Seminar in Political Socialization and Psychology
POS 6933 Class Number: 23651
Class Periods: Tuesday 8-10 periods; 3:00 pm to 6:00 pm ET
Location: FLI 117
Academic Term: Fall 2023

Instructor:
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(352) 273-2363
209 Anderson Hall

Office Hours: Wednesdays, 2:00 – 4:00 pm (ET)
Office Hour appointments available at https://calendly.com/martinez-uf

Office hours will be in person, via Zoom, or by phone
Zoom id https://ufl.zoom.us/my/mdmartinez

Course Description:
This seminar will review the scholarly literature on political socialization, social influence, and personality, and emotions, and provide students with the theoretical background and empirical tools to write a research paper about the subject . (3 credit hours)

Course Pre-Requisites / Co-Requisites:
Completion of or current enrollment in a graduate course in a social science Research Methods course is strongly recommended. Basic ability to use a statistical package (R, SPSS, or Stata) is assumed.

Course Objectives:
(1) To review the scholarly literature on political socialization, social influence, personality, and emotions, and
(2) To provide students with the theoretical background and empirical tools to write a research paper, thesis, or dissertation about an issue related to the topic.

Required Books:
Students may access these books in any format of their choosing. Three of these are available as E-books at the UF Library, but just as with a physical book, there may be limits on how many people can access the book at any given time. E-books and physical books are also available for purchase at Amazon and other retailers.

Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. 2001. *The private roots of public action.* Harvard University Press. (On reserve at UF Library West.)

Jardina, Ashley. 2019. *White Identity Politics*. Cambridge: Cambridge University Press. (Available as E-book at UF Library.)

Mondak, Jeffery J. 2010. *Personality and the foundations of political behavior*. Cambridge England ; New York: Cambridge University Press. (Available as E-book at UF Library.)

Webster, Steven W. 2020. *American Rage: How anger shapes our politics*. Cambridge University Press. (Available as E-book at UF Library.)

Other Required Readings:

Articles and chapters are listed in the course schedule below within each module.

Recommended Readings:

Review essays that are listed in each module are not required, but provide excellent overviews of the literature to orient the reader to the topic. Students should consult these reviews to get a grasp of the literatures in the areas in which they are writing papers, and in preparing for comprehensive exams.

Other articles, books, and chapters are also suggested as starting points for students with research interests in these areas.

Recommended Materials:

Each student is expected to have access to a basic statistical software package (SPSS, Stata, or R) and a familiarity with how to do basic analyses (reading data, frequencies and crosstabs).

All are available for free on UF Apps.

- R is freely downloadable at https://cloud.r-project.org/
- SPSS is available for lease at https://onthehub.com/spss/
- Stata is available for lease at https://www.stata.com/order/new/edu/gradplans/student-pricing/

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance in the class meetings is required in each seminar meeting, as consistent with University policy.

The weekly meetings of the seminar should be viewed as opportunities for the exchange of ideas among scholars. You may, on occasion, be able to tell that I am the leader of the seminar, but its overall success depends on the informed participation of everyone. Each student is expected to have completed the readings for the week, and to have something to say about those readings when seminar begins. Participation will be evaluated based on listening (attentiveness), preparation for class discussion, quality of the contributions, and impact on the class.

Students who can reasonably anticipate an absence must inform the instructor by email as soon as practical and prior to the anticipated absence.

Absences from seminar may be excused with documentation of illness, quarantine, serious family emergencies, special curricular requirements (e.g., professional conferences), military obligation, legal obligation (e.g., jury duty or subpoena), severe weather conditions, religious holidays, and participation in official university activities. Make-up essay assignments will be available as substitutes for class participation for excused absences.

Course Structure

This course is divided into a prologue, four modules, and an epilogue.

Prologue (August 23)

Topics of discussion in the seminar will be introduced.

Modules (August 23 – November 29)

In the first part in each module, we will read a set of articles and chapters that explore different aspects of the main question. In the following week, we will discuss a contemporary book and how well it synthesizes, challenges, or advances the perspectives of the authors in the preceding week(s). In the final week of each module, students will present some basic empirical analyses of secondary data showing the basic relationships discussed in the previous two weeks, and discuss additional readings that represent a different perspective on the other readings in the module.

In the final week of each module, each student will either

- Submit an essay (of about five to six pages) which synthesizes and critiques the readings addressed in the previous two weeks. Essays should note the major theoretical questions addressed by the book and the articles, substantive or methodological innovations or controversies, and propose research questions that emanate from this set of readings or discuss how the ideas in the book and articles can be applied by government or political actors (including campaigns); or
- Submit and present an empirical analysis of secondary data that focuses on the major questions addressed in the literature, and how the relationships might vary over time, across space, or across different groups; or
- Lead the seminar, touching on the major questions addressed and unaddressed in the readings from the week. Must be selected and communicated to instructor by week two.

Essays and empirical analyses are due on Canvas at 11:59 pm on the day before seminar. Students who do empirical analyses for that week will present their findings in the seminar.

In each module, each student will decide whether s/he will submit an essay, submit an empirical analysis. But over the course of the semester, each student will either

- write two essays and present two empirical analyses
- lead a seminar, write one essay, and present two empirical analyses
- lead a seminar, write two essays, and present one empirical analysis

Epilogue (December 6)

Each student will present a final paper, formatted as one of the following:

- A research proposal that reviews and synthesizes literature on aspect of political socialization or psychology, proposes an empirical research question, and presents preliminary research findings on that question. This may be a preliminary prospectus for an MA thesis or PhD dissertation, or a chapter in a thesis or dissertation. (Expected length: 15 to 20 pp, plus tables and references)
- A letter to a campaign consultant, which explains in layman's terms how the literature on political socialization or psychology can inform a modern political campaign or communication strategy. This is not intended to be a campaign plan, nor is it a memo about how to win a particular campaign. Rather, it should be constructed as reading material for a major political or communications consultant who is beginning a reflection after campaign season on how s/he might use the political participation literature to think about campaign strategy or message strategy. (12 to 15 pp.)

In either format, the final paper will be due on December 12 at *noon*.

Evaluation

Assignment	Percentage of Final Grade	Due Date (11:59 pm unless otherwise noted)
Participation and attendance in seminars	20%	Weekly
Module 1 essay or empirical analysis	15%	September 18
Module 2 essay or empirical analysis	15%	October 16
Module 3 essay or empirical analysis	15%	November 6
Module 4 essay or empirical analysis	15%	November 27
Presentation of research paper / letter	5%	December 5, in seminar
Final submission of research paper / letter	15%	December 12, noon
Total	100%	

Grading Policy

Percent	Grade	Grade Points		Percent	Grade	Grade Points
94.0 - 100.0	A	4.00		74.0 – 76.9	C	2.00
90.0 - 93.9	A-	3.67		70.0 - 73.9	C-	1.67
87.0 - 89.9	B+	3.33		67.0 - 69.9	D+	1.33
84.0 - 86.9	B	3.00		64.0 - 66.9	D	1.00
80.0 - 83.9	B-	2.67		60.0 - 63.9	D-	0.67
77.0 - 79.9	C+	2.33		0 - 59.9	E	0.00

"A" is intended to signal excellent work at the graduate level, "A-" signals good work, "B+" signals acceptable work at the graduate level, but improvement is needed, "B" or "B-" signals a

warning that your work does not predict future success at the graduate level, and grades of "C+" are lower are unacceptable at the graduate level.

More information on UF grading policy may be found at:

UF Graduate Catalog
Grades and Grading Policies

Rubric for Participation and attendance in seminars

	Strong	**Needs Development**	**Unsatisfactory**
Listening	Actively and respectfully listens to peers and instructor	Respectful, but not engaged by comments of others	Projects lack of interest or disrespect for others (including browsing other materials during class, or leaving class without explanation)
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, and questions	Arrives partially prepared	Arrives unprepared, or with only superficial preparation
Quality of contributions	Comments are relevant and reflect understanding of readings, previous remarks of other students, and insights about assigned material	Comments occasionally show lack of preparation or understanding	Comments reflect little understanding of either the assignment or previous remarks in class
Impact on class	Comments keep the conversation on track and occasionally help move class discussion forward	Comments keep the conversation on track, but do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Participates appropriately when called upon, but no more	Seldom participates and is generally disengaged or absent

Grading scale for participation component:

- A - Strong in almost all categories
- A- - Participation is strong in most categories, but needs development in one or two
- B - Needs development in most categories
- C - Unsatisfactory in three categories
- D - Unsatisfactory in four categories
- E - Unsatisfactory in all categories

Feedback on participation will be provided at the end of each module.

Rubric for Modular Essays

Modular Essays will be evaluated on style (15%), elucidation of the major theoretical contributions and substantive findings of the readings (70%), and exposition of research questions or political applications that emanate from the module (15%).

Rubric for Modular Empirical Analyses

Modular Essays will be evaluated on clarity of presentation of the research question (30%), appropriateness of the data and measures for the research question (25%), interpretation of the analysis (25%), and replicability (20%).

Rubric for Research Proposal

Research proposals will be evaluated on style (15%), clarity of purpose (10%), presentation of relevant literature (30%), clarity and significance of the research question (10%), appropriateness of the research design (25%), analysis of preliminary results and strength of the conclusion (10%).

Rubric for Letter to a Political Consultant

Letters will be evaluated on style (15%), clarity of purpose (10%), presentation of relevant literature (40%), applicability to a campaign or strategy (25%), and strength of the conclusion (10%).

Administrative Stuff

Cell phones

Please silence and do not answer cell phones during seminar discussions. If a cell phone rings audibly during seminar discussion, the owner of the phone will be required to bring cookies or alternative healthy treats for all seminar participants at the next meeting of the seminar. (The instructor is partial to Publix Heath Bar cookies.)

Recordings

Students are allowed to record video or audio of class lectures, but are not allowed to record seminar discussions. The purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Recordings that are admitted as evidence in a criminal or civil proceeding may be used either in support of or in opposition to the interests of the person who made the recording.

Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include seminar discussions, lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore,

you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

As a reminder, UF's policy on plagiarism prohibits "reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted." If you are working on a project that might partially satisfy requirements in multiple classes, please consult with me and with the other professor(s) *prior* to starting your work. We will seek to determine the degree to which the distinct components of your project meet (or do not meet) the separate seminar requirements, and advise you accordingly. I will want to see the other seminar requirement/ assignment.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Health and Wellness

U Matter, We Care:

- If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- **Counseling and Wellness Center:** counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **Sexual Assault Recovery Services (SARS)**   Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- **Career Connections Center**, Reitz Union, 392-1601. Career assistance and counseling.
- **Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.

- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- **Writing Studio,** 302 Tigert Hall*,* 846-1138. Help brainstorming, formatting, and writing papers.

Course Schedule

Prologue and Module 1 Groups

August 29 - Prologue

- In our initial seminar meeting, we will review the course objectives and topics for discussion.

Please read and be ready to discuss before our first seminar:

- Asch, Solomon E. 1955. "Opinions and Social Pressure." *Scientific American* 193 (5): 31-35.

- Tajfel, Henri and John C. Turner. 1986 (1979). "The Social Identity Theory of Intergroup Behavior," in Stephen Worchel and William G. Austin (eds.) *Psychology of Intergroup Relations.* Chicago: Nelson-Hall Publishers. 7-24.

- Newcomb, Theodore M. 1970. Attitude Development as a Function of Reference Groups: The Bennington Study. In *Learning About Politics*. Ed. Roberta S. Sigel. New York: Random House, 380-391.

Module 1 Groups (cont.)

September 5 – If you say so …

- Wald, Kenneth. D., Owen, Dennis E., & Hill, Samuel S. (1988). "Churches as Political Communities." *American Political Science Review*, 82(2), 531-548.
- Beck, Paul A. 2002. "Encouraging Political Defection: The Role of Personal Discussion Networks in Partisan Desertions to the Opposition Party and Perot Votes in 1992." *Political Behavior* 24 (4): 309-337.
- Sniderman, Paul M., Louk Hagendoorn, and Markus Prior. 2004. "Predisposing Factors and Situational Triggers: Exclusionary Reactions to Immigrant Minorities" *American Political Science Review* 98 (1): 35-49.
- Pettigrew, Thomas F, *et al.* 2008. "Relative Deprivation and Intergroup Prejudice." *Journal of Social Issues* 64 (2): 385–401.
- Suhay, Elizabeth. 2015. "Explaining Group Influence: The Role of Identity and Emotion in Political Conformity and Polarization." *Political Behavior* 37 (1): 221-51.
- Jørgensen, Frederik Juhl, and Mathias Osmundsen. 2022. "Correcting Citizens' Misperceptions About Non-Western Immigrants: Corrective Information, Interpretations, and Policy Opinions." *Journal of Experimental Political Science* 9: 64-73.

September 12

- Jardina, Ashley. 2019. *White Identity Politics*. Cambridge: Cambridge University Press. (Available as E-book at UF Library.)

September 19 -

- Presentations of Data Analyses and Module Controversy

- Huddy, Leonie. 2001. "From Social to Political Identity: A Critical Examination of Social Identity Theory." *Political Psychology* 22: 127-56.

- Oakes, Penelope. 2002. "Psychological Groups and Political Psychology: A Response to Huddy's 'Critical Examination of Social Identity Theory'". *Political Psychology* 23: 809-24.

Review Essays on Groups

Huddy, Leonie. 2015. "Group Identity and Political Cohesion." In Emerging Trends in the Social and Behavioral Sciences: John Wiley & Sons, Inc.

Huddy, Leonie. 2013. "From Group Identity to Political Cohesion and Commitment." In Leonie Huddy, David O. Sears, and Jack S. Levy (eds.) The Oxford handbook of political psychology. Second edition. ed. Oxford: Oxford University Press.

Hechter, M., and D. Okamoto. 2001. "Political Consequences of Minority Group Formation." Annual Review of Political Science 4 (1):189-215.

Kalin, Michael, and Nicholas Sambanis. 2018. "How to Think About Social Identity." Annual Review of Political Science 21 (1):239-57.

Monroe, Kristen Renwick, James Hankin and Renée Bukovchik Van Vechten. 2000. The Psychological Foundations of Identity Politics. Annu. Rev. Polit. Sci. 2000. 3:419-447.

Additional Good stuff on Groups

Alwin, Duane F. 1992. Political Attitudes over the Life Span: The Bennington Women after Fifty Years. Madison: University of Wisconsin Press.

MacCoun, Robert J. 2012. "The Burden of Social Proof: Shared Thresholds and Social Influence." Psychological Review 119: 345-372.

Toff, Benjamin and Elizabeth Suhay. 2019. "Partisan Conformity, Social Identity, and the Formation of Policy Preferences." International Journal of Public Opinion Research 31 (2): 349–367.

Pettigrew, Thomas F. and L. R. Tropp. 2005. "Allport's Intergroup Contact Hypothesis: Its History and Influence." in On the Nature of Prejudice, J. F. Dovidio, P. Glick, and L. P. Rudman. (eds.) Oxford, UK: Blackwell, 263–77.

Pérez, Efrén O. 2016. Unspoken Politics: Implicit Attitudes and Political Thinking. Cambridge University Press. Chapters 1, 5, and 8. Available as E-book at UF Library

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

Theodoridis, Alexander George. n.d. "It's My Party: Partisan Intensity through the Lens of Implicit Identity."

Devine, Christopher J. 2015. "Ideological Social Identity: Psychological Attachment to Ideological In-Groups as a Political Phenomenon and a Behavioral Influence." *Political Behavior* 37 (September): 509-535.

Willer, Robb, Matthew Feinberg, and Rachel Wetts. 2016. "Threats to Racial Status Promote Tea Party Support Among White Americans." Available at SSRN.

Gibson, James L., and Amanda Gouws . 2000. "Social Identities and Political Intolerance: Linkages within the South African Mass Public." American Journal of Political Science 44(2): 278-92.

Module 2 – Political Socialization

September 26 - The Family as Group Influence (Mommy, have you seen my efficacy?)

- Almond, Gabriel A. and Sidney Verba. 1963. *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Princeton, NJ: Princeton University Press. Chapter 11.
- Jennings, M. Kent and Richard G. Niemi. 1968. "The Transmission of Political Values from Parent to Child." *American Political Science Review* 62: 169-184.
- Jennings, M. Kent, Laura Stoker, and Jake Bowers. 2009. "Politics across Generations: Family Transmission Reexamined." *Journal of Politics* 71 (3): 782-99.
- Lyons, Jeffrey. 2017. "The Family and Partisan Socialization in Red and Blue America." *Political Psychology* 38 (2): 297-312.
- Anoll, Allison P., Andrew M. Engelhardt, and Mackenzie Israel-Trummel. 2022. "Black Lives, White Kids: White Parenting Practices Following Black-Led Protests." *Perspectives on Politics* 20: 1328-45.
- 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." *American Political Science Review* 116: 484-501.

October 3 – Socialization at Work (Hey Boss, what are you doing to my efficacy?)

- Finifter, Ada W. 1974. "The Friendship Group as a Protective Environment for Political Deviants." *American Political Science Review* 68 (2): 607-625.
- Elden, J. Maxwell. 1981. "Political Efficacy at Work: The Connection between More Autonomous Forms of Workplace Organization and a More Participatory Politics." *American Political Science Review* 75 (1):43-58.
- Frymer, Paul, and Jacob M. Grumbach. 2021. "Labor Unions and White Racial Politics." *American Journal of Political Science* 65 (1):225-40.
- Stanojevic, Antonia, Agnes Akkerman, and Katerina Manevska. 2020. "Good Workers and Crooked Bosses: The Effect of Voice Suppression by Supervisors on Employees' Populist Attitudes and Voting." *Political Psychology* 41 (2):363-81.
- Greenberg, Edward S., Leon Grunberg, and Kelley Daniel. 1996. "Industrial Work and Political Participation: Beyond "Simple Spillover"." *Political Research Quarterly* 49: 305-30.

October 10

- Burns, Nancy, Kay Lehman Schlozman, and Sidney Verba. 2001. *The private roots of public action*. Harvard University Press.

October 17 - Presentations of Data Analyses and Module Update

- Jennings, M. Kent and Gregory B. Markus. 1977. "The Effects of Military Service on Political Socialization." *American Political Science Review* 71: 131-147.

- Chatagnier, J. Tyson, and Jonathan D. Klingler. 2022. "Would You Like to Know More? Selection, Socialization, and the Political Attitudes of Military Veterans." *Political Research Quarterly* 76: 1209-23.

Review essays on political socialization

Stoker, Laura, and Jackie Bass. 2011. "Political Socialization: Ongoing Questions and New Direction." In The Oxford Handbook of American Public Opinion and The Media, ed. R. Y. Shapiro and L. R. Jacobs. New York: Oxford University Press.

Neundorf, Anja, and Kaat Smets. 2018. "Political Socialization and the Making of Citizens." In Oxford Handbooks Online: Oxford University Press.

Stoker, Laura, and Jackie Bass. 2011. "Political Socialization: Ongoing Questions and New Direction." In *The Oxford Handbook of American Public Opinion and The Media*, ed. R. Y. Shapiro and L. R. Jacobs. New York: Oxford University Press.

Sapiro, Virginia. 2004. "Not Your Parents' Political Socialization: Introduction for a New Generation." Annual Review of Political Science 7: 1-23.

Niemi, Richard G., and Mary A. Hepburn. 1995. "The Rebirth of Political Socialization." Perspectives on Political Science 24 (1): 7-16.

Campbell, David E. 2013. "Social Networks and Political Participation." Annual Review of Political Science 16 (1):33-48.

Iversen, Torben, and Frances Rosenbluth. 2008. "Work and Power: The Connection between Female Labor Force Participation and Female Political Representation." Annual Review of Political Science 11: 479-95.

More good stuff on political socialization

Searing, Donald D., Joel J. Schwartz, and Allen E. Lind. 1973. The Structuring Principle: Political Socialization and Belief Systems. American Political Science Review 67: 415-32.

Easton, David and Jack Dennis. 1967. "The Child's Acquisition of Regime Norms: Political Efficacy." American Political Science Review 61 (1, March): 25-38.

Pacheco, Julianna Sandell. 2008. "Political socialization in context: The effect of political competition on youth voter turnout." Political Behavior 30(4): 415-436.

Grasso, M., Farrall, S., Gray, E., Hay, C., & Jennings, W. 2017. "Thatcher's Children, Blair's Babies, Political Socialization and Trickle-down Value Change: An Age, Period and Cohort Analysis." British Journal of Political Science, 1-20.

Jennings, M. Kent, and Richard G. Niemi. 1974. The Political Character of Adolescence: The Influence of Families and Schools. Princeton: N.J.: Princeton.

Jennings, M. Kent, and Richard G. Niemi. 1981. Generations and Politics: A Panel Study of Young Adults and Their Parents. Princeton, N.J.: Princeton University Press.

McDevitt, M. and S. Chaffee. 2002. "From Top-Down to Trickle-up Influence: Revisiting Assumptions About the Family in Political Socialization." Political Communication 19 (3, Jul-Sep): 281-301.

Verba, S., Schlozman, K. L., & Burns, N. (2005). Family ties: Understanding the intergenerational transmission of participation. In A. S. Zuckerman (Ed.), The social logic of politics. Philadelphia: Temple University Press.

Sears, David O. and Carolyn L. Funk. 1999. "Evidence of the Long-Term Persistence of Adults' Political Predispositions" Journal of Politics 61 (1, February): 1-28.

Jennings, M. Kent. 1987. Residues of a Movement: The Aging of the American Protest Movement. American Political Science Review 81: 367-82.

Sigel, Roberta S. 1989. Adult Political Learning: A Lifelong Process. In Political Learning in Adulthood. Ed. Roberta S. Sigel. Chicago: University of Chicago Press. pp. 458-71.

McAdam, Doug, and Cynthia Brandt. 2009. "Assessing the Effects of Voluntary Youth Service: The Case of Teach for America." Social Forces 88 (2):945-69.

Bartels, Larry M., and Simon Jackman. 2014. "A generational model of political learning." Electoral Studies 33 (1):7-18.

Geurkink, Bram, Agnes Akkerman, and Roderick Sluiter. 2020. "Political Participation and Workplace Voice: The Spillover of Suppression by Supervisors." Political Studies.

Hertel-Fernandez, Alexander. 2017. "American Employers as Political Machines." Journal of Politics 79 (1):105-17.

Langbein, L., and C. Jorstad. 2004. "Productivity in the workplace: Cops, culture, communication, cooperation, and collusion." Political Research Quarterly 57 (1):65-79.

Mutz, Diana C., and Jeffrey J. Mondak. 2006. "The workplace as a context for cross-cutting political discourse." Journal of Politics 68 (1):140-55.

Schlozman, Kay L., Nancy Burns, and Sidney Verba. 1999. ""What happened at work today?": A multistage model of gender, employment, and political participation." Journal of Politics 61 (1):29-53.

Easton, David and Jack Dennis. 1967. "The Child's Acquisition of Regime Norms: Political Efficacy." American Political Science Review 61 (1, March): 25-38.

Mutz, Diana C. and Jeffrey J. Mondak. 2006. "The Workplace as a Context for Cross-Cutting Political Discourse." Journal of Politics 68 (1, February): 140-155.

Sharrow, Elizabeth A, Jesse H. Rhodes, Tatishe M. Nteta, and Jill S Greenlee. 2018. "The First-Daughter Effect: The Impact of Fathering Daughters on Men's Preferences for Gender-Equality Policies." Public Opinion Quarterly 82 (3, Fall): 493–523.

Module 3 - Personality

October 24 – It's Just the Way I Am …

- Gerber, Alan S., Gregory A. Huber, David Doherty, Conor M. Dowling, and Shang E. Ha. 2010. "Personality and Political Attitudes: Relationships across Issue Domains and Political Contexts." *American Political Science Review* 104 (1): 111-33.
- Fatke, Matthias. 2017. "Personality Traits and Political Ideology: A First Global Assessment." *Political Psychology* 38 (5) 881-899.
- Chen, Philip G. and Carl L. Palmer, 2018. "The Prejudiced Personality? Using the Big Five to Predict Susceptibility to Stereotyping Behavior." *American Politics Research* 46 (2): 276 – 307.
- Ackermann, Kathrin, and Birte Gundelach. 2020. "Psychological Roots of Political Consumerism: Personality Traits and Participation in Boycott and Buycott." *International Political Science Review* 43: 36-54.
- Lyons, J., A. E. Sokhey, S. D. McClurg, and D. Seib. 2016. "Personality, Interpersonal Disagreement, and Electoral Information." *Journal of Politics* 78 (3):806-21.
- Bakker, Bert N., & Lelkes, Yphtach (2018). Selling ourselves short? How abbreviated measures of personality change the way we think about personality and politics. *Journal of Politics*, 80(4), 1311-1325.

October 31 -

- Mondak, Jeffery J. 2010. *Personality and the foundations of political behavior*. New York: Cambridge University Press. (Available as E-book at UF Library.)

November 7 – Presentations of Data Analyses and Module Wrap-Up

- Amsalem, E., Zoizner, A., Sheafer, T., Walgrave, S., & Loewen, P. J. (2020). "The Effect of Politicians' Personality on Their Media Visibility." *Communication Research*, 47(7), 1079-1102.
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- Presentations of Data Analyses and Module Wrap-Up

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Epilogue

December 6 – Presentations