

Political Science 319R: Political Extremism in the United States

Winter 2021

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Office hours: Tuesday, Thursday from 3:15pm-4:15pm
Or by appointment

Course meeting time:

Tuesday, Thursday at 2-3:15pm

Note that this class will be taught online synchronously through Zoom; in other words, we will have online lectures and class activities at the listed course meeting times. Links to the online Zoom class meetings will be posted on Learning Suite.

Office hours will also be held through Zoom – a link to the Zoom meeting for each day of office hours will be posted on Learning Suite.

Course Description

Throughout the history of the United States, extremism has posed major challenges for American democracy. Governments, groups, and citizens wrestle with which forms of extremism are dangerous and which are just differences in opinion. In this course, we consider different types of extremism, where extremism comes from, and the consequences of extremism for American democracy and society more generally.

We begin with a discussion on definitions and conceptualization, digging deeply into questions about what extremism is and where to find it. From there, we will discuss different types of extremism, including but not limited to: authoritarianism, populism, sexism, ideological extremism, racism, and religious fundamentalism. We will then cover the causes and consequences of extremism. Throughout these topics, we will take a broad approach that examines extremism at the level of individual attitudes and behavior as well as among elites, groups, and institutions. Our focus will be on the United States, but where appropriate, we will draw on lessons from other contexts. All of these discussions will be centered on helping students achieve both the course purpose and objectives, as described below.

This class takes a seminar format, where students will be expected to read a number of sources for each class and come ready to discuss those readings. I will provide some lecture each class meeting, but most of our time will be focused on more interactive conversations.

Course purpose

At the end of this course, students will learn to evaluate different kinds of political extremism and when extremism creates problems and benefits for American democracy.

Course objectives

1. Explain and compare different definitions of extremism
2. Understand the roots of different kinds of extremism
3. Evaluate the democratic consequences of extremism

All of the assignments and activities are geared toward helping you achieve these objectives.

Prerequisites

Students should take POLI 200 prior to taking this course; this is to ensure you are able to dig deeply into the readings for each class and successfully complete the larger assessments.

Course texts

The following are required books for the course, which you can purchase at the BYU Store, Amazon.com, or the book seller of your choice. You can purchase a hard copy of this book or an electronic version – either will be fine for our purposes.

1. Berger, J.M. 2018. *Extremism*. Cambridge, MA: MIT Press. ISBN: 978-0262535878
2. Milgram, Stanley. 1975. *Obedience to Authority*. New York: Harper Collins. *Note that you may purchase any version or reprint of this book.*

Other readings will be posted on Learning Suite. Please note that, with very few exceptions, you will be required to read three (sometimes more) readings for each class meeting. This is to accomplish one of the main purposes of this class – to you with a deeper understanding of extremism in American politics and how it has been studied. And while I am here to help you understand the topics you are reading and we are discussing, you will need to devote a significant amount of time to reading this material.

Classes, Assignments, and Grades

Grades will be determined from the following assessments (each of which is explained below):

Assignment	Due date	Percentage of final grade
Reading summaries	Every class (unless noted)	22
Choose your own adventure paper		(55 total)
Ideas assignment	1/26	2
Update 1	2/9	3
Definition	3/2	5
Update 2	3/18	3
Rough Draft	3/30	7
Peer review	3/30	5
Final paper, executive summary	4/13	13
Final paper, full paper	4/13	25
Final reflective essay	4/21	5
Class engagement	-	10

The letter grade distribution for the course is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93.00-100	90.00-92.99	87.00-89.99	83.00-86.99	80.00-82.99	77.00-79.99	73.00-76.99	70.00-72.99	67.00-69.99	63.00-66.99	60.00-62.99	<=59.99

I do not curve or limit the number of students who can receive each of the letter grades above. Please note that I do not round up in giving final grades – you must, for example, receive a 93.00 or higher to get an A. Anything lower than a 93 (e.g., 92.99) would receive an A-.

Additional details on each assignment can be found on Learning Suite. The following sections are meant to give you the basic details of each.

Choose your own adventure paper

The culminating skill I am hoping you develop in this class is to think analytically about the extremism and to apply what we have learned to one specific type of extremism. To help you develop this skill, you will write a paper of no more than 3,000 words where you dig deeply into one kind of extremism that interests you. Broadly speaking, you should focus on clearly defining what that kind of extremism is, how it compares to other forms of extremism, where it comes from, and what its consequences are. This paper should be styled after a research blog or report. In addition to this larger 3,000 word paper, you should write a 500-800 word executive summary that provides the highlights – think of what you would share with the leader of a community, organization, or business who does not have time to read through all of the details.

All of the major assessments for this course are outgrowths of this paper and are intended to help you successfully complete the final paper. There are several smaller assignments that help you complete part of this course in a sequential way prior to completing the larger paper; these are opportunities for you to explore your topic, get feedback from me, and improve your paper without losing many (if any) points. This is a chance for you to improve your writing skills and get help and mentoring from me about this project at many points in the semester (rather than just at the end)

The first of these smaller assignments is for you to submit an ideas document with the things you are thinking you might write your paper about. For this assignment, you should submit three different ideas you are considering, with a short paragraph describing each. This exercise will help you choose between things that interest you and get feedback from me about multiple possibilities. You will receive full credit for completing this assignment, and I will provide you with feedback within a week of your submission. As this assignment should be turned in early in the semester (by 11:59pm on 1/26), you may need to look ahead on the syllabus to see what topics interest you that we have not yet covered. As we proceed through the class, you may come up with a new idea that is not in our ideas assignment; this is completely fine – I mainly want to help you start thinking about this paper early on in the course.

The next assignment is a check-in / update, where you should submit a one-page, single-spaced document that details what you are currently pursuing as your topic and the progress that you have made so far. You will receive full credit for completing this assignment, so please be honest about how things are going, what you are struggling with, and where you could use some help. Please turn this in by 11:59pm on 2/9.

From here, you will begin to write the different parts of your paper. The next thing you will submit is the definition you propose for the form of extremism that you have chosen (due by 11:59pm on 3/2). This can be built off of what other people have found or theorized (in other words, you don't need to invent this out of thin air) and should include a discussion of why this type of extremism is important. You should write approximately 800 words (between 750 and 850 words will not receive a penalty for length). Your definition will be graded based on the

rubric posted online, which focuses on the specificity and clarity of your definition and the case you make for the importance of this kind of extremism.

The next assignment is a second check-in / update, which will be very similar to the first update. You should submit a one-page, single-spaced document that details what you are currently pursuing as your topic and the progress that you have made so far. You will receive full credit for completing this assignment, so please be honest about how things are going, what you are struggling with, and where you could use some help. Please turn this in by 11:59pm on 3/18.

You should next compose a full, rough draft of your paper without the executive memo. This should follow the instructions for the final paper and be as polished as you can make it – this is due by the start of class on 3/30. I will give you feedback about what to change and how to improve as you work towards the final paper. You will be graded based on the rubric posted online, which is modeled after the rubric I will use to grade the final paper. I will also tell you what score you would have gotten if you had turned in your rough draft as the final paper. You can choose to accept that grade for the final paper if you would like – if you go that route, you would only need to turn in the executive summary by the final paper deadline.

After turning in your rough draft, you will need to review another students' paper and get feedback from them on your paper. We will complete this peer review in class on 3/30. You will be given instructions on how to complete the peer review and will work with another student in a Zoom breakout room. By the start of class that day, you should send your assigned partner an electronic copy of your paper. At the end of class, you and your partner will (separately) complete a feedback form on how this review went; if you complete this form, you will receive full points for the peer review. I reserve the right to modify your score if your partner reports concerns or problems in how you completed the peer review.

The last component of this paper is to submit the final paper and executive summary. This should be turned in by 11:59pm on 4/13, the last day of class. The final paper is worth 25 of your overall grade and should be no more than 3,000 words. While there is no penalty for a paper that is less than 3,000 words, students typically cannot do well on the assignment without writing close to that limit. If you choose to include figures in your paper, they do not count towards the word count. Your final paper should include the following – please also use this as a guide in working on your rough draft:

- Cover page: You should include a cover page with your name, a title, the word count, and the section you are in. This cover page does not count towards the word limit. **(0.5 points)**
- Clear statement and definition: You should describe what your type of extremism is both in terms that a lay audience could understand and in reference to academic research on the topic. This should include the way that you think this kind of extremism should be measured (in individuals' attitudes, organizations, or whatever level you think is most appropriate for your form) **(7 points)**
- Comparison with other, related forms: You need to discuss what is unique and what is similar between your selected form of extremism and other types of extremism. You do not need to discuss all possible types of extremism; however, you must at least compare your form to two other kinds. **(6 points)**

- Discussion of origins: Where do you think your form of extremism comes from? What makes it more or less pronounced? This can include details on what you think encourages or discourages your form of extremism. **(6 points)**
- Analysis of the consequences: What role does your type of extremism play in American democracy? Is it good? Bad? Neutral? Under what conditions does your type of extremism pose a threat to democratic government? **(5 points)**
- References: You must include in-text citations and a reference list at the end of your paper (the reference list does not count towards your word limit). You must refer to at least five academic sources; papers that have more references generally receive higher scores. You may use any citation style you prefer, so long as it is a legitimate citation style (i.e., you can't just provide links to the materials you read). **(0.5 points)**

For further details on grading, please see the rubric posted online for this paper.

Along with your full paper, you should also submit an executive summary of 500-800 words. You may include one figure in your executive summary; this does not count towards your word count. This is worth 13 percent of your overall grade and should contain all of the same components as the full paper. It must, though, be written in a more concise, accessible way. Imagine you are summarizing your paper for someone who knows very little about political science and has only 15 minutes to read over your document. The purpose of this summary is to help you concisely summarize your paper and to practice the skill of distilling your larger ideas into brief, takeaway points. This document can contain both text and bulleted points, in whatever form you think is most effective. This should be submitted at the same time as your final draft of your full paper. If you choose to accept your hypothetical rough draft grade for your final paper, the only thing you need to turn in at the end of class is your executive summary.

As part of this assignment, you **must** visit either the FHSS college writing lab or the university writing center to help you with the writing components of the paper and executive summary. If you do not do this, you will receive a 10% deduction on your paper score. To ensure you do not receive this penalty, please submit some evidence you worked with either writing center. This need not be detailed, photographic proof – it can be an email confirmation of your appointment, a form completed by the individual you are working with, or anything along these lines. Please submit this at the corresponding assignment on Learning Suite.

Reading summaries

To help you engage with the reading materials (which you will need to do to succeed on the larger paper and course generally), you will be required to submit a 100-200 word summary of the major things that stood out to you from the readings for each class. You will receive full points simply for submitting each of these; I reserve the right to review your submissions and penalize you if you provide a nonsensical or completely off topic response. This will occur only in the most egregious circumstances.

You have three opportunities to miss these summaries before you will begin to lose points. On your fourth missed summary, you will lose 1 point for each summary you do not submit. Summaries must be turned in through Learning Suite (under Digital Dialog) by noon. If you turn them in after 12:05pm, you will not receive credit for the reading summary. These reading summaries are, in total, worth 25 percent of your grade – as such, you should take them seriously.

Final exam reflective essay

For the final exam, you should answer a series of reflective questions about what you have learned in this course and the course objectives. Different from traditional exams, there is no right or wrong answer to these questions. Instead, you will be graded on if you critically think about the questions and provide a response of some substance. I anticipate that most students will receive full points for this reflective experience.

You must complete the reflective exam sometime during finals week and through Learning Suite. You can take as much time as you need to and can begin, pause, and resume the exam. Please reach out to me with questions about the reflective final exam early in the semester. The reflective essay is worth 5 percent of your overall grade for the course.

Class engagement

Engaging in class discussions, asking questions, and otherwise participating are critical components of learning in this course. As a result, 10 percent of your overall grade is determined by your class engagement. This can take many forms – including (but not limited to) attending online lectures, asking questions in class, answering questions, staying engaged with the class discussion, speaking with me during office hours, and participating in online class activities. This is especially important given the format of this class, which involves a large amount of class discussion and interaction with each other.

To help me evaluate your participation, I will review the report from Zoom about who attended the online lecture. If you miss more than three lectures, your engagement grade will begin to go down. I will generally not penalize you for being late or needing to leave a few minutes earlier; however, if you only watch the online lecture for five minutes, this will be counted as an absence.

I also expect you to participate in the online lectures we hold through Zoom. I promise to do everything I can to encourage you to engage in our classes, and I expect you to do your part. While I will be recording the Zoom lectures, these will only be available to you if you have made arrangements with me (e.g., university absence, university accommodation, medical issue, or other reason you discuss with me). I may call on specific students to answer questions at various points in lecture; you are not required to have a perfect or complete response. However, if your answers repeatedly indicate that you are not doing the readings or paying attention in class, your engagement grade will suffer.

In addition, I ask you to participate in a number of ungraded, engagement activities throughout the class. If you do not complete at least 75 percent of these, your engagement grade will be reduced.

Your feedback

Your feedback is invaluable to the class as a way to evaluate the assignments and activates I use in class. As such, I will email feedback surveys to you throughout the course. You are not obligated to complete these but doing so will help me adjust my teaching in the course to benefit you and other students in the class. All will be complete anonymous.

Excused absences

Any student missing an exam or a due date must provide documentation to schedule a make-up or turn in a late paper/assignment. You must contact me within one week of the exam or due date to schedule a make-up option and present documentation.

In the case of emergencies, please contact me as soon as safely possible.

General Course Policies

Some of these were adapted from syllabi created by Drs. Chris Karpowitz, Adam Dynes, and Jeremy Pope.

Late policy and grade appeals

Unless explicitly described otherwise in the description of any assignment, you will lose ten percent of your grade for an assignment each day is late, and late work must be turned in no more than 7 days after the original due date – unless specified otherwise in the description of that assignment. For some assignments, you may request a 24-hour extension by email - this must be submitted ***before the original deadline*** and will be granted automatically. This may only be applied to the following assignments: the Ideas assignment, Update 1, Definition assignment, and Update 2.

If you would like to appeal an assigned grade, *you must submit a written statement to me explaining why the grade should be changed (within two class periods of receiving the grade).*

At the end of the semester, many students wish they had done a few points better and appeal to instructors to boost their grades a few points or provide them with extra credit/make-up opportunities. This tendency is understandable based on pressures students face (scholarships, job/law school/graduate school applications, athletic requirements, etc.). However, you should be aware of two things – first, providing such opportunities to some students and not others at the end of the semester is not fair to other members of the class and undermines my commitment to follow the course as outlined in the syllabus. Second, when instructors provide boosts to students who ask, this reinforces inequities between students from advantaged and disadvantaged backgrounds (e.g., first-generation college students, students facing economic hardship, minority students, etc.).

I provide you with opportunities throughout the class to get help, feedback, and work towards a grade you are happy with – this is my way of helping you succeed while still being fair. If you ask me for a grade boost at the end of the semester, I will review your grades throughout the class to ensure there are no errors in the grading; however, I will never provide last-minute extra-credit opportunities or grade boosts to give you the score you would like.

Contact and office hours:

The best way to reach me is by email – please contact me at ethan.busby@byu.edu. If you email me and do not hear from me within 3 business days, please follow-up. In general, if you contact me outside of normal working hours (M-F, between 8am and 6pm), I may not respond until the next business day. You can still email me outside of this window, but my response will be delayed. Additionally, please put “POLI 319R” in the subject line of your email so that I prioritize your messages.

It is critical that you check Learning Suite and your email to succeed in this course. I will send out reminders and announcements through Learning Suite and to your university email address. If you choose not to check your email and/or Learning Suite you are taking the risk of missing critical course information.

The easiest way to meet with me in person is to drop by my virtual office hours. You can drop into these Zoom calls at any time during the posted time frame. Feel free to email me in advance if you need to meet with me outside of my office hours and would like to set up an appointment. Office hours are an opportunity for you to do any or all of the following: get help on course material you find difficult, review material for exams, ask questions about upcoming assignments, discuss connections between our course and other classes you are taking, get advice about being a successful student, discuss what graduate school is like, and get other help that you need.

Classroom environment

At times, we may cover topics and have conversations that challenge your viewpoints or provoke intense discussion. I expect everyone to be respectful of others' views, *especially when those views challenge their own*. Being respectful involves genuinely listening to others, asking questions instead of making assumptions, learning to put yourself in the perspective of others, and giving other people the same treatment and respect you want for yourself. My goal is to create an environment where all students feel safe sharing their views and, in turn, feel respected by other students and myself. You should feel free to present viewpoints that differ from my own and to ask challenging questions of the material presented in class.

Courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. Disruptive behavior such as disrespecting a member of the class, disrespecting another member of our community, or using hurtful language will not be tolerated. I reserve the right to ask students to leave the classroom and take further action if disruptive behavior persists, in particular if a verbal warning is ineffective at eliminating the behavior or if a single incident is particularly egregious.

If, at any point, you feel that I have failed to create this type of environment or have not been respectful of your views, I ask that you please inform me as soon as you can so that I can address the issue appropriately. Additionally, if you have any concerns about the topics planned for the course, I would ask you to speak with me as far in advance as possible.

Policy on Absent Instructor

If I have not arrived by 15 minutes after the start of class, you are free to leave without penalty. I will send an email with as much advanced notice as possible if I need to cancel class.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in

class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Employment Office at 801-422-5895, D-285 ASB for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: **Direct Plagiarism**-The verbatim copying of an original source without acknowledging the source. **Paraphrased Plagiarism**-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. **Plagiarism Mosaic**-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. **Insufficient Acknowledgement**-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to

unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Research & Writing Resources

I highly recommend you use resources from the University to improve your writing. These include the FHSS writing lab and the BYU Research & Writing Center. You can sign up for online appointments at the FHSS writing lab by going to the Writing Lab Website: <https://fhsswriting.byu.edu/> Trained student advisors from our college can help you with any stage of the writing process.

The BYU Research & Writing Center (3340 HBL) is an additional resource where trained undergraduate consultants provide individualized assistance on assignments at any stage of the research and writing process. Consultants aim to help you meet assignment expectations, answer questions, and increase your skills and confidence in research and writing. Before visiting, familiarize yourself with the RWC's services and resources. When visiting, bring whatever materials will help the consultant best help you, including your assignment description, feedback from your instructor or TA, specific questions, and related materials. To learn more, visit rwc.byu.edu

Other University Resources:

Many people, including students at BYU, struggle with emotional and mental challenges like stress, depression, and anxiety. The office of Counseling and Psychological Services at BYU offers a variety of services to help students manage these very common issues. Counseling is available to full-time students with concerns such as anxiety, depression, eating disorders, interpersonal conflict, marital problems, self-esteem, social relationships, and stress management. All of these services, consistent with the highest standards of professional psychology, are provided in a confidential manner. Counseling and Psychological Services is located at 1500 WSC and by phone at 801-422-3035. Visit their website at <https://caps.byu.edu/> for more information or to make an appointment.

Date	Class Topics and Readings	Assignments
Class 1: 1/12	<p><i>Course introduction</i></p> <ol style="list-style-type: none"> 1. Read the course syllabus and class schedule 	Complete the introductory video on Digital Dialogue
Class 2: 1/14	<p><i>Definitions and conceptualization</i></p> <ol style="list-style-type: none"> 1. Berger, J.M. 2018, <i>Extremism</i> (chapter 2, “What Is Extremism?”) 2. Bötticher, Astrid. 2017. “Towards Academic consensus definitions of radicalism and extremism” <i>Perspectives on Terrorism</i> 11(4): 73-77 3. Fleming, N.C. 2014. “Political Extremes and Extremist Politics”. <i>Political Studies Review</i> 12: 395-401. 	
Class 3: 1/19	<p><i>Types of extremism: ideological and partisan extremity</i></p> <ol style="list-style-type: none"> 1. Utych, Stephen M. 2020. “A voter-centric explanation of the success of ideological candidates for the U.S. house”. <i>Electoral Studies</i> 2. Broockman, David E. 2014. “The real extremists are American voters, not politicians”. <i>Monkey Cage: Washington Post</i> https://www.washingtonpost.com/news/monkey-cage/wp/2014/01/22/the-real-extremists-are-american-voters-not-politicians/ 3. Ahler, Douglas J. 2014. “Self-Fulfilling Misperceptions of Public Polarization”. <i>Journal of Politics</i> 76(3):607-620. 4. Finkel, Eli. et al. 2020. “Political sectarianism in America” <i>Science</i> 370 (6516):533-536 	
Class 4: 1/21	<p><i>Types of extremism: moral conviction/dualism</i></p> <ol style="list-style-type: none"> 1. Ryan, Timothy J. 2017. “No compromise: Political consequences of moralized attitudes”. <i>American Journal of Political Science</i> 61(2): 409-423. 2. Skitka, Linda J. and G. Scott Morgan. 2014. “The Social and Political Implications of Moral Conviction”. <i>Advances in Political Psychology</i> 35:95-110 	
Class 5: 1/26	<p><i>Types of extremism: authoritarianism</i></p> <ol style="list-style-type: none"> 1. Hetherington, Marc J. and Elizabeth Suhay. 2011. “Authoritarianism, Threat, and Americans' Support for the War on Terror”. <i>American Journal of Political Science</i> 55(3):546-560. 2. Miller, Steven V. 2017. “Economic Threats or Societal Turmoil? Understanding Preferences for Authoritarian Political Systems” <i>Political Behavior</i> 39(2):457-478. 	Ideas assignment due on Learning Suite by 11:59pm

	<p>3. Wronski, Julie, Alexa Bankert, Karyn Amira, April A. Johnson, and Lindsey C. Levitan. 2018. "A Tale of Two Democrats: How Authoritarianism Divides the Democratic Party" <i>Journal of Politics</i> 80(4): 1384-1388.</p>	
Class 6: 1/28	<p><i>Types of extremism: populism</i></p> <ol style="list-style-type: none"> 1. Stanley, Ben. 2008. "The thin ideology of populism" <i>Journal of Political Ideologies</i> 13(1):95-110. 2. Busby, Ethan C., Joshua R. Gubler, and Kirk A. Hawkins. 2019. "Framing and Blame Attribution in Populist Rhetoric". <i>Journal of Politics</i> 81(2):616-630. 3. De Vries, Catherine E. and Sara B. Hobolt. 2020. "Does the pandemic spell the end of populism? Most likely not — here's why" <i>Monkey Cage, Washington Post</i>. https://www.washingtonpost.com/politics/2020/07/23/does-pandemic-spell-end-populism-most-likely-not-heres-why/ 	
Class 7: 2/2	<p><i>Types of extremism: racism</i></p> <ol style="list-style-type: none"> 1. Cramer, Katherine. 2020. "Understanding the Role of Racism in Contemporary US Public Opinion" <i>Annual Review of Political Science</i> 23(1):153-169. 2. Wilson, David C. and Tyson King-Meadows. 2016. "Perceived electoral malfeasance and resentment over the election of Barack Obama" <i>Electoral Studies</i> 44:35-45 3. Struyk, Ryan. 2017. "By the numbers: 7 charts that explain hate groups in the United States" <i>CNN</i>. https://www.cnn.com/2017/08/14/politics/charts-explain-us-hate-groups/index.html 	
Class 8: 2/4	<p><i>Types of extremism: sexism</i></p> <ol style="list-style-type: none"> 1. Glick, Peter, Jeffrey Diebold, Barbara Bailey-Werner, and Lin Zhu. 1997. "The Two Faces of Adam: Ambivalent Sexism and Polarized Attitudes Toward Women". <i>Personality and Social Psychology Bulletin</i> 23(12): 1323-1334. 2. Zucker, Alyssa N., Alexandra S. Weis, and Laura S. Richman. 2019. "Grab 'em by the masculinity: changes in gendered beliefs and sexism following the 2016 US presidential election" <i>Politics, Groups, and Identities</i> 7(3): 737-747. 3. Bote, Joshua. 2020. "Shooting Suspect Roy Den Hollander was a men's rights activist. What does that mean?" <i>USA Today</i> https://www.usatoday.com/story/news/nation/2020/07/21/roy-den-hollander-what-mens-rights-activism-how-did-start/5481054002/ 4. Johnson Lewis, Jone. 2019. "What is Radical Feminism?" <i>ThoughtCo</i>. https://www.thoughtco.com/what-is-radical-feminism-3528997 	

Class 9: 2/9	<p><i>Types of extremism: nationalism</i></p> <ol style="list-style-type: none"> 1. McDaniel, Eric L., Irfan Nooruddin, and Allyson F. Shortle. 2016. "Proud to be an American?: The Changing Relationship of National Pride and Identity" <i>Journal of Race, Ethnicity, and Politics</i> 1(1):145-176 2. Perez, Efren O. 2015. "Xenophobic Rhetoric and Its Political Effects on Immigrants and Their Co-Ethnics" <i>American Journal of Political Science</i> 59(3): 549-564. 3. Southern Poverty Law Center. "White Nationalist". https://www.splcenter.org/fighting-hate/extremist-files/ideology/white-nationalist 4. Weeks, Linton. 2011. "America's Love Affair With Nationalism". <i>National Public Radio</i>. https://www.npr.org/2011/09/28/140869378/americas-love-affair-with-nationalism 	Update 1 due on Learning Suite by 11:59pm
Class 10: 2/11	<p><i>Types of extremism: religious fundamentalism</i></p> <ol style="list-style-type: none"> 1. van Prooijen, Jan-Willem and Sophia M.H.C. Kuijper. 2020. "A comparison of extreme religious and political ideologies: Similar worldviews but different grievances." <i>Personality and Individual Differences</i> 159. 2. Olson, Laura R. 2011. "The Religious Left in Contemporary American Politics", <i>Politics, Religion & Ideology</i>, 12(3): 271-294. 3. Lipka, Michael. 2020. "Half of Americans say Bible should influence U.S. laws, including 28% who favor it over the will of the people". <i>Pew Research Foundation</i>. https://www.pewresearch.org/fact-tank/2020/04/13/half-of-americans-say-bible-should-influence-u-s-laws-including-28-who-favor-it-over-the-will-of-the-people/ 	
2/16	NO CLASS: MONDAY INSTRUCTION	
Class 11: 2/18	<p><i>Types of extremism: Democratic norm violations</i></p> <ol style="list-style-type: none"> 1. Sydnor, Emily. 2018. "Does incivility hurt democracy? Here's what political science can tell us." <i>Washington Post</i> https://www.washingtonpost.com/news/monkey-cage/wp/2018/06/27/does-incivility-hurt-democracy-heres-what-political-science-can-tell-us/ 2. Graham, Matthew H. and Milan W. Slovik. 2020. "Democracy in America? Partisanship, Polarization, and the Robustness of Support for Democracy in the United States" <i>American Political Science Review</i> 114(2): 392-409 3. Various. 2015. "Combating Political Extremism: A discussion of Alexander S. Kirschner's A Theory of Militant Democracy: The Ethics of Combatting Political Extremism" <i>Perspectives on Politics</i> 13(3):789-797. 	
Class 12:	<i>Types of extremism: engagement in politics</i>	

2/23	<ol style="list-style-type: none"> 1. Klar, Samara, Yanna Krupnikov, and John Barry Ryan. 2018. “Affective Polarization or Partisan Disdain? Untangling a Dislike for the Opposing Party from a Dislike of Partisanship” <i>Public Opinion Quarterly</i> 82(2):379-390. 2. Skitaka, Linda J. and Christopher W. Bauman. 2008. “Moral Conviction and Political Engagement”. <i>Political Psychology</i> 29(1): 29-54. 	
Class 13: 2/25	<p><i>Types of extremism: the role of violence</i></p> <ol style="list-style-type: none"> 1. Kalmoe, Nathan P. 2014. “Fueling the fire: Violent metaphors, trait aggression, and support for political violence” <i>Political Communication</i> 31(4):545-563. 2. Jasko, Katarzyna, Gary LaFree, and Arie Kruglanski. 2017. “Quest for Significance and Violent Extremism: The Case of Domestic Radicalization”. <i>Political Psychology</i> 38(5): 815-831. 3. Allam, Hannah. 2020. “A Perfect Storm': Extremists Look For Ways To Exploit Coronavirus Pandemic” <i>National Public Radio</i>. https://www.npr.org/2020/04/16/835343965/-a-perfect-storm-extremists-look-for-ways-to-exploit-coronavirus-pandemic 	
Class 14: 3/2	<p><i>Types of extremism: recap</i></p> <ol style="list-style-type: none"> 1. Rather than completing readings, review your notes on the types of extremism from class up to this point 2. In your reading summary, reflect on the bigger picture things you have learned as we have talked about these different forms of extremism. 	Definition due on Learning Suite by 11:59pm
Class 15: 3/4	<p><i>Causes of extremism: uncertainty</i></p> <ol style="list-style-type: none"> 1. Klein, Kristen M. and Arie W. Kruglanski. 2013. “Commitment and Extremism: A Goal Systemic Analysis” <i>Journal of Social Issues</i> 69(3): 419-435. 2. Hogg, Michael A. 2014. “From uncertainty to extremism: Social categorization and identity processes” <i>Current Directions in Psychological Science</i> 23(5):338-342. 	
Class 16: 3/9	<p><i>Causes of extremism: threat</i></p> <ol style="list-style-type: none"> 1. Chanley, Virginia. 1994. “Commitment to Political Tolerance: Situational and Activity-Based Differences” <i>Political Behavior</i> 16(3):343-363 2. Mutz, Diana C. 2018. “Status threat, not economic hardship, explains the 2016 presidential vote” <i>Proceedings of the National Academy of the Sciences</i> 115 (19) E4330-E4339. 3. Huddy, Leonie, Stanley Feldman, and Christopher Weber. 2007. “The political consequences of perceived threat and felt insecurity” <i>Annals of the American Academy of Political and Social Science</i> 614(1): 131-153 	

Class 17: 3/11	<p><i>Causes of extremism: inequality</i></p> <ol style="list-style-type: none"> 1. Trump, Kris-Stella and Ariel White. 2018. "Does Inequality Beget Inequality? Experimental Tests of the Prediction that Inequality Increases System Justification Motivation" <i>Journal of Experimental Political Science</i> 5(3):206-216. 2. Solt, Frederick. 2008. "Economic Inequality and Democratic Political Engagement" <i>American Journal of Political Science</i> 52(1):48-60. 3. Cooney, Clarissa. 2019. "Does Poverty Result in Violent Extremism?" <i>Borgen Project</i> https://borgenproject.org/does-poverty-result-in-violent-extremism/ 	
Class 18: 3/16	<p><i>Causes of extremism: institutions, part I</i></p> <p>Milgram, Stanley. <i>Obedience to Authority</i></p>	
Class 19: 3/18	<p><i>Causes of extremism: institutions, part II</i></p> <ol style="list-style-type: none"> 1. Dow, Jay K. 2011. "Party-System Extremism in Majoritarian and Proportional Electoral Systems" <i>British Journal of Political Science</i> 41: 341-361. 2. Bordignon, Massimo, Tommaso Nannicini, and Guido Tabellini. 2016. "Moderating Political Extremism: Single Round versus Runoff Elections under Plurality Rule" <i>American Economic Review</i> 106(8):2349-2370. 	Update 2 due on Learning Suite by 11:59pm
Class 20: 3/23	<p><i>Causes of extremism: recap</i></p> <ol style="list-style-type: none"> 1. Rather than completing readings, review your notes on the causes of extremism from class up to this point 2. In your reading summary, reflect on the bigger picture things you have learned as we have talked about these causes. 	
Class 21: 3/25	<p><i>Extremism and representation, part I</i></p> <ol style="list-style-type: none"> 1. Hill, Seth J. and Chris Tausanovitch. 2015. "A Disconnect in Representation? Comparison of Trends in Congressional and Public Polarization" <i>Journal of Politics</i> 77(4): 1058-1075. 2. Broockman, David E. and Christopher Skovron. 2018. "Bias in Perceptions of Public Opinion among Political Elites" <i>American Political Science Review</i> 112(3): 542-563. 	
Class 22: 3/30	<p><i>Peer review day</i></p> <ol style="list-style-type: none"> 1. Our class will be devoted entirely to the peer-review activity of your papers Please turn in your papers on Learning Suite before class and email them to your partner. 	Rough draft due on Learning Suite; please also email a

		copy to your partner for the peer-review activity NO READING SUMMARY DUE
Class 23: 4/1	<p><i>Extremism and representation, part II</i></p> <ol style="list-style-type: none"> 1. Patty, John W., and Elizabeth Maggie Penn. 2019. "Are Moderates Better Representatives than Extremists? A Theory of Indirect Representation." <i>American Political Science Review</i> 113 (3): 743–61. 2. Ahler, Douglas J. and David E. Broockman. 2018. "The Delegate Paradox: Why Polarized Politicians Can Represent Citizens Best". <i>Journal of Politics</i> 80(4):1117-1133. 	
Class 24: 4/6	<p><i>Consequences of extremism</i></p> <ol style="list-style-type: none"> 1. Canetti, Daphna, Brian J. Hall, Carmit Rapaport, and Carly Wayne. 2013. "Exposure to political violence and political extremism: A stress-based process" <i>European Psychologist</i> 18(4):263-272. 2. Berger, J.M. 2018, <i>Extremism</i> (chapter 4, "Crises and Solutions") 3. McVeigh, Rory and David Cunningham. 2012. "Enduring Consequences of Right-Wing Extremism: Klan Mobilization and Homicides in Southern Counties" <i>Social Forces</i> 90(3):843-862. 	
Class 25: 4/8	<p><i>What to do about extremism?</i></p> <ol style="list-style-type: none"> 1. Berger, J.M. 2018, <i>Extremism</i> (chapter 6, "The Future of Extremism?") 2. Ellis, B. Heidi and Saida Abdi. 2017. "Building community resilience to violent extremism through genuine partnerships." <i>American Psychologist</i> 72(3):289-300 3. United Nations. 2016. "Plan of Action to Prevent Violent Extremism" https://www.un.org/sites/www.un.org.counterterrorism/files/plan_action.pdf 	
Class 26: 4/13	<p><i>What is extremism? Class recap</i></p> <ol style="list-style-type: none"> 1. Rather than completing readings, review your notes, thinking about what you now know about extremism and how you would define extremism. 2. In your reading summary, reflect on the bigger picture things you have learned as we have talked about these causes. 	<p>FINAL PAPER DUE</p> <p>Choose your own adventure paper: full paper due at</p>

		11:59pm on Learning Suite
	FINAL REFLECTIVE EXAM DUE BY THE END OF FINALS WEEK (11:59PM, 4/21) Please complete through Learning Suite	