POS 4206 - Political Psychology

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2026
Class Meeting Days: TR
Class Meeting Time: 09:00AM - 10:20AM
Class Meeting Location: ENG2 0302
Modality: P
Credit Hours: 3.00

Instructor Information

Name: Dr. Alexander Jensen
Title: Assistant Professor
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Course Description

POS 4206 COS-POLS 3(3,0)Political Psychology: PR: ENC 1102 or POS 2041 or C.I. The psychological analysis of political behavior, with emphasis on the individual rather than the political system; includes political attitudes and communication, leadership, and personality influences on politics. Occasional.

This course explores the psychological foundations of individuals' political behaviors; looking at how our thoughts, feelings, and opinions about politics are formed, expressed, and shape our attitudes and actions. We will begin the semester by looking at how the field of political psychology grew out of the nexus of social psychology and political science, focusing on the "big questions" scholars of political psychology are interested in and how they have gone about answering these questions. From there, we will take a deep dive into different areas of the subfield - spanning topics like political socialization, cognition and affect, personality and emotions, group attachment and polarization, persuasion, pressure, and threat in politics. Week to week, we will read and discuss many classic studies of political psychology and compare/contrast them alongside scholars' more recent major findings in the field. In doing so, we will consider the ways in which trends in American public opinion and political behavior have changed or remained stable over time. What's more, we will address the real world career opportunities that are available for students with experience in the realm of political psychology/behavioral social science.

Student Learning Outcomes

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

- Identify and explain major theories of social/political psychological decision-making.
- Apply lessons from class to historical and contemporary political issues, as well as personal experiences.
- Understand the real-world career opportunities that are available to students leveraging skills from behavioral social science/political psychology.
- Realize improved research, critical thinking, argumentation, and writing skills through class assignments.

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* of 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 discussions**: 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 ask 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 psychology, (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 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 (25% - 5% for paper proposal + 20% for the final product)

- You will write a 10 to 12-page *Term Paper* for this course that is due on Tuesday, April 21st - our last day of class - by 11:59pm in Canvas. You may choose 1 of 2 prompts for this project:
    - **PROMPT 1: POLITICAL PSYCH & THE 2025 ELECTIONS** --- This is your opportunity to apply what you've learned in class to real-world politics. The upcoming 2026 midterm races (while still a ways away) will start to build up throughout the course of our semester together - especially in battleground districts. This is a wonderful opportunity for you to follow along with the electoral races as they develop and put what you're learning in class into practice with *real-time* analysis. If you choose this prompt, you will create a formal research paper analyzing **one** particular contest of interest to you, using the concepts we've learned in class to explain why the electoral race is developing as it is. Papers that take on this prompt might ask: How are the different candidates' campaigns attempting to attract and persuade voters in this election? Is there a coherent strategy? How is the context surrounding the campaign shaping these strategies? Which emotions and psychological appeals/tools are these campaigns leveraging in their speeches, advertisements, and media activity? How did the candidates appeal to different social groups during the campaign? How do these campaigns' strategies compare to broader partisan strategies in the 2026 elections? Which strategies are proving successful or unsuccessful, and why? **You may**

choose the specific campaign you intend to focus on, but you need to defend this choice in your paper proposal. Choosing this prompt is an excellent exercise for those of you who seek a career in politics by going into public service or campaign work, and for those of you who are interested in covering politics as a journalist or otherwise.

- **PROMPT 2: ORIGINAL RESEARCH PROSPECTUS** --- This is your opportunity to take a deep dive into a particular aspect of political psychology that stands out to you and begin to make an original contribution to the field. What questions do you still have about citizens' political psychology that are not answered (or not answered to your satisfaction) in the existing academic literature? If you choose this prompt, you will create a formal prospectus for going about answering your research question. This will require you to pose your research question, review the existing literature around the question/relevant concepts, and outline a methodological strategy to answer that question - defending your choices at each stage and demonstrating why your strategy will convincingly answer that question. Choosing this prompt is an excellent exercise for those of you who will may be considering post-grad degrees or careers in research/design, tech, consulting, or as analysts - all of which will certainly require you to design research.

- You will submit a 2-3 page memo (the Final Project Proposal) to receive feedback on your research paper idea by Thursday, March 5th. In this memo, you should (1.) identify which prompt you plan to choose, (2.) outline and justify your idea for the paper, clearly noting the focus of the paper or presenting your research question, (3.) list at least 7 preliminary sources for your paper and note how they will contribute to the project, and (4.) come up with a timeline for making progress on and completing the paper in the remaining weeks 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, meaning that the final Final Paper submission is worth 20% of your overall grade.
- A specific outline for each prompt and grading rubric will be provided in the weeks preceding the final paper.

Final Exam (20%):

- On Thursday, April 30, 2026 from 7:00 AM – 9:50 AM, you will complete the Final Exam per the University's final exam schedule. Though it will be largely focused on the material covered after the midterm, this material builds on what we'll have covered in the first half of the course and is – by nature – a cumulative exam. The Final Exam will take the same format as the midterm, and will require you to obtain and bring a green book.

Grading Scale

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%
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 "POS4206 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 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 1	***Tuesday, January 13:*** *Introduction to the course, discussion of syllabus, course overview + opening group activity* • no assigned readings for today ***Thursday, January 15:*** *Political psychology as a "bridging" discipline, training as interdisciplinary social scientists, overview of suggested course resources* • Sears, David O. 2006. "Political Psychology" in *Bridging Social Psychology*, ed. Paul Van Lange. • Jordan, Christian H., and Mark P. Zanna. 2004. “How to Read a Journal Article in Social Psychology” in *Political Psychology: Key Readings*, eds. John T. Jost and Jim Sidanius. • ***Required Academic Activity (Letter of Introduction) due by Friday, January 16 at 11:59pm in Canvas*** • *Reminder: Add/Drop/Swap deadline is this Friday, January 16*
WEEK 2	***Tuesday, January 20:*** *Pressing questions: Which questions have political psychologists focused on recently?*

	• Huddy, Leonie, David Sears, Jack Levy, and Jennifer Jerit. 2023. "Ch. 1 - Introduction: Theoretical Foundations of Political Psychology." in *the Oxford Handbook of Political Psychology*. • Mason, Lilliana, and Nathan Kalmoe. 2022. Chapters 1 and 3 of *Radical American Partisanship*. ***Thursday, January 22:*** *Observational methods in the study of political psychology* • Iyengar, Shanto, Gaurav Sood, and Yptach Lelkes. 2012. "Affect, Not Ideology: A Social Identity Perspective on Polarization." *Public Opinion Quarterly.*
WEEK 3	***Tuesday, January 27:*** *Experimental methods in the study of political psychology* • Huber, Greg, and Neil Malhotra. 2016. "Political Homophily in Social Relationships." *Journal of Politics*. ***Thursday, January 29:*** *Biopolitics and political socialization* • Selections from Lazarsfeld, Paul, Hazel Gaudet, and Bernard Berelson. 1944. *The People's Choice: How the Voter Makes Up His Mind in a Presidential Campaign.* • Alford, John, Carolyn Funk, and John Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" *American Journal of Political Science.*
WEEK 4	***Tuesday, February 3:*** *Biopolitics and political socialization (continued)* • Jennings, Kent, Laura Stoker, and Jake Bowers. 2009. "Politics Across Generations: Family Transmission Reexamined." *Journal of Politics.* • Jakubowski, Jakub. 2021. "Political Socialization in Meme Times." *Review of Education, Pedagogy and Cultural Studies.* ***Thursday, February 5:*** *Personality and worldview*

	• Clawson, Rosalee, and Zoe Oxley. 2021. "Ch. 6 - Personality, Self-Interest, Values, and History." in *Public Opinion*
WEEK 5	***Tuesday, February 10:*** *Overview of cognitive models + an epitaph for rational choice* • Dahl, Robert. 1961. "The Behavioral Approach in Political Science: Epitaph for a Monument to a Successful Protest." *American Political Science Review.* • Chong, Dennis. 2023. "Rational Choice as an Empirical and Normative Model of Political Behavior" in *Oxford Handbook of Political Psychology* eds. Leonie Huddy, et al. ***Thursday, February 12:*** *Affect and motivated reasoning* • Taber, Charles and Milton Lodge. 2006. "Motivated Skepticism in the Evaluation of Political Beliefs." *American Journal of Political Science.*
WEEK 6	***Tuesday, February 17:*** *Affect and motivated reasoning (continued)* • Bergan, Dustin, Kelechi Amakoh, Dustin Carnahan, Dan Hiaeshutter-Rice, and Lu Teinowitz. 2026. "Are Policymakers Persuaded in Parallel? Policymakers, Evidence, and Motivated Reasoning." *American Politics Research*. • *Skim* - Lodge, Charles, and Milton Lodge. 2016. "The Illusion of Choice in Democratic Politics: The Unconscious Impact of Motivated Political Reasoning." *Advances in Political Psychology*. ***Thursday, February 19:*** *Affective polarization* • Selections from Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity.* • Kingzette, Jon, Jamie Druckman, Samara Klar, Yanna Krupnikov, Matthew Levendusky, and John Barry Ryan. 2021.

	"How Affective Polarization Undermines Support for Democratic Norms." *Public Opinion Quarterly.*
WEEK 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 Green Book from the Student Government Office or school store for the exam! • ***Journal Reflection 1 due today (Thursday, February 26) by the start of the exam***
WEEK 8	***Tuesday, March 3:*** *Political compromise and process preferences* • Wolak, Jennifer. 2022. "The Social Foundations of Public Support for Political Compromise." *The Forum.* -- **or** -- Science of Politics podcast episode featuring Wolak's work on compromise • Hibbing, John, and Elizabeth Theiss-Morse. 2001. "Process Preferences and American Politics: What the People Want Government to Be." *American Political Science Review* ***Thursday, March 5:*** *Political interest and engagement* • *The Science of Politics* podcast episode: “U.S. Politics: The Hyper-Involved vs. The Disengaged.” (featuring Yanna Krupnikov and John Barry Ryan) from 1/26/2022 - available on Spotify and SoundCloud • ***Final Paper Proposal due today (Thursday, March 5)***
WEEK 9	***Tuesday, March 10:*** *Political knowledge* • Wolak, Jennifer. 2022. "Political Knowledge." in *Handbook on Politics and Public Opinion*.

	Thursday, March 12: *Approaching the job market* • *No readings assigned for today. Show up to class with your questions about the job market and future paths to consider taking with your political science background.*
WEEK 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 11	***Tuesday, March 24:*** *Final project workshop* • Bring 3 printed copies of your paper proposal to class today to exchange with classmates for feedback during this in-class workshop ***Thursday, March 26:*** *Authoritarianism* • Glasius, Marlies. 2018. "What Authoritarianism Is... and Is Not: A Practice Perspective." *International Affairs*.
WEEK 12	***Tuesday, March 31:*** *Social groups and political psychology* • *The Science of Politics* podcast episode: (Sanchez & Castro Irrizary) from 12/2/2020 - available on Spotify and SoundCloud • Cramer, Katherine. 2012. “Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective.” *American Political Science Review.* ***Thursday, April 2:*** *Misinformation and disinformation* • Pennycook, Gordon, Ziv Epstein, Mohsen Mosleh, Antonio Arechar, Dean Eckles, and David G. Rand. 2021. "Shifting

	Attention to Accuracy Can Reduce Misinformation Online." *Nature*.
WEEK 13	***Tuesday, April 7:*** *Tolerance and persuasion* • Gibson, James. 1998. “A Sober Second Thought: An Experiment in Persuading Russians to Tolerate.” *American Journal of Political Science.* • Stanley, Matthew, Paul Henne, Brenda Yang, and Felipe De Brigard. 2020. "Resistance to Position Change, Motivated Reasoning, and Polarization." *Political Behavior.* ***Thursday, April 9:*** *Pressure and political decision-making* • 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.*
WEEK 14	***Tuesday, April 14:*** *Ethics in political psychology research* • News coverage of Bonica, Rodden, and Dropp (2014) - Montana Mailer Experiment (file drawer-ed; public apology issued) • News coverage of LaCour (2014) - "When Contact Changes Minds." Initially published in *Science* (later retracted) • *Term paper due one week from today* ***Thursday, April 16:*** *Political decision-making under threat* • Hetherington, Marc, and Elizabeth Suhay. 2011. "Authoritarianism, Threat, and Americans' Support for the War on Terror." *American Journal of Political Science.*
WEEK 15	***Tuesday, April 21:*** *Review session and final project workshop (last day of regular class)* • *We'll have an in-class review session for the final exam today. This is your opportunity to review with your peers and ask me*

	questions ahead of the final exam. • *Arrive with 3 copies of your latest draft of the term paper to class today to exchange with classmates to get feedback and make minor changes during this in-class 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 Conference of the Midwest Political Science Association in Chicago • ***Journal Reflection 2 due by next Monday, April 27, in Canvas ahead of the final exam***
FINAL EXAM	The **Final Exam** is Thursday, April 30, 2026 from 7:00 AM – 9:50 AM per the University's final exam schedule