

# Spring 2025 L32 428 Comparative Political Behavior and Identity<sup>1</sup>

Instructor: Dr. Stephanie N. Shady (she/her)

Email: shadys@wustl.edu

Class Meetings: Tuesdays and Thursdays 10:00-12:20 AM

Classroom: Cupples II L009

Office Hours: Wednesdays 11:00 AM - 2:00 PM, or by appt

Office: Seigle 132



(a)



(b)



(c)



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Figure 1: (a) LGBTQ rights activist in Beirut holding Lebanese Pride flag, 2013. Josphe Eid, AFP, Getty Images. (b) Nigerian woman in Port Harcourt casts a ballot in the 2019 elections. Yasuyoshi Chiba, AFP, Getty Images. (c) Catalan independence protest in 2021 in Barcelona. Albert Gaia, Reuters. (d) MeToo protesters holding signs that read “There is no such thing as a single-issue strategy because we do not have single-issue lives” (Audra Lorde) and “It’s not feminism if it’s not intersectional.” Sonali Mehta, Kenan Institute for Ethics at Duke University.

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<sup>1</sup>Last edited on December 21, 2024. I reserve the right to update any aspect of this syllabus.

## Course Description

At the very essence of political science, and indeed all social sciences, is human behavior. In this course, we will focus on mass political behaviors, that is, the behaviors of the public. How do everyday people respond to, think about, and engage in politics? Under what conditions do people participate in political actions, or avoid them? We will explore these questions by comparing human behaviors across global regions and political systems. The course is divided into two parts: **First**, we will study **individual-level** behaviors, and **second**, we will study **group-level** behaviors. Throughout the course, we will use a political psychological lens to deepen our understanding of *why* individuals and groups behave as they do.

**Prerequisites:** None

**Course Goals:** Throughout this course, you will:

- Analyze the psychological mechanisms of political attitudes and behaviors at both the individual and the group level.
- Apply social psychological theories of identity to a variety of political behaviors across geographic contexts.
- Assess the strengths and weaknesses of measuring identities, attitudes, and behaviors in survey and other data sources.
- Compare the advantages and disadvantages of different approaches to studying political behaviors.

## Course Materials

**Required book:** None

Canvas will be our primary resource center for the course. You will find folders with the following materials:

- PDFs or links for articles or book chapters that are assigned on the calendar to prepare for the day's class. Please bring an electronic or paper copy of reading materials to class daily.
- Detailed guidelines for all assignments.
- Submission links for all assignments.
- Information about campus resources.
- An **"Extensions and Questions" folder**. All of us are here to learn, including me. If you ask a question that I do not know the answer to, I will look into it and put related resources in this folder. I will also periodically add items of interest such as news articles, films and fiction, or podcasts that you may peruse if you are interested in diving deeper in a particular topic. If you come across a resource you'd like to share, please e-mail it to me!

## Classroom Norms

Your active engagement in the classroom will contribute to your learning and enrich class-wide discussions on topics that touch all of our lives in some form. On a typical day, we will:

- Discuss current events relative to the course, such as newly-released public opinion data, protests, or other interesting political behaviors.
- Hold small-group reflections on reading assignments that we all prepare before class.
- Analyze key terms and concepts in the study of identities and political behaviors through conversational lectures, small-group and class-wide discussions, and other interactive activities.
- Engage with public opinion data through both pre-made data visualization tools ~~or R (I will assess the appropriate tools for our specific class based on past experiences).~~

## Assessment

You will be assessed using the measures listed below with the following weights. Details about each assignment can be found in the syllabus and on Canvas and will be discussed in class:

### Grade Distribution:

Quizzes: 10%

Midterm exam: 20% (individual behaviors)

Final exam: 25% (group and individual behaviors - cumulative)

Current event presentation: 10%

Data activities: 15%

Research paper: 20%

### Letter Grade Distribution:

$\geq 93.00$	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	$\leq 59.99$	F

The grading scale above represents the department standard. I will round up decimals at 0.49 or above. To maintain fairness to all of your classmates, I will not arbitrarily negotiate final grades at the end of the semester. Grades are a tool, albeit an imperfect one, for measuring understanding and application of course material. I am committed to assessing you fairly and providing feedback in order for you to learn, and negotiation is not a learning outcome of the course.

## Important Notes on the Nature of the Course

### Courses about sensitive or difficult political topics

Political science courses grapple with nuanced, difficult issues, and university is a place for you to gain knowledge, learn various perspectives rooted in evidence, and think critically about the world in which we live. This type of learning is only possible when you are actively engaged in your coursework—reading carefully, listening to others, and participating in discussions in class. Engagement is not passive. It means connecting course materials to past courses, your experiences, and concepts from throughout our course.

Engagement can also mean considering critiques of scholarly perspectives. Criticism and disagreement with readings, your classmates, or with me is welcome as long as it is expressed with respect and rooted in logic and evidence. Please refrain from dehumanizing language towards any group of humans. Finally, conspiracies and misinformation are not appropriate forms of evidence in coursework or participation. Our course will be rooted in scholarly research.

### Courses that primarily use academic scholarship readings

The readings in this course will serve two purposes. First, they will provide essential foundations of existing research on topics, whether through literature review articles or through smaller reviews of relevant literature in an original research article. Second, they will offer examples of contexts and strategies that scholars of political behavior use to refine theories and test their observable implications. It is imperative that you both read and attend class regularly in order to prepare strategically to apply course concepts in your exams and research-based coursework. This course will combine lecture and discussion, and all students are responsible for preparing for discussion on a regular basis. To maximize your engagement and understanding, I advise you to write down some of the following questions or comments as you are reading:

- **Discussion questions.** These are questions that consider the reading critically and invite your

classmates to do the same. Examples could be considering how other topics we've discussed would affect the theory, the appropriateness of a measure, the generalizability of the theory to different contexts, or the implications of the piece for future scholarship. Here are some types of discussion questions drawn from political psychology Professor Mark Brandt:

- “Challenge questions: interrogate assumptions, conclusions or interpretations
  - Relational questions: ask for comparisons of themes, ideas, or issues
  - Action questions: call for a conclusion or action
  - Extension questions: expand the discussion
  - Hypothetical questions: pose a change in the facts or issues
  - Priority questions: seek to identify the most important issue(s)”
- **Questions about something you want more clarification on.** These readings are complex, and I do not expect that you understand everything in the article the first time you read it. Use this space to let me know where we should spend the most class time helping you understand. If you need further clarification on your question after class, please come to office hours that week so we can discuss further.

## Assignments

### **Quizzes:** 10%

You will take short quizzes in class as I deem necessary to check for understanding of topics we have covered in class—including readings, lectures, and class discussions. These quizzes may or may not be announced. You should be prepared to complete these quizzes without using your notes or reading materials. The purpose of these quizzes is to check your understanding throughout the semester before the exams and to encourage you to study on a consistent basis. Doing so will contribute to your overall success in the course. These quizzes will be scored by the number of the points on the quiz and weighted accordingly. Quizzes cannot be made up in case of absence or tardiness. I will drop the lowest quiz score at the end of the semester.

### **Exams:** 45% (20% midterm, 25% final)

You will take two exams in this class: first an exam on *individual* political behaviors, and second an exam on *both group and individual* political behaviors. The final exam is cumulative. Both exams will be a combination of multiple choice and short answer questions and will be taken on paper in class.

### **Current Event Presentation:** 10%

Each of you will present one (1) current event to the class using a recent (within the past year) article from a reputable news source (e.g. *The New York Times*, *Associated Press*, *BBC*, *National Public Radio*). Your event may be from any part of the world that you choose. After briefly summarizing the article, you will analyze the **identities and behaviors** relevant to the events covered in the article and tie them to material we have covered in class. You should identify and explain **at least two (2) course terms or concepts** in your assessment. Presentations should be five (5) minutes and will be done at the beginning of class.

You will sign up for a presentation date at the beginning of the semester, and you will email me the link to your article **48 hours in advance** (if you present Tuesday, send it by Sunday on class time; if you present Thursday, send it by Tuesday at class time). I will post all articles in Canvas module for you to reference as additional examples as you are studying the course concepts, but I will not directly test you on these current events.

### **Data Activities:** 15%

Throughout the semester, you will be assigned short activities for exploring and interpreting data on political attitudes and behaviors as relevant to the topics we are studying. Some of these will be done during class; others will be assigned for outside of class. **You will not need to do any coding for these activities.**

All assignments will use either tools that allow you to click and visualize data or pre-existing analyses that you will answer questions about. These will be completed through Canvas.

### **Research Paper - 7-8 pages: 20%**

Each of you will complete a research paper that analyzes a political behavior of your choice by applying course concepts to a case of your choice. **You may NOT write about the United States.** In your paper, you should identify a political event or issue that members of the public respond to via their attitudes, their behaviors, or a combination of the two. You must apply at least two (2) course concepts to the case, but you may also use additional concepts from your previous coursework or outside research. **In addition to the two concepts**, you should identify the salient social identities for the event or issue and apply Social Identity Theory to your discussion of the two (or more) behavioral concepts you choose. The overall paper should:

- Introduce the sociopolitical context of the event or issue.
- Identify the attitudes, behaviors, or both that members of the public have taken in response (you may focus on one group's response).
- Apply Social Identity Theory plus two (2) other course concepts to analyze *why* the response is the way it is
- Tie the above items in a clear thesis statement that you defend throughout the paper.
- Combine coursework with outside research. You must have a minimum of 15 sources, 8 of which must be scholarly books or journal articles (the others may be credible thinktanks, databases, non-profit organizations, or journalism).

### **Formatting instructions**

Your paper should be 7-8 pages of writing (not including works cited or title pages), double-spaced, with standard 12-pt font and 1-in margins. On the first page, make a title page with your name, the date, and the title of your paper. Use page numbers for the document and parenthetical citations (do not use footnotes for citations). You may use the citation style of your choice as long as you are consistent (see <https://owl.purdue.edu/> for a helpful style guide. Even if you use the same source throughout a paragraph, you should be citing it multiple times. Do not use any subheadings or extra space between paragraphs to fill space.

Your paper should have at least **15 sources, at least 8 of which must be peer-reviewed academic books or articles**. All sources must be reputable books, scholarly articles, credible think tank analysis, official government or non-governmental organization sites, or professional journalistic pieces. Sources from the syllabus count. Refer to Canvas for a non-exhaustive list of useful sources. Blogs, unofficial websites, and online encyclopedias are not appropriate sources for this paper. If you do choose to draw on an opinion piece, read it with a critical eye and carefully consider the source's motivations as you evaluate its conclusions. If you have questions about a source, please ask.

### **Course Policies**

- **General**
  - Please bring a copy of the reading assignments and any other assigned work for the day to class, either paper or electronic.
  - You will need your laptop in class sometimes, and you may use it to take notes. Laptops and other electronic devices are to be used exclusively for the work we are doing in class. You will not succeed in the course if you are checking email, working on other assignments, etc. during our class time.

- **Grades**

- Grades in the **C** range represent performance that **meets expectations**; Grades in the **B** range represent performance that is **substantially better** than the expectations; Grades in the **A** range represent work that is **excellent**.
- Grades will be maintained in Canvas. Students are responsible for tracking their progress by referring to the online gradebook.
- I do not arbitrarily negotiate grades at the end of the semester. Negotiation skills are not a learning outcome for the course, and I am only assessing your mastery of the learning outcomes for the course.

- **Assignments**

- Students are expected to work independently on all assignments unless otherwise stated in class. **Offering** and **accepting** solutions from others is an act of **plagiarism**, which is a serious offense and **all involved parties will be penalized according to the Academic Honesty Policy**. Discussion amongst students is encouraged, but all work produced should be your own.
- The unauthorized use of artificial intelligence software, including but not limited to ChatGPT, is plagiarism and will be penalized according to the Academic Honesty Policy. **For this class, no use of ChatGPT for any writing aspect of the coursework is permitted.**
- **Late assignments without prior communication and approval for an extension will not be accepted for full credit.** If you anticipate needing an extension for a large assignment, you should make this request via email at least 48 hours before the deadline to be considered for approval. If you submit this work late without approval, you will have 5 percentage points deducted from your total grade for every day it is late, up to 5 days when the university is in session (excludes weekends and university holidays). After that period, late work without approval will not be accepted.
- It is your responsibility to organize, save, and back up all of your work (use an external hard drive and/or a cloud service such as DropBox, iCloud, Google Drive, or OneDrive, all of which have free versions). Losing your work because it is not backed up is NOT an acceptable reason for late submission.

- **Attendance and Absences**

- As adults, your education and other aspects of your life are your responsibility. As such, I do not grade attendance directly, but I will keep it in order to ensure that students are keeping up with course material and to grade participation in research workshop sessions.
- The study of political behavior requires navigating many new terms and concepts, some of which build upon each other. It is therefore important that you attend class on a regular basis.
- This policy means that you *can* miss class, but you must accept the responsibility for the learning you have missed, regardless of the reason for absence. It is your responsibility to obtain all missing notes or materials. You should consult the syllabus, review the notes you obtain from a classmate, and then come to office hours to ask questions you have about the missed material.
- I am aware that life circumstances such as illness or family emergencies can prevent attendance. I am also mindful that there are cases where physical or mental illness may be undiagnosed or not require a doctor's visit. Please do not come to class if you are sick. You do not owe me personal details about the reasons for a 1-day absence.
- **Exception: If you will be absent for an exam or project presentation day, please communicate with me via email as soon as you are able so I can plan on working out an alternative for you.**
- If circumstances arise that require you to be absent longer than a week, please communicate with me as soon as you're able via email so that I can offer you flexibility as appropriate.

- **Participation:** You and your classmates will benefit from regular participation in class discussion and activities. If you do not understand a concept, or I mention a term without defining it and you need clarification, please ask early and often. That is why I am here! Other students will benefit from your questions and insights as well. **I encourage you to raise your hand and ask questions throughout the class period, whether in discussion or lecture periods. It is much more beneficial to you if you ask in the moment so that you can use that clarification when we continue working with the concept in class that day.**
- **Office Hours:** Office hours are a resource that I encourage you to make use of in my class and in other classes. I encourage you to come to office hours early and often to ask questions about course material and assignments. Additionally, office hours are an opportunity to meet your professors, discuss your career and other intellectual interests, etc. Particularly as you begin to apply for study abroad, internships, jobs, and graduate school and will need recommendation letters, the more you have cultivated relationships with your instructors, the more they will be able to help you in future endeavors. I can write you a much better recommendation if I know something more than the grades you earned in my class for one semester. I especially encourage you to come talk to me about studying abroad! It was the best part of my university experience, and I really want you to find a program that fits your needs and interests, too. Finally, my office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.
- **Contact Policy:**
  - You do NOT need to make an appointment to come to regularly scheduled office hours. This time is always open to you.
  - For non-urgent appointments outside office hours, I would appreciate an email 48 hours in advance. This is so that I can balance my week to prepare for yours and other classes.
  - If something urgent comes up, please feel free to see if I'm in my office. If I am here, I will make time for you to the best of my ability.
  - Emails should be used to make appointments or ask brief questions. If you have a longer question, please come to office hours so we can discuss it thoroughly.
  - Please remember that university emails should be written in a professional manner, which means a subject line (could just be your course name), greeting, brief message, and closing. You may address me as Professor Shady or Dr. Shady, and I use she/her pronouns.
  - I encourage you to set your own work-life balance boundaries, and I also set mine. I am committed to responding to emails within 48 hours (at the latest) on days when the university is in session. Typically I will not receive your email on weekends or late in the evenings. If you have not heard from me within 48 hours during business hours, please feel free to send me a reminder (this helps me find your message at the top of my inbox).

## WashU Policies and Resources

### COVID-19 Health and Safety Protocols

Students experiencing symptoms consistent with COVID-19 or concerned about a possible exposure should contact Habif Health and Wellness Center (314 935-6666) to arrange for testing as indicated. If instructed by Habif to quarantine or isolate, students should notify their instructor as soon as possible by forwarding the email they received from Habif. Any accommodation needs for COVID-related absence not covered in an instructor's standard course policies should be discussed between the student and instructor.

While on campus, it is imperative that students follow all public health guidelines established to reduce the risk of COVID-19 transmission within our community. The full set of University protocols can be found at <https://covid19.wustl.edu/health-safety/>. This includes:

- Strongly recommended masking in indoor spaces. Masking remains a valuable tool in the mitigation of COVID-19, particularly in light of new and emerging variants. Students and instructors are encouraged to treat requests to mask with care and consideration, keeping in mind that some individuals may be

at a higher risk, caring for others at a higher risk, or feeling less comfortable in a mask-optional environment. Based on monitoring of regional and campus conditions, a mask requirement may be implemented as needed. For current masking policies, see the WashU Together website.

- Students with disabilities for whom masked instructors or classmates create a communication barrier are encouraged to contact Disability Resources ([www.disability.wustl.edu](http://www.disability.wustl.edu)) or talk to their instructor for assistance in determining reasonable adjustments. Adjustments may involve amplification devices, captioning, or clear masks but will not allow for the disregard of mask policies should a requirement be in place.
- Maintaining physical distancing as needed. While distancing requirements have been removed for vaccinated students, those who are not fully vaccinated are strongly encouraged, for their own health, to maintain a distance of 6 ft from others in the classroom. If you are not able to be vaccinated or have conditions that may put you at increased risk of failed immunity and classroom activities would bring you in frequent proximity to other students, contact your instructor to discuss alternatives.
- Practicing healthy personal hygiene, including frequent handwashing with soap and warm water for at least 20 seconds and/or using hand sanitizer with at least 60% alcohol.

### **Reporting Sexual Assault and Harassment**

If a student discusses or discloses an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if a faculty member otherwise observes or becomes aware of such an allegation, the faculty member will keep the information as private as possible, but as a faculty member of Washington University, they are required to immediately report it to the Department Chair or Dean or directly to Ms. Cynthia Copeland, the University's Associate Title IX Coordinator, at (314) 935-3411, [cm-copeland@wustl.edu](mailto:cm-copeland@wustl.edu). Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX.

### **Disability Resources (DR)**

WashU supports the right of all enrolled students to an equitable educational opportunity, and strives to create an inclusive learning environment. In the event the physical or online environment results in barriers to the inclusion of a student due to a disability, they should notify the instructor as soon as possible.

Disabled students requiring adjustments to equitably complete expectations in this course should contact WashU's Disability Resources (DR), and engage in a process for determining and communicating reasonable accommodations. Because accommodations are not applied retroactively, DR recommends initiating requests prior to, or at the beginning of, the academic term to avoid delays in accessing accommodations once classes begin. Once established, responsibility for disability-related accommodations and access is shared by Disability Resources, faculty, and the student.

Disability Resources: <http://www.disability.wustl.edu/>; 314-935-5970

### **Statement on Military Service Leave**

Washington University recognizes that students serving in the U.S. Armed Forces and their family members may encounter situations where military service forces them to withdraw from a course of study, sometimes with little notice. Students may contact the Office of Military and Veteran Services at (314) 935-2609 or [veterans@wustl.edu](mailto:veterans@wustl.edu) and their academic dean for guidance and assistance. See: <https://veterans.wustl.edu/policies/policy-for-military-students/>.

### **Preferred Name and Personal Pronouns**

Washington University in St. Louis recognizes that many students prefer to use names other than their legal ones to identify themselves. In addition, in order to affirm each person's gender identity and lived experiences, it is important that we use the pronouns that each person uses for themselves. This simple effort can make a profound difference in a person's experience of safety, respect, and support. My pronouns are she/her. If you feel safe and comfortable doing so, I encourage you to share your pronouns with



me and/or your classmates so that I can address you correctly. I will never share information about your gender identity or sexual orientation with government or university officials. **My office is a safe, confidential space for anyone in the LGBTQIA+ community or anyone who is in the process of exploring their space in this community.** For WashU resources and information on administratively recognizing your preferred name and pronouns see: <https://students.wustl.edu/pronouns-information/>, <https://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name/>.

### **Emergency Preparedness**

Before an emergency, familiarize yourself with the building(s) that you frequent. Know the layout, including exit locations, stairwells and the Emergency Assembly Point (EAP). Review the “Quick Guide for Emergencies” that is found near the door in many classrooms and main lobby areas of buildings for specific emergency information and instructions. For additional Information and EAP maps, visit <https://emergency.wustl.edu/>. To ensure that you receive emergency notifications, make sure your information and cell phone number is updated in SIS, and/or download the WashU Safe app and enable notifications.

### **To report an emergency:**

Danforth Campus: (314) 935-5555

School of Medicine Campus: (314) 362-4357

North/West/South and Off Campus: 911 then (314) 935-5555

### **Academic Integrity**

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Faculty, students and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis. For additional details on the university-wide Undergraduate Academic Integrity policy, please see: <https://wustl.edu/about/compliance-policies/academic-policies/undergraduate-student-academic-integrity-policy/>. In taking this course, students may be expected to submit papers and assignments through Turnitin for detection of potential plagiarism and other academic integrity concerns. If students do not have an account with Turnitin and/or do not utilize Turnitin when submitting their papers and assignments, the instructor may upload your paper or assignment to Turnitin for processing and review.

## Calendar

- All readings listed should be completed BEFORE class on the day that they are listed.
- Read articles in the order in which they are listed.
- One of the core goals of studying comparative politics is to develop a toolkit for adapting general patterns to specific cases. **I do not expect you to bring outside country-specific knowledge to each of the articles we read this semester.** In fact, I have deliberately included research that is outside my own regional expertise to demonstrate how the study of comparative politics can help all of us continue to learn about peoples and places that are new to us. **I encourage you to conduct short searches for context you're looking for and write down questions to ask in class.** I will do my best to answer your questions, and if I don't know the answer, we will look for it together, and I will share related sources in the Extensions and Questions folder on Canvas.

Date	Topic	Readings	Assignments
Jan. 14	Introduction: What is political behavior, and how do we study it?	Syllabus  Skim and refer back to this piece throughout the semester as you are critically reading other scholarship: Miller, Beth, Jon Pevehouse, Ron Rogowski, Dustin Tingley, and Rick Wilson. 2013. How to be a peer reviewer: A guide for recent and soon-to-be PhDs. PS: Political Science and Politics, 46(1): 120-123.	Review the syllabus and bring any questions you would like to ask about it.
Jan. 16	Social identities	Tajfel, Henri, and John C. Turner. 1986. The Social Identity Theory of Intergroup Behavior, in John T. Jost and Jim Sidanius (eds.), <i>Political Psychology: Key Readings</i> . New York: Psychology Press.  Brewer, Marilynn B. 1991. The social self: On being the same and different at the same time. <i>Personality and Social Psychology Bulletin</i> . 17: 475-482.	
Jan. 21	Social identities	Huddy, Leonie. 2001. From Social to Political Identity: A Critical Examination of Social Identity Theory. <i>Political Psychology</i> , 22(1): 127-156.	
Jan. 23	Social identities	Ward, Sarah J., and Laura A. King. 2018. Moral self-regulation, moral identity and religiosity. <i>Journal of Personality and Social Psychology</i> , 115(3): 495-525.	
Jan. 28	Political knowledge	Barabas, Jason, Jennifer Jerit, William Pollock, and Carlisle Rainey. 2014. The question(s) of political knowledge. <i>American Political Science Review</i> , 108: 840-855.	

		Weitz-Shapiro, Rebecca, and Matthew S. Winters. 2023. Knowledge of social rights as political knowledge. <i>Political Behavior</i> , 45(4): 1911-1931.
<b>Jan. 30</b>	Information processing	Brandt, Mark J., Chris G. Sibley, and Danny Osborne. 2019. What is central to political belief system networks? <i>Personality and Social Psychology Bulletin</i> , 45(9): 1352-1364.
		Evans, Jonathan St. B.T. 2008. Dual-processing models of reasoning, judgment, and social cognition. <i>Annual Review of Psychology</i> 59: 255-278.
<b>Feb. 4</b>	Motivated reasoning	Taber, Charles S., and Milton Lodge. 2016. The illusion of choice in democratic politics: The unconscious impact of motivated political reasoning. <i>Advances in Political Psychology</i> , 37(Suppl. 1): 61-85.
		Flynn, D.J., Brendan Nyhan, and Jason Reifler. 2017. The nature and origins of misperceptions: Understanding false and unsupported beliefs about politics. <i>Political Psychology</i> , 38: 127-150.
<b>Feb. 6</b>	Misinformation	Ecker, Ullrich K. H., and Li Chang Ang. 2019. Political attitudes and the processing of misinformation. <i>Political Psychology</i> , 40(2):
		Radnitz, Scott, and Patrick Underwood. 2017. Is belief in conspiracy theories pathological? A survey experiment on the cognitive roots of extreme suspicion. <i>British Journal of Political Science</i> , 47(1): 113-129.
<b>Feb. 11</b>	Framing and priming	Chong, Dennis, and James N. Druckman. 2007. Framing theory. <i>Annual Review of Political Science</i> , 10: 103–26.
		Avdagic, Sabina, and Ulrich Sedelmeier. 2023. Issue framing, political identities, and public support for multilateral vaccine cooperation during Covid-19. <i>European Journal of Political Research</i> (online first). doi: 10.1111/1475-6765.12628
<b>Feb. 13</b>	Attitude formation and expression	Lavine, Howard, Eugene Borgida, and John L. Sullivan. 2000. On the relationship between attitude involvement and attitude accessibility: toward a cognitive-motivational model of political information processing. <i>Political Psychology</i> 21: 81-106.

		Tertytchnaya Katerina, and Lankina T. 2020. Electoral protests and political attitudes under electoral authoritarianism. <i>The Journal of Politics</i> , 82, 285–299.
<b>Feb. 18</b>	Socialization	Sapiro, Virginia. 2004. Not your parents' political socialization: Introduction for a new generation. <i>Annual Review of Political Science</i> , 7: 1-23.
		Bos, Angela L., Jill S. Greenlee, Mirya R. Holman, Zoe M. Oxley, and J. Celeste Lay. 2022. This one's for the boys: How gendered political socialization limits girls' political ambition and interest. <i>American Political Science Review</i> , 116(2): 484-501.
<b>Feb. 20</b>	Personality and prior dispositions	Gerber, Alan S., Gregory A. Huber, David Doherty, and Conor M. Dowling. 2011. The Big Five personality traits in the political arena. <i>Annual Review of Political Science</i> 14: 265-287.
<b>Feb. 25</b>	Personality and prior dispositions	Mondak, Jeffery J., Matthew V. Hibbing, Damarys Canache, Mitchell A. Seligson, and Mary R. Anderson. 2010. Personality and civic engagement: An integrative framework for the study of trait effects on political behavior. <i>American Political Science Review</i> 104(1): 85-110.
<b>Feb. 27</b>	Emotions	Gadarian, Shana Kushner, and Bethany Albertson. 2014. Anxiety, immigration, and the search for information. <i>Political Psychology</i> , 35: 133-164.
		Rico, Guillem, Marc Guinjoan, and Eva Anduiza. 2020. Empowered and enraged: Political efficacy, anger, and support for populism in Europe. <i>European Journal of Political Research</i> , 59: 797-816.
<b>March 4</b>	Exam 1: Individual-level behaviors	None – review all notes and readings up to this point in preparation for the exam
<b>March 6</b>	Stereotyping	Fiske, Susan T., Amy J.C. Cuddy and Peter Glick. 2006. Universal dimensions of social cognition: Warmth and competence. <i>Trends in Cognitive Science</i> , 11(2): 79-83.
		Froehlich, Laura, and Isabel Schulte. 2019. Warmth and competence stereotypes about immigrant groups in Germany. <i>PLoS ONE</i> , 14(9): e0223103.
<b>Spring Break March 9-16</b>		
<b>March 18</b>	Prejudice and tolerance	Paluck, Elizabeth Levy, Roni Porat, Chelsey S. Clark, and Donald P. Green. 2021. Prejudice reduction: Progress

and challenges. *Annual Review of Psychology*, 72: 533-560.

\*You can skim the discussion of the meta-analysis. I'll explain what that does in class.\*

Crawford, Jarret T., and Mark J. Brandt. 2020. Ideological (a)symmetries in prejudice and intergroup bias. *Current Opinion in Behavioral Sciences*, 34: 40-45.

**March 20** Prejudice and tolerance

Earle, Megan, Mark Romeo Haffarth, Elvira Prusaczyk, Cara MacInnis, and Gordon Hodson. 2021. A multilevel analysis of LGBT (Lesbian, Gay, Bisexual, Transgender) rights support across 77 countries: The role of contact and country laws. *British Journal of Social Psychology*, 60: 851-869.

Strawbridge, M.G., Silber Mohamed, H. & Lucas, J. White Racial Resentment and Gender Attitudes: An Enduring Connection or an Artifact of the 2016 Election? *Political Behavior* (2024). [Online first] DOI: <https://doi.org/10.1007/s11109-024-09970-6>

**March 25** Intergroup conflict

Paolini, Stefania, Jake Harwood, and Mark Rubin. 2010. Negative intergroup contact makes group membership salient: Explaining why intergroup conflict endures. *Personality and Social Psychology Bulletin*, 36(12): 1723-1738.

Eke, Surulola. 2022. Why does segregation prevent conflict in some regions but not others? Interrogating social distance amid ethnic conflict in Jos, Nigeria. *Third World Quarterly*, 43(9): 2209-2224.

**March 27** Intergroup conflict

Esparza, Diego, Valerie Martinez, Regina Branton, Kimi King, and James Meernik. 2020. Violence, trust, and public support for the Colombian peace agreement. *Social Science Quarterly*, 101(4): 1236-1254.

Lupu, Noam, and Leonid Peisakhin. 2017. The legacy of political violence across generations. *American Journal of Political Science*, 61(4): 836-851.

**April 2** Intergroup contact and resolving intergroup conflict

Paluck, Elizabeth Levy, Seth A. Green, and Donald P. Green. 2019. The contact hypothesis re-evaluated. *Behavioural Public Policy*, 3(2): 129-158.

Cuhadar, Esra, and Bruce Dayton. 2011. The social psychology of identity and inter-group conflict: From

theory to practice. *International Studies Perspectives*, 12: 273-293.

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| <b>April 3</b> | Intergroup contact and resolving intergroup conflict | <p>Schellhaas, Fabian M.H. and John F. Dovidio. 2016. Improving intergroup relations. <i>Current Opinion in Psychology</i>, 11: 10-14.</p> <p>Kotzur, Patrick. F., and Ulrich Wagner. 2021. The dynamic relationship between contact opportunities, positive and negative intergroup contact, and prejudice: A longitudinal investigation. <i>Journal of Personality and Social Psychology</i>, 120(2): 418-442.</p> |
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**April 6-10**

Dr. Shady will be taking a student team to the National Model United Nations Conference in New York. You will have asynchronous assignments on Canvas.

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| <b>April 15</b> | Political communication | <p>Conover, Pamela Johnston and Patrick Miller. 2018. Taking Everyday Political Talk Seriously. In André Bächtiger, John Dryzek, Jane Mansbridge, and Mark Warren (eds.), <i>The Oxford Handbook of Deliberative Democracy</i>. (New York: Oxford University Press). 378-391.</p> <p>Parthasarathy, Ramya, Vijayendra Rao, and Nethra Palaniswamy. 2019. Deliberative democracy in an unequal world: A text-as-data study of South India's village assemblies. <i>American Political Science Review</i>, 113(3): 623-640.</p> |
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| <b>April 17</b> | Social networks | <p>Anoll, Allison P. 2018. What makes a good neighbor? Race, place, and norms of political participation. <i>American Political Science Review</i>, 112(3): 494-508.</p> <p>Gade, Emily Kalah. 2020. Social isolation and repertoires of resistance. <i>American Political Science Review</i>, 114(2): 309-325.</p> | <p>Research paper due on Canvas 11:59 PM</p> |
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| <b>April 22</b> | Collective action | <p>van Zomeren, M., Postmes, T., and Spears, Russell. 2008. Toward an integrative social identity model of collective action: A quantitative research synthesis of three social psychological perspectives. <i>Psychological Bulletin</i>, 134: 504-535.</p> <p>McClendon, Gwyneth H. 2014. Social esteem and participation in contentious politics: A field experiment at an LGBT Pride rally. <i>American Journal of Political Science</i>, 58(2): 279-290.</p> |
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**April  
24**

Last day of  
class. Collective  
action and  
exam review

Steinert-Threlkeld, Zachary C. 2017. Spontaneous collective action: Peripheral mobilization during the Arab Spring. *American Political Science Review*, 111(2): 379-403.

Beissinger, Mark R., Amaney A. Jamal, and Kevin Mazur. 2015. Explaining divergent revolutionary coalitions: Regime strategies and the structuring of participation in the Tunisian and Egyptian Revolutions. *Comparative Politics*, 48(1): 1-21.

**May 6,  
6-8 PM**

Final Exam