POS 6207

Seminar in Political Behavior

Instructor	Dr. Jonathan Knuckey
Office	*Political Science Department:* Phillips Hall 302L *Second office:* Lou Frey Institute, Orlando Tech Center, 12443 Research Parkway, 400 Building Suite, Suite 406 (easy parking and no parking permit needed!). To get to the Lou Frey Institute from the main campus take the #9 UCF Shuttle and get off at Stop #2.
Office hours	Monday, 9-11am; Friday, 9-11am. I am also happy to meet before class or by appointment.
Email/Skype	Use Inbox, which is the global communication function in Canvas. I will normally respond to all messages within 24 hours, Monday through Friday. Generally, I do not check email after 5.00pm. I am also happy to talk via Skype. My Skype name is jonathan.knuckey70

Course Overview

How much do ordinary citizens know about politics? Why do some people participate in politics and others do not? What can be done to increase greater civic engagement? Are the value priorities of citizens changing, and if so what are the consequences of value change? What explains why people choose to vote for one candidate or party over another? What does demographic change mean for party politics and elections in the U.S.? What role does race and racial attitude play in American political behavior? How has the "war on terrorism" affected the political behavior and attitudes of citizens? How has social media affected citizen political behavior? How similar is the political behavior of Americans to that of citizens in other nations? We will explore these and many other questions this semester. Welcome to the wonderful world that is Political Behavior!

This graduate seminar is intended to provide a broad overview of some major research topics and literature on political behavior and -- hopefully -- the brief overview of topics above has whetted your appetite for what it to come this semester! Of course, in a single semester we

will not be able to cover every topic in the subfield (which is huge!). However, I hope you find the topics covered to be of interest and at least a starting place for anyone wishing do further research in the subfield. The topics covered will also hopefully be of relevance for those wishing to teach classes on American politics at the high school or college level. In addition, any budding campaign consultant -- or maybe even future candidate for political office -- should find relevance in the topics covered.

While much of the seminar is spent on political behavior and attitudes in the United States, we will also devote some time in addressing comparative research. Indeed, it is often interesting to study 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. Likewise studies of other nations can often illuminate aspects of American 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 to topics in the subfield of political behavior, I hope this seminar will hone your ability to conduct research using this approach, to realize data analysis and interpretation can actually be fun (really!) and to help you become a producer -- not just a consumer -- of political science knowledge. I also hope that this seminar might also stimulate ideas for either independent research and potential thesis topics for students in the MA program in Political Science.

Seminar Participation

Preparing for the Seminar

Active participation is key to the success of a graduate seminar. 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! Research is not a spectator sport, so you should expect to contribute toward seminar discussion on a regular basis. This is not a lecture class. If you fail to read and reflect upon the assigned material we will likely spend nearly three hours each week staring at each other with very little to say! My role in the seminar is to facilitate your input into the seminar, which includes testing your ideas, providing critiques of the material, asking questions that might help us gain a better understanding of the material and thinking about how future research on a topic might be crafted. On the latter point It is not uncommon for a student's MA thesis topic to have its genesis in an idea that was a result of seminar discussion..

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. Generally we will want to understand what the author(s) for each week are trying to say and do, and to evaluate the strengths and weaknesses of the author's theoretical framework, methodology, and substantive conclusions. To help you organize your thoughts and analysis please refer to the **"Analytical Brief"** which is a useful way of keeping track of what you read in an article

Evaluating Participation

Grades for participation (including discussion topic posts) will be posted each week. However, I certainly encourage you to ask for feedback on your seminar performance at any time. Generally, seminar participation will be evaluated as follows:

Excellent (90%+): The student made a very strong contribution to the course. Class discussion and comments demonstrated comprehension and analytical insights of the material, and were constructive. Constructive means that a student does not simply identify a weakness or problem. Rather, constructive comments identify a problem and make suggestions for how to address the weakness or problem and how new research might be crafted.

Good (80-89%): The student contributed meaningfully to the course. Class participation went beyond repeating the assigned material, perhaps identifying weaknesses in the current literature, but did not make many constructive suggestions about how weaknesses might be overcome or how the literature might be usefully extended in the future.

Marginal (70-79%): The student did not contribute meaningfully to the seminar. Class participation and discussion were limited to repeating the assigned material rather than making analytical insights, connections or extensions. Tendency to be anecdotal or uninformed opinions rather than engaging the readings for the week.

Poor (69% and below): The student attended class, but did not participate in discussions or present meaningful questions for academic debate.

Attendance

Attendance in a graduate seminar is assumed and so I expect no absences in the course. I also expect that everyone arrives for the seminar on time. If you do need to miss class, please contact me ahead of time to let me know that you will not be able to attend and to make arrangements to complete an alternate assignment. A major part of your overall grade in the seminar will depend on the quality of your seminar participation.

Weekly Discussion Topic Posts

To provide an incentive for regular participation you must submit substantive discussion topics to the Weekly Discussion Topic (in Canvas) each week. Posts should be made by 2:00pm of the Monday immediately preceding our seminar on Tuesday evenings

Discussion topics should be designed to generate thoughtful reflection and insight on the substantive, theoretical and methodological concerns of the week's readings. Guidelines can be found under **Weekly Discussion Posts.**

These will be graded based on the quality of thought that has gone into the post and the discussion they generate in the seminar.

Please read over all the discussion posts prior to class so you can thoughtfully reflect upon them prior to each seminar meeting.

Short Papers

Three short papers are to be written during the semester. Each paper will be based on the readings for one week of the seminar (see below for due dates for each paper). There are two options as to the paper format, and you will write at least one paper using each option.

Option A

7 to 8 page (approximately 2000-2500 words) critical analysis of the week's readings. For these type of papers what I **do not** want you to do is to simply summarize the readings in your papers. My goal in having you write these papers is to provide you with the opportunity to reflect on the readings and develop the critical thinking and writing skills that are essential to succeed in graduate school. Your papers might do one of more of the following:

- Raise questions provoked by the readings;
- Compare the arguments of different authors;
- Critique the authors' methodology;
- Discuss common themes across articles;
- Discuss areas of disagreement across articles and what might account for them;
- Propose alternative explanations for the authors' findings;
- Directions for future research on the topic

You can use the "Analytical Brief" (see above) to help you organize your papers, although remember you still should be writing a coherent essay, i.e., you should not haphazardly give answers to all the questions contained in the analytical briefs bur rather use them as a guide to develop an original argument for your paper, which includes an introduction and conclusion. The best papers will be those that take up a single point or small issue evident across the readings and develop a thoughtful analysis of that point. Do not try to cover too much in the paper.

****Note: You must write at least one paper using the Option A criteria****

Option B

2 to 3 page "quickie" data-based analysis/interpretation of topics related to the week's readings. These papers could take a number of approaches including (but not limited to):

- Updating or extending some of the empirical findings in one or more of the readings;
- Determining whether a relationship between variables in U.S. political behavior carries over to other that in other nations;
- Exploring a relationship between variables not addressed in any of the readings for a week.

Papers will utilize data from readily available sources that might include the American National Election Study (NES), the General Social Survey (GSS) the Co-operative Congressional Election Study (CCES) or World Values Survey (WVS). You might find it easy to use the WVS data files (from the 2005-2008 wave of the WVS) for the U.S., UK, France and Germany from the website for the Dalton's *Citizen Politics* textbook. You can find those files **here.**

This option for the paper might appear daunting at first! However it serves three important functions for your graduate education in political science:

- It gives you the chance to start working with data sources that are widely used by scholars of political behavior;
- It facilitates thinking more clearly about research questions that flow from the readings each week, which may lead to a research paper or even MA thesis topic;
- It gives you practice and a head start in doing something you will be asked to do on the comprehensive exam for the MA program: analyzing and interpreting data using SPSS or STATA.

You will not be on your own if you choose this option, and I will be happy to offer as much advice and suggestions as you need, although obviously don't wait until the very last moment to ask! The data analysis can be as complex or as simple as you like but do something that is commensurate with your data analysis skills. For example, it could anything from basic descriptive statistics or cross-tabulations to an OLS regression or logistic regression analysis. Hopefully you will have some findings that will generate discussion and a platform for further research. Again, I'll be happy to work with you as much as you want to hone your data analytic skills.

Note: *If choosing this option you should also bring electronic versions of tables or graphs you create (in a Power Point or Word Document) as well as the physical copy of the paper you are turning.*

As an example of the type of paper for this option, you might want to read the following **memo** that addresses political independents. This is a topic we cover in the seminar meeting on September 30th on Party Identification. Your own paper would obviously be a little shorter than this (2-3 pages not 5). In terms of a topic for data analysis my advice would be to read the chapter of the Dalton text book first as that is likely to give you an idea of something interesting to do. Of course having read another of the articles for the week you might find a topic that lends itself to data analysis. This is why it crucial to begin your reading for a week early!

Another example of a topic is to update the findings of an article. For example in seminar meeting for September 23rd we will read "The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective." This article on the gender gap was published in 2000, so it might be interesting to examine the gender gap in voting behavior in the subsequent decade, whether in the U.S., in other nations or in a comparative analysis across nations. Or maybe you could see if the gender gap is evident among some groups and not others.

****Note: You must write <u>at least one</u> paper using the Option B criteria****

Paper Deadlines

- **Paper 1:** Readings from one of the seminars from August 25th to September 16th
- **Paper 2:** Readings from one of the seminars from September 23rd to October 28th
- **Paper 3:** Readings from one of the seminars from November 4th to November 25th

Papers (whether option A or option B) should be submitted at the end of the seminar in the week for the topic on which you are writing. I will return them with comments the following week.

Research Paper

As one of the goals of this seminar is to produce knowledge about political behavior your semester project is to write a research paper. The paper should result in a product which, when further developed through additional research and analysis, could be presented at a professional conference or submitted to a journal. Given the other requirements of this seminar -- and likely those of other graduate seminars you are taking this semester -- I am limiting this paper to something like a research update, a replication, a research note, or a pilot study.

Paper Topics

In this paper, you will review the empirical literature on factors that influence either voter participation or voter choice. In terms of political participation, you might be interested in explanations about why some people vote or engage in other non-electoral activities while others don't. You might also be interested in why some voters voted Democratic, some voted Republican, and (occasionally) some others voted for a third-party. Your paper may, but need not, focus on the United States, but it must include your own data analysis, and you should say whether your analysis tends to support or refute the arguments you reviewed in the literature.

I decided to keep the focus of your paper topic on participation or voting behavior as these are major topics addressed in our seminar this semester. They are also topics where data sets are readily available for you to undertake secondary analysis using SPSS or STATA. Recommended data sources -- that you will have likely used in either a graduate or undergraduate research methods class -- include:

- American National Election Study (ANES) -- *(The best resource for studying American political behavior)*;

- General Social Survey (GSS) -- *(Very useful for researching both voting, participation and attitudes on issues)*
- Co-operative Congressional Election Study (CCES) -- *(Given the large state sample sizes, this this is a great data set for analyzing political behavior in individual U.S. states or comparing different states or regions);*
- World Values Survey (WVS) -- *(Best source for cross-national comparative research on political behavior. Again, the website for Dalton's textbook Citizen Politics, includes links to the WVS data for the United States, the United Kingdom, France and Germany)*

Note: I am certainly open to you doing a topic on something other than political participation or vote choice, especially if it is one you have already undertaken research on. However, it must be on a topic that still fits one of the substantive areas covered in our weekly seminars.

You will find further guidelines about the paper under **"Research Paper Guidelines"**

Key Research Paper Deadlines:

- **September 26th:** The paper topic must be approved by me. Students should schedule a time to meet with me prior to then so we can talk about your paper topic. The earlier you come and talk to me the better.
- **October 7th:** During the seminar meeting each student will briefly make a Power Point presentation of their research design. The format for the presentation can be found under **"Research Paper Proposal."**
- **December 5th:** The final version of the research paper should be submitted in Canvas.
- **December 9th:** You will make a Power Point presentation of your paper 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. Refer to **"Research Paper Presentation Guidelines"** for further details.

You should begin thinking about potential topics right away. Progress of your research papers will be monitored throughout the semester, and you are expected to consult and with me about the paper as much as you need to. I will also ask for periodic updates on your paper progress throughout the semester.

Grades

I will assign a percentage grade to each piece of written work (short papers and research paper). I will also grade your participation in the seminar throughout the semester as well as the quality of your discussion topics posts.

Your overall grade will be weighted as follows:

Seminar participation**:** 25%

Weekly discussion topic posts**:** 10%

Three analytical papers: 25%

Research paper & presentation: 40%

Grade boundaries are as follows:

A: 93%+

A-: 90-92%

B+: 87-89%

B: 83-86%

B-: 80-82%

C+: 77-79%

C: 73-76%

C-: 70-72%

D: 60-69%

F: Below 60%

Note: 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.

Generally the percentage grade given for any single piece of work will be the mid-point of the grade range for a particular letter grade. For example, excellent "A" grade work will get 96%, "B" grade work will get 84%, "B-" grade work will get 81%, etc, etc. I'll sometimes tweak up the 96% for an "A" grade work if it was especially outstanding quality.

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 stipulated deadlines. "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.

Course Schedule, Topics and Readings

Books can be purchased from the UCF Bookstore. You might be able to find the books at a cheaper price than the UCF Bookstore. Make sure you buy the **6th edition** of Dalton's textbook, *Citizen Politics,* which is the most recent edition.

All other readings are articles from journals. Most, if not all, of the articles are available online through JSTOR, or the website of the respective journals, which the UCF library has electronic 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.**

August 19th: Course Introduction

No assigned reading, although chapter 1 of Dalton is a nice overview of the textbook and the topics we will cover this semester. Please also post an introduction in the Discussion forum in Canvas prior to our first meeting.

August 26th: Mass Belief Systems and Political Sophistication

Readings:

- Dalton, *Citizen Politics*, ch.2
- Delli Carpini, Michael X. and Scott Keeter. 1993. Measuring Political Knowledge: Putting First things First." *American Journal of Political Science* 37 (4): 1179-1206
- Lupia, Arthur et al. 2007. "Were Bush Tax Cut Supporters 'Simply Ignorant?' A Second Look at Conservatives and Liberals in 'Homer Gets A Tax Cut'". *Perspectives on Politics 5* (4): 773-784.
- Highton, Benjamin. 2009. "Revisiting the Relationship between Educational Attainment and Political Sophistication." *Journal of Politics* 71 (4):1564-1576
- Baum, M. A., and A. S. Jamison. 2006. "The Oprah Effect: How Soft News Helps Inattentive Citizens Vote Consistently." *Journal of Politics* 68 (4):946-959.
- Kuklinski, James et al. 2000. "Misinformation and the Currency of Democratic Citizenship." *Journal of Politics*, 62 (3): 790-816.

September 2nd: Political Participation I - Voter Turnout

Readings:

- Dalton, *Citizen Politics*, chs. 3 (pp. 37-44) and 4 (pp. 63-70)
- McDonald and Popkin. 2002. "The Myth of the Vanishing Voter." *American Political Science Review* 95 (4): 963-974.
- Franklin, Mark N. and Wolfgang P. Hirczy de Mino. 1998. "Separated Powers, Divided Government, and Turnout in US Presidential Elections." *American Journal of Political Science* 42 (1): 316-326.
- Gerber, Green and Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102 (1): 33-48.
- Knee, Matthew R. and Donald P. Green. 2011. "The Effects of Registration Laws on Voter Turnout: An Updated Assessment," in Paul Sniderman and Benjamin Highton, eds., *Facing the Challenge of Democracy: Explorations in the Analysis of Public Opinion and Political Participation* (Princeton: Princeton University Press: pp. 312-328.
- Zeglovits, Eva Zeglovits and Julian Aichholzer. 2014. "Are People More Inclined to Vote at 16 than at 18? Evidence for the First-Time Voting Boost Among 16- to 25-Year-Olds in Austria." 24 (3): 351-361.

September 9th: Political Participation II - Non-Electoral Activities

Readings:

- Dalton, *Citizen Politics*, chs. 3 (pp. 44-62) and 4 (pp. 70-83)
- Wicks, Jan LeBlanc et al. 2014. "Youth Political Consumerism and the 2012 Presidential Election: What Influences Youth Boycotting and Buycotting?" *American Behavioral Scientist* 58 (5): 715-732.
- Benson, Michelle, and Thomas Rochon. 2004. "Interpersonal Trust and the Magnitude of Protest." *Comparative Political Studies* 37 (4): 435-57.
- Maske, Todd and Anand E. Sokhey. 2014 "The Displaying of Yard Signs as a Form of Political Participation." *Political Behavior* 36 (1): 189-21.
- Tufekci, Zeynep and Christopher Wilson. 2012. "Social Media and the Decision to Participate in Political Protest: Observations From Tahrir Square." *Journal of Communication* 62 (2): 363–379.
- Swain, Randall D. 2010. "Shall We March On? An Analysis of Non-Electoral Participation in the Black Community in the Post-Civil Rights Era." *Journal of Black Studies 40 (4): 566-582.*

September 16th: Values and Value Change

- Dalton, *Citizen Politics*, ch.5
- Duch, Raymond and Michael Taylor. 1993. "Postmaterialism and Economic Condition." *American Journal of Political Science* 37 (3): 747-779.
- Inglehart, Ronald and Paul Abramson. 1999. "Measuring Postmaterialism." *American Political Science Review* 93 (3): 665-677.
- Inglehart, Ronald and Wayne Baker. 2000. "Modernization, Cultural Change, and the Persistence of Traditional Values." *American Sociological Review* 65 (1): 19-51.
- Davis, Darren W. 2000. "Individual Level Examination of Postmaterialism in the U.S.: Political Tolerance, Racial Attitudes, Environmentalism, and Participatory Norms." *Political Research Quarterly* 53 (3, September): 455-475.
- Lauren Copeland. 2014. Value Change and Political Action: Postmaterialism, Political Consumerism, and Political Participation." *American Politics Research* 42 (1): 257-282

September 23rd: Social Group Bases of Party Support

- Dalton, *Citizen Politics*, ch.7 and 8
- Inglehart, Ronald and Pippa Norris. 2000. "The Developmental Theory of the Gender Gap: Women's and Men's Voting Behavior in Global Perspective." *International Political Science Review* 21 (4): 441–463.
- Lockerbie, Brad. 2013. "Race and Religion: Voting Behavior and Political Attitudes." *Social Science Quarterly* 94 (4): 1145-1158.
- McKee, Seth C., 2007. "Rural Voters in Presidential Elections, 1992-2004." *The Forum* 5 (2), Article 2.
- Nadeau, Richard et al. 2004. "Class, Party, and South/Non-South Differences: An Update." *American Politics Research 32 (1) 52-67.*

- Carmines, Edward G., and Geoffrey C. Layman. 1997. "Value Priorities, Partisanship and Electoral Choice: The Neglected Case of the United States." *Political Behavior* 19 (4): 283-316.

****** Meeting to finalize research paper topic should be held by Friday, September 26th******

September 30th: Party Identification

- Dalton, *Citizen Politics*, ch.9
- Green, Donald, Bradley Palmquist, and Eric Schickler. 2002. *Partisan Hearts and Minds: Political Parties and the Social Identities of Voters.* ch.2
- Magelby, David B., Candice J. Nelson and Mark C. Westlye. 2011. "The Myth of the Independent Voter Revisited," in Paul Sniderman and Benjamin Highton, eds., *Facing the Challenge of Democracy: Explorations in the Analysis of Public Opinion and Political Participation* (Princeton: Princeton University Press: pp. 238-63.
- Gaines, Brian J. et al. 2007. "Same Facts, Different Interpretations: Partisan Motivation and Opinion on Iraq." *Journal of Politics* 69 (4): 957-974.
- Wong, Janelle S. 2000. "The Effects of Age and Political Exposure on the Development of Party Identification Among Asian American and Latino Immigrants in the United States *Political Behavior* 22 (4) 341-371.
- Weisberg, Herbert F and Christopher J. Devine. 2010. "Partisan Defection and Change in the 2008 US Presidential Election." *Journal of Elections, Public Opinion and Parties 2*0 (2): 213-240.

October 7th: Research Paper Proposal Presentations

You will make a presentation of your research paper proposal. Refer to **Research Paper Proposal** for details.

October 14th: Red, Blue & Purple America - Demographic Change and Elections

- Teixeira, Ruy. (ed.) 2008. *Red, Blue and Purple America: The Future of Election Demographics*

October 21st: Political Issues and Vote Choice

- Dalton, *Citizen Politics*, ch.10 (pp. 207-222)
- Carmines, Edward G. Carmines and James A. Stimson. 1980. "The Two Faces of Issue Voting." *American Political Science Review* 74 (1): 78-91.
- Singer, Matthew M. 2011. "Who Says `It's the Economy'? Cross-National and Cross-Individual Variation in the Salience of Economic Performance." *Comparative Political Studies.* 44 (3): 284-312.

- Hillygus, D. Sunshine, and Todd G. Shields. 2005. “Moral Issues and Voter Decision Making in the 2004 Presidential Election.” P*S: Political Science and Politics* 38 (2): 201-209.
- Hawley, George. 2013. "Issue Voting and Immigration: Do Restrictionist Policies Cost Congressional Republicans Votes?" *Social Science Quarterly* 94 (5): 1185-1206.
- Deckman, Melissa, and John McTauge. 2014. "Did the 'War on Women' Work? Women, Men, and the Birth Control Mandate in the 2012 Presidential Election." *American Politics Research* (forthcoming)

October 28th: Candidate Image and Vote Choice

- Dalton, *Citizen Politics*, ch.10 (pp. 222-233)
- Lenz and Lawson. 2011. "Looking the Part: Television Leads Less Informed Citizens to Vote Based on Candidates’ Appearance." *American Journal of Political Science* 55 (3): 574–589.
- Banducci, Susan A., Jeffrey A. Karp, Michael Thrasher, and Colin Rallings. 2008. "Ballot Photographs as Cues in Low-Information Elections." *Political Psychology* 29 (6): 903-917.
- Mondak, Jeffrey J. 1995. "Competence, Integrity, and the Electoral Success of Congressional Incumbents," *Journal of Politics* 57 (4): 1043-1069.
- Fox, Richard L. and Zoe M. Oxley. 2003. “Gender Stereotyping in State Executive Elections: Candidate Selection and Success.” *Journal of Politics* 65 (3): 833-850.
- Boydstun, Amber E., et al. 2014. "Real-Time Reactions to a 2012 Presidential Debate A Method for Understanding Which Messages Matter." P*ublic Opinion Quarterly 78 (1): 330-343.*

November 4th: Race and Political Behavior in the United States -- The Obama Candidacy & Presidency

- Tesler, Michael and David O. Sears. 2010. *Obama's Race: The 2008 Election and the Dream of a Post-Racial America*

November 11th: *Veteran's Day - No Seminar Meeting*

November 18th: The Effect of the War on Terrorism on Political Behavior

- Huddy, Leoine et al. 2005. "Threat, Anxiety, and Support of Antiterrorism Policies." *American Journal of Political Science* 49 (3): 593–608.
- Kam, Cindy D. Kam and Donald R. Kinder. 2007. "Terror and Ethnocentrism: Foundations of American Support for the War on Terrorism." *Journal of Politics* 69 (2): 320-338.
- Berinsky, Adam and James Druckman. 2007. "Public Opinion Research and Support for the Iraq War." *Public Opinion Quarterly 7*1 (1): 126–141.
- Davis, Darren W. and Brian D. Silver. 2004. "Civil Liberties vs. Security: Public Opinion in the Context of the Terrorist Attacks on America." *American Journal of Political Science* 48 (1): 28-46.
- Sides, John and Kimberly Gross. 2009. "Stereotypes of Muslims and Support for the War on Terror." *Journal of Politics* 75 (3): 583-598.

November 25th: The Cynical Voter? Political Trust and Support for Democratic Values

- Dalton, *Citizen Politics*, ch.12
- Hetherington, Marc J. 1998. "The Political Relevance of Political Trust." *American Political Science Review* 92 (4): 791-808.
- Cook, Timothy E. and Paul Gronke. 2005. "The Skeptical American: Revisiting the Meanings of Trust in Government and Confidence in Institutions." *Journal of Politics* 67 (3): 784-803
- Abrajano, Marissa A, and R. Michael Alvarez. 2010. "Assessing the Causes and Effects of Political Trust Among U.S. Latinos." *American Politics Research, 38 (1): 110-141.*
- Dancey, Logan. 2012. "The Consequences of Political Cynicism: How Cynicism Shapes Citizens' Reactions to Political Scandals." *Political Behavio*r 34 (3): 411-423
- Swigger, Nathaniel 2013. "The Online Citizen: Is Social Media Changing Citizens' Beliefs About Democratic Values?" *Political Behavior* 35 (3): 589-603.

****** Upload final copy of Research Paper in Canvas, Friday December 5th, 5.00pm******

December 9th: Research Paper Presentations (7.00-9.50pm)

You will make a presentation of your research paper, like you would at a professional meeting. Refer to the **Research Paper Presentation Guidelines** for details.

Note: Based on mutual agreement we may move what is technically our "final exam" starting time back an hour so presentations can begin at 6.00pm.