

Applied Political Behavior

Special Topics in Political Science

Fall 2024 – POS 4931

Professor: Hannah M. Alarian (she/her) **Email:** halarian@ufl.edu
OHs: W 9:45am-11:45am, via [Calendly](#)
Grader: Md Mamun (Mamun) **Email:** md.mamun@ufl.edu
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Class: Tu 3:00 PM – 4:55 PM
Th 4:05 PM – 4:55 PM
Location: MAT 0151

Course Description

This course will focus on the hands-on quantitative aspects of studying political behavior. Specifically, students will explore alternative study designs and their practical applicability in the field of political behavior. To this end, the course has two key objectives: 1) to introduce the process behind the study of political behavior and 2) to enrich our understanding of cutting-edge research on political behavior in a global context. At the conclusion of the course, students will have demonstrated hands-on experience in study design, data analysis, data visualization, oral and written communication, and speaking on political behavior in a global context.

Weekly Reading Links

[Week 1:](#) August 22

[Week 2:](#) August 27 - 29

[Week 3:](#) September 3

[Week 4:](#) September 10 -12

[Week 5:](#) September 17 - 19

[Week 6:](#) September 24 - 26

[Week 7:](#) October 1 - 3

[Week 8:](#) October 8 - 10

[Week 9:](#) October 15 - 17

[Week 10:](#) October 22 - 24

[Week 11:](#) October 29 - 31

[Week 12:](#) November 5 - 7

[Week 13:](#) November 12 - 14

[Week 14:](#) November 19 - 21

[Week 15:](#) December 3

Course Requirements

- (1) [Weekly class discussion: 20%](#)
- (2) [Labs: 15%](#)
- (3) [Open Note Exams: 20%](#)
- (4) [Final Paper: 20%](#)
- (5) [Final Paper Proposal, Draft, & Review: 15%](#)
- (6) [Group Presentation: 10%](#)

Weekly discussion – 20%

Discussion grades include two elements: discussion in class (10), and in class activities (10). This course relies on active and robust in-class discussion. Students should attend class ready to discuss the reading assigned for that class meeting. Participation may include providing personal insight into the material, outside articles, current events, or responding to classmates.

I understand some students may feel uncomfortable speaking in class, but the class and I benefit from hearing a wide range of perspectives. I encourage you to step outside your comfort zone to ask, answer, or comment on a question from time to time throughout the course. If you are someone who often contributes to class discussion, I urge you to be considerate of your fellow classmates and encourage an open conversation for those who wish to speak.

The course is also designed to focus on engaging with current scholarship and applying knowledge to the study of political behavior. Therefore, I expect students to come to class prepared to engage deeply with the assigned readings and make adequate progress on in-class exercises. Students will submit their completed assignments on Canvas at the assigned time.

Labs – 15%

There are a total of six labs – five of which will count toward your final grade. These labs will involve group and independent lessons using R. No prior experience with R or any other statistical software program is required for you to succeed in these labs. Please note that we are not a statistics course and will not discuss the underlying mathematics. The goal of the labs is to provide you will the skills necessary to apply current and future statistical knowledge within the R universe. Keep in mind we will walk through the mechanics of the lab in class and will be present to assist with any problems you may have during class hours. Labs will be due by 5:00 pm the day after in-class Lab days. Students must be in class on a Lab day to receive credit for their assignment and as with all other assignments, no late labs will be accepted.

Open-Note Exams – 20%

There will be a total of two open-book/note exams throughout the course, taken on Canvas in class. These tests offer an opportunity to display your application and analysis of important concepts of research design. Tests are staggered in point value to reflect growing confidence with the material and course structure. The first test constitutes 7.5% of your grade, and the second 12.5%. No late or makeup tests will be accepted without a university-sanctioned excusal.

Final Paper – 20%

The final paired-group paper is the main writing activity for the course. In this research paper (maximum 35 written pages), students will 1) describe the research question; 2) include a detailed analysis and 3) develop a unique research design for a given political behavior. Students will have the choice of one of four question topics: electoral turnout, voting behavior, migration, or protest movements. Once a topic is chosen, each group will select a region of analysis. You must include both academic articles from your own outside research as well as readings from the course in your analysis. There are no paper rubrics, but we will discuss the paper in great detail throughout the course of the semester.

You are expected to begin working on this project early on in the course. We will have multiple opportunities to discuss this paper throughout the course individually and as a group. Electronic copies of the final paper must be turned in by the final date and time. No late assignments will be accepted without prior approval.

Students will also include a response to their peer review comments attached to their final paper submission as a letter to the editor (to be discussed in class). **Submissions without these responses will be deducted 5% of their final paper grade.**

Details of submission for all aspects of this written assignment are available on Canvas. Assignments without a peer evaluation form (see Canvas) will not receive credit.

Final Research Paper Proposal, Draft and Review– 20%

Students will write a brief proposal for their final paper. This proposal should be three pages maximum. At a minimum, this proposal should include a proposed title, question, theories, and cases you will consider in your final paper. Students will post their proposal to Canvas by 11:59 pm on the due date (5%).

Students will additionally move to write a brief draft of their final paper to assist them in the writing of their final paper. The draft should be eight pages with a one-page reference list. Drafts of these final papers will focus on defining the problem/puzzle examined, the argument proposed, and most importantly the proposed study design to test the hypotheses. Students will post their proposal to Canvas by 11:59 pm on the due date (10%).

After submission of the Final Paper draft, students will provide comments to one of their fellow classmates' drafts within Canvas within two weeks (by 11:59 pm on the due date). This response is worth 5% of your total grade. This response should be at least two pages and include: 1) a summary of the argument, 2) indicate strong components of the piece; 3) highlight elements that require additional discussion, and 4) suggestions for improvement.

Group Presentation – 10%

This assignment will require students in paper groups to create a presentation similar to an academic conference presentation. The presentation should include 1) your question about political behavior and 2) the main findings. This presentation should be a coherent and collective analysis of your research and a presentation of your original research design. Presentations will take the form of conference presentations, with each day organized as a panel of three paper topics. The Professor will act as a discussant, moderating the audience (i.e., classroom) discussion. Presentations should be a maximum of 15 minutes in length.

Presentations will be uploaded to Canvas by a group member one full day before your scheduled class day. For example, if your group is scheduled on Thursday, you must post your presentation on Tuesday prior to 11:45 am. All students will be evaluated on the clarity and content of their presentation as well as their ability to ask and answer questions to and from their fellow classmates.

Grading Scale

	A 94–100%	A– 90–93.9%
B+ 87–89.9%	B 84–86.9%	B– 80–83.9%
C+ 77–79.9%	C 74–76.9%	C– 70–73.9%
D+ 67–69.9%	D 64–66.9%	D– 60–63.9%
E < 60%		

Readings

There are no formal textbooks for this class. Plenty of optional texts registered at the bookstore are excellent resource guides throughout the class. You are responsible for completing all readings prior to the class for which they are assigned. If you would like supplemental reading on any topic, please see me.

Class Policies

Syllabus

This syllabus is a living document. This means it is subject to change. All potential changes will be communicated with you in our class meetings and on Canvas.

In-Class Recording

In accordance with recent changes to Florida state law (CS/CS/HB 233), students are allowed to record video or audio of class lectures. However, 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. 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 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.

Expected Workload

You should be aware that our course requires a *significant* deal of outside work including reading, writing, analysis, and preparing comments. As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

For our 3-credit class, this means you should expect to spend 6-9 hours per week outside of class. This can of course vary by week, but plan accordingly. I strongly encourage you to speak to me in office hours if you encounter any struggles or difficulties.

Lecture Slides

I will post redacted lecture slides on a password-protected link on my website at the conclusion of each class meeting. The password will be provided on the second day of class. The slides are meant as a guide and are in no way a substitute for lectures. My hope is that by providing redacted slides – which will often have definitions – you will not have to spend the entire class furiously note-taking and can pay close attention to the lecture, ask questions, and participate deeply in class discussion. If, however, class participation or attendance wanes, I retain the right to end sharing lecture slides.

Grade adjustment policy

I do not under any circumstances round or adjust grades. This policy is not an attempt to be harsh but to hold all students in equal standing. You will have one opportunity for an extra credit: submitting a public-facing version of your findings to a newspaper or other public outlet (i.e. OpEds, guest columns).

Absences

Absences are factored into participation and presentation grades. I understand that unforeseen events can arise and therefore missing one class will not harm your grade. However, a pattern of absences will result in a low participation score. If for some reason you must miss class outside of one meeting, you must contact me in advance (i.e., prior to class starting).

Late or Make-up Assignments

As stated above, no late or make-up assignments will be accepted without prior approval. If an assignment is submitted late without prior approval, it will receive a 0.

Generally, **at least one week in advance** notice is required for assignment or exam extension requests. In accordance with university attendance policy, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. Please note that assignment deadlines for other courses will not be considered.

COVID-19 Information

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home (see above information about absences). Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up the work.

Contacting the Professor

Students should use Canvas to contact me. Although you may email me at my UF email account, the university strongly encourages us to communicate via Canvas to avoid the potential of violations of student confidentiality protected by [FERPA](#). I strongly encourage students to visit my virtual office hours, scheduled [here](#), to discuss any course questions, comments, or concerns.

Email/Messaging Hours

You may email or message me via Canvas at any time that is convenient for you. I will respond within one business day between the hours of 8 am and 5 pm. If you do not receive a reply from me after 48 hours, please resend your message. Although I may sometimes reply outside of these designated hours, responses cannot be guaranteed after 5 pm on weekdays, weekends, or holidays. Please plan accordingly to have your questions answered in advance of the assignment and exam deadlines.

Referencing the Professor

Often, students have questions about proper naming or titling etiquette for communicating with their professors. This is particularly confusing in courses that mix undergraduate and graduate students. In an effort to remove this confusion and reduce email anxiety, you may use any of the following acceptable references in all communication with me throughout the duration of our course.

- Professor Alarian
- Dr. Alarian
- Prof. A.
- Dr. A.

The use of any other references, titles, or names is not acceptable unless otherwise directly stated. I expect all communication between you and a member of the teaching team will be professional and appropriate in tone.

Inclusion, Equality, and Respect

Many topics covered in the course can be controversial, divisive, and often difficult. Creating an inclusive, respectful, and safe classroom environment is integral to the success of this course. To this end, all class members are expected to always treat each other with respect, courtesy, tolerance, fairness, and justice. We will work together as a class in this goal, and I will continuously check in to ensure all students have the opportunity to be heard, respected, and consider new theories and ideas without prejudice.

Technology Policy

Research shows students learn and retain information best taking notes by hand (see [Scientific American: A Learning Secret - Don't take Notes with a Laptop](#)). You must, however, bring a laptop to class with you on lab days. At times, we may use cell phones to conduct real time polling or quizzes during class. I expect your phone to be put away outside of these times. **There will be times when laptops will not be allowed during in-class exercises.**

The use of chatGPT or other AI assistance for the completion of any assignment is strictly prohibited. These tools can be very helpful in generating code in R and other statistical software. However, the point of our labs is to build a foundation where you will be able to demonstrate to future employers your specific skills and provide you with the tools to be more effective users of chatGPT and other AI-generated tools in the future. To wit, the use of these AI tools for the completion of any assignment will be treated as a violation of academic integrity. These tools often provide overly confident, biased information, and generate fictional references—even generating broken and inefficient code. The Professor reserves the right to move the modality of assignments if the use of chatGPT, etc., is suspected (e.g., oral exams).

Academic Integrity

The University of Florida is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. It is essential that all members of the University practice academic integrity and accept individual responsibility for their work and actions. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction and referral to the university's Academic Integrity Committee, which may impose additional sanctions. 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 also specifies a number of behaviors that are in violation of this code and the possible sanctions (sccr.dso.ufl.edu/process/student-conduct-code). Violations of the Honor Code are unacceptable and devalue the teaching and learning experience for the entire community. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Should you have questions regarding academic integrity and honesty, I suggest reviewing the policies found on the University website and/or speaking with me during office hours.

A Note on Requesting Letters of Recommendation

I encourage you to apply widely to any fellowship, internship, training, award, or employment opportunity that comes your way. If you anticipate requesting I write a letter on your behalf, please note that I expect that you have attended multiple office hours and actively participated in class discussions throughout the duration of this course. It is unlikely I will be able to write a letter on your behalf without satisfying both conditions. **Attending class itself, in other words, is not sufficient for a letter of recommendation.** You can read more about my letter of recommendation policy on my [website](#).

Course Resources

Accessibility Services

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.

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (dso.ufl.edu/drc). Please be sure that necessary accommodations are properly documented by the UFDRC. To obtain a classroom accommodation, you must first pre-register with the DRC (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to your instructors when requesting an accommodation. I am always happy to make whatever accommodations you may need to be successful in the course.

Technology Resources

Our course requires the use of a working computer both inside and outside of class. If you are struggling, please review these [UF Quick Start guides](#). This [link](#) also connects to UF resources regarding internet connectivity. Keep in mind that in a pinch you can dial in using your cellphone to participate in virtual office hours.

The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at <https://helpdesk.ufl.edu/>, 352-392- HELP (4357), or helpdesk@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Academic Resources

There are many other campus, academic resources you should take advantage of throughout the semester. These include:

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

- *Library Support*: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources. teachingcenter.ufl.edu
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. teachingcenter.ufl.edu
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio Now offering [online consultation](#).
- *Student Complaints On-Campus*: sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code
- *On-Line Students Complaints*: <https://distance.ufl.edu/getting-help/student-complaint-process/>.

Crisis Resources

If you or someone you know is struggling with any crisis including but not limited to gender, sexual, racial, or domestic violence, there are many community and University of Florida resources available. Some of these include:

- *U Matter, We Care* (umatter@ufl.edu, 352-392-1575, umatter.ufl.edu)
- *RESPECT – UF Division of Student Affairs* (respect.ufsa.ufl.edu)
- *Counseling and Wellness Center* – available 24/7 (352-392-1575, counseling.ufl.edu)
- *Student Health Care Center* (352-392-1161, shcc.ufl.edu)
- *Multicultural & Diversity Affairs* (352-392-1217, multicultural.ufl.edu)
- *Hitchcock Field & Fork Pantry*- Assisting members of our campus community who experience food insecurity - pantry.fieldandfork.ufl.edu
- *UF Health Shands Emergency Room / Trauma Center* (352-733-0111)
- *Gainesville Police Department* (non-emergency #: 352-955-1818, gainesvillepd.org)

My office door is also always open to you. Please keep in mind I am a Title IX mandatory reporter.

Financial Related Services

In case of emergency financial need, UF’s [Aid-a-Gator program](#) provides students with emergency funding. The program is intended to “help our students' need to cover costs related to unanticipated travel, additional technology requirements, or other needs related to an emergency situation.”

HealthStreet [Drive Up Services](#) provides clothing, toiletries, naloxone (Narcan), masks, and medical referrals. HealthStreet also has an [extensive list](#) of resources including financial assistance, food/grocery and medicine delivery services, an online exercise, mental health, recovery, support for parents, and suggestions for ways to socialize while physically distancing.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

Semester Schedule

Week 1: Introduction to Political Behavior

What are the goals of this course? What can I expect to learn from the course?

August 22

- Syllabus

Week 2: Defining Political Behavior in Political Science

What does it mean to study political behavior? What constitutes political behavior?

August 27

- Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps.
- Dalton, Russell. 2014. "How we participate" in *Citizen Politics*.
- Hirschman, Albert. 1972. Chapter 1 in *Exit, Voice, and Loyalty*.

August 29

Lab 0: R as a Tool

Week 3: Introduction to Behavioral Methods

Why do we engage in (or avoid) certain political behaviors?

September 3

- Gordon and Segura. 1997. "Cross-national Variation in the Political Sophistication of Individuals: Capability or Choice?" *The Journal of Politics*. 59(1): 126-147.
- Taber, Charles S. and Milton Lodge. 2006. "Motivated Skepticism in the Evaluation of Political Beliefs." *American Journal of Political Science* 50: 755-769.
- Brian F. Schaffner and Samantha Luks, "Misinformation or Expressive Responding? What an Inauguration Crowd Can Tell Us about the Source of Political Misinformation in Surveys," *Public Opinion Quarterly* (March 2018).
- Arceneaux, Kevin, and Robin Kolodny. 2009. "Educating the Least Informed: Group Endorsements in a Grassroots Campaign." *American Journal of Political Science* 53: 755-70.

September 5 Class Canceled – APSA conference

Week 4: Field Work & Ethics

How do we study behavior on the ground? What ethical considerations should we have?

September 10

- Cyr, Jennifer. "The pitfalls and promise of focus groups as a data collection method." *Sociological methods & research* 45.2 (2016): 231-259.
- Fuji, Lee Ann. 2012. "Research ethics 101: Dilemmas and responsibilities." *PS: Political Science & Politics* 45(4): 717-723.

Lab 1: Beginning with R

September 12

- Herman, Biz, Amma Panin, Elizabeth Iams Wellman, Graeme Blair, Lindsey D. Pruett, Ken Ochieng'Opalo, Hannah M. Alarian et al. "Field experiments in the global south: Assessing risks, localizing benefits, and addressing positionality." *PS: Political Science & Politics* 55, no. 4 (2022): 769-772.

Week 5: Observational Data

How can we estimate behavior using observation?

September 17

- Gillespie, Andra, and Melissa R. Michelson. "Participant observation and the political scientist: Possibilities, priorities, and practicalities." *PS: Political Science & Politics* 44.2 (2011): 261-265.
- Shoub, Stauffer, and Song. 2020. Differences in Men's and Women's Policing Behavior: Evidence from Traffic Stops. *Working Paper*
- Hainmueller, Jens, and Dominik Hangartner. "Who gets a Swiss passport? A natural experiment in immigrant discrimination." *American political science review* 107.1 (2013): 159-187.

Applied Research Activity: *Class Research Question Design*

September 29

In-class Proposal Workshop

Come prepared to discuss group paper proposals in detail

Week 6: Survey Methods

How do we measure political attitudes and behavior? Why does this matter?

September 24

- Berinsky, A.J., 2017. Measuring Public Opinion with Surveys. *Annual Review of Political Science* 20, 309–329.

Lab 2: Importing & Merging Datasets

September 26

- Rosenfeld, Imai, and Shapiro. 2015. An Empirical Validation Study of Popular Survey Methodologies for Sensitive Questions. *American Journal of Political Science*.
- Graeme Blair. Survey Methods for Sensitive Topics.

Week 7: Exam

How are we meeting our learning objectives?

October 1

[Exam I](#)

October 3

Applied Research Activity: *Class Survey Questionnaire Design*

[FINAL PAPER PROPOSALS](#) DUE BY 11:59 pm

Week 8: Using Survey Data

Do we trust what other people tell us they did? How can we use our skills to understand our political world? What does it look like to construct a sample in R?

October 8

Lab 3: Sampling

October 10

Applied Research Activity: *Class Survey Questionnaire Program & Sampling Plan*

Week 9: Types of Survey Design

What—and how---can we use surveys to study political behavior?

October 15

- Johnston, Richard, and Henry E. Brady. 2002. "The rolling cross-section design." *Electoral Studies* 21.2: 283-295.
- Muñoz, Jordi, Albert Falcó-Gimeno, and Enrique Hernández. 2020. "Unexpected event during survey design: promise and pitfalls for causal inference." *Political Analysis* 28:2: 186-206.
- Barrington, Lowell W. 2012. "Fragile snapshot or stable relationships? What the Orange and Rose revolutions reveal about the stability of cross-sectional survey data." *Comparative Political Studies* 45.3: 312-340.

Applied Research Activity: *Survey Data Collection*

October 17 Guest Speaker: Daphne Halikiopoulou

- Vlandas, Tim, and Daphne Halikiopoulou. "Jihadist Terrorist Attacks and Far-Right Party Preferences: An “Unexpected Event During Survey Design” in Four European Countries." *Perspectives on Politics* (2024): 1-20.

Week 10: Experiments

What is an experiment and what can it tell us?

October 22:

- Fahey, James J. "The big lie: Expressive responding and misperceptions in the United States." *Journal of Experimental Political Science* 10.2 (2023): 267-278.
- Gerber, A. S., Green, D. P., Kaplan, E. H., Shapiro, I., Smith, R. M., & Massoud, T. (2014). The illusion of learning from observational research. *Field experiments and their critics: Essays on the uses and abuses of experimentation in the social sciences*, 9-32.
- Green, Donald P., and Alan S. Gerber. "The underprovision of experiments in political science." *The Annals of the American Academy of Political and Social Science* 589.1 (2003): 94-112.

Lab 4: Descriptive Statistics

October 24

Applied Research Activity: *Design your own Experiment*

Week 11: Mixed Methodologies in Political Behavior Research

What other methods for understanding behavior beyond quantitative research? How can we integrate these tools to understand our political world?

October 29

- Lieberman, Evan S. "Nested analysis as a mixed-method strategy for comparative research." *American Political Science Review* 99.3 (2005): 435-452.

Applied Research Activity: *Analyze Class Data Collection*

October 31

- Simonsen, Kristina Bakkær. "The democratic consequences of anti-immigrant political rhetoric: A mixed methods study of immigrants' political belonging." *Political Behavior* 43.1 (2021): 143-174.
- Cyr, Jennifer. "The unique utility of focus groups for mixed-methods research." *PS: Political Science & Politics* 50.4 (2017): 1038-1042.

FINAL PAPER DRAFT DUE BY MIDNIGHT

Week 12: Electoral Turnout

November 5

- Downs, Anthony. "An economic theory of political action in a democracy." *Journal of political economy* 65.2 (1957): 135-150.
- Baek, Mijeong. 2009. "A comparative analysis of political communication systems and voter turnout." *American Journal of Political Science* 53(2): 376-393.
- Highton, Benjamin. "Revisiting the relationship between educational attainment and political sophistication." *The Journal of Politics* 71, no. 4 (2009): 1564-1576.
- Allen, Trevor J. "Exit to the right? Comparing far-right voters and abstainers in Western Europe." *Electoral Studies* 50 (2017): 103-115.

Lab 5: Graphing

November 7

In-class Proposal Workshop: *Come prepared to discuss group paper proposals in detail*

[PEER REVIEW COMMENTS](#) DUE BY MIDNIGHT

Week 13: Migration & Protest

November 12

- Alarian, H.M. & Zonszein, S. "U.S. Public Opinion toward Non-Citizen Voting Rights." *American Political Science Review*.
- Jones-Correra, Michael. "Institutional and Contextual Factors in Immigrant Naturalization and Voting." *Citizenship Studies*. 2011.
- Bevelander, Pieter & Hutcheson, Derek S. "Voting Behavior of Immigrants and Their Children in Sweden." *Journal of Immigrant & Refugee Studies*, 2022. 20:3, 427-443.

Lab 6: Mapping

November 14

- Rudolph, Lukas, and Thomas Däubler. "Holding individual representatives accountable: The role of electoral systems." *The Journal of Politics* 78, no. 3 (2016): 746-762.
- Hutter, Swen, and Rens Vliegthart. "Who responds to protest? Protest politics and party responsiveness in Western Europe." *Party Politics* 24, no. 4 (2018): 358-369.
- Dostal, Jörg Michael. "The Pegida movement and German political culture: Is right-wing populism here to stay?" *The Political Quarterly* 86, no. 4 (2015): 523-531.

Week 14: Presentations

November 19

[Presentations](#) - Electoral turnout; Voting behavior, Migration

November 21

[Presentations](#) - Protest

Week 15: Applying Political Behavior

December 3

[Exam II](#)

[Final Papers](#) due December 9th (11:59pm)