POS 6207
Seminar in Political Behavior
Dr. Jonathan Knuckey

Contact Information

Instructor	Dr. Jonathan Knuckey
Office	Phillips Hall 302L
Office Hours	Monday and Wednesday, 9.30am-10.30am.
E-Mail	Use the mail function in Webcourses

POS 6207
Seminar in Political Behavior
Dr. Jonathan Knuckey

Course Overview

Political behavior is about studying ourselves. Of course, we find ourselves fascinating (right?), so in that sense I am hope you find this graduate seminar fascinating! Specifically, we will spend this semester focused on the individual and his or her relationship with the political system. Accordingly, much of what we study will be about what happens inside citizens' minds. Yet our approach will not be purely psychological as we will also explore how the institutions and rules of the system affect people's political thinking and behavior. In sum, we will be careful not to remove the politics from political behavior and political science.

In a single semester we will not be able to cover every topic that is subsumed under the subfield of political behavior. However, I think the topics we do cover will be of interest. Some of the articles we will read have only just recently been published, so you will be really getting into some "cutting edge" scholarly research, some of which I think will generate interesting discussion, and maybe even some controversy.

We begin the semester with a discussion of the nature, measurement, and sources of mass belief systems and ideology. We will then cover topics related to voter turnout and participation in non-electoral activities including political protest, and the debate over the role of "social capital" in stimulating participation and positive democratic outcomes. We will also address the nature of values among the mass public, the way these values have changed and the consequences of value change. We then turn to alternative models of voter choice that emphasize: social group cleavages such as class, gender, ethnicity and religion; social-psychological models emphasizing partisan attachments, issue attitudes and candidate appeals; and economic models emphasizing macro-economic outcomes and voter perceptions of government performance as primary explanatory factors. The last section of the course is devoted to the relationship between public opinion, democratic values and the development and stability of democratic regimes. We will examine research related to the structure and sources of regime support, trust in democratic institutions, and support for democratic values such as political tolerance and minority rights.

Much of the political behavior literature focuses on the United States, and we could easily spend an entire semester reading articles/books that only focus on American political behavior. To be sure, we will read quite a bit of research on American political behavior. However, that will provide an incomplete perspective on political behavior. Thus, this seminar will also focus on research questions related to cross-national differences and similarities in public opinion, voting behavior, and other forms of political participation. In particular, we will want to investigate the extent to which theories of political behavior, many of which were originally developed in the U.S., "travel well" to other countries, and what institutional, political, or cultural factors influence the explanatory power of different models of mass behavior in different contexts. We will examine citizen political behavior in contexts ranging from established democracies in Western Europe to new democracies in Eastern Europe, the former USSR, Latin America, Africa, and Asia. Many of the readings include multiple countries in their analyses, but even when single countries are examined we will be less concerned with the specifics of that country than with what the results imply for more general theories of political behavior.

Research on political behavior is united by its use of quantitative analyses, typically of data drawn from national surveys. Thus in addition to introducing you political behavior, I hope this seminar will hone your ability to conduct research using this approach, to realize data analysis can actually be fun (really!) and to help you become a producer -- not just a consumer -- of political science knowledge. Hopefully, this course might also stimulate ideas for potential thesis topics for students in the MA program in Political Science.

A background in undergraduate political science is an advantage coming into this seminar, but it's not essential. I will, however, assume that all students have taken at least an undergraduate research methods class. If you think you are little rusty I would recommend one of the following: Phillip H. Pollock, *The Essentials of Political Analysis* or Michael LeRoy, *Research Methods in Political Science* (7th edition).

POS 6207
Seminar in Political Behavior
Dr. Jonathan Knuckey

Course Requirements

Seminar Participation

If you have already taken graduate classes, one of the first things you know is that there is no place to hide in a graduate seminar. You will be expected to participate actively and effectively, rather than to passively absorb something approaching knowledge while dozing in the back of a class of 70 or so undergraduates. Research is not a spectator sport, so you should expect to contribute toward seminar discussion on a regular basis.

Thus, I cannot emphasize enough that the readings need to be completed before our seminar meetings. There will be no shirking. If you do, it will be visible and it will have an effect on your grade. Moreover, it will also have an effect on your training. If you do not invest in the time to do the reading, the thinking and the analysis of the works we are examining then you will not be investing in your future career.

"Doing the readings" in this seminar means that you will read, annotate in the articles, make notes, and otherwise be prepared as if you were required to meet with the authors of the books and articles and question what they have done. Again, this is not a lecture class. If you fail to read the assigned material we will likely spend nearly three hours each week staring at each other with very little to say!

Attendance in a graduate seminar is assumed. **Any absence from a seminar requires a prompt explanation.** Multiple absences seriously jeopardize the prospect for successful completion of the course.

Discussion Leaders

To provide an incentive for regular participation, a student will be assigned to be discussion leaders for at least one week. You will be assigned the week during our first seminar meeting. Discussion leaders will be expected to be prepared to

help shepherd class discussion on the topic. Your goal is to ensure that the seminar engages in thoughtful reflection about what we can learn from that week's readings. How you do this is up to you—perhaps through the use of prepared questions, an outline of themes, critiques of findings, new avenues for research or other means. Your grade for being a discussion leader will reflect the quality of your preparation, as well as the quantity and quality of class discussion you generate. What I do not want discussion leaders to do is to simply summarize the readings for a week.

Students are strongly encouraged to meet with me before the seminar for which they are to lead the seminar discussion for the week. A written overview of students' plans for leading discussion is due to me by 2.00pm on the day prior to our seminar meeting. I will then email this in Webcourses for all students, who should print out the outline and bring to the seminar meeting.

Written Assignments

For many of you this seminar will mark the beginning of your writing and critiquing career as a graduate student. Perhaps the biggest difference between undergraduate and graduate writing, is that you need to learn how to move beyond merely summarizing the content of an article or book, and instead subjecting readings to critical analysis. This is a crucial skill to develop as a graduate student, and you will find that over time you will get better at it. To this end there are two types of written assignments you will complete this semester:

1. Weekly Article Critique:

Each student will be assigned to write a critique of from one recent "cutting edge" article marked with a (*) on the topics/reading schedule page. The specific article will be determined by the group you are assigned to (A, B or C). Your critique will be used to stimulate seminar discussion on the current state of a given subfield, and where are particularly promising avenues for future research.

The article critique should not simply summarize the article. Here are some approaches that a good critique should include:

- Explain the research gaps that the article intends to ameliorate, or a new approach taken to an existing research question
- Elaborate on the underlying arguments made by an article or new implications of that argument
- Identify criticisms of the theory or research design and methods of the article

- Discuss an alternative interpretations of an author's research findings and conclusions (Note: articles sometimes make more about the results than the findings actually warrant!)
- Explain how the article relates to the other assigned articles for the week, or how it fits into the larger topic/research puzzle under examination.
- Future avenues of research suggested by the article, i.e., how could we craft further research based on the article.

I am not saying you simply should write your article critique mechanically answering the above questions. It still needs to read like an integrated essay. So use these suggestions as starting place. If you want to do something different in your critique you can do so, but run it by me first.

The article critique should be brought to class so you can refer to it during our the seminar. I will collect it and return it you with comments the following day (occasionally this might be the following Monday). So you can get a chance to see what it is I am looking for in these critiques, I will not count your first grade for an article critique, unless, of course you fail to submit one.

Article critiques should be a maximum of three pages typed, double spaced, 12 point font and Times New Roman font face.

I should emphasize that even though you are submitting a critique of one article in most weeks, you need to have done all the other assigned readings. Indeed, to get the most out of the article you critique you will need to have read the other articles.

Note: It is not necessary to submit the article critique in the weeks you are writing a longer analytical paper (see below).

2. Analytical Papers:

Three papers (approximately 8 pages, again double-spaced and 12 point font) that analyze and critique (not summarize) all the readings for a week. Like the weekly article critiques, these papers might raise questions provoked by the readings, compare the arguments of different authors, critique the authors' methodology, discuss common themes across articles or propose alternative explanations for the authors' findings.

You should include the starred article you are assigned in your analytical paper. You may also read and include a starred article not assigned to your group in these papers if you are particularly interested in one or more, but it is not essential

that you do so. You do not have to submit an article critique the weeks you submit the analytical papers

Students are required to select the weeks that they will be writing papers after our first organizational seminar meeting on August 23rd.

You should choose the topic of your paper according to the following schedule:

- **Paper 1:** Choose a topic from one of the seminars from August 30th to September 20th.
- **Paper 2:** Choose a topic from one of the seminars from September 27th to October 25th.
- **Paper 3:** Choose a topic from one of the seminars from November 1st through November 29th.

Try and choose a week where the topic is one that really interests you. I would however, advise waiting until you get your first article critique back before choosing your first week to write the first analytical paper.

You should not choose a week that you will be serving as discussion leader.

Papers should be submitted at the end of the seminar in the week you are writing.

Research Paper:

I have already talked about the importance of moving from a consumer to a producer of knowledge. Indeed, for students in Political Science MA program, you will eventually write a thesis. Even programs without a thesis option usually require some original research. Thus, I consider a research paper to be an important part of any graduate class.

The research paper will review some literature on a topic of political behavior of your own choosing (in consultation with me), and will provide some data analysis (commensurate with your level of preparation) that tests empirical propositions suggested by the literature. The paper can focus on political behavior in a single nation, or it might take a comparative approach.

The research paper should be something that could be potentially be presented at a professional conference or even submitted to an academic journal. Many students in past semesters have also used the research paper they to develop into their MA thesis.

I have provided detailed guidelines about the research paper in Webcourses (click on the "Research Papers" link). You should begin thinking about the research paper early in the semester, having looked at the topics we will cover and, obviously, the aspects of political behavior that you find most interesting.

Here are the key dates for the research paper:

- A meeting should be held with me no later than Friday, October 1st to discuss a topic.
- During the seminar on October 4th each student will briefly make a Power Point presentation of their research design. The format for the presentation can be found under "Research Paper Guidelines" in Webcourses.
- The research paper should be submitted to me as a hard copy (not via email) by Monday, December 3rd.
- On Thursday, December 6th, students will make a Power Point presentation of their findings and answer questions about those findings from other students. We will treat this like a paper presentation you would make at a professional conference, and I will have another faculty member come in and serve as a discussant for papers.

Progress of your research papers will be monitored throughout the semester, and you are encouraged to consult and with me about the paper as much as you want.

Grades

I will assign a letter grade to each piece of written work (weekly article critiques, analytical papers and research paper). I will also grade your participation in the seminar throughout the semester as well as the weeks you are a discussion leader and the presentation of your research paper proposal and findings

Your overall grade will be weighted as follows:

Weekly article critiques	15%
Seminar participation	20%
3 analytical papers	15%
Discussion leader	10%

Research paper proposal	5%
Research paper	30%
Research presentation	5%

Grade boundaries are as follows:

Grade	Percentage
A	90%+
B	80-89%
C*	70-79%
D*	60-69%
F*	59% and below

* No graduate-level course with a grade of "D+" or lower can be used to complete a course requirement, but the grade is calculated into the overall GPA. Only a maximum total of six semester credit hours of "C" grades (including C+ and C-), or the "C" grade credits associated with at most two classes (whichever is greater) may counted toward a graduate program of study.

At my discretion, I will uses a plus or minus to "tweak" grades that fall on the borderline between grades. I will take your overall performance in the seminar -- especially the quality of your seminar participation -- into consideration when doing so.

Note: If you know you need a certain grade at the end of the semester, you know you need it at the beginning -- go to work to earn it! Under no circumstances can or will a course grade be awarded on any basis other than those stated in the syllabus.

Other Policies:

Academic Integrity

Plagiarism and other academic dishonesty will not be tolerated. If you are not familiar with the rules of citing sources in written work or what constitutes plagiarism, you should do so immediately. Academic dishonesty will result in an F in the course and referral for additional non-academic sanctions.

All papers are expected to be original work, not previously or simultaneously handed in for credit in another course (unless prior approval of all instructors involved is obtained).

Religious holidays

Any student missing a written assignment or class because of observance of religious holidays shall be given an opportunity during that semester to make up missed work, provided that this does not create an undue burden on the university of instructor. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first week of class of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.

Submission of late papers

Submission of late papers really should not be an issue in graduate school. I do know, however, that life sometimes can throw the unexpected at us. So, if you think you might not be able to submit a paper by a deadline, please let me know ahead of time, and provide a convincing rationale for doing so. It usually will have to be some extenuating circumstance, other than failing to manage your time accordingly.

This policy does not apply to the research paper, which will be subject to a letter grade reduction for up to two days after the due date.

Incompletes

Incompletes are discouraged and are assigned only under extenuating circumstances. Since degrees will not be certified with an incomplete on the degree audit, "I" grades will be changed to "F" if not resolved by the last semester.

"I" grades are considered "unsatisfactory" grades until resolved for program of study purposes.

Note: Incomplete grades are not counted as completed courses or recognized as such by Financial Aid. Therefore, students on financial assistance must check with the Financial Aid office to see if the receipt of an incomplete grade will affect their financial award.

Special Accommodations

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities.

This syllabus is available in alternative formats upon request.

Students with disabilities who need accommodations in this course must contact me at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from me.

Disclaimer

I reserve the right to change, add or modify any part of the syllabus. Of course, advance notice will be given of any such changes.

Pages are maintained by Dr. Jonathan Knuckey.
© Jonathan O. Knuckey at the University of Central Florida, 2012

Seminar in Political Behavior
POS 6207
Dr. Jonathan Knuckey

Topics and Reading Schedule

Please note that you are responsible for getting the readings listed on the syllabus. Many, if not most, of the articles are available online through JSTOR, or the website of the respective journals, which the UCF library has electornic access to. If you are not on-campus you will need to log-in to the UCF library via a proxy server. You can find the link on how to do that here.

Note: Students will be divided into three groups (A, B, C). Students should read all non-starred articles, as well as the week's starred article for their group, the latter being the article for which you will write a weekly critique. The discussion leader for the week is responsible only for the starred article s/he is assigned.

The Dalton textbook, *Citizen Politics* will provide you with an excellent overview of the topic for most weeks. Read the relevant chapter from Dalton prior to any other readings.

August 23rd: Introduction & Organizational Meeting

August 30th: The Nature of Mass Opinion

- Dalton, ch.2
- Gordon and Segura, "Cross-National Variation in the Political Sophistication of Individuals: Capability or Choice?" *Journal of Politics* (1997), Vol. 59 (1): 126-147.
- Evans, Heath, and Lalljee, "Measuring Left-Right And Libertarian-Authoritarian Values In The British Electorate." *British Journal of Sociology* (1996), Vol. 47 (1): 93-112.

- Hibbing, Funk and Alford, "Are Political Orientations Genetically Transmitted?" *American Political Science Review* (2005), Vol. 99 (2): 153-167.
- Chong and Druckman, "Framing Public Opinion in Competitive Democracies." *American Political Science Review* (2007), Vol. 101 (4): 637-655.
- *A: Baum and Jamison. "The Oprah Effect: How Soft News Helps Inattentive Citizens Vote Consistently." *Journal of Politics* (2006), Vol. 68 (4): 946–959.
- *B: Slothuus and de Vrees, "Political Parties, Motivated Reasoning, and Issue Framing Effects." *Journal of Politics* (2010), Vol. 72 (3): 630-645.
- *C: Hussey "Polarized Politics and Citizen Disengagement: The Role of Belief Systems." *American Politics Research* (2012), Vol. 40 (1): 85-115.

September 6th: Political Participation I -- Voter Turnout in Comparative Perspective

Required reading

- Dalton, ch.3
- Norris, *Democratic Phoenix* chapters 1-4.
- Powell, "American Voter Turnout in Comparative Perspective." *Ameican Political Science Review* (1986), Vol. 80 (1): 17-43.
- McDonald and Popkin, "The Myth of the Vanishing Voter." *American Political Science Review* (2002), Vol. 95 (4): 963-974.
- *A: Karp, Banducci, and Bowler, "Getting Out the Vote: Party Mobilization in a Comparative Perspective." *British Journal of Political Science* (2008), Vol. 38 (1): 91-112.
- *B: Alvarez, Levin and Sinclair, "Making Voting Easier: Convenience Voting in the 2008 Presidential Election." *Political Research Quarterly* (2012), Vol. 65 (2): 248-262.
- *C: Baek, "A Comparative Analysis of Political Communication Systems and Voter Turnout." *American Journal of Political Science* (2009), Vol. 53 (2): 376-393

September 13th: Political Participation II -- Individual-Level Models of Participation

Required reading

- Dalton, ch.4
- Norris, *Democratic Phoenix* chapter 5.
- Brady, Verba and Schlozman, "Beyond SES: A Resource Model of Political Participation." *American Political Science Review* (1995), Vol. 89 (2): 271-294.
- Kuenz, and Lambright, "Who Votes in Africa? An Examination of Electoral Participation in 10 African Countries." *Party Politics* (2011), Vol. 17 (6): 767-799.
- Gerber, Green and Larimer, "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment", *American Political Science Review* (2008), Vol. 102 (1): 33-48.
- *A: Wagner, Johann and Kritzinger, "Voting at 16: Turnout and the Quality of Vote Choice." *Electoral Studies,* (2012), Vol. 31 (2): 372–383.
- *B: Prior, "News vs. Entertainment: How Increasing Media Choice Widens Gaps In Political Knowledge and Turnout." *American Journal of Political Science* (2005) Vol. 49 (3): 577-592.
- *C: Abrajano and Panagopoulos, "Does Language Matter? The Impact of Spanish Versus English-Language GOTV Efforts on Latino Turnout." *American Politics Research* (2011), Vol. 39 (4): 643-66.

September 20th: Political Participation III -- Social Networks, Groups and Social Capital

Required reading

- Dalton, review chs. 3 and 4 (sections on "Communal Activity" and "Internet Activism")
- Norris, *Democratic Phoenix,* chapters 8-10.
- Gibson, "Social Networks, Civil Society, and the Prospects for Consolidating Russia's Democratic Transition." *American Journal of Political Science* (2001), Vol. 45 (1): 51-68.
- *A:Kittilson and Dalton, "Virtual Civil Society: The New Frontier of Social Capital?" *Political Behavior* (2011), Vol. 33 (4): 625-644
- *B: Pattie and Johnston, "It's Good to Talk: Talk, Disagreement and Tolerance." *British Journal of Political Science* (2008), Vol. 38 (4): 677-698.
- *C: Howard and Gilbert, "A Cross-National Comparison of the Internal Effects of Participation in Voluntary Organizations" *Political Studies* (2008), Vol. 56

(3): 12–32.

September 27th: Protest Politics and Unconventional Participation

- Dalton, ch.3 (review section on "Protest and Contentious Action") and ch.4 (Who Protests?)
- Javeline, "The Role of Blame in Collective Action: Evidence from Russia." *American Political Science Review* (2003), Vol. 97(1): 107-121.
- Anderson and Mendes, "Learning to Lose: Election Outcomes, Democratic Experiences, and Political Protest Potential." *British Journal of Political Science* (2005), Vol. 36 (1): 91-111.
- Bellinger and Arce, "Protest and Democracy in Latin America's Market Era." *Political Research Quarterly* (2011), Vol. 64 (3): 688-704.
- Heaney and Rojas, "Partisans, Nonpartisans, and the Antiwar Movement in the United States." *American Politics Research* (2007), Vol. 35 (4): 431-464.
- ***A**: Boulding, "NGOs and Political Participation in Weak Democracies: Subnational Evidence on Protest and Voter Turnout in Bolivia." *Journal of Politics* (2010), Vol. 72 (2): 456-468.
- ***B**: Newman and Bartels, "Politics at the Checkout Line: Explaining Political Consumerism in the United States." *Political Research Quarterly* (2011), Vol. 64 (4): 803-817.
- ***C**: Kalome, "From Fistfights to Firefights: Trait Aggression and Support for State Violence." *Political Behavior* (forthcoming).

October 4th: Research Paper Proposal Presentations

For this week you will give a brief Power Point presentation to the seminar of your research paper design. The format for the proposal and what to present can be found under "Research Paper Guidelines."

October 11th: Values and Value Change:

- Dalton, ch.5
- Inglehart and Welzel, *Modernization, Cultural Change, and Democracy: The Human Development Sequence* (entire book).

October 18th: Social Group Cleavages and the "Columbia Model" of Vote Choice.

- Dalton, ch.7 and 8 (skip section on "Religion and the Vote")
- Elff , "Social Structure and Electoral Behavior in Comparative Perspective: The Decline of Social Cleavages in Western Europe Revisited." *Perspectives on Politics* (2007), Vol. 5 (2): 277-294.
- Posner, "Regime Change and Ethnic Cleavages in Africa." *Comparative Political Studies* (2007) Vol. 40 (11): 1302-1327.
- Evans, "The Social Bases of Political Divisions in Post-Communist Eastern Europe." *Annual Review of Political Science* (2006), Vol. 32: 245-270.
- Inglehart and Norris, "The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective." *International Political Science Review* (2000), Vol. 21 (4): 441–463.
- ***A**: Winter, "Masculine Republicans and Feminine Democrats: Gender and Americans' Explicit and Implicit Images of the Political Parties." *Political Behavior* (2010), Vol. 32 (4): 587-618.
- ***B**: Walczak, van der Brug, and de Vries, "Long- and Short-term Determinants of Party Preferences: Inter-generational Differences in Western and East Central Europe." *Political Behavior* (2012), Vol. 31 (2): 273-284.
- ***C**: Stanley and Niemi. "Partisanship, Party Coalitions, and Group Support, 1952-2004." *Presidential Studies Quarterly* (2006), Vol. 36 (2): 172-188.

October 25th: Religion and Political Behavior

- Dalton, ch. 8 (section on Religion and the Vote)
- Norris and Inglehart, *Sacred and Secular: Religion and Politics Worldwide* (entire book)

November 1st: Partisanship and the "Michigan Model" of Vote Choice

- Dalton, ch.9
- Blais, Gidengil, Nadeau, and Nevitte. "Measuring Party Identification: Britain, Canada, and the United States." *Political Behavior* (2001), Vol. 23 (1): 5-22.

- Schickler and Green, The Stability of Party Identification in Western Democracies: Results from Eight Panel Studies." *Comparative Political Studies* (1997), Vol. 30 (4): 450-483
- Nownes, "An Experimental Investigation of the Effects of Celebrity Support for Political Parties in the United States." *American Politics Research* (2012), Vol. 40 (3): 476-500.
- Miller and Klobucar, "The Development of Party identification in Post-Soviet Societies, *American Journal of Political Science* (2000), Vol. 44 (4): 667-686.
- *A Hatemi, Alford, Hibbing, Martin, and Eaves, "Is There a "Party" in Your Genes?" *Political Research Quarterly* (2009), Vol. 62 (3): 584-600.
- *B: Klofstad, McDermott and Hatemi, "The Dating Preferences of Liberals and Conservatives." *Political Behavior* (forthcoming).
- *C: Abramowitz and Saunders. "Is Polarization a Myth?" *Journal of Politics* (2008), Vol. 70 (2): 542-555.

November 8th: Issues, Candidates and Vote Choice

- Dalton, ch.10
- Carmines and Stimson. "The Two Faces of Issue Voting." *American Political Science Review* (1980), Vol. 74 (1): 78-91.
- Powell and Whitten, "A Cross-National Analysis of Economic Voting: Taking Account of the Political Context." *American Journal of Political Science* (1993), Vol. 37 (2): 391-414.
- Arceneaux, "Do Campaigns Help Voters Learn? A Cross-National Analysis", *British Journal of Political Science* (2006), Vol. 36 (1): 159-173.
- Knuckey, "Moral Values and Vote Choice in the 2004 U.S. Presidential Election." *Politics and Policy* (2007), Vol. 35 (2): 222–245.
- *A Holbrook, Clouse and Weinschenk, "Bringing the President Back In: The Collapse of Lehman Brothers and the Evolution of Retrospective Voting in the 2008 Presidential Election." *Political Research Quarterly* (2012), Vol. 65 (2): 263-274.
- *B: Lenz and Lawson, "Looking the Part: Television Leads Less Informed Citizens to Vote Based on Candidates' Appearance." *American Journal of Political Science* (2011), Vol. 55 (3): 574–589
- *C: Piston, "How Explicit Racial Prejudice Hurt Obama in the 2008 Election." *Political Behavior* (2010), Vol. 32 (4): 431-451.

November 15th: Political Tolerance

- Gibson and Gouws, "Social Identities and Political Intolerance: Linkages within the South African Mass Public." *American Journal of Political Science* (2000), Vol. 44 (2): 278-292.
- Hutchison and Gibler. "Political Tolerance and Territorial Threat: A Cross-National Study." *Journal of Politics* (2007), Vol. 69 (1): 128-142.
- Davis and Silver, "Civil Liberties vs. Security: Public Opinion in the Context of the Terrorist Attacks on America." *American Journal of Political Science* (2004), Vol. 48 (1): 28–46.
- Peffley and Rohrschneider, "Democratization and Political Tolerance in Seventeen Countries: A Multi-Level Model of Democratic Learning." *Political Research Quarterly* (2003), Vol. 56 (3): 243-257.
- Katnik, "Religion, Social Class, and Political Tolerance: A Cross-National Analysis." *International Journal of Sociology* (2002), Vol. 32 (1): 14-38.
- *A Robinson, "Cross-Cutting Messages and Political Tolerance: An Experiment Using Evangelical Protestants." *Political Behavior* (2010), Vol. 32 (4): 89-109
- *B Anderson and Fetner, "Economic Inequality and Intolerance: Attitudes Towards Homosexuality in 35 Democracies." *American Journal of Political Science* (2008), Vol. 72 (2): 942-958.
- *C Hetherington and Suhay, "Authoritarianism, Threat, and Americans' Support for the War on Terror." *American Journal of Political Science* (2011), Vol. 55 (3): 546–560.

November 22nd: Happy Thanksgiving!

November 29th: Trust in Government and Political Legitimacy

- Dalton, ch.12
- Mishler and Rose. 1997. "Trust, Distrust and Skepticism: Popular Evaluations of Civil and Political Institutions in Post-Communist Societies." *Journal of Politics* (1997), Vol. 59 (2): 418-451.
- Tessler, "Islam and Democracy in the Middle East: The Impact of Religious Orientations on Attitudes Towards Democracy in Four Arab Countries." *Comparative Politics* (2002), Vol. 34 (3): 337-354

- Maxwell, "Trust in Government Among British Muslims: The Importance of Migration Status." *Political Behavior* (2010), Vol. 32 (1): 89-109
- Rohrschneider, "The Democracy Deficit and Mass Support for an EU-wide Government." *American Journal of Political Science* (2002), Vol. 46 (2): 463-475.
- *A Swigger, "The Online Citizen: Is Social Media Changing Citizens' Beliefs About Democratic Values?" *Political Behavior* (forthcoming)
- *B Hetherington and Husser, "How Trust Matters: The Changing Political Relevance of Political Trust." *American Journal of Political Science* (2011), Vol. 56 (2): 312–325.
- *C Wals, "Does What Happens in Los Mochis Stay in Los Mochis? Explaining Postmigration Political Behavior." *Political Research Quarterly* (2011), Vol. 64 (3): 600-611.

December 6th: Research Paper Presentations

Students will make a Power Point presentation of their research paper findings to the seminar similar to that of presenting at a professional conference.

Pages are maintained by Dr. Jonathan Knuckey.
© Jonathan O. Knuckey at the University of Central Florida, 2012