POS 6207

Seminar in Political Behavior

Fall 2019

Instructor: Jonathan Knuckey

Course Overview

Welcome to the Seminar on Political Behavior

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 and issue preferences of citizens changing, and if so what are the consequences of such change? What explains why people choose to vote for one candidate or party over another? Are American polarized in their political belief and if so what caused this? What does demographic change mean for party politics and elections in the U.S.? What role does race and racial attitude play in political behavior? 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!

In a single semester we will not be able to cover every topic in political behavior (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. 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 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 and I would certainly be happy to work with you on topics that interest you beyond this semester.

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

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 **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

Office hours: Wednesday, 3-5pm; Thursday, 1-3pm.

These office hours are first come, first served. However, you can certainly make an appointment during office hours so you know I can meet with you at the time you are available. I will prioritize appointments over walk-ins.

I am also happy to for you to make an appointment with me outside these regular office hours if you cannot make these days/times.

Email: Use email in Webcourses. If you write me Monday through Friday I should get back to you within 24 hours. If I don't, please feel free to send me a reminder!

If you send a message after 5.00pm assume it probably will not get a reply until the following day. Do allow adequate time for a reply to a question about an assignment. If you send a question a few hours before an assignment is due, I may not see it in time to provide an adequate answer.

Please don't use the comments box on assignments to message me. I receive no notification of messages sent here. So always use the email in Webcourses if you wish to follow up on any assignment.

A note on etiquette: You are what you email, which means your instructors will often shape their opinion of you according to the quality of the email messages you are sending. To that end, be sure to please keep the tone of your emails professional, sign your emails with your name and include an appropriate salutation (Hint: you can't go wrong with "Dear Dr. Knuckey").

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

Course Requirements & Expectations

Requirements for this course can be organized into the four primary areas:

(1) Weekly reaction papers

(2) Weekly questions

(3) Seminar participation

(4) Data analysis paper.

(1) Weekly Reaction Papers

Students are expected to prepare a short (4-5 pages, double-spaced, or around 1,200-1,500 words) critical assessment of the readings for the week. These papers will provide evidence that you have read and critically evaluated the readings.

You will write **10** of these papers during the semester. As we have 12 weeks of substantive topics that means you get two "bye" weeks where a paper is not required.

A few further points about this policy:

- A paper is required for **week 2** so everyone can get early feedback on the weekly paper;
- For the weeks you don't write a paper you will still be expected to submit discussion questions and actively participate in our seminar discussions;
- You may decide to only have one "bye" week, and thus write **11** papers, in which case this extra paper will count as extra credit for the weekly paper component of the grade (although it will be graded out of 50 points rather than the usual 100).

Paper requirements

For these type of papers what I **do not** want you to do is to simply summarize or describe the reading(s) in your papers, i.e., avoid telling me simply what you read!

Rather, my goal in having you write these papers is to provide you with the opportunity to reflect on the readings and to hone and develop your critical thinking and writing skills that are essential to succeed in graduate school.

The content of the paper will depend on whether we are reading multiple journal articles for the week (which will be the norm) or a single book (which we'll do for three weeks)

Papers for weeks reading journal articles

The format for papers in weeks when we read multiple journal articles (rather than a single book) consist of several parts, and an overview of the structure of these papers can be found **here.** I will also distribute this as handout during our first seminar meeting on August 28th.

Papers for weeks reading a book

Your papers might do **one or more** of the following:

- Raise questions provoked by the substantive topic;
- Juxtaposing and commenting on alternative explanations or approaches to the substantive topic;
- Critique of the methodologies used and proposing other strategies of research;
- Criticizing the conceptualization and/or measurement of a particular construct;
- Analyzing the implications of a set of findings for contemporary American politics;
- Suggesting new questions or hypotheses for research;
- Developing similarities and contrasts with arguments or research found in the readings from previous weeks;
- Directions for future research on the substantive topic

Weekly papers should be uploaded in Webcourses by Monday (midnight) of each week

(2) Weekly Discussion Posts

Asking good questions is an integral part of doing graduate-level political science. Therefore each week you will make two posts for the discussion forum on the readings for the week. There are two types of posts you should make:

Discussion Question

Discussion questions are what the name suggests: they are designed to generate discussion in our seminar pertaining to the assigned topic. They should be analytical (theoretical) or methodological in nature and can focus directly on the reading or attempt to develop a tangential line of inquiry. You may also develop questions that “speak” to multiple readings.

The easiest way to accomplish your task of generating questions is to take note some particular conundrum/problem/question puzzle that comes to mind as you read the assigned reading and prepare for the seminar each week. In general, think of your question more as "conversation starters" than questions that require definitive answers. Question such as "who thinks this article is rubbish?" "who thinks the author was on drugs when writing the article" or "who thinks this article is biased" etc., etc. do little to generation conversation. Keep this in mind when formulating your question.

Gold Star/Raspberry of the Week

I also want you to assign a **"Gold Star" of the week award** to one article, or a **"Raspberry" of the week award** to one article. Some brief notes on awarding one these prestigious/dreaded awards:

- **"Gold Star of the Week!"** Did one article just stand out above the others in terms of the substantive topic is addressed, the execution of its research design and it general contribution to the research topic and the sub-field of political behavior in particular? You will briefly need to say why -- and justify -- why this accolade should be placed on the article.

- **"Raspberry of the Week!"** Awarded when there major deficiencies in any article. This would cover any aspect of the article, data, variables, methods and substantive conclusions drawn. You will briefly need to say why -- and defend -- why an article falls into the dreaded Raspberry of the week.

- In any single week you can only award a Gold Star **or** a Raspberry. That means if you award the Gold Star you cannot award a Raspberry (and vice versa). So choose wisely as to whether you wish to praise or butcher a particular article.

- For weeks when we read a single book, you should **not** make an award. Instead you will post **two** discussion question.

Discussion Questions and Gold Stars/Raspberries should be posted to the Discussions board in Webcourses by Monday of each week (by midnight). Please make just a single post, i.e., your posts should contain both your discussion question and gold star/raspberry award.

Your discussion posts will be factored into the participation component of your grade, specifically as part of the quality of contribution and impact on seminar criterion (see below).

Please review the questions from every member of the seminar on the discussion board, so you can reflect upon them ahead of the seminar and so we can refer to them during our seminar discussions. Printing them out ahead of time would probably be a wise strategy.

(3) Seminar Participation

Active participation is key to the success of a graduate seminar. So come to our seminar thoroughly prepared to discuss the readings, to evaluate each reading's contribution to the literature, to identify themes across readings, to analyze how the readings differ from each other (and how this poses a challenge for building knowledge in the field), and to propose areas of future research.

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.

A quick word too on what it means to "do the readings" in this seminar. It doesn't just mean passively reading, but rather it means you will annotate in the articles and books as well as making your own notes to refer to as you go through the book or articles for the week.

Participation is evaluated with respect to listening, preparation, quality of contributions, impact on the class, and frequency concerning the **quality** of your seminar participation:

Criterion	***Strong***	***Needs Development***	***Unsatisfactory***
Listening	Actively and respectfully listens to peers and instructor	Respectful but not engaged by comments of others	Projects lack of interest or disrespect for others (including browsing other materials during class, texting, etc.)
Preparation	Arrives on time, fully prepared with all reading assignments completed, has notes on reading, observations, and questions. Demonstrates reading discussion posts of all students by raising other student posts in the seminar.	Arrives on time, fully prepared with all reading assignments completed, but limited evidence of notes on reading, observations, questions and raising the discussion posts of other students during the seminar.	Arrives late and/or little evidence of having completed or thought about assigned material or read and reflected upon other student discussion posts for the week. Sitting in a seminar without access to the book/articles for the week usually is a good tip off that you are not prepared!
Quality of contributions	Comments are directed to all members of the seminar, not just the professor. Comments and discussions posts are relevant and reflect understanding of assignments, previous remarks of other students, and insights about assigned material	Comments and discussion posts occasionally show lack of preparation or understanding and/or reliance on anecdotes.	Comments and discussion posts reflect little understanding of either the assignment or previous remarks in class and rely exclusively on anecdotes or opinions uninformed by the readings.

Impact on seminar	Comments and discussion posts frequently help move seminar forward	Comments and discussion posts keep the conversation on track, but do little to move it forward	Comments and discussion posts do not advance the conversation or are off-topic and actively harmful to it
Frequency of participation	Actively participates at appropriate times	Participates when called upon, but no more	Seldom participates and is generally disengaged or absent.

Grading scale for participation component:

- **A** - Strong in most categories
- **A-** - Strong in some categories but needs development in others
- **B** - Need for development in most categories
- **C** - Typically unsatisfactory in several categories
- **D** - Unsatisfactory in nearly all.

Grades for participation will be posted during the semester after **weeks 3, 7, 12 and 15** (the final participation grade) 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.

(4) <u>Data Analysis Paper</u>

As one of the goals of this seminar is facilitate your becoming a producer - not just a consumer - of knowledge about political behavior , your semester project is to undertake a data analysis 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 been around **7-8 pages.** In

lieu of a literature review section in the paper, you will instead compile **an annotated bibliograph**y on your paper topic at the midpoint of the semester. More information is provided here on **How to Compile an Annotated Bibliography**

The paper you will submit at the end of the semester will therefore focus on your ability to identify a research question, formulate hypotheses, test hypotheses, draw conclusions and provide directions for future research. Most of all I want this paper to provide you with the opportunity to analyze and interpret secondary data using SPSS (or Stata or R depending on your training). To that end the paper will use the **2016 American National Election Study** as a data source. This is among the best and most well-established sources of studying voting behavior, public opinion and political attitudes.

The only limitation on the paper topic is that it broadly be related to one of the substantive topics week cover during the semester. You will find further guidelines about the paper format and how to brainstorm a research question under **"Data Analysis Paper Guidelines"**

Important Dates for the Data Analysis Paper:

- **September 27th:** The paper topic must be approved by me. Please 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 14th:** One page summary of research question, variables and hypotheses due. During our seminar meeting on October 16th these one page summary will be discussed in the seminar allowing you to receive feedback. I will provide specific details on the format of this summary and what it should contain.
- **November 7th:** Annotated bibliography should be submitted in Webcourses
- **December 8th:** The final version of the research paper should be submitted in Webcourses.
- **December 11th:** Post -session of research paper findings. Details on the format will be announced.

Don't procrastinate! You should begin thinking about potential topics for the data analysis paper as early as possible. 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. And don't be afraid to ask me for help on the paper, whether it be the topic, undertaking your data analysis, or interpretation of your findings.

Grades

Your overall grade will be weighted as follows:

Seminar participation/weekly discussion posts**:** 25%

Weekly papers: 25%

Annotated bibliography: 10%

Data analysis paper: 30%

Poster session presentation of data analysis paper findings: 10%

Note: To receive a passing grade in the course students must complete ALL of the above course requirements, i.e., the end of semester data analysis paper and poster session are mandatory.

Overall course grade boundaries are as follows:

A: 92%+

A-: 89-91.9%

B+: 86-88.9%

B: 82-85.9%

B-: 80-81.9%

C+: 76-79.9%

C: 72-75.9%

C-: 70-71.9%

D: 62-69.9%

D-: 60-61.9%

F: Below 60%

Each piece of work you do this semester will be given one of these letter grades. The letter grade will be equivalent to the highest value of that letter grade range, e.g., "A" = 100%, "A-" = 91%, "B+" = 88%, "B" = 85%, "B-" = 81%, "C+" = 79%, "C" = 75%, "C-" = 71%, "D" = 69%, and "D-" = 61%.

The substantive interpretation of letter grades are as follows: A/A- are for exceptional work, B+/B/B- are for good work, "C+/C/C-" are for average work, "D and D-" are for marginal work and "F" is for unacceptable work.

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 Course Policies

Attendance

Attendance in a graduate seminar is assumed. I also expect that everyone arrives for the seminar on time and stays for the duration. We will have a 10 minute break each week after about 1 hour. Repeated tardiness and/or constantly coming and going during the seminar - without explanation - will potentially result in a reduction in the overall grade down to the next letter grade.

If you do need to miss a seminar meeting because of **genuinely exceptional circumstances** (illness, being away from campus representing an official university function) 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 this will entail a more extensive paper based on the readings for the seminar you miss.

Laptop Computers, Tablets and Cell phones

I am perfectly happy with you using laptops and tablets to be able to refer to the journal articles you download, as well as for you to take notes. However, I will assume that these devices will only be used for seminar related purposes.

Cell phones should **not** be used to refer to downloaded articles or books and should be set on silent or vibrate mode. If you know you must take a call or text then it is courteous to inform me of that prior to the beginning of the seminar for that evening. Repeated violation of the is policy will result in the same sanction as that outlined above for tardiness, i.e., a grade reduction.

Student Conduct

Please familiarize yourself with the UCF Golden Rule handbook, which outlines expectation concerning both academic and non-academic student conduct.

I expect seminarians to assist in maintaining an environment which is both respectful and conducive to learning. This includes, but is not limited to, refraining from making offensive or disparaging remarks, reading newspapers, reading or doing work for other classes, sleeping or engaging in any other form of distraction.

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. If weekly papers are consistently submitted after the due date, then I reserve the right to reduce the grade on those papers.

This policy does not apply to the annotated bibliography nor the data analysis paper, which will be subject to a letter grade reduction for up to two days after the due date.

Incomplete Grades

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. All journal articles will have direct links to the article.

August 28th Seminar Overview/Introduction

No assigned reading, although chapter 1 of Dalton's Citizen Politics book is a nice overview of both 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 as this will count as the assignment that demonstrates academic engagement during the first week.

September 4th: The Nature of Citizen Beliefs

Required readings:

- Dalton, *Citizen Politics*, ch.2
- **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, Matthew. A., and Angela S. Jamison. 2006. "The Oprah Effect: How Soft News Helps Inattentive Citizens Vote Consistently." *Journal of Politics* 68 (4):946-959.**
- **Schaffner, Brian F., and Samantha Luks,. 2018. "Misinformation or Expressive Responding? What an Inauguration Crowd Can Tell Us about the source of Political Misinformation in Surveys." *Public Opinion Quarterly* 82 (1): 135–147.**
- **Anspach, Nicolas, and Taylor N. Carlson. 2018. "What to Believe? Social Media Commentary and Belief in Misinformation." *Political Behavior***

September 11th: Political Participation

Required readings:

- Dalton, *Citizen Politics*, chs. 3 and 4
- **McDonald, Michael P. 2011. "Voter Turnout: Eligibility Has Its Benefits." In Richard G. Niemi, Herbert F. Weisberg and David C. Kimball (eds.) *Controversies in Voting Behavior,* 5th edition**
- **Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102 (1): 33-48.**
- **Baumgartner, Jody C. and Brad Lockerbie. 2018. "Maybe it Is More Than a Joke: Satire, Mobilization, and Political Participation." *Social Science Quarterly* 99(3)**
- **Gerber, Alan S., Gregory A. Huber, David Doherty, Conor M. Dowling, Connor Raso, and Shang E. Ha. 2011. "Personality Traits and Participation in Political Processes." *Journal of Politics* 73 (3): 692-706.**
- **Prior, Markus, and Lori D Bougher. 2018. "Like They've Never, Ever Seen in This Country"? Political Interest and Voter Engagement in 2016." *Public Opinion Quarterly* 82 (Special edition 1): 822–842.**

September 18th: Citizen Political Orientations - Values & Issue Preferences

Required readings:

- Dalton, *Citizen Politics*, chs.5 & 6
- **Inglehart, Ronald and Pippa Norris. 2017. "Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse." *Perspectives on Politics* 15 (2): 443-454.**
- **Samara Klar. 2014. "A Multidimensional Study of Ideological Preferences and Priorities among the American Public," *Public Opinion Quarterly.***
- **Banks, Antoine J. 2016. "Are Group Cues Necessary? How Anger Makes Ethnocentrism among Whites a Stronger Predictor of Racial and Immigration Policy Opinions." *Political Behavior* 38 (3): 635–657. |**
- **Smith, Brianna A. Smith, Zein Murib, Matthew Motta, Timothy H. Callaghan, and Marissa Theys. 2018. "“Gay” or “Homosexual”? The Implications of Social Category Labels for the Structure of Mass Attitudes." *American Politics Research* 46 (2): 336-372.**
- **Kertzer, Joshua D., Kathleen E. Powers, Brian C. Rathbun, and Ravi Iyer. 2014. "Moral Support: How Moral Values Shape Foreign Policy Attitudes." *Journal of Politics* 76 (3): 825-40.**

September 25th: Racial Attitudes, Racism and Political Behavior

Required reading:

- Michael Tesler. *Post-Racial or Most Racial? Race and Politics in the Obama Era.*

****** Meeting to finalize research paper topic should be held no later than***

Friday, September 27th***

October 2nd: Social Group Cleavages and Political Behavior

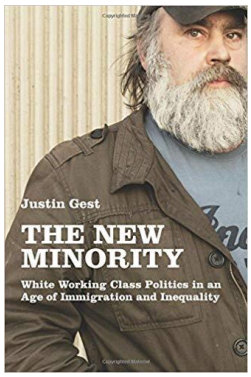
Required readings:

- Dalton, *Citizen Politics*, ch. 8
- **Stonecash, Jeffrey M. 2017. "The Puzzle of Class in Presidential Voting." *The Forum* 15(1): 29–49.**
- **Lockerbie, Brad. 2013. "Race and Religion: Voting Behavior and Political Attitudes." *Social Science Quarterly* 94 (4): 1145-1158.**
- **Scala, Dante. J., and Kenneth M. Johnson. 2017. "Political Polarization along the Rural-Urban Continuum? The Geography of the Presidential Vote, 2000–2016." *The ANNALS of the American Academy of Political and Social Science*, 672 (1): 162–184.**
- **Burden, Barry C., Evan Crawford, and Michael G. DeCrescenzo. 2016. "The Unexceptional Gender Gap of 2016," *The Forum* 14 (4): 415-432.**
- **Medenica, Vladimir Enrique. 2018. "Millennials and Race in the 2016 Election." *The Journal of Race, Ethnicity, and Politics,* 3 (1): 55-76.**

October 9th: Political Behavior of the White Working-Class

Required reading:

- Justin Gert, *The New Minority: White Working Class Politics in an Age of Immigration and Inequality*



****** One page data analysis paper research proposal should be sent to me by***

Monday, October 14th***

October 16th: Data Analysis Paper Proposals

This week for our seminar we will all review the one-page data analysis paper outline that was submitted by each of you on October 14th. The goal here is for you to get constructive feedback and by the end of the evening you will know exactly what variables you are using in your data analysis paper and how you will be analyzing the data.

October 23rd: Political Behavior of Racial Minorities

Required readings:

- **Moreau, Julie, Stephen Nuño-Pérez, and Lisa M. Sanchez. 2019. "Intersectionality, Linked Fate, and LGBTQ Latinx Political Participation." *Political Research Quarterly***
- **Reny, Tyler, Bryan Wilcox-Archuleta and Vanessa Cruz Nichols. 2018. "Threat, Mobilization, and Latino Voting in the 2018 Election." *The Forum* 16 (4): 573–599.**

- **Lopez Bunyasi, Tehama., and Candice Smith. 2019. "Do All Black Lives Matter Equally to Black People? Respectability Politics and the Limitations of Linked Fate." *Journal of Race, Ethnicity, and Politics*, 4 (1): 180-215.**
- **Zheng, Bang Quan. 2019. "The Patterns of Asian Americans' Partisan Choice: Policy Preferences and Racial Consciousness." *Social Science Quarterly***
- **Hawley, George. 2019. "Immigration Status, Immigrant Family Ties, and Support for the Democratic Party." Social Science Quarterly 100 (4): 1171-1181.**

October 30th: Partisanship, Polarization & Political Behavior

Required readings

- Dalton, *Citizen Politics*, chs. 9

- **Magleby, David B., and Candice Nelson, 2012. "Independent Leaners as Policy Partisans: An Examination of Party Identification and Policy Views." *The Forum* 10 (3)**
- **Abramowitz, Alan I., and Kyle L. Saunders. 2008. "Is Polarization a Myth?" *Journal of Politics* 70 (2): 542-555.**
- **Iyengar, Shanto, and Masha Krupenkin. 2018. " Partisanship as Social Identity; Implications for the Study of Party Polarizationo." *The Forum* 2018; 16(1): 23–45.**
- **Banda, Kenneth. K., Thomas M. Carsey, and Serge Severenchuk, S. 2019. "Evidence of Conflict Extension in Partisans' Evaluations of People and Inanimate Objects." *American Politics Research*.**
- **Martherus, James L., Andres G. Martinez, Paul K. Piff and Alexander G. Theodoridis. 2019. "Party Animals? Extreme Partisan Polarization and Dehumanization." *Political Behavior***

November 6th: No Seminar Meeting

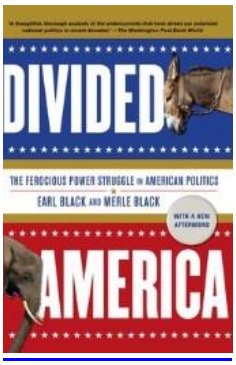
I will be attending the Northeastern Political Science Association meeting

In lieu of the seminar and regular assignments complete the annotated bibliography for your paper. It should be uploaded in Webcourses on Thursday, November 7th.

November 13th: Regional Differences in American Political Behavior

Required readings:

- Earl Black and Merle Black, *Divided America: The Ferocious Power Struggle in American Politics*



November 20th: Attitudes and Political Behavior

Required readings:

- Dalton, *Citizen Politics*, ch. 10
- **Wattenberg, Martin P. 2016. "The Declining Relevance of Candidate Personal Attributes in Presidential Elections." *Presidential Studies Quarterly* 46 (1): *1*25-139**
- **Hooghe, Marc, and Ruth Dassonneville. 2018. "Explaining the Trump Vote: The Effect of Racist Resentment and Anti-Immigrant Sentiments." *PS: Political Science& Politics,* 51 (3): 528-534.**
- **Knuckey, Jonathan. 2019. "“I Just Don't Think She Has a Presidential Look”: Sexism and Vote Choice in the 2016 Election." *Social Science Quarterly* 100 (1): 342-358.**
- **Federico, Christopher M., and Agnieszka Golec de Zaval. 2018. "Collective Narcissism and the 2016 US Presidential Vote." *Public Opinion Quarterly* 82 (1) 110–121.**
- **Cizmar, Anne M., and John McTague. 2018. "An 'Authoritarian Spring?' Authoritarianism and the 2018 Midterm Elections." *The Forum* 16 (4): 601-631.**

November 27th: No Seminar Meeting - Thanksgiving Wednesday

December 4th: Citizen Political Trust and Support for Democratic Values

- Dalton, Citizen Politics, ch.12
- Hetherington, Marc J.., and Jason A. Husser. 2012. "How Trust Matters: The Changing Political Relevance of Political Trust," *American Journal of Political Science* (April 2012)
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****** Upload final copy of Data Analysis Paper in Webcourses,***

Sunday, December 8th

December 11th: Poster Session for Data Analysis Paper Findings (6.00-8.50pm)

You will make a poster that summarizes your data analysis paper research question and findings. Specific details on the format/contents of the poster will be provided during the semester.