**POL 3766 The Political Psychology of Mass Behavior**

**Monday-Friday 2:30 PM – 3:45 PM**

**West Bank Skyway 120**

Professor Dan Myers

Department of Political Science

Office hours - Online only until otherwise announced: M-F 1-2:30; 3:45-4:30; Tu-Th 1:00-2:00

Office Hours Zoom Link: z.umn.edu/MyersOfficeHours;

Teaching Assistant: Minyoung Kim

Office Hours: Tu-Th 10am-12pm

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

Course Email Address: pol3766sp2022@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 ideology, biological and evolutionary factors, personality, identity and partisanship, racial attitudes, 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.

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, this course takes a cooperative approach to learning, and many course activities will be structured around learning and working with a group of fellow students over the course of the semester.

**Course Readings**

We will read most or all of the following books. *Predisposed* and *Racial Stasis* are available electronically through the library. While I suggest that you purchase your own copy, you may rely on the library’s online copy if you wish. The other book is available at the UMN bookstore, though used copies can be purchased at [a](https://www.amazon.com/Prius-Pickup-Answers-Questions-Americas/dp/1328866785/ref%3Dsr_1_2?crid=VPVKE9IHOAJT&keywords=prius+or+pickup&qid=1641850934) [variety](https://www.alibris.com/search/books/isbn/9781328866783) [of](https://bookshop.org/books/prius-or-pickup-how-the-answers-to-four-simple-questions-explain-america-s-great-divide/9781328866783) [online](https://www.magersandquinn.com/product/Prius-or-Pickup%3F-How-the-Answers-to-Four-Simple-Questions-Explain-America%27s-Great-Divide/12278846) [bookstores](https://www.betterworldbooks.com/product/detail/Prius-or-Pickup---How-the-Answers-to-Four-Simple-Questions-Explain-America-s-Great-Divide-9781328866783).

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>

Hetherington, Marc J., and Jonathan Weiler. 2018. *Prius or Pickup?: How the Answers to Four Simple Questions Explain America’s Great Divide*. Boston: Houghton Mifflin Harcourt.

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>

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.

Occasionally, there will be a short assignment associated with a class. These assignments are not graded (and occasionally are for extra credit) but help illustrate some important concept in a more vivid manner than the course readings. Please complete the assignment before class.

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.

**Class Procedure**

As a result of the pandemic, this course will be offered with a Zoom option. At the start of the semester students will be asked to choose between attending in-person or over Zoom and will only be allowed to switch modes with instructor approval. Students attending over Zoom will watch the class synchronously (that is, at the same time as in-person students). In-person students should attend over Zoom if they feel ill or otherwise do not believe that they can or should be in the classroom – just email us for the Zoom link. All students will have the option to attend over Zoom for the duration of the Omicron wave.

Students attending over Zoom will participate in class activities (e.g. small group discussions) online, and be expected to be as attentive as they would be in the live classroom. We can't make any promises about the quality of the Zoom stream - we are not A/V professionals, and the quality of the in-person class has to be our first priority. We will do our best to make the streaming version of the class as close the in-person experience as possible.

All students will be placed in five-person research groups at the start of the semester. These groups will serve three purposes:

1. Throughout class, we will occasionally break into small-group discussion to think together about an important argument or problem; at the end of these breaks, we will often ask groups to report out the results of their discussion. In-person discussion groups will be assigned a place in the classroom to sit, while Zoom discussion groups will discuss in breakout rooms. Discussion groups will remain the same throughout the semester, as will the physical location of the discussion group for in-person groups.
2. Reading memos will be shared within research groups to provide a common knowledge base for studying for the class final. See the Course Assignments section for more details.
3. Each research group will complete a research project that involves original data collection during one of the course’s six substantive units. See Course Assignments for more details.

You will work closely with your research group throughout the semester, so if you know of someone in the class who you do NOT want to be in a discussion group with, please let me know as soon as possible.

**Course Structure and Assignments**

The course assignments will include reading memos, a group research project, an op-ed assignment, a final exam, and an optional final paper. These add up to your total grade in the following way.

Reading Memos: 10%

Group Research Project (Presentation): 30%

Participation in Other Groups’ Data Collection/

Evaluation of other Groups’ Projects 5%

Op-Ed Assignment: 15%

Final Exam: 30%

Optional Final Paper: See Assignment Details

*Reading Memos*

You will complete three reading memos of approximately 250-500 words (roughly one to two double-spaced page). Each memo should discuss the readings for one class session, and each memo must be written about a class from a different substantive segment of the course. Additionally, you may not write a reading memo about the segment of the course that your group project is on.

Reading memos should start by briefly summarizing the argument 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 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.

In addition to helping with your own understanding of the course material, the reading memos will be shared in your discussion group and thus be able to serve as a study resource for the final exam. You may want to coordinate within your group to make sure that at least one group member writes a memo about each class session.

*Group Research Project*

During one of the six sections of the class your group will complete a research project on that sections’ topic. This research project will require conducting a review of the relevant scholarly literature that goes beyond our in-class readings, asking an original research question motivated by this literature, collecting data from your classmates that helps address this research question, and analyzing this data to answer your research question. Your group will present these results in a 15-minute in-class presentation in the style of an academic conference presentation.

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. You should plan to commit more time and effort to the course during the weeks surrounding this segment of the course in the following manner:

* You will meet with me or Minyoung at the end of the course segment to discuss possible research projects.
* You will spend the weeks after the course segment reading further on the topic, devising an original research question, and planning how to collect data to address this question.
* You will collect data from your classmates, likely using a survey, but potentially using some other means of data collection. You will analyze this data to drw conclusions about your research question.
* At the end of the semester, you will give a 15-minute group presentation on your project.

We will discuss the group project in more depth during the introductory segment of the class.

*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.

*Final Exam*

The course will end with a comprehensive final exam on Saturday, May 7. 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 explore some segment of political psychology in greater depth and to improve your grade at the end of the semester. This paper will be a review of the scholarly literature on some topic in political science.

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 (virtual) door is open. Scheduled 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 pol3766sp2022@umn.edu for all course-related communication. This allows Minyoung 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 Canas’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, students who do not attend regularly will do poorly in the class. Participation in evaluating group projects and in data collection requires attendance on the day of the class, either in-person or virtually; make-up assignments will only be possible for a documented medical or family emergencies or for approved university activities, please try to trade dates with another student in your group.

Due dates related to the group presentation will not be extended.

*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.”

Note also the University’s indoor mask mandate. All University of Minnesota faculty, staff, students, and visitors (including contractors, service providers, vendors, and suppliers) are required to wear an acceptable face mask that is properly fitted to cover the wearer’s nose and mouth, wrap under the chin, and not have any noticeable gaps at all times when in any enclosed or indoor space on University campuses and properties (including leased facilities), regardless of vaccination status. If you violate this mandate you will be directed to leave class. See: https://safe-campus.umn.edu/return-campus/face-coverings

*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 21: Course Introduction**

*Assignments*: None

*Readings*: None

**Jan 24: 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)**

Druckman, James N., Donald P. Green, James H. Kuklinski, and Arthur Lupia. 2011. “Experiments: An Introduction to Core Concepts.” In *Cambridge Handbook of Experimental Political Science*, eds. James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia. Cambridge University Press, 15–26. **(C)**

**Jan 28: Communicating Political Psychology**

*Assignments*: None

*Readings*:

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)**

Smith, David T., and Rob Salmond. 2011. “Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science.” *PS: Political Science & Politics* 44(3): 583–88.

**Jan 31: 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

**Feb 4: 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 7: The Ideology Debate – Values, Not Ideology**

*Assignments*: None

*Readings*:

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

Goren, Paul, and Matthew Motta. 2020. “Basic Human Values and Political Judgment: A Broader Approach.” In *At the Forefront of Political Psychology*, Routledge.

**Feb 11: Ideology – Group Project Data Collection**

*Assignments*: TBD

*Readings*: None

**Feb 14: Biopolitics Week 1**

*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 1-3

**Feb 18: Biopolitics Week 2**

*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 4

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 21: Critiques of Biopolitics**

*Assignments*: None

*Readings*:

Charney, Evan, and William English. 2012. “Candidate Genes and Political Behavior.” *American Political Science Review* 106(1): 1–34.

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.

Hibbing, John R. 2013. “Ten Misconceptions Concerning Neurobiology and Politics.” *Perspectives on Politics* 11(2): 475–89.

**Feb 25: Biopolitics Group Data Collection and Ideology Group Presentations**

*Assignments*: None

*Readings*: None

**Feb 28: Authoritarianism Week 1**

*Assignments*: None

*Readings*:

Hetherington, Marc J., and Jonathan Weiler. 2018. *Prius or Pickup?: How the Answers to Four Simple Questions Explain America’s Great Divide*. Boston: Houghton Mifflin Harcourt. Chapters 1-3.

**March 4: Authoritarianism Week 2**

*Assignments*: None

*Readings*:

Hetherington, Marc J., and Jonathan Weiler. 2018. *Prius or Pickup?: How the Answers to Four Simple Questions Explain America’s Great Divide*. Boston: Houghton Mifflin Harcourt. Chapters 4-6.

**March 14: Authoritarianism Week 3**

*Assignments*: None

*Readings*:

Luttig, Matthew D. 2021. “Reconsidering the Relationship between Authoritarianism and Republican Support in 2016 and Beyond.” *The Journal of Politics* 83(2): 783–87.

**March 18: Authoritarianism Group Data Collection and Biopolitics Group Presentations**

*Assignments*: None

*Readings*: None

**March 21: 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)**

**March 25: 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.

**March 28: 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*.

**April 2: Race and Racial Attitudes Class 1**

*Assignments*: None

*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.

**April 4: Race and Racial Attitudes Class 2**

*Assignments*: None

*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.

**April 8: Race and Racial Attitudes Class 3**

*Assignments*: None

*Readings*:

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

**April 11: 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 15: 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 18: 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 22: Group Presentation Work Date**

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

**April 25: Group Presentations Part 1**

*Assignments*: Group 1-5 Presentation Evaluations

*Readings*:

**April 29: Group Presentations Part 2**

*Assignments*: Groups 6-10 Presentation Evaluations

*Readings*: None

**May 3: Make-up Class OR Review Session**