

**POLI 7930**  
**Seminar in Political Behavior**  
**Wednesdays, 1:30PM - 4:20PM**  
**100% Online – Zoom & Moodle**  
**Spring 2021**

Dr. Joshua Darr

E-mail: [jdarr@lsu.edu](mailto:jdarr@lsu.edu)

Office hours on Zoom: <https://lsu.zoom.us/j/5394188520> [Waiting Room Enabled]

- Wednesday 9AM – 11AM CT
- Thursday 1PM – 3PM CT

You may also email me to set up an individual appointment.

Class Zoom Link: <https://lsu.zoom.us/j/96141956709>

### **Course Overview**

This course covers the literature in political behavior, with a focus on American politics. It is designed with the goal of not only helping Ph.D. students prepare for their comprehensive examinations in the field, but also contributing to it with original research. The readings are focused on cutting-edge articles in the top journals in the field from the past five years. These current works draw from past ones for their theoretical basis, and represent a good cross-section of the best and most recent scholarship in this area. We will explore the central role of partisan identity; group identity; media; knowledge; political elites; and the roles of policy and history in shaping current behavior.

### **Course Structure**

This course will be offered in a 100% online format. All classes will take place on Zoom at the scheduled time. There will be regular and substantive engagement in the form of a discussion board and regular communication with the professor and with each other.

### **Credit Hour and Engaged Learning Time Expectations**

LSU's general policy states that for each credit hour, you should plan to spend about 45 hours of combined "in-class" and "out-of-class" time working on course related activities such as viewing and interacting with instructional materials, activities and assignments, assigned readings, research, or study time. A sixteen-week, three-credit hour course typically requires around 9 hours of student work per week.

### **Course Outcomes**

By the end of this course, students will be able to:

- Understand the principles of social scientific research into individual and mass political behavior, particularly in the context of American politics.
- Analyze patterns of political behavior over time and the psychology of political behavior, particularly as it relates to groups, identities, media, and civic engagement.
- Create a plausible research design for a journal-quality article, with detail about data collection, sampling, and analysis strategy, thoroughly grounded in the literature.
- Evaluate the literature about public opinion in a comprehensive exam, and synthesize that literature into a coherent argument about political behavior.

- Apply their understanding of the political behavior literature to interpreting polls, media commentary, and the outcomes of current elections and politics.

### **Required Materials**

Though the study of political behavior is dominated by journal articles, books remain an important part of the field. Articles and book chapters that are not available through LSU libraries e-journals are posted to Moodle.

Fraga, Bernard. 2019. *The Turnout Gap: Race, Ethnicity, and Political Inequality in a Diversifying America*. New York: Cambridge University Press.

Hall, Andrew. 2019. *Who Wants to Run? How the Devaluing of Political Office Drives Polarization*. Chicago, IL: University of Chicago Press.

Stephens-Dougan, LaFleur. 2020. *Race to the Bottom: How Racial Appeals Work in American Politics*. Chicago, IL: University of Chicago Press.

### Free e-access through LSU libraries:

Albertson, Bethany, and Shana Kushner Gadarian. 2015. *Anxious Politics: Democratic Citizenship in a Threatening World*. New York: Cambridge University Press.

Klar, Samara, and Yanna Krupnikov. 2016. *Independent Politics: How American Disdain for Parties Leads to Political Inaction*. New York: Cambridge University Press.

We will discuss each week's readings in class, and aim to go beyond a mere summary of their findings or methods. In your preparation for each week's discussion, you should consider some of the following questions.

1. What are the strengths and weaknesses of the theoretical basis and methodological approach of the book or article? We will be assessing these questions for observational, experimental, qualitative, and theoretical pieces throughout the semester, and developing an understanding of which methods are appropriate for various types of questions.
2. How do the authors engage with each other? Which past works are repeatedly cited, and why? Is this engagement productive for the field?
3. What are the implications of this book or article for scholars of political behavior and democratic theory? What are the implications for practitioners of polling, campaigns, and media? How does this book or article inform your interests?
4. How could this research be improved, and what aspects of the topic deserve more attention in future research?

### **Technical Information**

Moodle runs on Windows, Linux, iOS, Android, or any device with a web browser. For information on browsers, please visit the LSU [ITS Web Browser Recommendation](#) page. Google Chrome and Firefox are the recommended browsers for Moodle 3.7 at LSU. We also recommend that you have Adobe Flash installed and enabled, and that Javascript is enabled.

### **Attendance & Excused Absences**

There is no attendance policy this semester, in accordance with university recommendations regarding COVID-19. If you are experiencing any symptoms, self-quarantining due to possible exposure, or experiencing hardship in any other way in connection with COVID-19 or another

illness, please let me know as soon as possible and you will be accommodated. In the event of an excused absence interfering with the due date of an assignment, the assignment will be due on a date agreed upon by the student and myself, depending upon the circumstances of the absence.

### **Course Requirements**

- Active participation: 10%
- Discussion leadership: 10%
- Response papers (4 total): 20%
- Research project proposal: 30%
- Take-home comprehensive exam: 30%

Active participation (10%): Each week, please attend class prepared to discuss the assigned readings. While I am not taking attendance, and you are not required to have your camera on, you should participate in each class. You may send messages in the chat as a form of participation. A seminar cannot work unless people have carefully read the assigned material.

Discussion Leadership (10%): You will help to lead discussion *two times per semester*. Your job is to help guide the class through an engaged and thorough discussion of the week's readings. Do not merely read your detailed notes on the reading: transform those notes into questions, comments, and insights that relate the reading to the overall themes of the course. I will support your efforts, of course, but your deep understanding of your assigned readings should guide the class. We will coordinate discussion leading in the first week of class. Since many weeks will have multiple discussion leaders, you should speak with each other and eliminate overlap while making clear that all discussants contributed substantively. [A hint from previous classes: Chapter 1 of books, discussing the theory and reviewing literature, tends to take the longest time in the discussion. Remember this when dividing up book chapters: not all are equal].

Response Papers (20%): You must submit **four** response papers throughout the semester. These responses are to be two double-spaced pages in length (12-point font, no double-spacing in heading or title). Response papers are *not* summaries of the week's readings. Instead, each should have two distinct sections: "**past**" and "**future**." Please submit these to the TurnItIn assignments on the course Moodle page ("Response Paper 1", "Response Paper 2", etc.). *You must choose your four weeks for responses and email those choices to me by the end of the first day of class.*

- **Past**: Many of the classics in the discipline go unassigned in any graduate class. For the "past" component, find an article or book that is cited in many of that week's readings, but not assigned, and explain its empirical and theoretical contributions to the readings.
- **Future**: For the "future" component, assess what the "next" article in this topic area might be, based on the readings, and a brief description of a research design in that article. [That means *specifics*: survey, experiment, interviews? What questions would you ask? What would be randomized? Why would this help you answer your question?] Please be prepared to share your findings from your "past" article in class, and discuss your research idea from the "future" section.

Research paper proposal (30%). You will submit a proposal for a research paper for a topic that interests you in political behavior. This proposal must situate your planned research paper in the

public opinion literature; describe your planned empirical analysis (including the sources of your quantitative or qualitative data and how you will access them); and include citations to at least 5 articles or books from the syllabus as well as 10 additional articles or books relevant to your topic. You will not have to conduct this research or perform these analyses, but your proposal must be comprehensive and (most importantly) demonstrably feasible. This proposal should be between five and eight double-spaced pages in length, incorporate your 10 (or more) sources, and include a full bibliography (which does not count towards your page limit). I will remind you to schedule meetings with me to discuss your planned topic: I'm very happy to talk it through with you in as much detail as you'd like. You will submit your proposal using the TurnItIn assignment on the class Moodle page. The proposal is due April 9 by 12PM CT.

Take-home mock comprehensive exam (30%): The readings and concepts from this semester may be particularly useful for comprehensive exams or for background literature in your final thesis projects. As such, the final assignment for this course will be a take-home mock comprehensive exam. I will distribute a mock comprehensive exam question following the final class period, which will serve as a review for the semester and a discussion of what is expected on a comprehensive exam question. This take-home exam will require you to answer multiple questions from a choice of several essay prompts. Take close notes throughout the semester and organize them well to prepare for this assignment. These assignments will be assessed on strength of argument, richness of detail, use of appropriate readings, and originality. Working with other students is not permitted, and plagiarism will be punished according to university policies on Academic Integrity. You will submit your final using the TurnItIn assignment on the class Moodle page.

### **Grade Scale**

Grades in this class will follow the scale below. Note that there are no Ds in graduate courses.

97.0 and above	A+		
93.00 – 96.99	A	77.00–79.99	C+
90.00–92.99	A-	73.00–76.99	C
87.00–89.99	B+	70.00–72.99	C-
83.00–86.99	B	69.99 and below	F
80.00–82.99	B-		

### **Policy on Submitting Work**

All assignments will be submitted through Moodle under the corresponding TurnItIn assignment. All work is due at the date and time discussed in class. Any late work will be docked one letter grade per day late. An assignment due at 12 noon, but submitted at 12:01 PM, will be docked one letter grade (an A paper becomes a B, a C paper becomes a D, and so on).

### **Technology**

Class sessions will be recorded and posted to Moodle. Distribution or public discussion of the recorded lectures, interviews, and other original course materials, or their content, is strictly prohibited.

### **Communication**

All students are required to check their LSU e-mail account regularly. I frequently communicate

with students via email and Moodle, and not checking your email will not be an excuse for missing an assignment or reading. *I will try to reply to all e-mails within 24 hours, and will not reply to e-mails sent after 5PM until the next business day.* Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Please review the [Online Etiquette Guide](#) and refer to these guidelines to craft your communication.

### **ADA Statement**

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning and psychiatric disabilities. Please contact me at the beginning of the semester to discuss any such accommodations for this course. In order to have any accommodations met, you must be registered with the LSU Office of Disabilities Services. More information on registering and accommodation is available on the ODS website: <http://appl003.lsu.edu/slas/ods.nsf/index>

### **Statement of Academic Integrity**

If you use material from a source (either one assigned from this class or something you've retrieved through outside research), you must cite it. Consistent with the norms of the fields of communication and political science, I will ask that you use parenthetical citations in your written work. Citations must include the author(s) last names and the year of publication. Please check with me regarding the use of any research material you have already worked on, sections of text from other papers or classes, and papers from or for other classes. Do this even if the work is single authored, or from your thesis or dissertation.

Students are bound to uphold the Code of Academic Integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at [www.lsu.edu/saa](http://www.lsu.edu/saa). It is your responsibility as a student at LSU to know and understand the academic standards for our community. Students who are suspected of violating the Code of Conduct will be referred to the office of Student Advocacy & Accountability. A first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. Ignorance of these guidelines is no excuse for failure to comply with them.

### **Diversity Statement**

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

## Course Schedule

### Week 1. January 13. Introduction and overview of the course

- Malhotra, Neil. 2016. "Book Review: *Democracy for Realists*, by Christopher Achen and Larry Bartels." *Journal of Politics*, 78(4): e1-e2.
- Noel, Hans. 2015. "[Remembering Philip Converse.](#)" *Washington Monthly*.
- Pomper, Philip. 1979. "The Impact of *The American Voter* on Political Science." *Political Science Quarterly*, 93(4): 617-628.
- Jefferson, Hakeem. 2021. "[Storming the U.S. Capitol Was About Maintaining White Power in America.](#)" *FiveThirtyEight*.

### Week 2. January 20. Party Identification I

- Egan, P. 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.
- McConnell, C., Margalit, Y., Malhotra, N., & Levendusky, M. (2018). The economic consequences of partisanship in a polarized era. *American Journal of Political Science*, 62(1), 5-18.
- Theodoridis, A. G. (2017). Me, myself, and (I), (D), or (R)? Partisanship and political cognition through the lens of implicit identity. *The Journal of Politics*, 79(4), 1253-1267.
- Klar, S. (2018). When common identities decrease trust: An experimental study of Partisan women. *American Journal of Political Science*, 62(3), 610-622.
- McCann, J. A., & Chavez, K. A. N. (2016). Partisanship by invitation: Immigrants respond to political campaigns. *The Journal of Politics*, 78(4), 1196-1210.
- Endres, K., & Panagopoulos, C. (2019). Cross-pressure and voting behavior: Evidence from randomized experiments. *The Journal of Politics*, 81(3), 1090-1095.

#### Recommended:

- de Benedictis-Kessner, J., & Warshaw, C. (2020). Accountability for the Local Economy at All Levels of Government in United States Elections. *American Political Science Review*, 1-17.
- Delton, A. W., Petersen, M. B., & Robertson, T. E. (2018). Partisan goals, emotions, and political mobilization: The role of motivated reasoning in pressuring others to vote. *The Journal of Politics*, 80(3), 890-902.
- Panagopoulos, C., Green, D. P., Krasno, J., Schwam-Baird, M., & Endres, K. (2020). Partisan Consumerism: Experimental Tests of Consumer Reactions to Corporate Political Activity. *The Journal of Politics*, 82(3).

### Week 3. January 27. Party Identification II

- *Independent Politics*, Klar and Krupnikov.

#### Recommended:

- Iyengar, S., Konitzer, T., & Tedin, K. (2018). The home as a political fortress: Family agreement in an era of polarization. *The Journal of Politics*, 80(4), 1326-1338.
- Mummolo, J., & Nall, C. (2017). Why partisans do not sort: The constraints on political segregation. *The Journal of Politics*, 79(1), 45-59.

- Bakker, B. N., Lelkes, Y., & Malka, A. (2020). Understanding partisan cue receptivity: Tests of predictions from the bounded rationality and expressive utility perspectives. *The Journal of Politics*, 82(3).

#### **Week 4. February 3. Participation I: Resources**

- Yoder, J. (2020). Does Property Ownership Lead to Participation in Local Politics? Evidence from Property Records and Meeting Minutes. *American Political Science Review*, 114(4), 1213-1229.
- White, Ariel. 2019. Misdemeanor Disenfranchisement? The demobilizing effects of brief jail spells on potential voters. *American Political Science Review* 113 (2): 311-324.
- Lerman, A. E., Sadin, M. L., & Trachtman, S. (2017). Policy uptake as political behavior: evidence from the Affordable Care Act. *American Political Science Review*, 111(4), 755-770.
- Banks, A. J., White, I. K., & McKenzie, B. D. (2019). Black politics: How anger influences the political actions Blacks pursue to reduce racial inequality. *Political behavior*, 41(4), 917-943.
- Grumbach, J. M., & Sahn, A. (2020). Race and Representation in Campaign Finance. *American Political Science Review*, 114(1), 206-221.
- Anoll, A. P. (2018). What makes a good neighbor? Race, place, and norms of political participation. *The American Political Science Review*, 112(3), 494-508.
- Kujala, J. (2020). Donors, primary elections, and polarization in the united states. *American Journal of Political Science*, 64(3), 587-602.

#### **Recommended:**

- Collins, J., & Block, R. (2020). Fired up, ready to go: The impact of age, campaign enthusiasm, and civic duty on African American voting. *Political Behavior*, 42(1), 107-142.
- Burden, B. C., Fletcher, J. M., Herd, P., Moynihan, D. P., & Jones, B. M. (2017). How different forms of health matter to political participation. *The journal of politics*, 79(1), 166-178.
- Bonica, A. (2018). Inferring Roll-Call Scores from Campaign Contributions Using Supervised Machine Learning. *American Journal of Political Science*, 62(4), 830-848.

#### **Week 5. February 10. Participation II: Turnout**

- *The Turnout Gap*, Fraga

#### **Recommended:**

- Pietryka, M. T., & DeBats, D. A. (2017). It's not just what you have, but who you know: Networks, social proximity to elites, and voting in state and local elections. *American Political Science Review*, 360-378.
- Hajnal, Z., Lajevardi, N., & Nielson, L. (2017). Voter identification laws and the suppression of minority votes. *The Journal of Politics*, 79(2), 363-379.
  - Grimmer, J., Hersh, E., Meredith, M., Mummolo, J., & Nall, C. (2018). Obstacles to estimating voter ID laws' effect on turnout. *The Journal of Politics*, 80(3), 1045-1051. (*A response to Hajnal et al.*)
- Cox, G. W., Fiva, J. H., & Smith, D. M. (2016). The contraction effect: How proportional representation affects mobilization and turnout. *The Journal of Politics*, 78(4), 1249-1263.

- Potoski, M., & Urbatsch, R. (2017). Entertainment and the opportunity cost of civic participation: Monday night football game quality suppresses turnout in US elections. *The Journal of Politics*, 79(2), 424-438.

### **Week 6. February 17. Identities I: Groups**

- Mo, C. H., & Conn, K. M. (2018). When do the advantaged see the disadvantages of others? A quasi-experimental study of national service. *American Political Science Review*, 112(4), 721-741.
- Kalla, J., & Broockman, D. (2020). Reducing Exclusionary Attitudes through Interpersonal Conversation: Evidence from Three Field Experiments. *American Political Science Review*, 114(2), 410-425.
- Lajevardi, N., & Abrajano, M. (2019). How negative sentiment toward Muslim Americans predicts support for Trump in the 2016 Presidential Election. *The Journal of Politics*, 81(1), 296-302.
- Engelhardt, A. M., & Utych, S. M. (2018). Grand old (Tailgate) party? Partisan discrimination in apolitical settings. *Political Behavior*, 1-21.
- Margolis, M. F. (2018). How politics affects religion: Partisanship, socialization, and religiosity in America. *The Journal of Politics*, 80(1), 30-43.
- Boudreau, C., Elmendorf, C. S., & MacKenzie, S. A. (2019). Racial or spatial voting? The effects of candidate ethnicity and ethnic group endorsements in local elections. *American Journal of Political Science*, 63(1), 5-20.
- Valenzuela, A. A., & Michelson, M. R. (2016). Turnout, status, and identity: Mobilizing Latinos to vote with group appeals. *American Political Science Review*, 110(4), 615-630.

#### Recommended:

- Ahler, D. J., & Sood, G. (2018). The parties in our heads: Misperceptions about party composition and their consequences. *The Journal of Politics*, 80(3), 964-981.
- Lacombe, M. J. (2019). The political weaponization of gun owners: The National Rifle Association's cultivation, dissemination, and use of a group social identity. *The Journal of Politics*, 81(4), 1342-1356.
- Anzia, S. F. (2019). When does a group of citizens influence policy? Evidence from senior citizen participation in city politics. *The Journal of Politics*, 81(1), 1-14.

### **Week 7. February 24. Identities II: Group-Based Appeals**

- *Race to the Bottom*, Stephens-Dougan

#### Recommended:

- Kuo, A., Malhotra, N., & Mo, C. H. (2017). Social exclusion and political identity: The case of Asian American partisanship. *The Journal of Politics*, 79(1), 17-32.
- Yadon, N., & Ostfeld, M. C. (2020). Shades of Privilege: The Relationship Between Skin Color and Political Attitudes Among White Americans. *Political Behavior*, 42(4), 1369-1392.
- Ostfeld, M. C. (2019). The new white flight?: The effects of political appeals to Latinos on white democrats. *Political Behavior*, 41(3), 561-582.



### **Week 8. March 3. Socialization**

- Holbein, J. B. (2017). Childhood Skill Development and Adult Political Participation. *American Political Science Review*, 111(3), 572-583.
- Mendelberg, T., McCabe, K. T., & Thal, A. (2017). College socialization and the economic views of affluent Americans. *American Journal of Political Science*, 61(3), 606-623.
- Goldman, S. K., & Hopkins, D. J. (2020). Past place, present prejudice: The impact of adolescent racial context on white racial attitudes. *The Journal of Politics*, 82(2), 529-542.
- Thal, A. (2020). The Desire for Social Status and Economic Conservatism among Affluent Americans. *American Political Science Review*, 114(2), 426-442.
- De Kadt, D. (2017). Voting then, voting now: The long-term consequences of participation in South Africa's first democratic election. *The Journal of Politics*, 79(2), 670-687.
- Huber, G. A., & Malhotra, N. (2017). Political homophily in social relationships: Evidence from online dating behavior. *The Journal of Politics*, 79(1), 269-283.

#### **Recommended:**

- Ojeda, C. (2018). The Two Income-Participation Gaps. *American Journal of Political Science*, 62(4), 813-829.
- Carlson, T. N. (2019). Through the grapevine: Informational consequences of interpersonal political communication. *American Political Science Review*, 113(2), 325-339.

### **Week 9. March 10. Psychology**

- *Anxious Politics*, Albertson and Gadarian.

#### **Recommended:**

- Fournier, P., Soroka, S., & Nir, L. (2020). Negativity Biases and Political Ideology: A Comparative Test across 17 Countries. *American Political Science Review*, 114(3), 775-791.
- Groenendyk, E. (2019). Of Two Minds, But One Heart: A Good "Gut" Feeling Moderates the Effect of Ambivalence on Attitude Formation and Turnout. *American Journal of Political Science*, 63(2), 368-384.
- Wolak, J. (2020). Self-Confidence and gender gaps in political interest, attention, and efficacy. *The Journal of Politics*, 82(4), 1490-1501.
- Clifford, S., & Jerit, J. (2018). Disgust, anxiety, and political learning in the face of threat. *American Journal of Political Science*, 62(2), 266-279.
- Kam, C. D. (2019). Infectious Disease, Disgust, and Imagining the Other. *The Journal of Politics*, 81(4), 1371-1387.

### **Week 10. March 17. Media**

- Velez, Y. R., & Newman, B. J. (2019). Tuning In, Not Turning Out: Evaluating the Impact of Ethnic Television on Political Participation. *American Journal of Political Science*, 63(4), 808-823.

- Anspach, N. M., & Carlson, T. N. (2018). What to believe? Social media commentary and belief in misinformation. *Political Behavior*, 1-22.
- De Benedictis-Kessner, J., Baum, M. A., Berinsky, A. J., & Yamamoto, T. (2019). Persuading the enemy: Estimating the persuasive effects of partisan media with the preference-incorporating choice and assignment design. *American Political Science Review*, 113(4), 902-916.
- Druckman, J. N., Levendusky, M. S., & McLain, A. (2018). No need to watch: How the effects of partisan media can spread via interpersonal discussions. *American Journal of Political Science*, 62(1), 99-112.
- Peterson, E. (2017). The role of the information environment in partisan voting. *The Journal of Politics*, 79(4), 1191-1204.
- Nyhan, B., Porter, E., Reifler, J., & Wood, T. J. (2019). Taking fact-checks literally but not seriously? The effects of journalistic fact-checking on factual beliefs and candidate favorability. *Political Behavior*, 1-22.
- Kim, E., Shepherd, M. E., & Clinton, J. D. (2020). The effect of big-city news on rural America during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences*, 117(36), 22009-22014.

Recommended:

- Westwood, S. J., Messing, S., & Lelkes, Y. (2020). Projecting confidence: How the probabilistic horse race confuses and demobilizes the public. *The Journal of Politics*, 82(4), 1530-1544.
- Wood, T., & Porter, E. (2019). The elusive backfire effect: Mass attitudes' steadfast factual adherence. *Political Behavior*, 41(1), 135-163.
- Arceneaux, K., Dunaway, J., Johnson, M., & Vander Wielen, R. J. (2020). Strategic Candidate Entry and Congressional Elections in the Era of Fox News. *American Journal of Political Science*, 64(2), 398-415.
- Martin, G. J., & McCrain, J. (2019). Local news and national politics. *American Political Science Review*, 113(2), 372-384.

**Week 11. March 24. Knowledge**

- Bernhard, R., & Freeder, S. (2020). The more you know: Voter heuristics and the information search. *Political Behavior*, 42(2), 603-623.
- Bisgaard, M. (2019). How getting the facts right can fuel partisan-motivated reasoning. *American Journal of Political Science*, 63(4), 824-839.
- Freeder, S., Lenz, G. S., & Turney, S. (2019). The importance of knowing "what goes with what": Reinterpreting the evidence on policy attitude stability. *The Journal of Politics*, 81(1), 274-290.
- Carlson, T. N. (2018). Modeling political information transmission as a game of telephone. *The Journal of Politics*, 80(1), 348-352.
- Klar, S., & Shmargad, Y. (2017). The effect of network structure on preference formation. *The Journal of Politics*, 79(2), 717-721.
- Graham, M. H. (2020). Self-awareness of political knowledge. *Political Behavior*, 42(1), 305-326.

Recommended:

- Goggin, S. N., Henderson, J. A., & Theodoridis, A. G. (2020). What goes with red and blue? Mapping partisan and ideological associations in the minds of voters. *Political Behavior*, 42(4), 985-1013.
- McDonald, J., Karol, D., & Mason, L. (2020). “An inherited money dude from Queens county”: How unseen candidate characteristics affect voter perceptions. *Political Behavior*, 42(3), 915-938.

**Week 12. March 31. Elites I: Running**

- *Who Wants to Run?*, Hall

Recommended:

- Teele, D. L., Kalla, J., & Rosenbluth, F. (2018). The Ties That Double Bind: Social Roles and Women's Underrepresentation in Politics. *American Political Science Review*, 112(03), 525-541.
- Fraga, B. L., Gonzalez Juenke, E., & Shah, P. (2020). One Run Leads to Another: Minority Incumbents and the Emergence of Lower Ticket Minority Candidates. *The Journal of Politics*, 82(2), 771-775.
- Dynes, A. M., Hassell, H. J., & Miles, M. R. (2019). The personality of the politically ambitious. *Political Behavior*, 41(2), 309-336.

**Week 13. April 7. Elites II: Institutions. Research Proposal Due April 9, 12PM.**

- Karpowitz, C. F., Monson, J. Q., & Preece, J. R. (2017). How to elect more women: Gender and candidate success in a field experiment. *American Journal of Political Science*, 61(4), 927-943.
- Doherty, D., Dowling, C. M., & Miller, M. G. (2019). Do Local Party Chairs Think Women and Minority Candidates Can Win? Evidence from a Conjoint Experiment. *The Journal of Politics*, 81(4), 1282-1297.
- Powell, E. N., & Grimmer, J. (2016). Money in exile: Campaign contributions and committee access. *The Journal of Politics*, 78(4), 974-988.
- Caughey, D., & Warshaw, C. (2018). Policy Preferences and Policy Change: Dynamic Responsiveness in the American States, 1936-2014. *American Political Science Review*, 112(2), 249-266.
- Rogowski, J. C., & Stone, A. R. (2020). Words speak louder than actions: public responsiveness to elite communication. *Political Behavior*, 42(2), 327-354.
- Thomsen, D. M., & King, A. S. (2020). Women's Representation and the Gendered Pipeline to Power. *American Political Science Review*, 114(4), 989-1000.

Recommended:

- Reeves, A., & Rogowski, J. C. (2018). The public cost of unilateral action. *American Journal of Political Science*, 62(2), 424-440.
- Bucchianeri, P. (2020). Party Competition and Coalitional Stability: Evidence from American Local Government. *American Political Science Review*, 114(4), 1055-1070.
- Woon, J. (2018). Primaries and Candidate Polarization: Behavioral Theory and Experimental Evidence. *American Political Science Review*, 112(4), 826-843.

**Week 14. April 14. Policy and Legacy**

- Acharya, A., Blackwell, M., & Sen, M. (2016). The political legacy of American slavery. *The Journal of Politics*, 78(3), 621-641.
- Schuit, S., & Rogowski, J. C. (2017). Race, representation, and the voting rights act. *American Journal of Political Science*, 61(3), 513-526.
- Trounstine, J. (2020). The geography of inequality: How land use regulation produces segregation. *American Political Science Review*, 114(2), 443-455.
- de Benedictis-Kessner, J., & Warshaw, C. (2020). Politics in forgotten governments: the partisan composition of county legislatures and county fiscal policies. *The Journal of Politics*, 82(2), 460-475.
- Hobbs, W., & Lajevardi, N. (2019). Effects of divisive political campaigns on the day-to-day segregation of Arab and Muslim Americans. *American Political Science Review*, 113(1), 270-276.
- Enos, R. D., Kaufman, A. R., & Sands, M. L. (2019). Can violent protest change local policy support? Evidence from the aftermath of the 1992 Los Angeles riot. *American Political Science Review*, 113(4), 1012-1028.

**Recommended:**

- de Benedictis-Kessner, J., & Hankinson, M. (2019). Concentrated burdens: How self-interest and partisanship shape opinion on opioid treatment policy. *American Political Science Review*, 113(4), 1078-1084.
- Reny, T. T., & Newman, B. J. (2018). Protecting the right to discriminate: the second great migration and racial threat in the American West. *American Political Science Review*, 112(4), 1104-1110.
- Hankinson, M. (2018). When do renters behave like homeowners? High rent, price anxiety, and NIMBYism. *American Political Science Review*, 112(3), 473-493.

**Week 15. April 21. Review Session**

**FINAL EXAM: Take-home comprehensive exam due Wednesday, April 28, 5PM.**