

POL 3766 The Political Psychology of Mass Behavior
Monday-Friday 1:00 PM – 2:15 PM
Blegen Hall 317

Professor Dan Myers

Department of Political Science

Office Hours: Mon 9:45 – Noon; Wed 1:00 – 2:00; Fri 9:45 – Noon

In-Person: 1309 Social Sciences

Zoom Link: <http://z.umn.edu/MyersOfficeHours>

Teaching Assistant: Matthew Olesm

Office Hours: Tues 2:30 – 3:30; Wed 10:00 – 11:00 (Zoom Only); Thurs 2:30 – 3:30

In-Person: 736 Social Sciences

Hours Zoom Link: <https://z.umn.edu/OlesmOfficeHours>

Course Email Address: pol3766sp2023@umn.edu

Course Description

How do people develop their political opinions? What makes people vote the way that they do? Why do some people love, and others loathe, Donald Trump? Understanding how ordinary citizens engage with the political sphere is essential to understanding how politics work. This course applies a psychological approach to understanding how average people – members of the mass public – think about politics, make political decisions, and decide how (and whether) to take political actions. We will explore arguments about the role that six different factors, ideology, biological and evolutionary factors, identity and partisanship, racial attitudes, attitudes towards politics, and political discussion, play in shaping the opinions and behavior of members of the mass public. In addition, this class introduces students to the methodology of political psychology and how political psychologists approach questions and attempt to understand the political world.

This class is structured around a group research project. At the start of the semester students will be placed in 5-person groups. Over the course of the semester, each group will plan and conduct a group research question that asks a research question related to one of the course's topics and answers this question by collecting data from the rest of the class. Groups will also hold in-class discussions through the semester.

Students will exit the class having mastered a body of knowledge about how they and their fellow citizens think about politics and the different approaches that scholars take to study these

decisions. They will also gain the critical capacity to judge arguments about politics, the ability to identify, define, and solve problems, and the skill to locate and critically evaluate information relevant to these tasks. Finally, they will gain experience working in a group context to complete a shared project.

Course Readings

We will read most or all of the following books. All three of them are available electronically through the library. You are free to use the e-version of the books or to purchase your own copy at the UMN bookstore, though used copies can be purchased at [a variety of online bookstores](#).

Hibbing, John R., Kevin B. Smith, and John R. Alford. 2013. *Predisposed: Liberals, Conservatives, and the Biology of Political Differences*. New York: Routledge.
<https://doi-org.ezp2.lib.umn.edu/10.4324/9780203112137>

DeSante, Christopher D. 2020. *Racial Stasis: The Millennial Generation and the Stagnation of Racial Attitudes in American Politics*. Chicago: The University of Chicago Press.
https://primo.lib.umn.edu/permalink/f/1q7ssba/UMN_ALMA51838940350001701

Krupnikov, Yanna, and John Barry Ryan. 2022. *The Other Divide*. Cambridge: University Press.
https://primo.lib.umn.edu/permalink/f/1q7ssba/UMN_ALMA51903331540001701

In addition, we will read journal articles and chapters of other books in most weeks. Readings not from one of the assigned books are generally available in electronic form through the library or, if not easily accessible through the library, on the course Canvas site. Readings on the Canvas site are listed with a (C). If you have trouble locating a reading, please contact me or the TA.

I may from time to time change the required readings or assignments in the syllabus if I determine that a better reading is available. I will give at least one week's notice of any change via email and will post an updated version of the syllabus on Canvas.

Course Procedures

The course is structured in six parts, with each part covering one substantive theme within political psychology. In addition, several class sessions will be devoted to in-class presentations related to the group project.

Each class session will consist of a mixture of lecture and group discussion. At or near the beginning of class, we will break into your small groups to discuss the questions that you brought to class that day. For each class session one member of each group will be assigned to

write a reading memo and will serve as discussion leader for that day's class. All other group members will write two discussion questions to serve as prompts for the day's discussion (see below for details about reading memos and discussion questions). The discussion leader will moderate the group's discussion about the readings, draw out important questions or ideas to share with the class, and, as the group member who has thought the most about the day's readings, serve as a resource for understanding them. After group discussion we will reconvene and discuss the topic as a class, addressing questions and ideas that came out of small group discussion. I may also lecture briefly about material relevant to the day's topic that was not covered in the reading.

Course Assignments

For each class meetings, students will turn in three questions they have after completing that class's readings OR a reading memo based on the class's readings (See below for details). The major assignment for the course will be a group research project that is developed across the course of the semester and presented at the end of the semester. Students will individually take a final exam and complete short final paper structured as an op-ed. Finally, students will have the option of completing a research paper at the end of the semester to improve their final grade.

These assignments add up to your grade in the course in the following way:

Discussion Questions:	10%
Reading Memos:	10%
Group Research Project:	35%
Review Essay:	10%
Research Design Presentation:	10%
Final Presentation:	15%
Participation in Other Groups' Data Collection/ Evaluation of other Groups' Projects	5%
Op-Ed Assignment:	15%
Final Exam:	25%
Optional Final Paper:	See Assignment Details

Reading Memos:

For each class session one member of each group will be assigned to write a reading memo of approximately 250-500 words (roughly one to two double-spaced page). Each memo should discuss the readings for that class session.

Reading memos should start by briefly summarizing the arguments made by the readings; this summary should occupy at most half of the memo. The second part of the memo should critically evaluate the author or authors' argument. You might consider the following kinds of issues:

- What questions do you have about the arguments or findings, or what things do you think you might not fully understand?
- What do you find most convincing or unconvincing about the readings' arguments or findings, and why?
- What are some implications of the arguments or findings that the authors do not discuss or consider?
- What further questions about the political world do the arguments or findings raise?

Reading memos must be turned in before the class for which they are written. You must be present in class to get credit for the reading memo unless you have an excused absence. Reading memos will be checked in for completeness, but not graded in a formal way. If we do not think that your memo meets the assignment requirements, we will return it to you with comments and ask you to re-write it. Your grade on the reading memos will be the percentage of your assigned memos that you completed.

Discussion Questions

For class sessions where you are not assigned to write a reading memo you will turn in two questions based on the class's readings. These questions should raise issues that you would like to discuss in class: Parts of the reading that you did not understand, questions about the theory the article describes or the research design that the article implements, questions about the results or the interpretation of these results, questions about the implications of these results for how we understand the political world, or any other questions that the readings prompt for you. These questions will serve as prompts for class discussion.

Discussion questions must be turned in at least one hour in advance of the class start time so that I and the discussion leaders can review them before class. You must be present in class to get credit for the discussion questions unless you have an excused absence; you may submit discussion questions for a class that you are not present for half credit. In addition, we will drop up to three missed or half-credit discussion question grades when calculating your grade at the end of the semester. Like the reading memos, discussion questions will be checked for completeness but not graded in a formal way. If we do not think that your questions meet the assignment requirements, we will return them to you and ask you to rewrite them.

Group Research Project

At the start of the semester, I will poll all class members about the section of the course they find most interesting. I will then create groups based on shared interests and assign each group a substantive section of the course for their group project. Your group will devise a research question related to this segment of the course, write a review of the academic literature related to this question, develop a research design that will allow you to address this question, and collect, analyze, and interpret data to answer the question. Along the way, you will complete three assignments that build towards the final presentation.

During the first month of the semester, you should work with your group, as well as the instructor and TA to come up with a research question related to your topic. Your research question will almost certainly change as you get into the research project, but you should start with a tentative question that all members of your group are motivated to find the answer to.

Tentative Research Question and Group Work Plan (Ungraded)

By February 17 all members of your group will read the assigned readings for the class segment related to your group project and your group should settle on a tentative research question. At this point, your group will turn in a tentative research question and a plan of work describing each group member's role in the project. We will meet with each group to go over this plan of work. While ungraded, this assignment is essential to getting your group's work started on the right foot.

Review Essay

By the middle of the semester, your group will complete a review essay that describes the academic literature related to your chosen project area. You will start by reading the assigned reading for the section of the course related to your topic. Then, building on these and suggestions from myself and our TA, you should find and read additional articles and books related to your question in order to gain an understanding of what we know already about your research question. The number of articles and books that your group will read will vary depending on your question but will probably be in the low-to-mid teens.

Based on these readings, your group will write a review essay of 1,500 – 2,000 words that synthesizes these sources to describe the state of scholarly knowledge on this topic. By the end of the essay the reader should clearly understand what your research question is and why this question is important and should also be convinced that we don't yet have a satisfactory answer to it. We will discuss the review essay in greater depth in class on March 3. Review essays are due March 17.

Research Design Paper

After completing your review essay, your group will design a research project that can answer your chosen research question. Most group research projects will employ a survey or survey experiment implemented in Qualtrics, but we are open to more creative designs. Your group will write up the research design in a 1,000 – 1,500-word paper that is due on March 31.

Group Presentation

After getting feedback from myself and the TA on your research design, you will revise your research design and then conduct it. In most cases, your fellow classmates will serve as research participants – if you would like to draw on some other source of research participants, please let me know. After your group has collected the data for your project, you will analyze it and draw conclusions that address your research question. You will then give a fifteen-minute presentation summarizing the entire research project on April 21, 24, or 28. We will discuss the presentation format in greater depth as the presentation dates approach.

Grading the Group Presentation

We will grade each of these three assignments and combine them for a group grade on the project. After your group's final presentation, I will send each group member a survey asking them to report each group member's contributions to the project. Based on these results as well as our observations of the group across the semester we will raise or lower your individual grade on the group project based on whether you did more or less than your fair share of the group's work. You do not need to wait for this survey if you feel like your group is not working well together – please approach me at any time to discuss problems your group is having.

Participation in Other Groups' Data Collection

You will take part in other groups' data collection unless, upon learning about the data collection, you wish to not participate in the research project. You will also fill out a brief evaluation survey of each other groups' presentations. Your grade will be the percentage of data collection efforts you take part in OR refuse to take part in and the percentage of group presentations you complete the evaluation survey for – that is to say, you will still get credit if you choose not to participate in the research but must indicate your choice in order to get credit.

Final Exam

The course will end with a comprehensive final exam on Friday, May 5. More details about this exam will be forthcoming later in the semester.

Op-Ed Assignment

By the end of the semester, you will write a 500-700 word op-ed that advances an argument about some aspect of politics based on either a) your group project or b) the readings from one of the substantive segments of the class. More details about the op-ed assignment will be forthcoming around the middle of the semester.

Optional Final Paper

You may write an optional final paper to improve your grade at the end of the semester. This paper will be either a review of the scholarly literature on some topic in political psychology other than the topic that was the focus of your group presentation. More details about the optional final paper will be forthcoming towards the end of the semester. The final paper is due on the last day of finals, May 10, although students who wish to write a final paper after the semester has concluded should get in touch with me about taking an incomplete in the class.

The paper may increase your final grade in the following manner. If you earn at least a C- on the final exam and a C- on the final paper I will increase your final grade in the class by one half-step (e.g. a C becomes a C+, a B+ becomes an A-, etc.) Additionally, if you earn at least a C- on the final exam and a C- on the final paper AND your final paper grade is higher than your final exam grade, I will substitute your final paper grade for your final exam grade when calculating your final grade. If your grade on either the final exam or the final paper is less than a C- the paper will have no effect on your grade.

More details on the final paper will be forthcoming towards the end of the semester.

Grading

This course will use the following grading scale. Final grades will not be rounded – an 89.99 is a B+, even though it is .01 away from an A-.

A: Achievement outstanding relative to the basic course requirements

A 93 points or higher

A- 90-92.99

B: Achievement significantly above the basic course requirements

B+ 87-89.99

B 84-86.99

B- 80-83.99

C: Achievement meeting the basic course requirements

C+ 77-79.99

C 74-77.99

C- 70-73.99

D: Achievement worthy of credit but below the basic course requirements

D+ 67-69.99

D 60-66.99

F: Below 60 points

Clarifying questions about grades should be directed to me. You must wait 24 hours after receiving a grade before seeking clarification about the grade. If, after seeking clarification, you feel that a grading decision is incorrect, you may appeal in writing (minimum one paragraph). Your appeal should specify what the grading decision was, why you feel it was incorrect, why your answer was correct, and what you feel an appropriate grade is. If asked to re-grade a question, I reserve the right to raise or lower the original grade. All grade appeals must be made within two weeks of an assignment being returned.

I may over the course of the semester give very limited extra credit opportunities. These will all be announced by me in class. I do not give “extra” extra credit opportunities to students who request them. If, over the course of the semester, no suitable extra-credit opportunities present themselves then there will be no extra credit opportunities.

Class Policies

Contact Policy and Office Hours:

If you have questions about the course, what we’re studying, or political psychology in general I much prefer face-to-face discussions (over Zoom or in person) to email. Face-to-face conversation is a much more efficient way to communicate, and I appreciate knowing students as more than their email addresses. Please come talk to me before or after class, or during office hours.

You do not need an appointment or permission to stop into office hours – my door (and Zoom room) is open. If you know in advance that you will be attending my office hours, you can schedule an appointment at <https://calendly.com/cdmyers>. Regular office hour times may not be convenient for you, so I’m also happy to meet with you by appointment. Just ask before or after class or, if necessary, over email, and we can arrange a time to meet.

If you do need to email us, please use the course email address pol3766sp2023@umn.edu for all course-related communication. This allows Matthew and I to both respond to your emails, which should allow for quicker responses. We will respond to all email within 24 hours, except on weekends. Though we will respond as quickly as possible, we cannot guarantee that we will

respond to any email faster than 24 hours of it being sent. Please keep this in mind as deadlines approach.

I will make most announcements about class logistics at the start of the class period. Occasionally, I will communicate these announcements or details of these announcements over email and using Canvas's announcement feature. You must check your campus e-mail and Canvas announcements every day. You are responsible for any information that I communicate at the start of the class period as well as information that pass along via email or Canvas announcement.

Absences and Late Work:

While I do not formally take attendance, discussion questions and reading memos must be turned in before the class for which they are written and you must be in attendance to get full credit for these assignments. The exceptions to this policy are legitimate absences under the university's Makeup Work for Legitimate Absences policy (policy.umn.edu/education/makeupwork). With the exception of a single medical absence that does not require medical services you must provide documentation for all legitimate absences. You must also turn in the missing assignment within one week of your returning to class.

At the end of the semester, I will drop up to three discussion question grades for classes that you missed. This policy is intended to allow you to occasionally miss class even in circumstances that do not count as legitimate absences under University policy. Everyone faces life circumstances from time to time that make attending class and completing assignments difficult. However, I am not a medical doctor, social worker, or (non-political) psychologist and thus am in no position to judge the severity of the difficult circumstances you are experiencing. Adherence to university policy on legitimate absences and the drop-three policy are intended to take these decisions out of my hands.

Due dates for the final exam and op-ed assignment will only be extended for legitimate absences under the aforementioned university policy. Due dates for the group project will not be extended unless multiple group members have extended legitimate absences. If this is the case, please get in touch with me as early as possible.

Beyond these policies, students who do not attend regularly will do poorly in the class regardless of whether they make up assignments. Catching up on course material after an extended absence is difficult and will make it hard to do well on the final exam. Participation in group discussions throughout the semester is essential to forming a cohesive group that produces a high-quality group project.

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:
regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:
<https://policy.umn.edu/education/studentresp>.

Sexual Harassment and Misconduct

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <https://policy.umn.edu/hr/sexharassassault>

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about

personal support resources and options for investigation. For more information about the requirement that instructors and TAs report any prohibited sexual conduct that they become aware of to the Title IX office, see: <https://policy.umn.edu/hr/sexharassassault-faq01>

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Students are responsible for class attendance and all course requirements, including deadlines and examinations.

Disability Accommodations

I, and the University of Minnesota, are committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at drc@umn.edu or 612.626.1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with the DRC and have a current letter requesting reasonable accommodations, please contact me as early in the semester as possible to discuss how the accommodations will be applied in the course. I will generally request that we meet briefly to discuss these accommodations.

For more information, please see the DRC website, diversity.umn.edu/disability/.

Mental Health and Stress Management

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health website: www.mentalhealth.umn.edu.

Support for Writing

This class uses writing assignments. The Student Writing Center has TAs and ESL specialists to help with your writing skills. For more information, see writing.umn.edu/sws/.

Course Schedule and Readings

Jan 20: Course Introduction

Assignments: Course Syllabus

Readings: None

Jan 23: What is Political Psychology?

Assignments: None

Readings:

Huddy, Leonie, David O. Sears, and Jack S. Levy. 2013. "Introduction: Theoretical Foundations of Political Psychology." In *The Oxford Handbook of Political Psychology*, eds. Leonie Huddy, David O. Sears, and Jack S. Levy. (C)

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. Taylor & Francis Group, 621–31. (C)

Merolla, Jennifer et al. Forthcoming. "Emotional Reactions to COVID-19 Projections and Consequences for Protective Policies and Personal Behavior." *Political Psychology*
<http://onlinelibrary.wiley.com/doi/abs/10.1111/pops.12876>

Professor Myers's Reading Memo about Merolla et al. (C)

Jan 27: The Ideology Debate – Americans Are Not Ideological

Assignments: None

Readings:

Kinder, Donald R., and Nathan P. Kalmoe. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public*. Chicago: The University of Chicago Press. Chapter 1 and 2

Jan 30: The Ideology Debate – Americans Are Ideological

Assignments: None

Readings:

Carney, Dana R., John T. Jost, Samuel D. Gosling, and Jeff Potter. 2008. "The Secret Lives of Liberals and Conservatives: Personality Profiles, Interaction Styles, and the Things They Leave Behind." *Political Psychology* 29(6): 807–40.

Napier, Jaime L., and John T. Jost. 2008. "Why Are Conservatives Happier Than Liberals?" *Psychological Science* 19(6): 565–72.

Feb 3: The Ideology Debate – Are Americans Moderates?

Assignments: None

Readings:

Kalmoe, Nathan P. 2020. "Uses and Abuses of Ideology in Political Psychology." *Political Psychology* 41(4): 771–93.

Fowler, Anthony et al. 2022. "Moderates." *American Political Science Review*. Published online ahead of print.

Feb 6: Biopolitics: Predispositions

Assignments: None

Readings:

Hibbing, John R., Kevin B. Smith, and John R. Alford. 2013. *Predisposed: Liberals, Conservatives, and the Biology of Political Differences*. New York: Routledge. Chapters 1, 2, and 5

Feb 10: Biopolitics: Genetics and Evolutionary Psychology

Assignments: None

Readings:

Hibbing, John R., Kevin B. Smith, and John R. Alford. 2013. *Predisposed: Liberals, Conservatives, and the Biology of Political Differences*. New York: Routledge. Chapter 7.

Petersen, Michael Bang et al. 2013. "The Ancestral Logic of Politics: Upper-Body Strength Regulates Men's Assertion of Self-Interest Over Economic Redistribution." *Psychological Science* 24(7): 1098–1103.

Feb 13: Critiques of Biopolitics

Assignments: Group plan of work due

Readings:

Robette, Nicolas, and Paul Reeve. 2022. "The Dead Ends of Sociogenomics." *Population, English edition* 77(2): 181–215.

Freese, Jeremy. 2008. "The Limits of Evolutionary Psychology and the Open-Endedness of Social Possibility." *Sociologica* (3/2008).

Parameswaran, Gowri. 2014. "Are Evolutionary Psychology Assumptions about Sex and Mating Behaviors Valid? A Historical and Cross-Cultural Exploration." *Dialectical Anthropology* 38(3): 353–73.

Feb 17: Social Identity and Partisanship

Assignments: None

Readings:

Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago, Illinois: University of Chicago Press. Chs 1-3 (C)

Feb 20: Social Identity and Partisanship: Motivated Reasoning

Assignments: None

Readings:

Taber, Charles S., and Milton Lodge. 2006. "Motivated Skepticism in the Evaluation of Political Beliefs." *American Journal of Political Science* 50(3): 755–69.

Groenendyk, Eric, and Yanna Krupnikov. 2021. "What Motivates Reasoning? A Theory of Goal-Dependent Political Evaluation." *American Journal of Political Science* 65(1): 180–96.

Feb 24: Social Identity and Partisanship: Affective Polarization

Assignments: None

Readings:

Iyengar, Shanto, and Sean J. Westwood. 2015. "Fear and Loathing across Party Lines: New Evidence on Group Polarization." *American Journal of Political Science* 59(3): 690–707.

Druckman, James N. et al. 2021. "(Mis-)Estimating Affective Polarization." *The Journal of Politics*.

Feb 27: Guide to Review Essays

Readings:

Iyengar, Shanto et al. 2019. "The Origins and Consequences of Affective Polarization in the United States." *Annual Review of Political Science* 22: 129–46.

March 3: No Class – Meet with Professor Myers about Research Question and plan for Review Essay.

March 6 – 10: Spring Break

March 13: Race and Racial Attitudes Class 1

Assignments:

Readings:

DeSante, Christopher D., and Candis Watts Smith. 2020. *Racial Stasis: The Millennial Generation and the Stagnation of Racial Attitudes in American Politics*. Chicago: The University of Chicago Press. Intro, Chapters 1 and 2.

March 17: Race and Racial Attitudes Class 2

Assignments:

Readings:

DeSante, Christopher D., and Candis Watts Smith. 2020. *Racial Stasis: The Millennial Generation and the Stagnation of Racial Attitudes in American Politics*. Chicago: The University of Chicago Press. Intro, Chapters 3 and 4.

March 20: Race and Racial Attitudes Class 3

Assignments: Review essays due

Readings:

Jardina, Ashley. 2019. "White Consciousness and White Prejudice: Two Compounding Forces in Contemporary American Politics." *The Forum* 17(3): 447–66.

Perez Chapter

March 24: Political Interest

Assignments: None

Readings:

Prior, Markus. 2019. *Hooked: How Politics Captures People's Interest*. New York, NY: Cambridge University Press. CHAPTERS 1 and 2.

Krupnikov, Yanna, and John Barry Ryan. 2022. *The Other Divide*. Cambridge: University Press. https://primo.lib.umn.edu/permalink/f/1q7ssba/UMN_ALMA51903331540001701. CHAPTERS 1 and 3.

March 27: Development of Political Interest

Assignments: None

Readings:

Prior, Markus. 2019. *Hooked: How Politics Captures People's Interest*. New York, NY: Cambridge University Press. CHAPTERS 6 and 7.

Krupnikov, Yanna, and John Barry Ryan. 2022. *The Other Divide*. Cambridge: University Press. https://primo.lib.umn.edu/permalink/f/1q7ssba/UMN_ALMA51903331540001701. CHAPTER 5.

March 31: Consequences of (Too Much) Political Interest

Assignments: Research Designs Due

Readings:

Krupnikov, Yanna, and John Barry Ryan. 2022. *The Other Divide*. Cambridge: University Press. https://primo.lib.umn.edu/permalink/f/1q7ssba/UMN_ALMA51903331540001701. CHAPTER 7

Hersh, Eitan. 2019. "Politics Is for Power, Not Consumption." *Boston Review*. <https://www.bostonreview.net/articles/eitan-hersh-politics-power/> (January 13, 2023).

April 3: Political Discussion Class 1

Assignments: None

Readings: Cramer, Katherine J. 2004. *Talking about Politics: Informal Groups and Social Identity in American Life*. Chicago: University of Chicago Press. Chapters 1-3

April 7: Political Discussion Class 2

Assignments: None

Readings:

Fishkin, James, Alice Siu, Larry Diamond, and Norman Bradburn. 2021. "Is Deliberation an Antidote to Extreme Partisan Polarization? Reflections on 'America in One Room.'" *American Political Science Review* 115(4): 1464–81.

Myers, C. Daniel. 2021 "The Dynamics of Social Identity: Evidence from Deliberating Groups." *Political Psychology*.

April 10: Political Discussion Class 3

Assignments: None

Readings:

Minozzi, William et al. 2020. "The Incidental Pundit: Who Talks Politics with Whom, and Why?" *American Journal of Political Science* 64(1): 135–51.

April 14: No Class – Meet with Professor Myers about Project

April 17: No Class – Meet with Professor Myers about Project

April 21: Group Presentations Part 1

Assignments: Set up a time to meet with Professor Myers about your group presentation

April 24: Group Presentations Part 2

Assignments: Group 1-4 Presentation Evaluations

Readings:

April 28: Group Presentations Part 3

Assignments: Groups 5-8 Presentation Evaluations

Readings: None

May 1: Make-up Class OR Review Session

Assignments: Groups 9-12 Presentation Evaluations

May 5: Final Exam

May 10: Op-Ed Assignments Due