

US Political Behavior & Policy Making Process
George Mason University, Schar School of Policy and Government
POGO 841, PhD Seminar (85077)
Fall 2021
Thursdays 7:20pm – 10:00pm
WEST 1008

Professor: Jennifer Nicoll Victor, PhD
Email: jvictor3@gmu.edu
Twitter: @jennifernvictor
Physical office: Aquia Hall, 325
In-person drop-in availability: T 1-3pm; Th 5-6pm
Virtual appointments: <https://calendly.com/jvictor3>
Course website: <http://blackboard.gmu.edu>
Faculty website: <https://jvictor.gmu.edu/>

Course Description

This is a course for PhD students in political science, or adjacent fields, who are engaged with research in political behavior in the US context. The course covers the following topics: theories of participatory democracy, political psychology, social identity, partisanship, polarization, representation, prejudice, political media, public opinion, voting, lobbying, and campaigning. Reading assignments cover classic and contemporary texts, aimed at identifying the current state of research in each subfield. Students are expected to learn through engagement with the literature, peer discourse, and synthesis writing. In addition, a primary deliverable of this course is a potentially publishable original research paper.

Course Goals

Broadly, this course has two goals.

1. Students will develop sufficient familiarity with the literature in political behavior in the US context to participate in active scholarly engagement with its findings. If student plan to take comprehensive exams in American politics, this course provides critical foundations essential to demonstrating competency in the behavioral literature. Upon course completion, students should have a ready grasp of the key findings, viable questions, and primary challenges of research in these areas.
2. Students will draft a complete social scientific research paper that is of publishable caliber. Students may choose to submit their final paper to a peer-reviewed conference or journal, upon guidance of the instructor. Students are expected to have already completed courses in research design and analytical techniques in order to satisfy this goal.

Course Format and Components

This course is being taught in-person and may not be completed in hybrid fashion. Students are required to be fully vaccinated against COVID-19 before the course begins. In addition to following state, county, and university health policies, the class may vary policies and

expectations regarding masks or other mitigation strategies depending on current data. If students experience health or other personal emergencies during the course, they must communicate their situation and needs with the instructor, who will work with you to devise a contingency plan for completing the course. The course includes the following graded requirements:

Participation (10%) Students are expected to attend class prepared to participate in class discussions. Students will take turns volunteering as a discussion leader each week. The discussion leader circulates brief summaries of the week's readings and poses discussion questions for the session. Students may miss one class meeting without grade penalty.

Reading Journal (20%) Each week students will submit a document that contains a **summary of 3 of the week's required readings**. The document should not be longer than 2 pages. Students may choose which three required readings to summarize. Students are required to use the following headings and format in their document.

1. *Research Question* – state the main question the research seeks to answer
2. *Theory* – state the author's unique idea that potentially explains the phenomenon of question, or that answers the question of the research.
3. *Hypotheses* – restate the author's primary expectation.
4. *Test* – describe the means by which the author tests the main hypothesis. What method is used?
5. *Results* – describe the main finding of the test and the concluding inference the author draws to answer the research question.
6. *Conclusions* — How do the results answer the research question and contribute to our understanding of the puzzle.

Each of the 5 subheadings should be answered as succinctly as possible; in one sentence if possible. Your lowest reading journal score will be dropped (meaning students may skip one week if they choose). Think of these reading journals as your own notes that you might use during an exam to help you remember the most important points of a piece.

Short essays (X2) (15% each) Each student will submit two essays, 3-5 pages each, during the semester. Essays should offer a main claim or thesis that is supported by synthesizing a relevant subset of literature. The goal of the assignment is to offer practice in critical reaction to literature and to give students a space to make connections between and among scientific findings. Due dates are flexible. Students may submit these at any point during the semester; however, students are recommended to submit these on **September 30** and **November 11**.

Research paper (40%) Each student will submit a complete research paper of publishable quality. Students should aim to submit their seminar paper to a relevant conference or journal, upon guidance and advise of the instructor. Some in-class time will be dedicated to collaboratively working on these projects. Students will develop their own research questions and complete their paper in scaffolded format with regular instructor and peer review on the following schedule:

September 16	Statement of research question (submit abstract < 200 words)
September 23	Project outline and bibliography
October 7	Theory and literature review; testable hypotheses (3-5 pages)

October 21	Description of research design approach, data (3-5 pages)
November 4	Tests, analysis, and results (3-5 pages)
November 18	Complete first draft for peer review
December 2	Submit peer review
TUES., Dec. 14	Final draft due

Extra Credit, Missing, and Late Work

There are no opportunities for earning extra or bonus credit in this course. Late assignments may be submitted for a 5 percent per day penalty. No assignments will be accepted after the last day of instruction for the semester on the university calendar (Dec. 4).

News, media, and consumption of political information

As a part of this course, it is your responsibility to be well-informed about current events and political news. It is increasingly difficult to learn about political events in a way that is even-handed and non-partisan. Here are some tips about how to consume news in a way that will provide you with the most value:

1. Consume a variety of well-respected news sources. In general, for national political news I recommend *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *USA Today*, and National Public Radio. Instructions for accessing subscription services through Mason are below.
2. Avoid television news altogether, except on election night.
3. Avoid getting your news exclusively from social media.
4. Avoid news sources that seek to provoke an emotional response. Try to consume news dispassionately. It's okay to have passion about politics, rights, justice, issues, etc. But try to consume news with a sense of curiosity, rather than an urge to be outraged, touched, or emotive. Train yourself to read a headline and response with, "Huh, that's interesting," rather than automatically clicking forward, like, retweet, etc.

Instructions for access to news sources. As a Mason student, your tuition provides you access to dozens of subscription-only resources through the Mason library. These include many expensive, high quality news sources.

1. Install the Duo Mobile app on your smart phone. For complete instructions on enrolling in Mason's two-factor authentication service (2FA) see [this](#).
2. Sign up for your own [New York Times](#) and [Financial Times](#) accounts using the Mason libraries. See <http://infoguides.gmu.edu/politics/news> for instructions.
3. Access [The Chronicle of Higher Ed](#) and [The Economist](#) through the links given here, as they route you through the Libraries' proxy server.
4. Access many national and local newspapers (including the *Wall Street Journal* and *Washington Post*) through the [Factiva News Pages](#).
5. Podcasts are also an excellent way to stay abreast of the news. I recommend the following politics and news themed podcasts, which you can find on iTunes, or your favorite podcast service: FiveThirtyEight Politics, The Weeds (Vox), Up First (NPR), Politics Podcast (NPR), Checks and Balances (The Economist), The Ezra Klein Show (NYT), Mischief of Faction, Politics in Question, Political Gabfest (Slate), The Daily (NYT), Political Research Digest (The Niskanen Center)

Resources for Students

College can be a stressful experience. It is normal to sometimes feel overwhelmed, out of place, or, insecure. Self-care strategies are important for maintaining your physical, emotional, and academic health. Developing self-awareness about stress, anxiety, or health issues is an important part of your development and success as a student. The following campus resources are available to you to help you learn to manage the complexities of your college:

[Center for Academic Advising, Retention, and Transitions](#)

[Compliance, Diversity, and Ethics \(including sexual misconduct and harassment; Title IX\)](#)

[Counseling and Psychological Services](#)

[Covid-19 Information Page from GMU](#)

[Disability Services](#)

[Financial Aid](#)

[International Programs and Services](#)

[Learning Services](#)

[Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Resources](#)

[Mathematics Tutoring Center](#)

[Military Alliance Program](#)

[Office of Diversity, Inclusion, and Multicultural Education](#)

[Online Learning Services](#)

[Safe Return to Campus Plan](#)

[Student Conduct](#)

[Student Emergency Assistance Funding](#)

[Student Health Services](#)

[University Career Services](#)

[University Life](#)

[University Writing Center](#)

Class Policies

A. *Class Attendance and Participation.* Learning is an *active*, rather than *passive*, exercise. To succeed in this class, read all the assigned readings using an active and engaged reading comprehension strategy, attend class prepared to engage with colleagues on the material, practice self-respect, peer-respect, humility, and self-assurance. Be willing to take risks and to receive constructive criticism as a collective means of advancing the work, not as a personal rebuke. Scholarship is not personal.

B. *COVID-19/Delta Mitigation.* In accordance with university policy, all students are required to be vaccinated against COVID-19 to attend this class. In addition, students must wear masks that cover their nose and mouth at all times while indoors on Mason's campus. The vaccine is to protect you; the masks are to protect others. With some luck, our class will be uninterrupted by viral outbreaks during the course of the term. If you have concerns related to your health or the health policies in class, discuss them with your instructor.

C. *Readings.* As is the case with attendance, keeping pace with the reading is essential to succeeding in this class. It is *your* responsibility to obtain copies of the readings prior to the date we will discuss them in class. I will do everything I can to make this task easier for you. You will be much more successful in this course if you complete the assigned readings and *take notes* on them.

D. *Technology.* Students will need regular access to computer and internet technology to complete this course. Students may bring laptops or tablets to class for the purpose of referencing or taking notes. I recommend the use of bibliographic software to store references (e.g., Zotero) and statistical software for data analysis (e.g., R, Stata).

E. *Cheating, Plagiarism, and Academic Integrity.* Students in this course will be expected to comply with the George Mason University Honor Code (see <https://oai.gmu.edu/mason-honor-code/>). There are three simple guidelines to follow with respect to academic integrity: (1) all work you submit must be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the expectations for any assignment, ask for clarification. Any student engaged in any academic misconduct *will receive an F on the offending exam or assignment.* Egregious violations will result in an F grade for the course and will be reported to the Office of Academic Integrity. These violations include cheating on an exam, using someone else's work as your own, and plagiarizing the written word. Plagiarism (using someone else's words or ideas without providing credit or citation) is a serious offense. *If you have any questions at all about what constitutes cheating, plagiarism, or academic misconduct, please ask the instructor.*

F. *Students with Disabilities.* If you are a student with a disability and you need academic accommodations, please contact the instructor and contact [Disability Services](#) at 703.993.2474 or ods.gmu.edu. All academic accommodations must be arranged through that office.

G. *Diversity is a value.* George Mason University values diversity in its learning, research, and civic activities. All members of the Mason community are asked to show respect to one another at all times. The learning environment in this class respects a wide array of viewpoints, and students of all cultural, ethnic, religious, and political backgrounds are welcome. More information about Mason's policies surrounding diversity can be found at the [Office of Diversity, Inclusion, and Multicultural Education \(ODIME\)](#). Should you need accommodations related to observing a religious holiday, please contact the instructor. For your reference, a list of [major religious holidays can be found here](#). It is students' responsibility to communicate with the instructor if religious observations conflict with course requirements.

H. *Student Privacy.* The Family Educational Rights and Privacy Act (FERPA) grants students continuous access to educational records upon their request, allows students to amend their record if errors are found, and restricts how and when educational records can be disclosed. Your instructor will not release information about your academic record in this course to anyone without the student's permission. [More information about FERPA is here.](#)

I. *Email.* Mason uses only Mason e-mail accounts to communicate with enrolled students.

Students must activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class. *Email etiquette*: An email is a professional correspondence; do not write it as if it is a text message, snap, tweet, or IM. Always use a salutation and sign your name. Consider creating a signature that automatically inserts your name and basic contact information at the bottom of your emails. Use proper punctuation and grammar.

J. Dropping or withdrawing.

August 30	Last day to add
September 7	Last day to drop (no tuition penalty)
September 14	Last day drop with 50% tuition liability
Sept. 15 – Sept 27	Unrestricted withdraw, with 100% tuition liability
Sept. 28 – Oct 27	Selective Withdraw opportunity (results in “W” grade)

After October 27 there are no options for withdrawing from the course. If you have concerns about your performance in the course, or you find yourself unable to perform for any reason, you should discuss your concerns with your teaching assistant, professor, advisor, and Assistant Dean (in that order). Students seeking to drop or withdraw are responsible for doing so on their own in Patriot Web.

Required Texts

The reading load for this course is intense. We will read about a book a week, in addition to a handful of articles. It is vital that you keep up with the readings. One of the most important skills you will learn as a graduate student (most important in terms of being successful in graduate school) is how to efficiently digest a large volume of readings. I know that you will not be able to read every word that is assigned; but you will need to learn how to quickly glean the most important points from each reading. While I cannot require it, I *strongly* encourage you to take notes on everything you read. Good organization and careful note taking will increase your retention of the material, improve your ability to recall information, lead to superior classroom discussions, and reduce your research and study time at later points. Taking notes may mean it takes longer to get through some material, but the (long term) benefits of doing so, far exceed the (short term) costs. As a minor guide to digesting volumes of information in an efficient way, use the following questions to help focus your attention about each piece of research:

- 1.) What is the main question the author is asking?
- 2.) What motivates the question/why is the author asking the question?
- 3.) What is the primary expectation, hypothesis, or claim the author seeks to test?
- 4.) On what theory or logic is the expectation based?
- 5.) What methods of investigation has the author used to evaluate the claim?
- 6.) What are the primary findings? Were the expectations met?
- 7.) How does this research advance, or contribute to, our knowledge of this topic?

In addition to the following required texts, a series of articles are listed in the detailed weekly description below. I strongly recommend that students use bibliographic software to access, document, and catalog the items they read. While there are many such software options around,

I recommend using Zotero, a free add-in for your web-browser. It works with most browsers but is designed to work in Firefox and you'll get the most functionality from it if you use it with Firefox. Information and tutorials on Zotero are available [here](http://infoguides.gmu.edu/politics/zotero) (<http://infoguides.gmu.edu/politics/zotero>). As a first assignment, I ask that students explore this software and use download all the readings into Zotero. All the readings are available through web access at Mason's library. I recommend using Jstor.org or Google Scholar (<http://scholar.google.com/>) to find the articles listed below. You'll need to be logged into a secure Mason portal, either from a campus IP, or through a remote Mason VPN connection (https://sslvpn01.gmu.edu/dana-na/auth/url_default/welcome.cgi). From the library homepage you can search for Jstor, which will give you most of the articles, except those published in the last few years. Using bibliographic software will make your life easier—never fret about formatting a bibliography ever again! For graduate students who expect to take field exams, this approach is essential.

Required Books

- Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. ISBN: 9780691178240
- Condon, Meghan, and Amber Wichowsky. *The Economic Other: Inequality in the American Political Imagination*. First edition. Chicago ; London: University of Chicago Press, 2020. ISBN: 9780226691879
- Drutman, Lee. *The Business of America Is Lobbying: How Corporations Became Politicized and Politics Became More Corporate*. 1 edition. Oxford ; New York, NY: Oxford University Press, 2015. ISBN: 9780190677435
- Mason, Lilliana. *Uncivil Agreement: How Politics Became Our Identity*. 1 edition. Chicago, Illinois ; London: University of Chicago Press, 2018. ISBN: 9780226524542
- Young, Dannagal Goldthwaite. *Irony and Outrage: The Polarized Landscape of Rage, Fear, and Laughter in the United States*. Oxford University Press, 2019. ISBN: 9780190913083

Course Schedule

Thursday, August 26 - Democracy, Norms, and Values

Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. (Chapters 1 - 3)

Huber, Gregory A., Seth J. Hill, and Gabriel S. Lenz. "Sources of Bias in Retrospective Decision Making: Experimental Evidence on Voters' Limitations in Controlling Incumbents." *American Political Science Review* 106, no. 4 (November 2012): 720–41. <https://doi.org/10.1017/S0003055412000391>.

Levitsky, Steven, and Daniel Ziblatt. "This Is How Democracies Die." *The Guardian*, January 21, 2018, sec. Opinion. <http://www.theguardian.com/us-news/commentisfree/2018/jan/21/this-is-how-democracies-die>.

Schwartz, Shalom H., Gian Vittorio Caprara, Michele Vecchione, Paul Bain, Gabriel Bianchi, Maria Giovanna Caprara, Jan Cieciuch, et al. “Basic Personal Values Underlie and Give Coherence to Political Values: A Cross National Study in 15 Countries.” *Political Behavior* 36, no. 4 (December 2014): 899–930. <https://doi.org/10.1007/s11109-013-9255-z>.


Thursday, September 2 — Political Psychology

Amos Tversky and Daniel Kahneman. 1981. “The Framing of Decisions and the Psychology of Choice.” *Science* 211(4481): 453-458.

Gadarian, Shana Kushner, and Bethany Albertson. “Anxiety, Immigration, and the Search for Information.” *Political Psychology* 35, no. 2 (2014): 133–64. <https://doi.org/10.1111/pops.12034>.

Marc Hetherington and Elizabeth Suhay. 2011. “Authoritarianism, Threat, and Americans’ Support for the War on Terror.” *American Journal of Political Science* 55(3): 546-560.

Miller, Joanne, M., Kyle L. Saunders and Christina E. Farhart. 2016. “Conspiracy Endorsement as Motivated Reasoning: The Moderating Roles of Political Knowledge and Trust.” *American Journal of Political Science*, 60: 824-844.

Taber, Charles S., and Milton Lodge. 2016. “The Illusion of Choice in Democratic Politics.” *Advances in Political Psychology*, 37(S1): 61-85. 

Webster, Steven W. “Anger and Declining Trust in Government in the American Electorate.” *Political Behavior* 40, no. 4 (December 1, 2018): 933–64. <https://doi.org/10.1007/s11109-017-9431-7>.

Thursday, September 9 — Identity

Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. (Chapters 8 - 9)

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

Mason, Lilliana, Julie Wronski, and John V. Kane. “Activating Animus: The Uniquely Social Roots of Trump Support.” *American Political Science Review*, 2021, 1–9. <https://doi.org/10.1017/S0003055421000563>.

Suhay, Elizabeth. “Explaining Group Influence: The Role of Identity and Emotion in Political Conformity and Polarization.” *Political Behavior* 37, no. 1 (March 1, 2015): 221–51. <https://doi.org/10.1007/s11109-014-9269-1>.

Thursday, September 16 — Inequality

Condon, Meghan, and Amber Wichowsky. *The Economic Other: Inequality in the American Political Imagination*. First edition. Chicago ; London: University of Chicago Press, 2020.

Thursday, September 23 — Partisanship

Abramowitz, Alan I., and Steven Webster. “The Rise of Negative Partisanship and the Nationalization of U.S. Elections in the 21st Century.” *Electoral Studies* 41 (March 1, 2016): 12–22. <https://doi.org/10.1016/j.electstud.2015.11.001>.

Barber, Michael, and Jeremy C. Pope. “Does Party Trump Ideology? Disentangling Party and Ideology in America.” *American Political Science Review* 113, no. 1 (February 2019): 38–54. <https://doi.org/10.1017/S0003055418000795>.

Gadarian, Shana Kushner, Sara Wallace Goodman, and Thomas B. Pepinsky. “Partisanship, Health Behavior, and Policy Attitudes in the Early Stages of the COVID-19 Pandemic.” *PLOS ONE* 16, no. 4 (April 7, 2021): e0249596. <https://doi.org/10.1371/journal.pone.0249596>.

McGhee, Eric, Seth Masket, Boris Shor, Steven Rogers, and Nolan McCarty. “A Primary Cause of Partisanship? Nomination Systems and Legislator Ideology: A PRIMARY CAUSE OF PARTISANSHIP?” *American Journal of Political Science* 58, no. 2 (April 2014): 337–51. <https://doi.org/10.1111/ajps.12070>.

Noel, Hans. “The Coalition Merchants: The Ideological Roots of the Civil Rights Realignment.” *The Journal of Politics* 74, no. 1 (January 1, 2012): 156–73. <https://doi.org/10.1017/S0022381611001186>.

Wamble, Julian, Chryl Laird, Corrine McConnaughy, and Ismail White. “We Are One: Understanding the Maintenance of Black Democratic Party Loyalty.” *The Journal of Politics*, July 15, 2021. <https://doi.org/10.1086/716300>.

Thursday, September 30

No class meeting this week; professor attending APSA meetings

Thursday, October 7 — Polarization

Klar, Samara, Yanna Krupnikov, and John Barry Ryan. 2018. “Affective polarization on partisan disdain? Untangling a dislike for the opposing party from a dislike of partisanship.” *Public*

Opinion Quarterly 82: 379-390.

Levendusky, Matthew S. “Americans, Not Partisans: Can Priming American National Identity Reduce Affective Polarization?” *The Journal of Politics* 80, no. 1 (January 1, 2018): 59–70. <https://doi.org/10.1086/693987>.

Mason, Lilliana. *Uncivil Agreement: How Politics Became Our Identity*. 1 edition. Chicago, Illinois ; London: University of Chicago Press, 2018. (Chs. 4-6)

Webster, Steven W., and Alan I. Abramowitz. “The Ideological Foundations of Affective Polarization in the U.S. Electorate.” *American Politics Research* 45, no. 4 (July 1, 2017): 621–47. <https://doi.org/10.1177/1532673X17703132>.

Thursday, October 14 — Representation, Immigration, Racial Attitudes

Banks, Antoine J., and Nicholas A. Valentino. “Emotional Substrates of White Racial Attitudes.” *American Journal of Political Science* 56, no. 2 (2012): 286–97. <https://doi.org/10.1111/j.1540-5907.2011.00561.x>.

Brader, Ted, Nicholas A. Valentino, and Elizabeth Suhay. “What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat.” *American Journal of Political Science* 52, no. 4 (2008): 959–78. <https://doi.org/10.1111/j.1540-5907.2008.00353.x>.

Gay, Claudine. “Seeing Difference: The Effect of Economic Disparity on Black Attitudes toward Latinos.” *American Journal of Political Science* 50, no. 4 (2006): 982–97. <https://doi.org/10.1111/j.1540-5907.2006.00228.x>.

McClain, Paula D., Niambi M. Carter, Victoria M. DeFrancesco Soto, Monique L. Lyle, Jeffrey D. Grynawski, Shayla C. Nunnally, Thomas J. Scotto, J. Alan Kendrick, Gerald F. Lackey, and Kendra Davenport Cotton. “Racial Distancing in a Southern City: Latino Immigrants’ Views of Black Americans.” *The Journal of Politics* 68, no. 3 (August 1, 2006): 571–84. <https://doi.org/10.1111/j.1468-2508.2006.00446.x>.

Pérez, Efrén O. “Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics.” *American Journal of Political Science* 59, no. 3 (2015): 549–64. <https://doi.org/10.1111/ajps.12131>.

Stauffer, Katelyn E. “Public Perceptions of Women’s Inclusion and Feelings of Political Efficacy.” *American Political Science Review*, 2021, 1–16. <https://doi.org/10.1017/S0003055421000678>.

Thursday, October 21 — Racial Prejudice

Aarøe, Lene, Michael Bang Petersen, and Kevin Arceneaux. “The Behavioral Immune System

Shapes Political Intuitions: Why and How Individual Differences in Disgust Sensitivity Underlie Opposition to Immigration.” *American Political Science Review* 111, no. 2 (May 2017): 277–94. <https://doi.org/10.1017/S0003055416000770>.

Acharya, Avidit, Matthew Blackwell, and Maya Sen. “The Political Legacy of American Slavery.” *The Journal of Politics*, May 19, 2016. <https://doi.org/10.1086/686631>.

Berinsky, Adam J., and Tali Mendelberg. “The Indirect Effects of Discredited Stereotypes in Judgments of Jewish Leaders.” *American Journal of Political Science* 49, no. 4 (2005): 845–64. <https://doi.org/10.1111/j.1540-5907.2005.00159.x>.

Feldman, Stanley, and Leonie Huddy. “Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice?” *American Journal of Political Science* 49, no. 1 (2005): 168–83. <https://doi.org/10.1111/j.0092-5853.2005.00117.x>.

Newman, Benjamin, Jennifer L. Merolla, Sono Shah, Danielle Casarez Lemi, Loren Collingwood, and S. Karthick Ramakrishnan. “The Trump Effect: An Experimental Investigation of the Emboldening Effect of Racially Inflammatory Elite Communication.” *British Journal of Political Science* 51, no. 3 (July 2021): 1138–59. <https://doi.org/10.1017/S0007123419000590>.

Scacco, Alexandra, and Shana S. Warren. “Can Social Contact Reduce Prejudice and Discrimination? Evidence from a Field Experiment in Nigeria.” *American Political Science Review* 112, no. 3 (August 2018): 654–77. <https://doi.org/10.1017/S0003055418000151>.

Tesler, Michael. “The Return of Old-Fashioned Racism to White Americans’ Partisan Preferences in the Early Obama Era.” *The Journal of Politics*, July 19, 2015. <https://doi.org/10.1017/S0022381612000904>.

Thursday, October 28 — Media and Politics

Druckman, James N., Matthew S. Levendusky, and Audrey McLain. “No Need to Watch: How the Effects of Partisan Media Can Spread via Interpersonal Discussions.” *American Journal of Political Science* 62, no. 1 (2018): 99–112. <https://doi.org/10.1111/ajps.12325>.

Ladd, Jonathan McDonald, and Gabriel S. Lenz. “Exploiting a Rare Communication Shift to Document the Persuasive Power of the News Media.” *American Journal of Political Science* 53, no. 2 (2009): 394–410. <https://doi.org/10.1111/j.1540-5907.2009.00377.x>.

Mutz, Diana C., and Byron Reeves. “The New Videomalaise: Effects of Televised Incivility on Political Trust.” *American Political Science Review* 99, no. 1 (February 2005): 1–15. <https://doi.org/10.1017/S0003055405051452>.

Nyhan, Brendan, Ethan Porter, Jason Reifler, and Thomas J. Wood. “Taking Fact-Checks Literally But Not Seriously? The Effects of Journalistic Fact-Checking on Factual Beliefs

and Candidate Favorability.” *Political Behavior* 42, no. 3 (September 1, 2020): 939–60.
<https://doi.org/10.1007/s11109-019-09528-x>.

Young, Dannagal Goldthwaite. *Irony and Outrage: The Polarized Landscape of Rage, Fear, and Laughter in the United States*. Oxford University Press, 2019.

Thursday, November 4 — Public Opinion

Chong, Dennis, and James N. Druckman. “Dynamic Public Opinion: Communication Effects over Time.” *American Political Science Review* 104, no. 4 (November 2010): 663–80.
<https://doi.org/10.1017/S0003055410000493>.

Druckman, James N., Erik Peterson, and Rune Slothuus. “How Elite Partisan Polarization Affects Public Opinion Formation.” *American Political Science Review* 107, no. 1 (February 2013): 57–79. <https://doi.org/10.1017/S0003055412000500>.

Feldman, Stanley, and John Zaller. “The Political Culture of Ambivalence: Ideological Responses to the Welfare State.” *American Journal of Political Science* 36, no. 1 (1992): 268–307. <https://doi.org/10.2307/2111433>.

Freeder, Sean, Gabriel S. Lenz, and Shad Turney. “The Importance of Knowing ‘What Goes with What’: Reinterpreting the Evidence on Policy Attitude Stability.” *The Journal of Politics* 81, no. 1 (January 1, 2019): 274–90. <https://doi.org/10.1086/700005>.


Jennings, M. Kent, Laura Stoker, and Jake Bowers. “Politics across Generations: Family Transmission Reexamined.” *The Journal of Politics* 71, no. 3 (July 1, 2009): 782–99.
<https://doi.org/10.1017/S0022381609090719>.

Wasow, Omar. “Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting.” *American Political Science Review* 114, no. 3 (August 2020): 638–59.
<https://doi.org/10.1017/S000305542000009X>.

Thursday, November 11 — Voting

Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. (Chapter 10)

Akee, Randall, William Copeland, John B. Holbein, and Emilia Simeonova. “Human Capital and Voting Behavior across Generations: Evidence from an Income Intervention.” *American Political Science Review* 114, no. 2 (May 2020): 609–16.
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Thursday, November 18 — Lobbying

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Furnas, Alexander C., Michael T. Heaney, and Timothy M. LaPira. “The Partisan Ties of Lobbying Firms.” *Research & Politics* 6, no. 3 (July 2019): 205316801987703.
<https://doi.org/10.1177/2053168019877039>.

McCrain, Joshua. “Revolving Door Lobbyists and the Value of Congressional Staff Connections.” *Journal of Politics* 80, no. 4 (October 2018): 1369–83.
<https://doi.org/10.1086/698931>.

Hall, Richard L., and Alan V. Deardorff. “Lobbying as Legislative Subsidy.” *American Political Science Review* 100, no. 01 (2006): 69–84.



Koger, Gregory, and Jennifer Nicoll Victor. “Polarized Agents: Campaign Contributions by Lobbyists.” *PS: Political Science & Politics* 42, no. 03 (July 2009): 485–88.
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Thursday, November 25

No class. Thanksgiving break.

Thursday, December 2 — Campaigning

Achen, Christopher H., and Larry M. Bartels. *Democracy for Realists: Why Elections Do Not Produce Responsive Government*. Princeton: Princeton University Press, 2016. (Chapter 11)

Gerber, Alan S., James G. Gimpel, Donald P. Green, and Daron R. Shaw. “How Large and Long-Lasting Are the Persuasive Effects of Televised Campaign Ads? Results from a Randomized Field Experiment.” *American Political Science Review* 105, no. 1 (February 2011): 135–50. <https://doi.org/10.1017/S000305541000047X>.

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La Raja, Raymond J., and Brian F. Schaffner. “The Effects of Campaign Finance Spending Bans on Electoral Outcomes: Evidence from the States about the Potential Impact of Citizens United v. FEC.” *Electoral Studies* 33 (March 1, 2014): 102–14. <https://doi.org/10.1016/j.electstud.2013.08.002>.

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Wattenberg, Martin P., and Craig Leonard Briens. “Negative Campaign Advertising: Demobilizer or Mobilizer?” *American Political Science Review* 93, no. 4 (December 1999): 891–99. <https://doi.org/10.2307/2586119>.

Tuesday, December 14

Final paper presentations