

POL 3767 The Political Psychology of Elite Behavior

Monday/Wednesday 1:30 – 2:15

Mondale Hall Room 40

Professor Dan Myers

Department of Political Science

Office hours:

In Person: TBD

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Why do some countries cooperate with each other while others go to war? How do the personalities of leaders affect how they behave in office? How do groups of policymakers work together? In this class we will address questions like these by exploring the psychology of political elites, those members of society who wield outsized influence over political decisions. This outsized influence means that understanding how elites think is particularly important. It is also unusually difficult, leading some to argue that political psychology can play little role in understanding elite decision-making.

Students will exit the class having mastered a body of knowledge about elite decision-making and learned about 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. This course fulfills the Civic Life and Ethics theme requirement.

Course Readings

Most of the course readings will be drawn from journal articles and books available electronically from the library. In addition, we will read all or most of the following books in preparation for the final paper:

- McNamara, Robert S., and Brian VanDeMark. 1996. *In Retrospect: The Tragedy and Lessons of Vietnam*. New York: Vintage Books.
- McMaster, H. R. 1998. *Derelection of Duty: Johnson, McNamara, the Joint Chiefs of Staff, and the Lies That Led to Vietnam*. New York: Harper Perennial.

These books are available from the University of Minnesota Bookstore or from your favorite bookstore or online bookseller – inexpensive used copies are also widely available.

Readings are generally available in electronic form through the library or, if not easily accessible through the library, on the course Canvas site. 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

During the semester you will be placed in six-person discussion groups. Before each class session one group member will post a discussion memo and each other group member will post a brief response to Canvas discussion boards. These assignments are described in greater detail in the assignments section of the syllabus.

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.

We will shuffle these groups twice during the semester. The first two sets of discussion groups will be drawn randomly. The final set of discussion groups will be selected based on your interests and will also serve as the groups for the group presentation. 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

This course will be structured around ten weeks of substantive material, with each week covering an important theory about or explanation of elite political behavior. Each week will have a series of readings that offer a theory about some aspect of elite political behavior and evidence in support of that theory. In most weeks, these readings will be roughly divided into two sets: Theoretical readings, which describe the theory, and empirical readings, which offer evidence for or illustrations of the theory.

Your grade in this class will be comprised of four kinds of assignments:

- *Reading Memos*: For each class, one member of your discussion group will write a reading memo of approximately 250-500 words (roughly one to two double-spaced page). This memo must be posted to the group's Canvas

site and submitted to the appropriate Canvas assignment. 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?

The memo should be posted to your group canvas page and to the appropriate Canvas assignment by 11:59 PM the day before class. Everyone in your group should read the memo before class begins and be prepared to discuss it.

These memos serve two purposes: First, it serves as a starting point for discussion in your group. Second, it serves as a resource when it comes to studying for the midterm, working on the group project, and writing the final paper.

Reading memos will be checked in for completeness, but not graded in a formal way. Your grade on the reading memos will be the percentage of your assigned memos that you completed. Each student is assigned a memo for four classes, so completing all of our assigned memos is essential for getting a good grade.

- *Memo Responses:* By the end of the day of class everyone who was not assigned to write a reading memo should post a 150-250 word response. DETAILS.
- *Midterm:* The midterm exam will cover all material from the first ten weeks of the semester. The exam will contain a number of short answer questions and a single essay question. It will be open note, but you may not use any electronic devices during the exam. The exam will be hand-written in class. I will provide more details as the midterm approaches.
- *Group Presentation:* In the final third of the class, each group will prepare a presentation that seeks to explain some elite decision from some point in history using one or more of the theories discussed in the first nine weeks of the class. After each presentation class, each student will be assigned to write a 250-500 word evaluation of one group's presentation. In addition, each student will fill out an anonymous evaluation of their fellow groups members' participation in preparing the group's presentation. Your grade on the presentation will depend on all of these elements. More details on the group presentation will be available as the date approaches.

- *Final Paper*: In the final paper, each student will advance an argument that seeks to explain one of the decisions made by US elites during the Vietnam war using one or more of the theories discussed in the first nine weeks of class. This paper will be roughly 2,500 words, or about 10 double-spaced pages.

Grading

Your course grade will be made up of the following components:

Reading Memos 10%

Responses 5%

Midterm Exam 30%

Group Project 30%

Final Paper 25%

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.

Classroom Policies

Technology in the Classroom

The University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. In this class I ask that you keep all personal electronic devices, including laptops, phones, tablets, away and on silent except when I ask you to take out your laptop computer to complete an in-class activity. If you must take a phone call or send a text message during class, please step out of the classroom to do so.

For complete information on the University policy, please reference: policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Absences and Late Work

If you anticipate missing one of your assigned reading memos for a documented medical or family emergencies or for approved university activities, please try to trade dates with another student in your group. If you cannot, or if you have an unanticipated absence, you may submit the memo late if the absence is for a documented medical or family emergencies or for approved university activities. Note that you may have one approved absence per semester for health issues that does not require documentation – for this one undocumented absence, you may turn in your reading memo late. “Late” in this context means no more than two days after the reason for the excused absence ends; please come talk to me if you need more time.

If you are unable to take the midterm on the assigned day because of a documented medical or family emergencies or for approved university activities, please get in touch with me as soon as possible so that we can arrange appropriate accommodations. Make-up midterms will not be provided in the absence of a documented excused absence.

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

The final essay must be turned in via Canvas by 5:00 PM on Monday, May 12. If I notice that you did not turn in the essay, I will send you an email. You will have 24 hours after that email is sent to turn in an essay, whose grade will be reduced by 3 points. After that, no late essays will be accepted.

Scholastic Honesty, Plagiarism, and AI

The goal of this class, as with all classes, is to learn, and ultimately your grade on any assignment is less important than the knowledge, skills, and habits of thought that you develop by completing the assignment. This is important for your life and career after college, but also for your success in this class.

In pursuit of the goal of learning, you are expected to turn in your own (or, in the case of the group project, your group's) original work for all assignments in this class. This means that you may draw on readings, discussions with others, and AI resources when figuring out how to complete an assignment. However, you may not simply copy the output of others, be they classmates, authors of readings, or AI. You must always be able to explain what is meant by any writing you turn in or what is going on in any code that you turn in; if I suspect plagiarism, I will ask you to meet with me and explain your assignment verbally in your own words.

Your paper should include citations, and a works cited page. Citations are important to give credit to others for ideas or text that is not your own, but also because they allow your reader to track where your research fits into a broader scholarly conversation and where they can turn for more information about a topic, idea, or method. If you are unsure of how to use citations for an assignment, please contact me or raise the question in class.

This policy is in compliance with, and supplements, the University and Department scholastic dishonest policies, listed below.

Communication and Office Hours

If you have questions about the course I much prefer face-to-face discussions (over Zoom or in person) to email. Face-to-face conversation is a much more effective 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 door (and Zoom room) is open. If you know in advance that you will be attending my office hours, you can schedule an appointment at <https://calendly.com/cdm Myers>. Regular office hours 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. Note that my DATE office hours will be held in the COFFEMAN? on the East Bank, as this location is more convenient for some students.

If you do need to email us, please use the course email address pol3767sp2025@umn.edu for all course-related communication. This allows TA NAME 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 after it is 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. You must check your campus e-mail every weekday. You are responsible for any information that I communicate at the start of the class period as well as information that I pass along via email. I do not use Canvas messages or announcements for communication and am unlikely to see messages sent over Canvas.

Attendance Policy

While I do not take formal attendance, attending class and paying attention are essential for keeping up with the material and not falling behind on your paper. Students who attend and engage in class on a regular basis do better on average than students that do not. Please only miss class for reasons listed under the University's Makeup Work for Legitimate Absences policy <http://policy.umn.edu/education/makeupwork>. Please contact the instructor, the TA, or other students if you have questions about material you missed.

Anxiety, Panic, and Withdrawing/Disappearing

Every semester a handful of students get behind on their work for some reason, panic, conclude they will fail and/or cannot get a good grade, and either withdraw or disappear entirely without withdrawing. Even the worst of mistakes within a semester usually doesn't mean there's no way to pass the class. If at any point in the semester you end up feeling like this, please email me or come talk to me in office hours and we can assess how you are doing and try to come up with a plan to make the rest of your semester successful and manageable. You do not have to tell me why you fell behind and you don't need to defend yourself. I am here to help you, not to judge you. I want all of you to succeed, but I can't help you if you withdraw and/or disappear without talking to me.

Grade Disputes

Any student wishing to dispute a grade should submit 150–250-word memo explaining, clearly and concisely, why points were taken off, why the student believes the points should not have been deducted, and how many additional points the student believes they should receive. All regrades can result in one of three outcomes: a grade decrease, the grade staying the same, or a grade increase. In general, if the TA grades the original assignment, the instructor will do the re-grade, and vice versa.

Official University and Department Policies

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 to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see:

https://regents.umn.edu/sites/regents.umn.edu/files/2020-01/policy_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."

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <https://policy.umn.edu/education/syllabusrequirements-appa>.

The Office for Community Standards has compiled useful suggestions to help avoid scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>. If you have additional questions, please clarify with your instructor for the course.

Department of Political Science Policy: Unless specifically permitted by the instructor, any student who submits work generated by ChatGPT and other artificial intelligence (AI) software as their own work will be considered to be in violation of the University's scholastic dishonesty policy.

As stipulated by University policy, instructors are obligated to report all incidents of scholastic dishonesty to the Office of Community Standards (see "Responding to Scholastic Dishonesty").

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: policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale. The two grading systems used are the ABCDF and S-N. Political science majors and minors must take POL courses on the ABCDF system. An S grade is the equivalent of a C- or better. Inquiries regarding grade changes should be directed to the course instructor. Extra work in an attempt to raise a grade can only be submitted with the instructor's approval.

For additional information, please refer to:

policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Incompletes:

The instructor will specify the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. No student has an automatic right to an incomplete.

Department of Political Science Policy: The instructor may set dates and conditions for makeup work using a "Completion of Incomplete Work" contract form. All work must be completed no later than one calendar year after the official last day of the class.

Sexual Harassment

"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: regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

University of Minnesota employees must report sexual misconduct they learn about in accordance with University policy. More information on mandated report can be found here: <https://policy.umn.edu/hr/sexharassassault-faq01>

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual

orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <https://eoaa.umn.edu/policies>.

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) 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 DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DRC website: <https://disability.umn.edu/>.

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: mentalhealth.umn.edu.

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. The instructor will specify if class attendance is required or counted in the grade for the class.

Health and Safety

The University of Minnesota is committed to maintaining a healthy and safe environment for students. Information about policies, procedures, and emergency plans can be found at:

University Health and Safety: <https://hsrm.umn.edu/>

Department of Emergency Management: dem.umn.edu/welcome

January

Wednesday, January 22: Introduction to the Course

Reading (Try to read these before class, but if not, you can do the readings for this class only after class):

- The syllabus,
- Graham, Paul. 2024. "Writes and Write-Nots." *paulgraham.com*. <https://www.paulgraham.com/writes.html>.

Assignment:

Monday, January 27: The Problems of Studying Elite Psychology

Reading:

- Byman, Daniel L. and Kenneth M. Pollack. 2001. "Let Us Now Praise Great Men: Bringing the Statesman Back In." *International Security* 25(4): 107-146
- Kertzer, Joshua D. Forthcoming "Re-Assessing Elite-Public Gaps in Political Behavior." *American Journal of Political Science*. <https://doi.org/10.1111/ajps.12583>

Assignment: Everyone writes a practice reading memo.

Wednesday, January 29: Rational Choice Theory

Reading:

- Shepsle, Kenneth A. 2010. *Analyzing Politics: Rationality, Behavior, and Institutions*. Second edition. New York, London: W. W. Norton & Company. **Chapters 1 and 2**

Assignment: Group member 1 writes the reading memo; all other group members write responses.

February

Monday, February 3: Rational Choice Theory and the Bargaining Model of War

Reading:

- Lake, David A. 2011. "Two Cheers for Bargaining Theory: Assessing Rationalist Explanations of the Iraq War." *International Security* 35(3): 7-52

Assignment: Group member 2 writes the reading memo; all other group members write responses.

Wednesday, February 5: Prospect Theory

Reading:

- Levy, Jack S. 1992. "An Introduction to Prospect Theory." *Political Psychology* 13(2): 171-86.
- Jervis, Robert. 2017. "Prospect Theory: The Political Implications of Loss Aversion." In *How Statesmen Think, The Psychology of International Politics*, Princeton University Press, 85-104. <https://www.jstor.org/stable/j.ctvc775k1.8>.

Assignment: Group member 3 writes the reading memo; all other group members write responses.

Monday, February 10: Application of Prospect Theory

Reading:

- McDermott, Rose. 1998. *Risk-Taking in International Politics*. Ann Arbor: University of Michigan Press. Chap 3: The Iran Hostage Rescue Mission

Assignment: Group member 4 writes the reading memo; all other group members write responses

Wednesday, February 12: Humiliation

Reading:

- Saurette, Paul. 2006. "You Dissin Me? Humiliation and post 9/11 global politics." *Review of International Studies* 32(3): 495-522
- Payne, Kenneth. 2015. "Fighting On: Emotion and Conflict Termination." *Cambridge Review of International Affairs* 28(3): 480-497

Assignment: Group member 5 writes the reading memo; all other group members write responses

Monday, February 17: Emotion

Reading:

- Markwica, Robin. 2018. *Emotional Choices: How the Logic of Affect Shapes Coercive Diplomacy*. Oxford; New York: Oxford University Press. Chapters 1, 2, and 5. (C)

Assignment: No assigned memo writer – any group member may write a memo to make up for an earlier missed memo; all other group members write responses.

Wednesday, February 19: Types and Reputations

Reading:

- Yarhi-Milo, Keren. 2018. *Who Fights for Reputation: The Psychology of Leaders in International Conflict*. Princeton University Press. Chapters 1, 2 Skim Chapter 3.

Assignment: Group member 1 writes the reading memo; all other group members write responses

Monday, February 24: Types and Reputations

Reading:

- Yarhi-Milo, Keren. 2018. *Who Fights for Reputation: The Psychology of Leaders in International Conflict*. Princeton University Press. Chapters 4, 8, Skim Chapter 5

Assignment: Group member 2 writes the reading memo; all other group members write responses

Wednesday, February 26: Personality: The Big Five

Reading:

- Arana Araya, Ignacio. 2022. “The ‘Big Five’ Personality Traits of Presidents and the Relaxation of Term Limits in Latin America.” *Democratization* 29: 113–32.

Assignment:

- Group member 3 writes the reading memo; all other group members write responses;
- Take the Big Five Personality assessment twice: <https://openpsychometrics.org/tests/IPIP-BFFM/>
 - Once as yourself
 - Once as you think that a political elite of your choice would answer it.
 - Submit a screenshot of the political elite for extra credit.

March

Monday, March 3: Personality: Biographical Approaches

Reading: TBD

Assignment: Group member 4 writes the reading memo; all other group members write responses

Wednesday, March 5: Narcissism

Reading:

Assignment: Group member 5 writes the reading memo; all other group members write responses

Monday, March 17: Age and Cognitive Decline

Reading:

Assignment: No assigned memo writer – any group member may write a memo to make up for an earlier missed memo; all other group members write responses.

Wednesday, March 19: Leaders and Advisors

Reading:

- Saunders, Elizabeth N. 2017. “No Substitute for Experience: Presidents, Advisers, and Information in Group Decision Making.” *International Organization* 71(S1): S219-S247.

Assignment: Group member 1 writes the reading memo; all other group members write responses

Monday, March 24: Leaders and Advisors

Reading:

- Gates, Robert Michael. 2014. *Duty: Memoirs of a Secretary at War*. New York: Alfred Knopf. Chapter 10: Afghanistan, a House Divided (C)

Assignment: Group member 2 writes the reading memo; all other group members write responses

Wednesday, March 26: Groupthink and Alternatives

Reading:

- Mintz, Alex, and Carly Wayne. 2016. *The Polythink Syndrome: U.S. Foreign Policy Decisions on 9/11, Afghanistan, Iraq, Iran, Syria, and ISIS*. Stanford, California: Stanford University Press. Chapters 1 and 2. (C)

Assignment: Group member 3 writes the reading memo; all other group members write responses

Monday, March 31: Groupthink and Polythink in the Iraq War

Reading:

- Mintz, Alex, and Carly Wayne. 2016. *The Polythink Syndrome: U.S. Foreign Policy Decisions on 9/11, Afghanistan, Iraq, Iran, Syria, and ISIS*. Stanford, California: Stanford University Press. Chapter 5. (C)

Assignment: Group member 4 writes the reading memo; all other group members write responses

April

Wednesday, April 2: Politicians' Perceptions of their Constituents

- Reading: Brundage, Matt, Andrew T. Little, and Soosun You. 2024. "Selection Neglect and Political Beliefs." *Annual Review of Political Science* 27(Volume 27, 2024): 63–85. doi:10.1146/annurev-polisci-041322-033325.
- Broockman, David E., and Christopher Skovron. 2018. "Bias in Perceptions of Public Opinion among Political Elites." *American Political Science Review* 112(3): 542–63. doi:10.1017/S0003055418000011.

Assignment: Group member 5 writes the reading memo; all other group members write responses

Monday, April 7: Politicians' Perceptions of their Constituents

Reading:

- Fenno, Richard F. 1978. *Home Style: House Members in Their Districts*. Boston: Little, Brown. SELECT CHAPTERS
- Arceneaux, Kevin, Johanna Dunaway, Martin Johnson, and Ryan J. Vander Wielen. 2024. *The House That Fox News Built?: Representation, Political Accountability, and the Rise of Partisan News*. Cambridge: Cambridge University Press. SELECT CHAPTERS

Assignment: No assigned memo writer – any group member may write a memo to make up for an earlier missed memo; all other group members write responses.

Wednesday, April 9: Make-up Class

Reading:

Assignment:

Monday, April 14: Midterm

Reading:

Assignment:

Wednesday, April 16: Group Presentation Work

Reading:

Assignment:

Lab:

Monday, April 21: Group Presentation Work

Reading:

Assignment:

Wednesday, April 23: Group Presentation Work

Reading:

Assignment:

Monday, April 28: Presentations

Reading:

Assignment:

Wednesday, April 30: Presentations

Reading:

Assignment:

May

Monday, May 5: The Vietnam Decisions

Assignment: Presentation evaluations due.