POS 6207 - POLITICAL BEHAVIOR

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Fall 2025
Class Meeting Days: R
Class Meeting Time: 06:00PM - 08:50PM
Class Meeting Location: NSC O210
Modality: P
Credit Hours: 3.00

Course Description

POS 6207 COS-POLS 3(3,0)Political Behavior: PR: Graduate status. A review of theory and findings in regard to mass political behavior, including participation, voter choice, public opinion, collective action, and communication. Occasional.

This graduate seminar offers a scholarly exploration of mass political behavior, with a focus on political participation, elections, public opinion, political socialization, and voting behavior. The course is designed to provide a strong foundation for conducting original research in this field, whether for an MA thesis, non-thesis MA capstone paper, or Ph.D. dissertation.

Students planning to teach American politics at the high school or college level will also find the material especially valuable. Given that this class meets during a presidential election year, the topics we cover will have immediate and practical relevance.

Readings will include both foundational “classic” works and contemporary studies addressing current debates in political behavior. Many of these readings present opportunities for updating or replicating findings—potentially serving as inspiration for your own research projects.

I look forward to an engaging and intellectually stimulating semester, and I am excited to learn from the perspectives and insights each of you will bring to our seminar discussions.

Instructor Information

Name: Jonathan Knuckey
Office Location: HPH 302L
Office Hours
Tuesday, 10.00am-11.30am. These are face-to-face and held in my office.

Wednesday, 10am-11.30am (via Zoom). Use this link for Zoom meetings: **https://ucf.zoom.us/j/6720872288**

Office hours do not require an appointment.

I encourage you to use my office hours to discuss course material questions, politics in general, or your future educational and career plans.

If my office hours don't fit your schedule just let me know a day/time when you can me so we can arrange an alternative.

Email: Use email in Canvas to message me.

About 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 southern politics, voting behavior, campaigns and elections, political parties, race and politics, and gender and politics.

Student Learning Outcomes

Our seminar has the following learning goals and objectives:

- **Understanding Theoretical Foundations**: Students will be able to critically analyze and discuss the key theories and concepts that underpin American political behavior, including political political participation, political socialization, attitude formation and voting behavior.

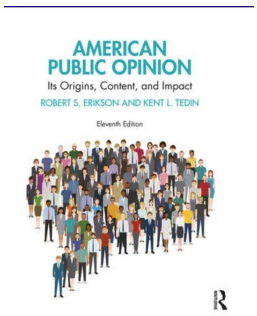
- **Research Methodologies**: Students will demonstrate proficiency in the research methodologies used to study American political behavior, including quantitative analysis, survey research, and experimental design.

- **Critical Analysis**: Students will develop the ability to critically assess academic literature and empirical studies in the field of American political behavior, identifying strengths, weaknesses, potential biases, and avenues for future research

- **Application of Knowledge**: Students will apply theoretical and empirical knowledge to contemporary issues in American politics, demonstrating the ability to conduct independent research and present their findings.

- **Interdisciplinary Perspectives**: Students will appreciate the interdisciplinary nature of political behavior research, integrating insights from psychology, sociology, economics, and other related fields.

Required Course Materials and Resources



American Public Opinion: It's Origins, Content, and Impact
Authors: Robert S. Erikson & Kent L. Tedin
Publisher: Routledge
Edition: Eleventh

Note: The American Pubic Opinion textbook is not a required text per se. It is listed here as a reference that provides general background and foundational material on most of the topics covered in our seminar. It can be also be rented on Amazon kindle.

Weekly Seminar Meetings

Our seminar will meet weekly in a face-to-face format. Because the stated modality is in-person, attending via Zoom or other remote means is not an option.

Participation in this seminar has two components that you will be evaluated on:

1. Serving as a Discussion Co-Leader
2. Regular, engaged participation in every seminar meeting

Seminar Discussion Co-Leaders

Beginning in the **third week of the semester**, two students will serve as co-leaders for each week's discussion. Depending on class size, some weeks may have three co-leaders. Everyone will have at least two turns during the semester, and the schedule of assignments will be provided at the start of the term. **These dates cannot be swapped.**

As a discussion co-leader, you are responsible for guiding and energizing class conversation about the week's readings. Your goal is to encourage thoughtful reflection and collaborative exploration of the material—not to deliver a lecture or simply summarize the readings.

You and your co-leader(s) should coordinate in advance. Possible strategies include:

- Preparing thought-provoking discussion questions
- Highlighting key themes or debates from the readings
- Critiquing arguments or findings
- Suggesting new avenues for research
- Drawing connections to current events or other scholarship

Your grade as a co-leader will reflect **both** the quality of your preparation and the depth and breadth of discussion you generate. Avoid asking yes/no questions or simply restating the readings—think of yourself as a conversation starter whose role is to inspire, challenge, and engage your peers.

Here is how I will evaluate the discussion co-leaders:

Category	Full credit (2 points)	Partial Credit (1 point)	No credit (0 points)
Preparation	Demonstrates thorough understanding of the readings; presents a well-structured and insightful discussion plan.	Shows basic familiarity with the readings; discussion plan is somewhat clear but lacks depth or focus.	Appears unprepa or shows minima engagement with the readings; lacl a clear or effectiv discussion plan.
Facilitation Skills	Leads the discussion effectively, engaging all participants and maintaining focus on key topics.	Moderately effective in guiding the discussion; struggles to engage all participants or maintain focus consistently.	Fails to guide the discussion effectively; allows to become disorganized or dominated by a f voices.
Critical Thinking	Encourages deep analysis and synthesis of the readings, connecting them to broader themes or practical implications.	Promotes some analytical engagement but lacks consistent depth or connection to broader themes.	Discussion rema surface-level; fail stimulate critical thinking or meaningful connections.
Responsiveness	Actively listens and adapts discussion dynamically to participant comments and questions.	Occasionally responds to participant contributions but may miss opportunities to deepen the discussion.	Does not engage meaningfully with participant contributions; rigi follows the plan without adjustme
Time Management	Allocates time effectively across topics, ensuring a balanced and thorough discussion of the material.	Time management is uneven, resulting in some topics being rushed or underexplored.	Fails to manage time effectively; discussion is eith rushed or leaves key topics unaddressed.

One of the week's co-leaders should circulate a **one-page written overview** of the planned discussion by **midnight on Wednesday**. This outline should be emailed to me and the entire class in Canvas.

Because you are preparing this outline, you **do not need to complete the weekly reaction assignment** for that week's readings (see details on the reaction assignment below).

Seminar Participation

Active and consistent participation is essential for a successful seminar experience. I understand that you may not immediately grasp every detail in the readings—especially the research design and methods sections, which can be challenging if you haven't yet taken an advanced data analysis course. That's perfectly fine. What I ask is that you **read and reflect thoughtfully** on each article.

Even without deep technical expertise, you should still be able to identify the core findings of each piece and understand why they matter for the study of American politics.

Come to each seminar ready to:

- Discuss and critique the readings
- Ask questions and seek clarification
- Connect the week's material to broader themes in political behavior
- Consider how the articles might serve as building blocks for future research—possibly even your own MA thesis or Ph.D. dissertation

Your participation will be evaluated according to these expectations. These criteria apply to all weeks **except** those in which you serve as a seminar discussion co-leader, when your primary role will be generating discussion rather than responding to it.

Here is how your seminar participation will be evaluated

Unsatisfactory Participation (6/10):
Failure to meet any one of the requirements noted below for minimal expectations.

Minimal Expectations for Participation (7/10):

Meets the following criteria:

- Usually arrives on time, and stays for the duration of the seminar without excessive coming and going from classroom (Note: We will take a short break after about 1 hour each week)
- Listens and is respectful when others are talking, conduct is professional, not frequently distracted by side-conversations, browsing other materials during class, checking cell phone, texting, etc.
- Shows preparation by having access to both notes and articles for the week.

Expectations for Proficient Participation (8/10):

Meets all of the criteria for minimal expectations noted above *and* also demonstrates both of the following:

- Regularly volunteers thoughtful insights and raising relevant points for further exploration
- Engages with the assigned readings beyond a surface-level, just repeating what was said in readings or simply offering anecdotes by preparing and offering critical insights or perspectives that enhance the discussion. This criterion is achieved by having taken good notes and comments prepared on the articles for each week (see below "Reading and Taking Notes on Articles").

Expectations for Exemplary Participation (9 or 10/10):

Meets all criteria for minimal and proficient participation noted above *and* also demonstrates two or more of the following:

- Reflects and builds on the ideas and contributions of others to facilitate meaningful group discussions.
- Makes connections between seminar discussions and external materials such as current events or prior readings, offering relevant examples or additional resources to deepen understanding.

- Brings up, when relevant, the fifth journal article selected and how it contributes toward understanding the week's topic.
- Actively contributes to a collaborative learning environment by encouraging and engaging with peers in a supportive manner.
- Asks probing/challenging questions that encourage others to think deeply.
- Encourages us to think about how new research might be crafted from assigned readings.

As you can see the exemplary participation grades emphasize the *quality* of your participation, not simply the quantity of it. Keep these criteria in mind as you prepare for our seminars each week.

To provide a sense of how I am evaluating your participation, I will provide you with a participation grade (out of 10) at the end of week 4, 9, and 14.

The weighting for these participation grades increases over the course of the semester (see Course Assessment and Grading Procedure below).

I am also happy to meet at any point in the semester to identify how your participation might be improved.

Weekly Readings & Reviews

We will read **five articles** each week.

Four articles are assigned by me (see the reading schedule at the end of the syllabus) and the fifth you will select yourself.

Criteria for article selected by you.

The fifth article you choose should meet the following criteria:

- ***The article* must be on the general topic of the week**, e.g., for the seminar on January 14th, the article should relate to the topic of the nationalization of American politics

- ***The article must obviously be on some aspect of <u>American</u> politics.*** I don't mind if the article involves a comparison between different nations, but one of those nations must be the United States.
- ***The article must be from one of the following journals:***
    - *American Political Science Review*
    - *American Journal of Political Science*
    - *American Politics Research*
    - *British Journal of Political Science*
    - *Canadian Journal of Political Science*
    - *Electoral Studies*
    - *Journal of Politics*
    - *Journal of Race, Ethnicity and Politics,*
    - *Journal of Elections Public Opinion and Parties*
    - *Journal of Experimental Political Science*
    - *Journal of Political Marketing*
    - *Legislative Studies Quarterly*
    - *Party Politics*
    - *Political Research Quarterly*
    - *Political Behavior*
    - *Political Psychology*
    - *Politics, Groups, and Identities*
    - *Polity*
    - *Public Opinion Quarterly*
    - *Presidential Studies Quarterly*
    - *Political Science Quarterly*
    - *Political Communication*
    - *Political Science Research and Methods*
    - *PS: Political Science*
    - *Perspectives on Politics*

    - *Research and Politics*
    - *Social Science Quarterly*
    - *Social Science Journal*
    - *Social Science Research*
    - *The Forum*
- ***The article should have been published from* 2018 onwards.**
- ***The article should be an actual research design that tests hypotheses,*** not a review essay or summary of previously published research.
- Obviously the article you choose should **not** be any of the articles we are going to read later on in the semester! When you select your article double-check it's not one assigned later. As the goal is to have you read a new article, you should also **not** choose one that has previously been assigned in my Political Behavior seminar.
- You might find Google Scholar useful for locating articles by keywords and journal. You can also do a key word search within any of the journals noted above.
- A good strategy is to find several articles that fit the topic for the week. Then choose the one article that really speaks to a topic or theme that interests you -- don't just select the first one that pops up on Google Scholar.
- You should not have trouble finding an article, given the various journals you can choose from. However, if you are really having trouble finding one let me know, and I will assign you one.
- So we can have a list of articles selected that are available to everyone, please post the the full citation details including the DOI link to the Discussions board for the week. This way we can create a useful reading list on the topic that might be helpful if it is a topic you wish to explore yourself in your own research.
- You should also provide the citation to your fifth article on the discussion board at the same time you upload your weekly overview of the articles (see below), i.e., by **midnight each Tuesday.**

Reading and Taking Notes on Articles

As a graduate student "doing the readings" means more than simple passive reading of the articles. It also means taking your own notes and annotating the article where needed.

I know many students may not have prior experience to reading substantive social science research. Therefore, under "Modules" you will find a section called **"How to Read Social Science Research Articles."** This provides some questions that students may rely on to assess and critique the political science research that we will encounter in this course. This guide can also be useful when you are reviewing the literature for papers you write in other graduate seminars. It will also be helpful with the weekly overview of the articles you will submit each week (see below).

I also have a brief overview called **"Understanding and Interpreting Regression Tables"** under Modules. Just about all articles we read this semester are quantitative research designs, so hopefully this serves as a refresher from either your undergraduate or graduate methods classes.

You should always have notes you take on the readings accessible during our seminars. Indeed, that is one way that I will observe that you have prepared for the seminar.

Weekly Reaction to Articles Assignment

From week 3 you you will provide a short overview of the articles for the week. These will always be due in Canvas by **midnight on Tuesday** of each week. Late assignments will receive a late penalty (see *Policies for Course Grade* below).

These assignments are meant to be brief, serving as a quick reference to the key points from the articles and any questions or ideas you might want to raise in discussion. Be sure to have your review—either printed or accessible on a device—at each seminar meeting. I may refer to your comments and ask you to elaborate, so make sure you're familiar with what you've written. Forgetting your own points is never a good look!

The weekly review is completed in three parts. Please follow this format each week:

Part I

For all five articles for the week you should provide a brief response to each of the following:

- ***Why do you think the article was published?*** Note that most articles submitted to journals will not be published, so identify and explain one compelling reason that warranted its publication.
- ***What do you know now that you didn't know before reading the article.*** Think about either something you learned about American politics from the article that you didn't know or something about the article's research design/methods that might be you might apply when doing research on your own areas of interest.
- ***What are the practical implications of this article for American politics?*** Above and beyond the academic value of the article, how does this article help to comprehend contemporary American politics or where American politics might be heading?

Your responses to each of these should be brief, **so no more than two or three sentences** (or 50 words maximum) to each of these three items.

Part II

Focusing on one of the four articles assigned by me you will award **either** the Gold Star **or** Raspberry of the week award.

The "Gold Star of the Week" might be awarded to the article that stood out among the others in terms of the substantive topic is addressed, the execution of its research design, its findings and its general contribution to the research topic and field of political behavior in particular?

Alternatively, you can instead award the "Raspberry of the Week!" You can give this award to an article that you identified as having major deficiencies. This would cover any or all aspects of the article, data, variables, methods, and substantive contributions and conclusions drawn.

Some points to note:

- Simply identify the article that gets the Gold Star or Raspberry Award. You are not justifying your award, yet! That will be done during our seminar. Of course, it would be wise to take your own notes on the rationale for the award so you will be ready to justify or defend your decision to the rest of us!
- Being unable to defend your award, or doing so in a way that shows you didn't really read the article thoroughly will negatively affect your participation grade.
- Remember, only a Gold Star **OR** a Raspberry should be awarded. Not both!
- Gold Stars or Raspberries cannot be awarded to the the fifth article you selected yourself.

Part III

The final part of the assignment is to choose **one** of the four assigned articles that you would like to update yourself. Your choice might be based on an article that raised new questions, left its original question only partially answered, had a research design you think could be improved, or could benefit from more recent or different data to test whether the findings still hold.

For now, you only need to **identify the article**—you do not need to explain your choice in writing yet. You'll have the opportunity to share your reasoning during our seminar discussion. Be sure to make notes on how you would update the article, as being unable to explain your rationale will negatively affect your participation grade.

Data Analysis Research Paper

The goal of this paper is for you to produce an original piece of research that involves quantitative analysis on any topic in American political behavior, such as, but not limited to: political participation, vote choice, attitudes and issue preferences. The paper will include the following:

- A cover page, which consists of your title and name. No other information is required here. There is no need to put my name of the course name on the cover sheet.

- An introduction identifying the research question and its significance to the field;
- A literature review that situates the research question and argument relative to existing research;
- A theory section that makes a novel argument that answers the research question and articulates one or more testable hypotheses;
- A research design for empirically testing these hypotheses using the 2024 American National Election Study (ANES). This would include identification of dependent, independent and control variables, the specific variables from the 2024 ANES used to measure concepts as well as testable hypotheses. Refer to the "data and methods" section of any article we read this semester for a good idea what to include.
- A findings section where you test your hypotheses using SPSS, Stata or R
- A conclusion where you summarize your findings and note future directions for research.

Some possible topics

The 2024 ANES contains content on a wide variety of topics. You might be interested in explaining vote choice in 2040, or different types of political participation, or attitudes on different political issues. The key thing is to selecta topic that you are going to enjoy finding out more through your research!

In selecting a topic you should spend some time looking through the various questions asked by the 2024 ANES. This gives you a sense of what is (and is it not) a feasible topic for your paper.

What I will look for in your paper

I am looking more for promise in these papers than a completely polished end product. I'm happy to read and consult over any aspect of the proposal The research process should be interactive, with you benefiting from input. Indeed, the best papers I have read take this approach, rather than the ones I am seeing for the first time when you submit them at the end of the semester!

The best way to structure your paper is to follow the structure most of the articles we will read this semester. Here are some guidelines to help you get a sense of what I am looking for:

Introduction

- Is the purpose of the paper clearly stated? Is the question placed in some theoretical context or contexts?

Research Question

- Is the research question stated in the form of an hypothesis (or hypotheses), with clearly defined independent and dependent variables?
- Does the paper place the research question in the context of the literature that has been reviewed?
- Does it explain how the answer to this question will advance our general knowledge of the subject matter?

Literature Review

- Does the paper identify and describe the major orientations to the question?
- Does the paper properly place major pieces of research into those orientations, and show how each piece fits and contributes to that orientation?
- Does the paper identify the major concepts that others have used, and how those concepts are used in the research?
- Does the paper reflect the nature of the empirical research (research designs, data) and how that might affect the findings in the field?

Research Design/Theory

- Are hypotheses grounded in theoretical explanations?
- Does the paper discuss how the variables will be measured?
- Are the items suitable for measuring the variables of interest?

- Does the paper discuss the kind of analysis that would be appropriate for the data that will be examined?

Data Analysis

- Does the paper explain how the data will be cleaned, coded, or otherwise prepared for analysis?
- Are the statistical tests, clearly explained and justified as appropriate for the hypotheses and type of data?
- Does the analysis plan clearly connect to the independent and dependent variables described earlier in the paper?

Conclusion

- Have you provided a recap of the major findings?
- Have you noted any limitations of of your research design?
- Have you provided some directions for future research on your topic?

General

- Is the paper well written? Focused? Integrated?
- Can the reader follow the ideas that are expressed?
- Is this paper different than the one that you submitted for another seminar? (*Note:* I certainly do not mind you building upon prior work -- indeed I would encourage it -- but resubmitting an identical paper really is not stretching yourself intellectually).

Style

- The proposal should follow the **American Political Science Association style** guidelines for citations (Note: You can find these on-line, and many of the article we read follow this format).

- The proposal should be double-spaced throughout using 12-point font. I except these papers can be completed in about 10 pages (excluding the first page cover sheet and the bibliography)

Poster Presentation of Research Papers

We will have a poster session that summarizes your research proposal. Details on the requirements and format of the poster presentation will be discussed in detail toward the end of the semester.

Poster presentations of research are increasingly common for undergraduate and graduate students at professional conferences, so this will be a good chance to learn how to create one to provide a sense to others what your topic and research design involve.

Summary of Key Dates for Research Proposal

Monday, September 22nd: A meeting should have been held with me to approve a topic you have identified for your paper. As noted above, prior to selecting your topic spend some time with the ANES 2024 data to see what variables are in the dataset and what research topics might be possible.

Monday, December 1st: Submit final research proposal in Canvas (midnight deadline).

Thursday, December 4th: Poster presentation of research proposal. Note this takes place during the time allotted for the final exam. Details on the poster and the format of presentations will be provided.

Other Considerations

The Importance of Being on Time

Please be seated and ready to begin promptly at **6.00pm.**, and remain for the full duration of the seminar.

An occasional late arrival is understandable, but repeated tardiness or frequent, unexplained departures during class is not. Such behavior will result in a **written warning**, and if it continues, your overall course grade will be lowered by **one full letter**.

Because our seminar runs for nearly three hours, we will take a 10-minute break each week approximately one hour into the session.

Use of Electronic Devices

Laptops and tablets may be used **only** for course-related purposes—such as referencing readings, taking notes, or occasionally looking up information relevant to our discussion. Using devices for unrelated activities (browsing, messaging, or working on other assignments) is distracting, disrespectful to your peers, and will draw my attention quickly.

Cell phones must be silenced and put away during seminar. Repeatedly checking your phone signals a lack of participation. If you anticipate needing to take an important call or text during class, please let me know beforehand so I understand the reason for your brief use.

Cell phones may not be used to access notes or readings; please bring those materials on a laptop, tablet, or in printed form.

Failure to follow these guidelines will lower you**r seminar participation grade.**

Course Assessment and Grading Procedure

Your overall grade will be weighted as follows:

Seminar Discussion Co-Leader: 10%

Seminar Participation: 35% (weighted 8% at week 4, 12% at week 9, and 15% at week 14)

Weekly article reaction assignment: 15%

Data Analysis Research Paper: 30%

Poster presentation of research paper: 10%

Note: To receive a passing grade in the course students must complete <u>ALL</u> of the above course requirements.

Grading Scale

Overall course grade boundaries are as follows:

A: 94%+

A-: 90-93.9%

B+: 86-89.9%

B: 80-85.9%

C: 70-79.9%

D: 60-69.9%

F: Below 60%

Please note a grade will only be considered for rounding up to the next letter grade when it falls exactly on the boundary between two grades, e.g., 93.9%, 89.9%, 79.9%, 69.9%. Rounding up is not automatic, and the entire performance over the semester will be taken in to account.

Policies for Course Grade

Late Weekly Reviews

Weekly reviews are always due at **midnight on Tuesday** of each week. This also includes posting your fifth article to the discussion board.

I will accept late assignments subject to a grade reduction as follows:

- *After midnight up to 9am on Wednesday, 2 point grade reduction*
- *After 9am on Wednesday up to 12.00 noon on Wednesday, 3 point grade reduction*

- *Work submitted after 12.00 noon on Wednesday is not acceptable and will receive zero credit*

Late Research Papers

The research paper should be submitted on **Monday, December 1st.**

I will accept late assignments subject to a grade reduction as follows:

- *After midnight up to 9am on Tuesday December 2nd, 2 point grade reduction (paper will only receive a maximum of 8/10)*
- *After 9am on up to 12.00 noon on Tuesday, December 2nd, 3 point grade reduction (paper will only receive a maximum of 7/10)*
- *Work submitted after 12.00 noon on Tuesday, December 2nd is not acceptable and will receive zero credit.*

Seminar Absences

As a graduate seminar, our learning depends on **active, thoughtful engagement with your peers**—something only possible if you are present. I therefore expect you to attend **every** seminar meeting. Because we meet every Thursday evening, please do not schedule other commitments that conflict with our class time.

You are allowed **one absence** during the semester without needing to provide documentation. However, you must still:

1. Submit the weekly overview of articles by the regular deadline.
2. Complete a make-up assignment in lieu of participation. This will consist of a meeting with me, during which you will take a brief quiz on the assigned readings and discuss what you would have contributed had you been present. This meeting must be scheduled **as soon as possible and no later than before the next seminar**.

Failure to complete the make-up assignment will result in a zero participation grade for the week.

Any absences **beyond the first** will also result in a zero participation grade per absence, unless there is a legitimate reason you cannot attend. Even if additional absences are excused, you will still be required to complete the same make-up assignment outlined above.

Please note that our first seminar meeting on August 21st counts toward attendance and is subject to this policy.

Extra Credit

The only criteria for which a grade can be earned in our seminar are those stated in the syllabus. Therefore, there are no extra credit assignments offered.

Assignments that were not submitted on time during the semester cannot be submitted for credit at the end of the semester.

Incomplete Grades

Grades of “Incomplete” are only given when the student has completed the vast majority of work for the semester and emergency circumstances prevent submission of assignments in the final weeks of class.

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.

Please also note that 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.

Disability Access & Accommodations

The University of Central Florida is committed to providing equal access to all students with disabilities (ADHD, learning disabilities, Autism, chronic medical conditions, physical disabilities, etc.). To receive consideration for reasonable disability-related course accommodations, disabled students must contact Student Accessibility Services (SAS) and complete the steps required for SAS to review accommodation requests. More information can be found on the UCF Student Accessibility Services website under the Start Here tab or by contacting SAS directly (Ferrell Commons 185; sas@ucf.edu; Phone - 407-823-2371).

Approved accommodations are shared with course instructors via the SAS Course Accessibility Letter. Implementing certain accommodations may require discussion about specific considerations of the course design, course learning objectives, and the individual academic and course challenges experienced by the student. While students with disabilities or chronic health needs are also encouraged to discuss any course concerns with professors in addition to contacting SAS, professors are not required to facilitate disability-related adjustments to the course unless the professor has received a Course Accessibility Letter from SAS that outlines approved accommodations.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Artificial Intelligence (AI) Use Policy

When you submit any work for our seminar my assumption is that it involves your own words, thoughts, ideas and reflections. Therefore, content **produced or inspired** by generative AI is not permitted for any assignment in this course. Using AI on any assignment will be viewed as a form of academic dishonesty and that will be reflected in the sanctions applied.

Developing strong competencies in writing and critical thinking will prepare you for a competitive workplace. Part of why you learn to write is learning how to think and how to be a smarter, more articulate, better functioning version of yourself. **You lose that if you hand it off to a machine.**

Reporting an Incident or Issue

If you believe you have experienced discrimination by any faculty or staff member, contact the Office of Nondiscrimination & Accommodations Compliance via the ONAC website or at 407-823-1336. You can also choose to report using the UCF Integrity Line either anonymously or as yourself at 1-855-877-6049 or by using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at Let's Be Clear and UCF Cares.

For more information on access and community engagement, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – ONAC – Office of Nondiscrimination & Accommodations Compliance & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Disclaimer

I reserve the right to modify the syllabus, timeline or specific readings as needed. Of course advance notification will be given for any changes.

Class Schedule

Note that the readings for the Erikson and Tedin textbook will **not** be discussed directly in our seminars. It is listed here as a resource and reference that provides general

background and foundational material on topics we will cover or that may interest you for future research. It is also a useful resource to consult when compiling the literature review for your research proposal.

The **additional article** you choose from the third week of the seminar onwards should be an article that interests you on the topic of the week. Refer back to the criteria above in the syllabus on selecting your article.

August 21st: Seminar Introductions, Overview, Requirements

Assigned reading:

- Mutz, Diane. 2010. "The Dog that Didn't Bark: The Role of Canines in the 2008 Campaign." *PS: Political Science & Politics,* 43(4), 707-712.

Please make sure this article is read before our seminar meeting. A short written assignment will be given on it during our first seminar meeting, so also make sure you have access to the article.

August 28th: *No Seminar UCF closed for a "football" game*

Our seminar is pre-empted because of the "football" game, so we will not hold a seminar meeting. You can read ahead or even use the week to get and early start about thinking about your research topic!

Assigned readings: (note this is optional but highly recommended if you feel like you don't have an undergraduate background in political behavior):

- Erikson and Tedin, *American Public Opinion*, Chapters 1 and 2.

September 4th: Political Knowledge, Information, and Misinformation

Assigned readings:

- Erikson and Tedin, *American Public Opinion*, Chapter 3 (pp. 56-70).
- Dolan, Kathleen. 2011. "Do Women and Men Know Different Things? Measuring Gender Differences in Political Knowledge." *Journal of Politics* 73(1): 97-107.
- 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.
- Benegal, Salil, and Matt Motta. 2023. “Overconfident, Resentful, and Misinformed: How Racial Animus Motivates Confidence in False Beliefs.” *Social Science Quarterly* 104 (4): 947–970.
- Cacciatore, Michael A., et al. 2018. "Is Facebook Making Us Dumber? Exploring Social Media Use as a Predictor of Political Knowledge." *Journalism & Mass Communication Quarterly* 95(2): 404-424.
- *One article of your choice on political knowledge, political sophistication, political information/misinformation, etc.*

September 11th: Political Participation

Assigned readings:

- Moreau, Julie, Stephen Nuño-Pérez, and Lisa M. Sanchez. 2019. "Intersectionality, Linked Fate, and LGBTQ Latinx Political Participation." *Political Research Quarterly* 72(4): 796-790
- Gerber, Alan S., et al. 2011. "Personality Traits and Participation in Political Processes," *Journal of Politics.* 73(3): 692-706.
- Baumgartner, Jody C. and Brad Lockerbie. 2018. "Maybe it Is More Than a Joke: Satire, Mobilization, and Political Participation." *Social Science Quarterly* 99(3): 1060-1074.
- Valentino, Nicholas A., et al. 2011. “Election Night’s Alright for Fighting: The Role of Emotions in Political Participation.” *Journal of Politics* 73(1): 156-70.
- *One article of your choice on political participation, political mobilization, and civic engagement.*

September 18th: Voter Turnout

Assigned readings:

- 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.
- Hajnal, Zoltan, Nazita Lajevardi, and Lindsay Nielson. 2017. "Voter Identification Laws and the Suppression of Minority Votes." *Journal of Politics* 79(2): 363–379.
- Bond, Robert M., et al. 2012. "A 61-million-person Experiment in Social Influence and Political Mobilization." *Nature* 489: 295-298.
- Nickerson, David. 2008. "Is Voting Contagious? Evidence from Two Field Experiments." *American Political Science Review* 102(1): 49-57.
- *One article of your choice on voter turnout. Note the article should be exclusively on some aspect of voter turnout as that is the specific theme of this week's readings rather than political participation more generally.*

September 25th: Ideology & Ideological Constraint

Assigned readings:

- Erikson and Tedin, *American Public Opinio*n, Chapter 3 (pp. 70-82).
- Conover, Pamela Johnston, and Stanley Feldman. 1981. "Origins and Meaning of Liberal/Conservative Self-Identifications." *American Journal of Political Science* 25(4): 617-645.
- Smith, Kevin B., et al. 2011. "Disgust Sensitivity and the Neurophysiology of Left-Right Political Orientations." *PLoS One* 6 (10).
- Lilliana Mason. 2018. "Ideologues without Issues: The Polarizing Consequences of Ideological Identities." *Public Opinion Quarterly* 82, Issue S1: 866–887.
- Enders, Adam M. 2019. "Conspiratorial Thinking and Political Constraint." *Public Opinion Quarterly* 83(3): 510–533.

- *One article of your choice on ideology, ideological constraint, left-right or liberal/conservative identification.*

October 2nd: Partisanship

Assigned readings:

- Erikson and Tedin, *American Public Opinio*n, Chapter 3 (pp. 82-87).
- Burden, Barry C. and Casey A. Klofstad. 2005. "Affect and Cognition in Party Identification." *Political Psychology* 26 (1): 869-886.
- Abramowitz, Alan I., and Steven W. Webster. 2018. “Negative Partisanship: Why Americans Dislike Parties but Behave Like Rabid Partisans.” *Political Psycholog*y 39(1): 119-135.
- Banda, Kenneth. K., Thomas M. Carsey, and Serge Severenchuk. 2020. "Evidence of Conflict Extension in Partisans’ Evaluations of People and Inanimate Objects." *American Politics Research* 48(2): 275-285.
- Barber, Michael, and Jeremy C. Pope. 2018. "Does Party Trump Ideology? Disentangling Party and Ideology in America." *American Political Science Review* 113(1): 38-54.
- *One article of your choice on partisanship, party support, partisan identity.*

October 9th: Political Socialization & Learning: Where Do Opinions Come From?

Assigned readings:

- Erikson and Tedin, *American Public Opinion,* Chapters 5 & 8.
- Sharrow, Elizabeth A. et al. 2018. “The First-Daughter Effect: The Impact of Fathering Daughters on Men’s Preferences for Gender-Equality Policies.” *Public Opinion Quarterly* 82(3): 493–523.
- Woessner, Matthew, and April Kelly-Woessner. 2020."Why College Students Drift Left: The Stability of Political Identity and Relative Malleability of Issue Positions

among College Students." *PS: Political Science and Politics* 53(4): 657-664 .

- Peterson, Johnathan C., Kevin B. Smith, and John R. Hibbing. 2020. "Do People Really Become More Conservative as They Age?" *Journal of Politics* 82(2): 600-611.
- Gerber, Alan S. et al. 2010. "Personality and Political Attitudes: Relationships across Issue Domains and Political Contexts." *American Political Science Review* 104(1):111-133.
- *One article of your choice on political learning, political socialization and issue/attitude formation.*

October 16th: Social Group Identity & Attachments

Assigned readings:

- Erikson and Tedin, *American Public Opinion,* Chapter 7.
- Conover, Pamela Johnston. 1984. "The Influence of Group Identifications on Political Perception and Evaluation." *Journal of Politics* 46(3): 760-785.
- Jardina, Ashley., Nathan Kalmoe, and Kimberley Gross. 2021. "Disavowing White Identity: How Social Disgust can Change Social Identities." *Political Psychology* 42(4): 619-636.
- Ross, Ashely D., and Stella M. Rouse. 2022. "(Young) Generations as Social Identities: The Role of Latino*Millennial/Generation Z in Shaping Attitudes About Climate Change." *Political Behavior* 44(3): 1105–1124.
- Egan, Patrick J. 2020. "Identity as Dependent Variable: How Americans Shift Their Identities to Align with Their Politics." *American Journal of Political Science* 64(3): 699-716.
- *One article of your choice on group attachments, group identification and group identity. Note, you might be interested in any article on a specific demographic characteristic, which might include, but is not limited to race, gender, social class, education, age, urban-rural location, religion.*

October 23rd: Voting Behavior - Issue Voting

Assigned readings:

- Erikson and Tedin, *American Public Opinion*, Ch.9
- Carmines, Edward G., and James A. Stimson. 1980. “The Two Faces of Issue Voting.” *American Political Science Review* 74(1): 78–91.
- Gomez, Brad T., and J. Matthew Wilson. 2001. "Political Sophistication and Economic Voting in the American Electorate: A Theory of Heterogeneous Attribution." *American Journal of Political Science* 45(4): 899-914.
- Piston, Spencer. 2010. "How Explicit Racial Prejudice Hurt Obama in the 2008 Election." *Political Behavior* 32 (4): 431–451.
- Gadarian, Shana Kushner. 2010. "Foreign Policy at the Ballot Box: How Citizens Use Foreign Policy to Judge and Choose Candidates." *Journal of Politics* 72(4): 1046-1062.
- *One article of your choice on issues and voting behavior. Note, I did not assign any articles on the two most recent presidential elections. However, you may still select an article on issue voting in the 2016 or 2020 election if you wish. Obviously, it should <u>not</u> be one of the articles that is assigned for our seminar on November 14th.*

October 30th: Voting Behavior- Candidate Effects

Assigned readings:

- Erikson and Tedin, *American Public Opinion*, Ch.9.
- Haider-Markel Donald P, et al. 2020. "LGBTQ State Legislative Candidates in an Era of Backlash. PS: *Political Science & Politics*. 53(3): 453-459.

- Fridkin, Kim L. and Patrick J. Kenney. 2011. "The Role of Candidate Traits in Campaigns." *Journal of Politics* 73(1): 61-73.
- Kalkan, Kerem Ozan, John Clifford Green, and Geoffrey C. Layman. 2018. "Will Americans Vote for Muslims? Cultural Outgroup Antipathy, Candidate Religion, and U.S. Voting Behavior." *Politics and Religion* 11(4): 798-829.
- Bauer, Nichole M. 2020. "Shifting Standards: How Voters Evaluate the Qualifications of Female and Male Candidates." *Journal of Politics* 82(1): 1-12.
- *One article of your choice on candidate image, candidate attributes/traits and voting behavior.*

November 6th: No Seminar meeting - I will be attending the Northeastern Political Science Association meeting

A good chance to work on your research paper!

November 13th: Polarization

- Erikson and Tedin, American Public Opinion, Chapter 3 (pp. 87-91).
- Brown, Trevor, Suzanne Mettler, and Samantha Puzzi. 2021. "When Rural and Urban Become "Us" versus "Them": How a Growing Divide is Reshaping American Politics" *The Forum* 19(3) 3: 365-393.
- Druckman, James N. et al. 2020. "How Affective Polarization Shapes Americans' Political Beliefs: A Study of Response to the COVID-19 Pandemic." *Journal of Experimental Political Science* 8(3): 223-234.
- Barker, David C., Ryan Detamble, Morgan Marietta. 2022. "Intellectualism, Anti Intellectualism, and Epistemic Hubris in Red and Blue America." *American Political Science Review* 116(1): 38-53
- Lawrence, Eric, John Sides, and Henry Farrell. 2010. "Self-Segregation or Deliberation? Blog Readership, Participation, and Polarization in American

Politics." *Perspectives on Politics* 8(1):141-157.

- *One article of your choice on polarization*

November 20th: Democratic Value & Norms, Political Violence & Political Extremism

Assigned readings:

- Erikson and Tedin, *American Public Opinio*n, Chapter 6
- Enders, Adam, et al. 2022. "Who Supports QAnon? A Case Study in Political Extremism." *Journal of Politics* 84(3): 1844-1849.
- Albertson, Bethnay., and Kimberly Guiler. 2020. "Conspiracy Theories, Election Rigging, and Support for Democratic Norms." *Research & Politics* 7(3).
- Kalmoe, Nathan. P. 2014. "Fueling the Fire: Violent Metaphors, Trait Aggression, and Support for Political Violence." *Political Communication* 31(4), 545–563.
- Frye, Timothy. 2024. "Do Violations of Democratic Norms Change Political Attitudes? Evidence From the January 6th Insurrection." *American Politics Research* 52(2): 118-127.
- *One article of your choice on democratic values/norms, political violence or political extremism.*

Monday, December 1st Research Papers Uploaded in Canvas (midnight)

December 4th: Poster presentations of research papers

This will take place in the computer lab, HPH 305H

Details on the format of this session and poster requirements are provided in Canvas.