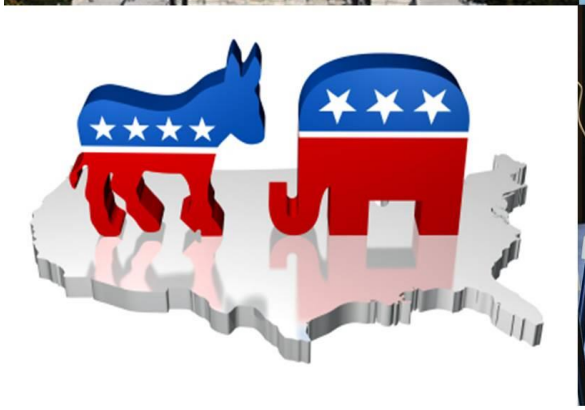
POS 6045

Seminar in American Politics

Fall 2015

Instructor: Jonathan Knuckey



Course Overview

This course is designed to meet the needs of graduate students who hope at some point in the near future to do original research, such as an MA thesis, teach in one or more areas of American politics, or who just wish to acquire greater knowledge about American politics. Additionally, this course will provide a solid foundation for more specialized graduate seminars in political science that you might take in the future, as well as serving as an introduction and overview of the American politics literature for those who intend to go on at some point to enter a doctoral program.

For many of you, this course also begins your socialization into the academic study of political science, and more particularly of American Politics. While most of you have probably had undergraduate courses in American Government or other related courses, the study of political science is qualitatively different at the graduate level. The transition from undergraduate to graduate study is basically a transition from being consumers of knowledge to producers of knowledge. Indeed, to that end, another goal of this seminar is to introduce you to doing your own research on American politics.

An introductory course such as this generally aims to acquaint students with the breadth of work in the field and does so at the expense of depth. In many ways this course will be no different. But the breadth of work in American Politics is huge, and we will not be able to cover it all. However, I hope the selected topics and readings will provide you with an introduction to a wide array of concerns, intellectual problems, controversies, theoretical approaches, research design, and methods of inquiry.

Quite apart from a sense of what we know and do not know about American politics, I hope that during this semester you will gain a feel for how political scientists think about, formulate, and execute research. Along these lines, quite a bit of the class will be spent doing more than simply summarizing the findings of the works. While it is important for us to understand what the articles communicate, it is also important for us to think about how we might contribute to the production of new research on the different topics and themes in American politics that we will explore.

I look forward to the seminar and hope you find it enjoyable and informative. I look forward to learning a lot from you!

About Me and How to Contact Me.

I joined UCF in 1999. I received my BA in Political Theory and Institutions from the University of Liverpool, my MA in U.S. History and Politics from the University of Keele and my Ph.D. in Political Science from the University of New Orleans.

My main areas of research and teaching are voting behavior, political parties, southern politics, and comparative politics.

Outside of of my day job I am a huge football (soccer!) fan and an avid supporter of Liverpool and, of course, Orlando City F.C.!

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: TBA

Email: Use email in Webcourses.

Skype: I am happy to talk via Skype. My Skype name is jonathan.knuckey70

Seminar Overview

Format

Generally the seminar will be divided up into two halves. We'll have a 10 minute break between each half.

For the first half we will discuss the readings for the week usually focusing upon the objectives, research questions/hypotheses, theory, main findings, implications and the shortcomings of the study.

For the second half we will focus on selected questions and topics from the week's readings that came from your weekly discussion posts (see below) that build upon the material from the first half. This is where we will also specifically focus on new research questions and directions on the topics for the week, that might serve as a foundation for your own research. In the past there have been several conference paper and MA thesis topics that have had their origins in these discussions!

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.

Remember, 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. I wonder encourage you to bring these to our seminars to refer to during our discussions.

Evaluating Participation

Grades for participation will be posted every third week. These grades will provide a cumulative assessment of your seminar participation. 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 (A/A-): 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 (B+/B/B-) 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 (C+/C/C-): 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 (D): 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 a seminar meeting because of exceptional circumstances 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 in lieu of attendance and class participation, usually a paper based on the readings missed for the week.

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 Tuesdays.

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 most of all the discussion they generate in the seminar.

I will compile all discussion posts and send them to you via email in Webcourses the day before our seminar meeting. Please read over all the discussion posts prior to class so you can thoughtfully reflect upon them prior to each seminar meeting. Also make sure you have these with you so you can refer back to what you or others have said when called upon.

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 for 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 every aspect of all the articles for a specific week.

I am always happy to read over drafts of papers and/or to provide suggestions for the focus on these papers.

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

<u>Option B</u>

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 Cooperative Congressional Election Study (CCES) or the World Values Survey (WVS). Analyzing other data sources is fine, but the analysis must be a secondary analysis by you, i.e., you cannot just take data reported by Gallup or whomever and talk about that. You have to analyze the data in SPSS (or STATA or R) and then interpret it.

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 studying American politics;
- 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) to the seminar to share and discuss.

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

Paper Deadlines

- Paper 1: Readings from one of the seminars from September 1st to September 29th
- Paper 2: Readings from one of the seminars from October 6th to November 3rd
- Paper 3: Readings from one of the seminars from November 10th to December 1st

Papers (whether option A or option B) should be brought to class and submitted at the end of the seminar on the week for the topic on which you are writing. All papers should be 12-point font and double-spaced throughout.

Research Paper

As one of the goals of this seminar is to produce knowledge about political behavior your semester project is to write a data analysis 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. As such the paper will have a more limited literature review than a full-blown article-length manuscript.

Paper Format & Topic

Your paper should be on anyone of the substantive weekly topics covered in class. I am restricting the focus to ensure you already have some background, from the readings for the week, on the topic. Obviously, the weekly topics include a variety of research questions and approaches, so there is still a lot of choice in terms of the topic -- as long as it relates to American politics, of course!

The paper will involve analyzing and interpreting of data relevant to your topic. Recommended data sources include, but are not limited to:

- American National Election Study (ANES) -- (The best resource for studying American attitudes and political behavior);
- General Social Survey (GSS) -- (Very useful for researching both voting, participation and attitudes on issues);
- Cooperative Congressional Election Study (CCES) -- (Given the large state sample sizes, this this is a great data set for analyzing political attitudes and behavior in individual U.S. states or comparing different states or regions);
- World Values Survey (WVS) -- (A cross-national data-set, from which you can extract the U.S. survey)

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

Key Research Paper Deadlines:

- October 2nd: 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 13th: 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 8th: The final version of the research paper should be submitted in Webcourses.
- December 15th: Poster session of research paper findings. Specific details on format of the poster session will be provided during the semester.

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. Don't be afraid to ask me for help on the paper, whether it be the topic, sources of data, analysis or interpretation of data.

Grades

Your overall grade will be weighted as follows:

Seminar participation: 25%

Weekly discussion topic posts: 15%

Three analytical papers: 25%

Research paper & poster presentation: 35%

All work for the seminar -- discussion posts, participation analytical papers and the research paper and poster presentation -- will receive a letter grade. Overall course grade boundaries are as follows:

A: 93%+

A-: 90-92.9%

B+: 88-89.9%

B: 83-87.9%

B-: 80-82.9%

C+: 78-79.9%

C: 73-77.9%

C-: 70-72.9%

D: 60-69.9%

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.

Other Policies

Use of Laptop Computers and Tablets

I will be honest and say that laptops often detract from the atmosphere in the classroom, in that it often feels like there's a bunch of individuals on their computers sitting in a room rather than a group of invested students in a room. Having said that, I am perfectly happy with you using laptops and tablets to be able to refer to the articles you download each week. I will assume that these devices will only be used for seminar related purposes.

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

Course Schedule, Topics and Readings

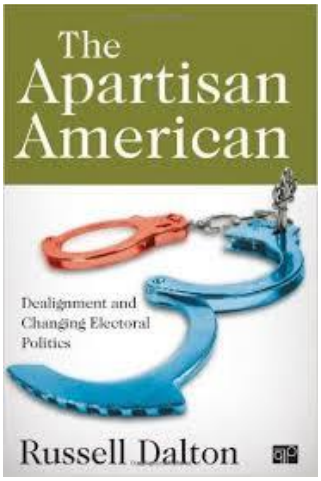
Books can be purchased from the UCF Bookstore. You might be able to find the books at a cheaper price than the UCF Bookstore.

Most, if not all, of the journal 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 25th: Seminar Introduction

September 1st: Partisanship and Political Independence

- Dalton, Russell J, *The Apartisan American: Dealignment and Changing Electoral Politics.*



September 8th: Polarization and Partisanship in American Politics

- Evans, John H. 2003. "Have American's Attitudes Become More Polarized?--An Update" *Social Science Quarterly* 84 (1): 71-90.
- Born, Richard. 2008. "Party Polarization and the Rise of Partisan Voting in U.S. House Elections." *American Politics Research* 36 (1): 62-84.
- Abramowitz, Alan I. and Kyle L. Saunders. 2008. "Is Polarization a Myth?" *Journal of Politics* 70 (2): 542–555. Also read the rejoinder from Fiorina et al. right after this article.
- Layman, Geoffrey C., and Thomas M. Carsey. 2002. ''Party Polarization and ''Conflict Extension'' in the American Electorate.'' *American Journal of Political Science* 46 (4): 786–802
- Arceneaux, Kevin, and Stephen P. Nicholson. 2012. "Who Wants to Have a Tea Party? The Who, What, and Why of the Tea Party Movement" *PS: Political Science and Politics* 45 (4): 700-710.

September 15th: The Mass Media and American Politics

- Branton, Regina and Johanna Dunaway. 2008. "English- and Spanish-Language Media Coverage of Immigration: A Comparative Analysis." *Social Science Quarterly* 89 (4): 1006–1022
- Baumgartner, Jody and Jonathan S. Morris. 2006. "The Daily Show Effect: Candidate Evaluations, Efficacy, and American Youth." *American Politics Research* 34 (3): 341-367.
- Adkins, Todd and Jeremiah J. Castle. 2014. "Moving Pictures? Experimental Evidence of Cinematic Influence on Political Attitudes" *Social Science Quarterly* 95 (5): 1230–1244.

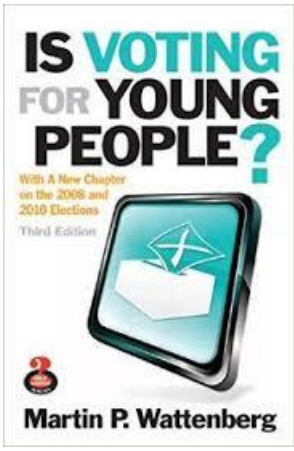
- Swigger, Nathaniel 2013. "The Online Citizen: Is Social Media Changing Citizens' Beliefs About Democratic Values?" *Political Behavior* 35 (3): 589-603.
- Smith, Glen and Kathleen Searles. 2014. "Who Let the (Attack) Dogs Out? New Evidence for Partisan Media Effects." *Public Opinion Quarterly* 78 (1): 71-99.

September 22nd: Social Capital and Civic Engagement in American Politics

- Putnam, Robert. 1995. "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America." *PS: Political Science and Politics* 28 (4): 664-683.
- Martens, Allison M. and Jason Gainous. "Civic Education and Democratic Capacity: How Do Teachers Teach and What Works." *Social Science Quarterly* 94 (4): 956–976.
- Klofstad, Casey A. and Benjamin G. Bishin. 2014. "Do Social Ties Encourage Immigrant Voters to Participate in Other Campaign Activities?" *Social Science Quarterly* 95 (2): 295-310.
- Kittilson, Miki Caul and Russell J. Dalton. 2011. "Virtual Civil Society: The New Frontier of Social Capital?" *Political Behavior* 33 (4): 625-644.
- Suhay,Elizabeth, Allyson Blackwell, Cameron Roche, and Lucien Bruggeman. 2015. "Forging Bonds and Burning Bridges: Polarization and Incivility in Blog Discussions About Occupy Wall Street." *American Politics Research* 43 (4): 643-679.

September 29th: Voter Turnout

- Wattenberg, Martin P. *Is Voting for Young People?* (3rd edition)



****** Meeting to finalize research paper topic should be held no late than Friday, October 2nd ******

October 6th: Divided Government and American Politics

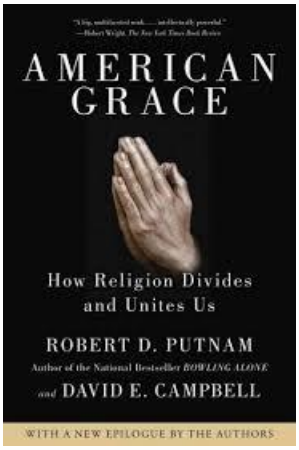
- Fine, Jeffrey A. and Adam Warber. 2012. "Circumventing Adversity: Executive Orders and Divided Government." *Presidential Studies Quarterly* 42 (2): 256–274.
- Edwards III, George C., Andrew Barrett, and Jeffrey Peake. 1997. "The Legislative Impact of Divided Government." *American Journal of Political Science* 41 (2): 545-563.
- Nicholson, Stephen P., Gary M. Segura and Nathan D. Woods. 2002. "Presidential Approval and the Mixed Blessing of Divided Government." *Journal of Politics* 64 (3): 701-720.
- Abramowitz, Alan I. 2013. "The Electoral Roots of America's Dysfunctional Government." *Presidential Studies Quarterly* 43 (4): 709-731.
- Garand, James C., and Marci Glascock Lichtl. 2000. "Explaining Divided Government in the United States: Testing an Intentional Model of Split-Ticket Voting*." British Journal of Political Science* 30 (1): 173-191.

October 13th: Research Paper Proposal Presentations

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

October 20th: Religion and American Politics

- Putnam, Robert D. and David E. Campbell, American Grace: How Religion Divides and Unites Us.

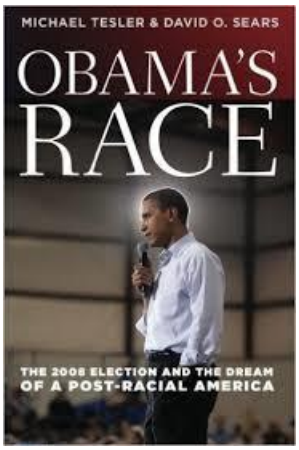


October 27th: Women and the Gender Gap in American Politics

- Streb, Matthew J., Barbara Burrell, Brian Frederick, and Michael A. Genovese. 2008. “Social Desirability Effects and Support for a Female American President.” *Public Opinion Quarterly* 72 (Spring): 76-89.
- Dolan, Kathleen. 2008. "Running Against a Woman: Do Female Opponents Shape Male Candidate Behaviors?" *Social Science Quarterly* 89 (3): 765-779
- Brians, Craig Leonard. 2005. "Women for Women? Gender and Party Bias in Voting for Female Candidates." *American Politics Research* 33 (3): 357-375.
- Norrander, Barbara and Clyde Wilcox. 2008. "The Gender Gap in Ideology." *Political Behavior* 30 (4): 503-523.
- Jordan Brooks, Deborah and Benjamin A. Valentino. 2011. "A War of One's Own: Understanding the Gender Gap in Support for War." *Public Opinion Quarterly* 75 (2): 270-286.

November 3rd: Race and American Politics - 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 10th:

No seminar meeting -- I will be in Philadelphia for the Northeastern Political Science Association Conference

November 17th: African-Americans and American Politics

- Howell, Susan E., Huey L. Perry and Matthew Vile. 2004. "Black Cities/White Cities: Evaluating the Police." *Political Behavior* 26 (1): 45-68.
- Irizarry, Yasmiyn. 2013. Is Measuring Interracial Contact Enough? Racial Concentration, Racial Balance, and Perceptions of Prejudice among Black Americans." *Social Science Quarterly* 94 (3): 591-615.
- Hopkins, Daniel J. Hopkins and Katherine T. McCabe. 2012. "After It's Too Late Estimating the Policy Impacts of Black Mayoralties in U.S. Cities." *American Politics Research* 40: 665-700.
- Avery, James M. 2006. "The Sources and Consequences of Political Mistrust among African American." *American Politics Research* 34 (5): 653-682.
- Gay, Claudine. 2014. "Knowledge Matters: Policy Cross-pressures and Black Partisanship." *Political Behavior* 36 (1): 99-124.

November 24th: Latinos and American Politics

- Ellison, Christopher G., Heeju Shin and David L. Leal. 2011. "The Contact Hypothesis and Attitudes Toward Latinos in the United States." *Social Science Quarterly* 92 (4): 938-958.
- McConnaughy, Corrine M., Ismail K. White, David L. Leal and Jason P. Casellas 2010. "A Latino on the Ballot: Explaining Coethnic Voting Among Latinos and the Response of White Americans." *Journal of Politics* 72 (4): 1199-1211.
- Mohamed, Heather Silber. 2013. "Can Protests Make Latinos "American"? Identity, Immigration Politics, and the 2006 Marches." *American Politics Research* 41(2): 298-327.
- Wallace, Sophia J. 2012. "It's Complicated: Latinos, President Obama, and the 2012 Election." *Social Science Quarterly* 93 (5): 1360-1383.
- Kelly, Nathan J. and Jana Morgan. 2008. "Religious Traditionalism and Latino Politics in the United States." *American Politics Research* 36 (2): 236-263

December 1st: Southern Politics -- Exploring "Southern Exceptionalism" in American Politics

- White, Steven. 2014. "The Heterogeneity of Southern White Distinctiveness." *American Politics Research* 42 (4): 551-578
- Lublin, David and Sarah E, Brewer. 2003. "The Continuing Dominance of Traditional Gender Roles in Southern Elections." *Social Science Quarter*ly 84 (2): 379-396
- Valentino, Nicholas A., and David O. Sears. 2005. "Old Times There Are Not Forgotten: Race and Partisan Realignment in the Contemporary South." *American Journal of Political Science* 49 (3): 672-688.

- Hood, III, M. V., Quentin Kidd and Irwin L. Morris. 2015. "Tea Leaves and Southern Politics: Explaining Tea Party Support in the Region." *Social Science Quarterly* (Early View. Published on-line before inclusion in an issue).
- Barth, Jay, and L, Marvin Overby. 2003. "Are Gay Men and Lesbians in the South the New "Threat"?: Regional Comparisons of the Contact Theory." *Politics and Policy* 31 (3): 452-470

****** Upload final copy of Research Paper in Webcourses, Friday December 8th, 5.00pm******

December 15th: Research Paper Poster Session (7.00-9.50pm)

You will present your research paper findings during a poster session. Specific details on the format of the poster session will be provided during the semester.

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.