingham-Southern College is committed to the spiritual development of a diverse student body. The College makes every reasonable effort to allow students to observe

religious holidays of obligation without academic penalty. Holidays of obligation are those holidays during which the observant person, according to religious practice, cannot work. Within the first 15 days of the term, students should review course syllabi for potential religious conflicts and notify me of potential conflicts. I will then work with you to make arrangements concerning missed work. Should you fail to alert me of this during the first 15 days of the term you forfeit your right to reschedule.

Scholastic Dishonesty and Academic Integrity

Please don't cheat. Seriously, do not do it. It's not worth it and will be a big headache for both of us. It's really just easier, and far more beneficial, to do the work.

Every BSC student has agreed under the Honor Code, "not to give or receive aid unfairly or dishonestly in any academic work or in any way act dishonestly in any student activity." Academic dishonesty is a violation of the Honor Code and will not be tolerated. If you are unsure as to whether a particular act will violate the Honor Code and be in any way academically dishonest, do not hesitate to ask me for clarification. Should an act of academic dishonesty take place, everyone involved will receive a zero on the assignment. In addition, depending on the severity, the act of academic dishonesty may be taken before the Honors Council and additional sanctions pursued.

Office of Accessibility/Accommodations

Students with a disability that qualify under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act and require accommodations should be registered with BSC's Accessibility Office. If you are registered for academic accommodations, please make an appointment with me as soon as possible to discuss any accommodations that may be necessary. During this discussion you are not expected to disclose any details concerning your disability though you may do so at your discretion. If you have a disability but have not yet registered, please contact Dr. Sandra Foster, Assistant Director of Accessibility Services and Resources, at 205-226-7909 or smfoster@bsc.edu, or visit Olin 210. Keep in mind that no accommodation will be made unless and until the instructor receives official notification from the College.

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.

BSC Resources for Writers and Readers

Located in Humanities 102, the BSC Writing Center offers in-person and virtual peer-to-peer tutoring and quiet, supportive lab space to work on writing assignments. The Center's tutors are students from a wide variety of majors on campus and have the range to address student writing needs with discipline specificity. Supervised and assisted by BSC

Writing Center directors, the tutors provide one-on-one consultations for any student at any point in the writing process. The BSC Writing Center is open Sunday-Thursday 2pm-8pm. To ensure a full 30-minute tutorial time slot, students are encouraged to be mindful of assignment-heavy weeks, keep track of due dates, and visit the Writing Center at their earliest availability during open hours. Please contact the writing center (writingcenter@bsc.edu) with any questions.

BSC's Academic Resource Center (ARC)

The Academic Resource Center (ARC), located on the ground floor of the Library, offers tutoring and one-on-one assistance for all BSC students. For more information or to make an appointment email arc@bsc.edu or visit the Academic Resource Center web page and submit a form. Reach out to us, we can help!

Title IX

Birmingham-Southern College is committed to the creation and maintenance of a safe learning environment for students and the campus community. The College forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The College encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. BSC forbids retaliation against any person who has opposed, reported, or participated in an investigation concerning sexual or gender-based misconduct. See the BSC Title IX website (www.bsc.edu/titleix) for more information, including an online report form. If you or a peer have experienced such misconduct, there are faculty and staff members who are trained in supporting students by answering questions and helping them navigate this process. The list of advocates can be found along with other helpful resources on the Title IX website.

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

Tuesday 1/31: Introduction

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

PART I: THINKING ABOUT POLITICS AND DEMOCRATIC COMPETENCE

Week 2: Political Cognition and Knowledge

Tuesday 2/7:

- 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.*
 - 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 Reaction Paper 1 Due

Week 3: Motivated Reasoning and Misinformation

Tuesday 2/14:

- 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*.
 - 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.*
- 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
 - Rattlers Reaction Paper 1 Due

PART II: GROUPS AND POLITICAL BEHAVIOR

Week 4: Groups and Conflict; Partisanship, Literature Reviews

Tuesday 2/21: Groups and Conflict; Writing a Literature Review

- 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.*
 - 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 Polarize Era," *American Journal of Political Science*, 62(1): 5-18.
- 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
 - Eagles Reaction Paper 2 Due
 - 2-page proposal for what you want to write your final project and research design about due at the beginning of class.

Week 5: Partisanship

Tuesday 2/28: Polarization

- Reading
 - Mason, *Uncivil Agreement*, Chapters 1 through 6
- Due
 - Rattlers Reaction Paper 2 Due

Week 6: Groups, Race, and Identity Politics: Race and Partisanship

Tuesday 3/7:

- Reading
 - White and Laird, *Steadfast Democrats*, all
- Not required, but the curious may also be interested in:
 - Chapter 5, *Political Behavior of the American Electorate*, "Group Identity and Partisanship" and "Social Cross-Pressures," pgs. 132 – 161.
- Due
 - Eagles Reaction Paper 3 Due
 - Annotated bibliography of at least 10 sources and outline of literature review (bring to class)

Week 7: Groups, Race, and Identity Politics: Gender; Literature Review Workshop

Tuesday 3/14:

- 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.
 - 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.
- 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
 - Rattlers Reaction Paper 3 Due

Week 8: Spring Break

Tuesday 3/21:

- Reading
 - None, finally!
- Due
 - Nothing (phew!)

PART III: VOTE CHOICE

Week 9: Vote Choice I; Research Design Brainstorming

Tuesday 3/28:

- 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.
 - Healy, Andrew and Neil Malhotra. 2013. "Retrospective Voting Reconsidered," *Annual Review of Political Science*, 16: 285-306.*
 - Sides, Tesler, and Vavreck. Chapter 2, *Identity Crisis*.*
 - 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>
- 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
 - Eagles Reaction Paper 4 Due
 - Draft of introduction and literature review due at start of class

Week 10: Vote Choice II: Media and Campaign Effects; Research Design Brainstorming Tuesday 4/4:

- 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.
 - 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*.*
- Not required, but the curious may also be interested in:
 - Sides, John and Lynn Vavreck. 2013. *The Gamble*, "Random or Romney?"*
- Due
 - Rattlers Reaction Paper 4 Due

PART IV: POLITICAL PARTICIPATION

Week 11: Voter Turnout: Overview & External Forces Tuesday 4/11:

- 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.*
 - 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.
 - Familiarize yourself with the trend in turnout in American elections. See:

<http://www.electproject.org/national-1789-present>

- 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
 - Eagles Reaction Paper 5 Due

Week 12: Psychological and Biological Forces on Turnout

Tuesday 4/18:

- Reading
 - Chapter 7, *Uncivil Agreement*
 - Fowler, James H., and Christopher T. Dawes. 2008. "Two Genes Predict Voter Turnout." *Journal of Politics* 70(3): 579-594.*
 - 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.*
 - Marcus, George E., and Michael B. MacKuen. 1993. "Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Learning and Involvement During Presidential Campaigns." *American Political Science Review* 87:672-85.*
 - Review: Chapter 5, *Steadfast Democrats*
- Not required, but the curious may also be interested in:
 - Blais, Andre and Christopher H. Achen. 2019. "Civic Duty and Voter Turnout." *Political Behavior*, 41: 473-497.
- Due
 - Rattlers Reaction Paper 5 Due
 - Research design section draft due at start class

Week 13: Putting it all Together: The 2020 Presidential Election

Tuesday 4/25:

- Reading
 - Sides, John, Chris Tausanovitch, and Lynn Vavreck. 2022, *The Bitter End*, chapters 1 through 4
- Due
 - Eagles Reaction Paper 6 Due

Week 14: Putting it all Together: The 2020 Presidential Election

Tuesday 5/2:

- Reading
 - Sides, John, Chris Tausanovitch, and Lynn Vavreck. 2022, *The Bitter End*, chapters 5 through end
 -
- Due
 - Rattlers Reaction Paper 6 Due

Final: There is no final exam scheduled for the class. However, we will use the

scheduled final exam period to give presentations about our research design to the rest of the class. We'll discuss these presentations more when the time comes closer.