POS 4244 - Political Socialization

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: TR
Class Meeting Time: 01:30PM - 02:50PM
Class Meeting Location: BA1 O116
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Alexander Jensen
Title: Assistant Professor
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Course Description

POS 4244 COS-POLS 3(3,0)Political Socialization: PR: POS 2041 or C.I. Examines acquisition and development of political values, beliefs, attitudes, and opinions; how individuals learn about politics; and influences on political development, behavior, and opinion. Occasional.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- Explain major theories of political socialization and how they differ.
- Identify and evaluate socializing agents and mechanisms.
- Apply life-course concepts to real cases.
- Realize improved research, critical thinking, argumentation, and writing skills through class assignments.

Required Course Materials and Resources

Required course readings will be provided in Canvas as PDFs/links or made available via UCF Libraries

Recommended Course Materials

Title: Making Citizens
Subtitle: Political Socialization Research and Beyond
ISBN: 9783319502434
Authors: Philo C. Wasburn, Tawnya J. Adkins Covert
Publisher: Springer
Publication Date: 2017-01-24

Course Assessment and Grading Procedure

Required Academic Activity (Letter of Introduction) (5%):

- At the outset of the semester, you will write and submit a *Letter of Introduction* (at least 500-600 words). This assignment serves two purposes. First and foremost, I want to get to know you! I want to understand who you are, where you're coming

from, why you're here, and what I can do to help you get the most out of this class. Second, I want to see how you write and organize your thoughts at the outset of the class. You will receive full credit for this assignment as long as you take it seriously. Full details on what to include in your letter will be posted in Webcourses on the first day of class. This is meant to be a quick and easy assignment, completed by the end of the first week of the semester (by the end of the day on Friday, January 16th).

Class Attendance and Participation (10%):

- This is a discussion-heavy course. Much of our time together in the classroom will be spent actively engaging with one another - both with your peers in small-group discussions and with me during dynamic lectures in which I will regularly ask questions of the whole class. That being said, your consistent attendance and participation at class are essential requirements of this course, contributing to both your own learning and the learning environment we create together. By enrolling in the course, you are expected to attend class regularly, complete assigned tasks, and engage thoughtfully in both small-group and full-class discussions. Strong participation reflects consistent engagement across all three of these areas.
- I recognize that unexpected circumstances can arise over the course of the semester. To account for this, students may miss up to three class meetings for any reason without penalty. These should be used thoughtfully. Additional absences - regardless of the reason - will lower the attendance and participation portion of your final grade. If you miss class, it is your responsibility to stay on track by connecting with classmates for notes and updates, or by visiting office hours to review material and ask questions.
- Participation takes many forms and is not limited to speaking frequently in class. I will take note of a range of engagement behaviors throughout the semester, including:
    - **Speaking up during class discussion**: Contribute to discussions by sharing ideas, questions, or relevant information that advance the class' collective understanding of the material. If your understanding of a concept differs from another student's, start a dialogue. Differences in interpretation are welcomed and encouraged; respectful classroom dialogue is essential.

- **Engaging with the course readings and asking questions**: Do not simply repeat what is written in the textbook chapter or article we are discussing; instead, you should connect this material to what you are reading about in the news or other concepts from this class and other classes you've taken/are currently taking.
- **Attending office hours**: If you have questions that were not answered in class or need further help understanding a concept, please do not hesitate to show up to my office hours (listed on first page of this syllabus) to speak with me in person. Showing up to office hours shows me that you are engaging with the material and allows me to get to know you better. If you are unable to access my office hours in person, please reach out via email and I will do my best to accommodate another meeting time/format during the week.
- **Upholding classroom standards**: A productive classroom depends on mutual respect. This includes being respectful of your fellow students and myself in both the content and tone of your words. I expect you to be active listeners and discussants in class - fully engaged with the class until the end of each session. In doing so, I expect students in class to respond to each other thoughtfully and not talk over one another. The classroom is a place where we get to talk through ideas in a structured manner and challenge our presuppositions about the world around us. Disagreement is a normal and valuable part of academic discussion, and there will come many points during the semester where you will challenge someone else's opinions and presuppositions, or have your own challenged by someone else. During these times, you will uphold the standards of the classroom by focusing your criticisms/condemnations on the substance of such ideas and arguments, not the person speaking.

Pop Quizzes (10%):

- Over the course of the semester, there will be **five** in-class pop quizzes based on recent course material, including readings and concepts covered in lecture. **One quiz score will be dropped** at the end of the semester. Thus, your best four quiz scores will be scored at 2.5% each toward your final overall grade (10% total).
- Each quiz will consist of **five questions** (i.e., 0.5 points per question) and is designed to assess your reading and comprehension of course material. Quizzes

are intended to encourage steady engagement with the material and gauge how well key concepts are being understood.

- Pop quizzes will be administered at random **during class time** and cannot be made up if missed. The dropped quiz is intended to account for unavoidable absences or an off-day, so no additional make-ups will be offered.

Journal Reflections (10% - two at 5% each):

- To reflect on what you've been learning and "connect the dots" between class concepts/topics, you will turn in two *Journal Reflection* papers ahead of the midterm and final exams (due dates noted in the schedule below). These reflections do not need to be written in a formal essay structure, but you should take them seriously, making sure that you are writing in complete sentences, being detailed in your responses, using proper grammar, punctuation, etc. In these papers, you will reflect on (1.) the major takeaways from the course readings and lectures, (2.) the contributions of the past weeks' readings to your understanding of political socialization, (3.) how past weeks' readings and class discussions connect to each other, and (4.) what questions still remain for you. These reflections should be at least 750-1,000 words in length and will be submitted via Webcourses. Expand on the questions you are writing down as you read through the course material + the notes you are taking at class.
- Here, I am looking for your original thoughts on what we've covered in class. Do not use AI to write these reflections for you. Instead, expand upon the notes that you've taken in class over the past several weeks and answer - in narrative form - the questions that I've posed to you on the exam study guides. Writing these reflections out will help you better prepare for the midterm and final exam where generative AI will be of no help to you.

Midterm Exam (20%):

- On Thursday, February 26th, you will complete the *Midterm Exam* in person, in class. This is a written exam that will test your knowledge of the material that we will have covered up to that point. In terms of format, the exam will be primarily essay-based, though it will incorporate some short answer questions as well. You are required to obtain and bring a green book to class on the day of the exam to write your answers in. If you pick it up ahead of time, these green books can be picked up for **free** at the Student Government Office in the Student Union with a

swipe of your UCF student ID (see this link for more details). These can also be purchased for approximately ~$1.00/per green book at the UCF Book Store.

Term Paper (30% - 5% for the paper proposal + 25% for the final product)

- In this course, you will complete a semester-long research project in which you investigate the political socialization of two people drawn from your own life. These can be parents or guardians, siblings, grandparents, roommates, close friends, coworkers, mentors, or other people you know well enough to have sustained and meaningful conversations with. The goal of the project is to use the theories of political socialization to build a careful, evidence-based account of how two real people came to hold the political identities, attitudes, and behaviors they have today. Rather than treating political beliefs as fixed or self-evident, this project asks you to take seriously the idea that politics is learned over time through families, schools, communities, media, life events, and social relationships. Throughout the semester, you will roll up your sleeves and engage in a kind of small-scale fieldwork. You will speak with each of your two participants at length, asking them about their childhood environments, their families, their schools, their peer groups, their communities, their media habits, their major life experiences, and the moments that shaped how they came to understand politics. You will keep notes on these conversations and reflect on them using concepts from class. The goal is not to interrogate, debate, or pass judgment on your participants, but rather to listen closely and to understand how they make sense of their own political development. Their stories, combined with your analytical lens, become your "data" for analysis in this paper --- Your central task here is to explain how each person became who they are politically and to compare/contrast the two people's trajectories in a systematic way. You will not simply describe what they believe; you will analyze *how* those beliefs were formed and reinforced over time. Using the guiding concepts from the course (family transmission, schooling, community context, peer influence, media environments, cross-pressures, cohort and historical effects, participation, and major life events), you will identify the forces that shaped each person's political outlook. You will then compare and contrast the two cases, examining why these two people who may have grown up in different (or even similar) environments ended up with the political identities and behaviors they did. --- This project is designed to help you see political socialization as a dynamic, ongoing process rather than something that happens only in childhood. Many

people's politics are reshaped by college, work, relationships, economic changes, media ecosystems, social movements, and national or global crises. As you follow your two participants across their life stories, you will pay particular attention to moments of continuity and change: when beliefs were reinforced, when they were challenged, and when people felt pulled in different political directions by competing social forces. These moments of cross-pressure and turning points are often where the most important socialization processes are revealed.

- The final paper then, will be a written, structured, analytical account that introduces your two participants (using pseudonyms), explains how you collected your information, and then presents each person's socialization story across time. You will devote particular attention to how early life forces (family, schooling, community) interacted with later influences (college, work, media, major events, and participation) to produce the adult political attitudes and behaviors you observe today. The heart of the paper will be a direct comparison of the two cases, where you show how similar or different socializing forces produced different political outcomes and why. In writing this up, you should have at least 8-10 pages of text covering the socialization of your subjects and your explanation of their contemporary political attitudes and behavioral patterns.
- Because this is an interpretive research project, you will also reflect on your role as a researcher. You are not a neutral observer: you have relationships with these people, and those relationships shape what they tell you and how you understand it. Part of good social science is being aware of those limits. Your final paper will therefore include a brief discussion of what you think you may be missing, how your position may have shaped the data, and what kinds of additional information would strengthen your conclusions. This section should include at least 2 pages of text, and be placed at the end of the paper, before your conclusion.
- Taken together, this project is meant to do two things at once. First, it gives you a concrete, human-level way to see the theories of political socialization that we study in this course come to life. Second, it gives you experience doing real political science: defining concepts, gathering qualitative data, comparing cases, and building an explanation based on evidence. By the end of the semester, you should be able to tell a clear and persuasive story about how two people became who they are politically—and what their stories reveal about the broader processes of political socialization.

- You will submit a 2-3 page memo (the ***Final Project Proposal***) to receive feedback on your research paper idea by Thursday, February 12th. In this memo, you will (1.) outline and justify your idea for the paper, noting who you intend to interview and why they make sense in conjunction with each other, and (2.) come up with a timeline for making progress on and completing the paper in the remaining months of the course. In the following weeks, I will reach out to you individually to provide feedback on your proposal and either approve your plan or offer some suggested adjustments. The Final Project Proposal comprises 5% of your overall grade.
- The ***Final Paper submission*** is worth 25% of your overall grade. The paper must include at least 10-12 pages of written main text - not counting cover page, bibliography, and field notes. A more detailed list of formatting requirements will be available on Canvas. The final paper is due on April 21st.

Final Exam (15%):

- On Tuesday, May 5, 2026, from 1:00 PM – 3:50 PM, you will complete the Final Exam per the University's final exam schedule. Though it will emphasize the material covered after the midterm, the final for this course is a cumulative exam. The Final Exam takes a multiple choice format.

Grading Scale

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Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%

Letter Grade	Percentage
D-	61-63%
F	0-60%

Policies for Course Grade

Policy on Late Assignments

Students are expected to submit written papers (letter of introduction, 2 journal reflections, and research paper) by the assigned due dates. Sometimes, however, life gets in our way. I am a reasonable man, and I understand that sometimes life throws wrenches our way that prevent us from meeting the deadlines that were originally set. If you encounter a situation where you find yourself unable to turn in an assignment by the deadline, please email me as soon as possible (ahead of the deadline) so that we can discuss an appropriate course of action. For those who **communicate ahead of deadlines** with legitimate extenuating circumstances, I may consider small extensions. However, if you do not communicate ahead of time or do not have a legitimate excuse as to why a deadline will be missed, your assignment is considered late. I will only accept late assignment submissions 9 calendar days past the original deadline, and late papers will receive a deduction of 10% for each day the paper is late. Exams and pop quizzes cannot be made up if missed.

Attendance and Participation

As noted in the Class Participation grade section, it is expected that any student enrolling in the course is committed to attending every class session, completing course tasks, and actively participating in both small-group *and* full-class discussions. You must be active in all of these categories to earn a strong attendance and participation grade, as they all count towards your overall Attendance and Participation grade.

That being said, I recognize that sometimes life gets in the way and prevents perfect attendance and participation in class. To account for these instances, students are allowed 3 excused absences over the course of the semester. More than 3 absences, regardless of the reason, will negatively impact the attendance and participation grade that you earn. You do not need to email me justification for your absences. If you miss

class, you are responsible for reaching out to your classmates to borrow notes from classmates or stop by my office hours to ensure that you do not fall behind.

A Note on Course Readings

Course readings will be posted as PDFs in our course's Webcourses (Canvas) site, and all are available for you to find through the UCF Library. Please ensure that you have read the assigned texts before class. Plan to prepare for our discussions in class by taking notes as you are reading and jotting down questions as they arise. This will not only increase the quality of our discussions in class, it will also give you a head start for your Journal Reflections, making these assignments all that much easier to write up and submit ahead of the exams.

Contacting Professor Jensen

Beyond contacting me in class or at office hours, feel free to send me your written questions at any time via email at alexander.jensen@ucf.edu - Please include "POS4244 Student Question" in the subject of your email when you write to me.

If asking basic questions about course structure or policies, you should first review the syllabus before emailing me - the answer is likely already here! I strive to reply promptly to your emails, but sometimes situations will arise where I don't have the chance to get back to you on the same day. I ask that you give me at least 24 hours before following up during the week and 48 hours before following up on weekends. If you do not receive a response from me during those timeframes, please send a polite follow-up - I would never intentionally ignore your messages!

Rounding Final Grades

Final grades will not be rounded up.

Changes to This Syllabus

I reserve the right to adjust this syllabus as I see fit at any point throughout the course of the semester. Any adjustments to the syllabus will be announced in class and made available in Webcourses.

Artificial Intelligence (AI) Use Policy

Students may not use generative AI (ChatGPT, Copilot, Claude, Grammarly's AI Humanizing tool or any other genAI tool or LLM) to generate any part of the written assignments submitted in this class - doing so is considered plagiarism and will result in a grade of 0 on that assignment. Do not risk your grade, reputation, and future for this shortcut. Your original, creative thought matters!

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:

1. 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 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 assessment, 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.

2. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
3. 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 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.
4. 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" designated 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.

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.

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.

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 arrangements.

Campus Safety

At UCF's 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 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 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.

Class Schedule

Week	Topic
1	***Tuesday, January 13****: Introduction to the course, discussion of syllabus, co + opening group activity* • Review the syllabus ahead of today's class ***Thursday, January 15****: Overview of approaches to studying political social brainstorming for the course project* • Wasburn, Philo, and Tawnya Adkins Covert. 2017. "Changing Perspe Political Socialization." • **Required Academic Activity (Letter of Introduction) due by Friday at 11:59pm in Canvas** • *Reminder: Add/Drop/Swap deadline is this Friday, January 16*

Week	Topic
2	***Tuesday, January 20****: The socialization perspective of political behavior, tra interdisciplinary social scientists* • Sigel, Roberta. 1970. "Assumptions about the Learning of Political Val *the American Academy of Political and Social Science.* • Jennings, M. Kent. 2007. "Political Socialization." in *Oxford Handbook Behavior*. • Jordan, Christian H., and Mark P. Zanna. 2004. “How to Read a Journ Social Psychology” in Political Psychology: Key Readings, eds. John T Sidanius. ***Thursday, January 22****: An overview of socialization agents* • Wasburn, Philo, and Tawnya Adkins Covert. 2017. "Agents of Political throughout the Life Cycle."
3	***Tuesday, January 27:*** *Socialization through family transmission* • Jennings, M. Kent, Laura Stoker, and Jake Bowers. 2009. “Politics Ac Generations: Family Transmission Reexamined.” *Journal of Politics.* • Iyengar, Shanto, et al. 2018. "The Home as a Political Fortress: Famil an Era of Polarization." *Journal of Politics*. • Van Ditmars, Mathilde, and Fabrizio Bernardi. 2023. "Political Socializ Separation, and Political Ideology in Adulthood." *Frontiers in Political S* ***Thursday, January 29:*** *Socialization through family transmission, revisited* • Carlos, Roberto. 2018. "Late to the Party: On the Prolonged Partisan S Process of Second-Generation Americans." *Journal of Race, Ethnicity* • Castro Irizarry, Giovanni. 2024. "The Influence of Country of Origin in Party Identification Acquisition." *Journal of Race, Ethnicity, and Politics*

Week	Topic
4	***Tuesday, February 3:*** *Socialization through education* • Campbell, David, and Richard Niemi. 2016. “Testing Civics: State-Lev Education Requirements and Political Knowledge.” *American Political Review.* ***Thursday, February 5:*** *Political socialization in college?* • Strother, Logan, et al. 2020. "College Roommates Have a Modest but Influence on Each Other’s Political Ideology." *Proceedings of the Natio of Sciences*.
5	***Tuesday, February 10:*** *Shifting youth socialization forces? + Final project p workshop* • Stoker, Laura, and Jackie Bass. 2011. "Today's Younger Generations' Chapter on Political Socialization, in *Oxford Handbook of American Pu* • *Come prepared with a draft of, or fleshed-out ideas for, your final proje workshop with peers* ***Thursday, February 12:*** *Shifting youth socialization forces, the role of soci* • Jakubowski, Jakub. 2021. "Political Socialization in Meme Times." *Re Education, Pedagogy and Cultural Studies.* • Arceneaux, Kevin, et al. 2025. "Popularity or Partisanship? Cue Takin Media Among Teens and Adults." *American Politics Research*. • **Final Project Proposal due today**

Week	Topic
6	***Tuesday, February 17:*** *Cross-pressures: socialization and partisanship* • Klar, Samara, and Yanna Krupnikov. 2016. "Inside the Mind of an Inde in America." in *Independent Politics*. • Baker, Andy, and Lucio Renno. 2019. "Nonpartisans as False Negativ Mismeasurement of Party Identification in Public Opinion Surveys." *Jo Politics*. ***Thursday, February 19:*** *Navigating cross-pressures* • Mutz, Diana. 2002. "The Consequences of Cross-Cutting Networks fo Participation." *American Journal of Political Science*. • Wolak, Jennifer. 2022. "The Social Foundations of Public Support for Compromise." *The Forum*.
7	***Tuesday, February 24:*** *Midterm review session* • *No readings assigned for today - bring your questions to class!* ***Thursday, February 26:*** ***<u>MIDTERM EXAM</u>*** • You will take the midterm exam in class today. Remember to pick up a the Student Government Office or school store for the exam! • ***Journal Reflection 1 due today (Thursday, February 26) by the st***

Week	Topic
8	***Tuesday, March 3:*** *Adulthood socialization forces: relationships* • Huber, Greg, and Neil Malhotra. 2016. "Political Homophily in Social F *Journal of Politics.* • Fluit, Sam, et al. 2025. "Intimate Partners' Political Influence: Longituc for the Mutual Transmission of Party Support between Women and M *and Social Psychology Bulletin.* ***Thursday, March 5:*** *Adulthood socialization forces: the workplace* • Mutz, Diana, and Jeffery Mondak. 2006. "The Workplace as a Contex Cutting Political Discourse." *Journal of Politics*. • Hertel-Fernandez, Alex. 2025. "Civic Organizations and the Political P Cross-Pressured Americans: The Case of the Labor Movement." *Ame Science Review*.
9	***Tuesday, March 10:*** *Wrapping up adulthood socialization forces: parenting* • Hetherington, Marc. 2019. "Worldview Politics." in *New Directions in F* • Dahlgaard, Jens Olav. 2018. "Letter: Trickle-Up Political Socialization: Effect on Turnout of Parenting a Newly Enfranchised Voter." *Americar Science Review*. ***Thursday, March 12:*** *Approaching the job market* • *No readings assigned for today. Show up to class with your questions market and future paths to consider taking with your political science l*
10	***Tuesday, March 17:*** *NO CLASS* • Enjoy your spring break! Make good decisions and have tons of fun! ***Thursday, March 19:*** *NO CLASS* • Enjoy your spring break! Make good decisions and have tons of fun!

Week	Topic
11	***Tuesday, March 24:*** *Cohort effects* • Easton, David, and Jack Dennis. 1965. "The Child's Image of Governı *of the American Academy of Political and Social Science.* • Oxley, Zoe, et al. 2020. "Children's Views of the American Presidency *Opinion Quarterly*. ***Thursday, March 26:*** *Emerging cohort effects* • *"Comparing the Political Attitudes and Behavior of Gen Z to Previous polling data to be circulated*
12	***Tuesday, March 31:*** *Collective memory effects* • Fouka, Vasiliki, and Hans-Joachim Voth. 2023. "Collective Remembra Choice: German–Greek Conflict and Behavior in Times of Crisis." *Am Science Review.* ***Thursday, April 2:*** *Media effects, revisited* • Zaller, John. 1992. Selections from *The Nature and Origins of Mass C* • Tyler, Matthew, and Shanto Iyengar. 2023. "Letter: Learning to Dislike Opponents: Political Socialization in an Era of Polarization." *American Science Review.* (Make sure to check out the footnotes and appendix
13	***Tuesday, April 7:*** *Participation as a force of socialization* • Fox, Richard, and Jennifer Lawless. 2014. Uncovering the Origins of t Political Ambition. *American Political Science Review*. ***Thursday, April 9:*** *Participation as a force of socialization, continued* • Carlos, Roberto. 2021. "The Politics of the Mundane." *American Politi Review*.

Week	Topic
14	***Tuesday, April 14:*** *Conspiratorial thinking* • Douglas, Karen, et al. 2019. "Understanding Conspiracy Theories." *Po Psychology*. ***Thursday, April 16:*** *Conspiratorial thinking (continued* • Bordeleau, Jean-Nicolas, and Daniel Stockemer. 2024. "On the Relati Between Age and Conspiracy Beliefs." *Political Psychology.*
15	***Tuesday, April 21:*** Review session and final project workshop (last day of • *Arrive with 3 copies of your latest draft of the term paper to class toda with classmates to get feedback and make minor changes during this workshop ahead of the final deadline later that night.* • ***Final Paper due tonight (Tuesday, April 21) by 11:59pm in Canvas*** ***Thursday, April 23:*** NO CLASS • Dr. Jensen is away presenting research at the 83rd Annual Conferenc Midwest Political Science Association in Chicago • ***Journal Reflection 2 due by next Monday, April 27, ahead of the f***
16	The **Final Exam** is Tuesday, May 5, 2026 1:00 PM – 3:50 PM per the Unive exam schedule