

Fall 2015

POLI 5653

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POLI 5653-001
POLITICAL SOCIALIZATION

Dr. Edward Chervenak

Fall 2015

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9:00 am to 9:50 am MWF

Office: MH 234 280-3217

MH 263

Office Hours: 10 am to 12 noon MW; 11 am to 12 noon TTH; or by appointment

Course Objectives

Why do you have the political values and beliefs you do? Are they your own ideas or have you been influenced, knowingly or unknowingly, by others in your thinking? The means by which you acquire political attitudes and beliefs is called "political socialization." This class examines the process by which we become who we are – political or apolitical, liberal or conservative, activist or bystander, and everything in between.

The socialization literature has traditionally explored the universal processes by which individuals are inducted into any type of political regime, especially democratic regimes. More recent attention to life-long learning expands the field to include a broader understanding of how citizenship orientations and political behaviors emerge and change over time. In this way, the nature, content, transmission, and reinforcement of political culture and political action, in all of their manifestations, come under the purview of the sub-field. Both traditional approaches and contemporary understanding are examined to provide a detailed substantive, theoretical, and methodological introduction to the many problems associated with political socialization.

Learning Objectives: This course will enable students to:

1. Identify the scope of attitudes and behaviors subject to political socialization.
2. Identify and evaluate the relative influence of the various agents of early and later life political socialization.
3. Identify and evaluate the various research designs and methods for studying political socialization.
4. Develop their own answers to the problem of "persistence" versus "life-long openness" explanations of political socialization and learning.
5. Recognize the impact of socialization agents on their own political knowledge, orientations, and behaviors.
6. Recognize their own potential influence as an agent of political socialization on others, especially family members and in group settings.
7. Develop organizational and research skills for supervising a telephone survey.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook:

<http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

Graduate Credit Requirement

Graduate study must be at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student. It must require graduate students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills.

Graduate students will be required to examine and analyze political socialization by employing either a national or local data set and applying empirical principles to their analysis. The paper must be 15-20 pages in length, double-spaced with reasonable font (12 point) and margins (1 inch). A graduate paper typically includes a research question or hypothesis, a review of the relevant literature, the operationalization of variables, a demonstration of hypothesized relationships among three or more variables, using appropriate methodology, and a clear, correct interpretation and reporting of findings. A research design is acceptable upon approval by the instructor.

Examination

There will be a final exam, which will test the material learned over the semester.

Participation

Student participation is essential. **Read** the assigned readings prior to class to be prepared to discuss them. Participation in class should be substantive, theoretical, descriptive, and analytic.

Presentation

At the end of the semester, each student will make a short presentation based upon his or her research project.

Gubernatorial Election Survey

UNO's Survey Research Center will be conducting a survey this semester for the Louisiana Governor's election. The survey will be conducted from November 2nd through November 13th. Graduate students taking this course will be required to participate as a supervisor in the poll. Each student will be required to do 3 sessions. Each session is 3 hours long.

Phone interviews will be scheduled on weeknights, including Friday; from 6 pm to 9 pm. Sessions on Saturdays will be held from 1 pm to 4 pm and on Sundays there will be two sessions from 2:30 pm to 5:30 pm and from 6 pm to 9 pm.

GRADING: The grade in this course is based on the following formulae.

Survey Participation	10%
Presentation	30%
Final Exam	20%
Final Research Paper	40%

Moodle Students must have Internet access to the Moodle for this course. Students are responsible for regularly accessing Moodle for announcements and are also responsible for all e-mail communications from the instructor. Course materials, including the syllabus, the

readings, and the workshop assignments, are found in Moodle. It is your responsibility to regularly access the site.

Classroom Accommodations are available to students who qualify for services. It is the responsibility of the student to register with the Office of Disability Services (UC 248) each semester and follow their procedures for obtaining assistance.

Classroom Conduct Be in class on time. There is no excuse for repeatedly arriving late. Parking is a hassle; allow enough time for it. Also, cell phones should be turned off before class. Texting is not permitted during class time. Anyone caught texting will be asked to leave the class and will be counted as absent for that session.

Feel free to ask questions of instructor. But please do not ask other students, as talking disturbs everyone one in the class.

Students are expected to treat faculty and fellow students with respect. Any actions that purposely and maliciously distract the class from the work at hand will not be tolerated.

Civility in the classroom and respect for opinions of others is very important in an academic setting. It is likely that you may not agree with everything that is said or discussed in the classroom. Courteous behavior and response are expected.

Academic Integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Academic Dishonesty Policy for further information. The policy is available online at: <http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

Important Dates

Last day to adjust schedule w/out fee	08/18/2015
Semester Classes Begin	08/19/2015
Last day to adjust schedule w/fee, or withdraw with 100% refund	08/25/2015
Last day to apply for December commencement	09/25/2015
Final day to drop a course or resign	10/14/2015
Mid-semester examinations	10/05-10/09/2015
Final examinations	12/07-12/11/2015
Commencement	12/18/2015

Fall Semester Holidays

Labor Day	09/07/2015
Mid-semester break	10/15-10/16/2015
Thanksgiving	11/26-11/27/2015
Labor Day	09/07/2015

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares through <http://www.uno.edu/fye/uno-cares.aspx>.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification: <http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and safety procedures are explained at the Emergency Health and Safety Office: <http://www.uno.edu/ehso/>.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities. <http://diversity.uno.edu/index.cfm>

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more at <http://www.uno.edu/lrc/>.

Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>

READINGS: Available in Moodle

Weissberg, Robert. 1974. *Political Learning, Political Choice, and Democratic Citizenship*. Englewood Cliffs, NJ: Prentice-Hall, pp. 10-31.

Dawson, Richard E., Kenneth Prewitt. 1969. *Political Socialization* Boston: Little, Brown and Company, pp. 63-80.

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Jennings, M. Kent, Laura Stoker and Jake Bowers. 2009. "Politics across Generations: Family Transmission Reexamined," in *Journal of Politics*, Vol. 71, No. 3, pp. 782-799.

Dolan, Kathleen. 1995. "Attitudes, Behaviors, and the Influence of the Family: A Reexamination of the Role of Family Structure," in *Political Behavior*, Vol. 17, No. 3, pp. 251-264.

Palonsky, Stuart B. 1987. "Political Socialization in Elementary Schools," in *The Elementary School Journal*, Vol. 87, No. 5, pp. 492-505.

Campbell, David E. 2002. "The Young and the Realigning: A Test of the Socialization Theory of Realignment." *Public Opinion Quarterly* 66 (2): 209-234.

Westholm, Anders and Richard G. Niemi. 1992. "Political Institutions and Political Socialization: A Cross-National Study," in *Comparative Politics*, Vol. 25, No. 1, pp. 25-41.

Campbell, Bruce A. 1980. "A Theoretical Approach to Peer Influence in Adolescent Socialization," in *American Journal of Political Science*, Vol. 24, No. 2, pp. 324-344.

White, Stephen, Neil Nevitte, André Blais, Elisabeth Gidengil and Patrick Fournier. 2008. "The Political Resocialization of Immigrants: Resistance or Lifelong Learning?" in *Political Research Quarterly*, Vol. 61, No. 2, pp. 268-281.

Ramakrishnan, S. Karthick and Thomas J. Espenshade. 2001. "Immigrant Incorporation and Political Participation in the United States," in *International Migration Review*, Vol. 35, No. 3, pp. 870-909.

Dolan, Kathleen. 2011. "Do Women and Men Know Different Things? Measuring Gender Differences in Political Knowledge," in *Journal of Politics* Vol. 73, No. 1, pp. 97-107.

Verba, Sidney, Nancy Burns and Kay Lehman Schlozman. 1997. "Knowing and Caring about Politics: Gender and Political Engagement," in *Journal of Politics* Vol. 59, No. 4, pp. 1051-1072.

Jelen, Ted G. and Marthe A. Chandler. 1996. "Patterns of Religious Socialization: Communalism, Associationalism and the Politics of Lifestyle," in *Review of Religious Research*, Vol. 38, No. 2, pp. 142-158.

Mangum, Maruice. "The Ties That Unbind: Exploring the Contradictory Effects of Religious Guidance and Church Attendance on Black Partisanship," *Journal of Black Studies*, Vol. 38, No. 6, pp. 916-931.

Greenstein, Fred. "Personality and Political Socialization: The Theories of Authoritarian and Democratic Character," in *Learning About Politics: A Reader in Political Socialization*. Roberta S. Sigel, ed. Random House: New York, pp 260-76.

Mussen, Paul H. and Anne B. Warren. "Personality and Political Participation," in *Learning About Politics: A Reader in Political Socialization*. Roberta S. Sigel, ed. Random House: New York, pp. 277-92.

Clawson, Robert W. 1973. "Political Socialization of Children in the USSR," *Political Science Quarterly*, Vol. 88, No. 4, pp. 684-712.

Loveless, Matthew. 2010. "Understanding Media Socialization in Democratizing Countries: Mobilization and Malaise in Central and Eastern Europe," in *Comparative Politics*, Vol. 42, No. 4, pp. 457-474.

Neundorf, Anja. 2010. "Democracy in Transition: A Micro perspective on System Change in Post-Socialist Societies," in *Journal of Politics*, Vol. 72, No. 4, pp. 1096-1108.

Steckinrider, Janie S., and Neal E. Cutler. 1989. "Aging and Adult Political Socialization: The Importance of Role and Transition," in *Political Learning in Adulthood*. Roberta S. Sigel, ed. University of Chicago Press: Chicago, pp. 56-88.

Settle, Jaime, E. Christopher T. Dawes James H. Fowler. 2009. "The Heritability of Partisan Attachment," in *Political Research Quarterly*, Vol. 62, No. 3, pp. 601-613.

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Nie, Norman, and D. Sunshine Hillygus. 2001. "Education and Democratic Citizenship," in *Making Good Citizens: Education and Civil Society*. Diane Ravitch and Joseph P. Viteritti, eds. (Yale University Press: New Haven), pp. 30-57.

Kam, Cindy D. and Carl L. Palmer. 2008. "Reconsidering the Effects of Education on Political Participation," in *Journal of Politics*, Vol. 70, No. 3, pp. 612-631.

Delli Carpini, Michael X., and Scott Keeter. 1996. *What Americans Know About Politics and Whether it Matters*. Yale University Press: New Haven, pp. 62-104.

Galston, William A. 2001. "Political Knowledge, Political Engagement, and Civic Education," in *Annual Review of Political Science* Vol. 4, pp. 217-234.

Niemi, Richard, and Jane Junn. 1998. *Civic Education: What Makes Students Learn?* Yale University Press: New Haven, pp. 1-23.

Niemi, Richard, and Julia Smith. 2001. "Enrollments in High School Government Classes: Are We Short-Changing Both Citizenship and Political Science Training?" *PS: Political Science and Learning* v. 34 (June), pp. 281-287.

Assignment Schedule

		Page Numbers	Topic
August 19	INTRODUCTION		
August 21	Weissberg	10-31	Study of Political Socialization
August 24-28	Dawson and Prewitt Beck	63-80 115-141	Methods of Political Learning Role of Agents
August 31 September 4	Jennings, et al. Dolan	782-799 251-264	Family Transmission Family
September 7-11	LABOR DAY HOLIDAY Palonsky Campbell	492-505 209-234	Elementary Schools The Young and the Realigning
September 14-18	Westholm and Niemi Campbell	25-41 324-344	Political Institutions and Socialization Peer Influence on Adolescents
September 21-25	White, et. al. Ramakrishnan and Espenshade	268-281 870-909	Resocialization of Immigrants Immigration Incorporation in US
September 28 October 2	Dolan Verba, Burns, and Schlozman	99-107 1051-72	Gender and Political Knowledge Gender and Political Engagement
October 5-9	Jelen and Chandler Mangum	142-158 916-931	SHORT ASSIGNMENT DRAFT DUE OCT. 5 Religion and Politics Religion and Black Partisanship
October 12-16	Greenstein Mussin and Warren MIDSEMESTER BREAK	260-276 277-292	Personality and Socialization Personality and Political Participation SHORT ASSIGNMENT DUE OCT. 14
October 19-23	Clawson Loveless	684-712 457-474	Soviet Socialization Media Socialization in Democratizing Central European Countries
October 26-30	Neundorf Steckinrider and Cutler	1096-1108 56-88	Democracy in Transition Adult Socialization
November 2-6	Settle, et al. Krebs	601-613 85-124	Heritability of Partisan Attachment Military
November 9-13	Nie and Hillygus Kam and Palmer	30-57 612-631	Education and Democratic Citizenship Reconsidering Effects of Education
November 16-20	Carpini and Keeter Galston	62-104 217-234	Political Knowledge Civic Education
November 23-27	Niemi and Junn Niemi and Smith THANKSGIVING BREAK	1-23 281-287	Civic Education Enrollment in HS Government Classes
November 30 December 4	PRESENTATIONS		
December 9	FINAL		Final Autobiography due