

Political Psychology
Political Science 301-00H1

Fall Semester 2017

Tuesdays and Thursdays 9:30-10:45 am; Room DU 464

Professor April K. Clark

Office: Zulauf 402

Office Hours: Tues., 12:30-1:30 p.m. & Thurs., 12:30 p.m.-3:00 p.m. or by appt.

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Course Description:

Political psychology as a field is defined largely by its preoccupation with the role of human thought, emotion, and behavior in politics. Political psychology speaks to so many aspects of political phenomena – from American politics and voting behavior, to comparative politics, to international relations. Political psychology is important to understanding how people interpret political information and make decisions to the role that emotions, identities, and group dynamics play in forming opinions and evaluating political options. We will start with the basics of human thinking and emotion and build to more specific approaches to political psychology - integrating models of human emotion, cognition, and behavior - and focusing on analytical and writing skills in response to both theoretical approaches and methodologies.

In this course we will sample from across this broad range of topics in order to discover what ordinary people think and feel about politics. How do citizens organize their thoughts on politics? How do emotions influence political decision-making? What considerations go in to citizens' racial attitudes and tolerance judgments? Do the media exert a strong influence on how citizens think about politics? In order to understand the key concepts in political psychology we will read much of this research in its original form. Students should be prepared to engage with political science research articles.

Course Objectives:

As an upper division seminar, this class has certain objectives.

- First, it serves as an *introduction to the study of political psychology*, which is intended to broaden your understanding of politics, and American politics in particular. In other words, it encourages you to think about politics in a slightly different way – to think about the psychological processes that shape elite and mass political thoughts and actions. As a consequence, you will be able to demonstrate a general understanding of some of the basic concepts in political psychology research.
- Second, this class provides an opportunity to *hone your analytical and discussion skills*. You will read challenging material and be asked to work through the author's approach to test theories about elite and/or mass political behavior and determine its uses and implications. You will also be asked to demonstrate your mastery of the material in both verbal and written forms. You must engage, consider, and grapple with the readings as well as develop insights about them, and to assess both the strengths and weaknesses of this research.
- Third, this seminar allows you to increase your understanding and enthusiasm for *interdisciplinary* research that combines political science and psychology to explain many aspects of political behavior from everyday activities such as voting, to the most extraordinary kinds of behavior, such as mass terror and violence. Drawing on both class material and outside knowledge, you will gain a better understanding of contemporary political events and public policies.

Class Schedule:

Class meets Tuesdays and Thursdays, from 9:30-10:45 a.m., during the 16-week term August 28 through December 8, 2017. The final exam is **Thursday, December 14th at 10:00-11:50 a.m.**

Course Texts:

1. *Introduction to Political Psychology* (3rd ed.), Martha L. Cottam, Beth Dietz-Uhler, Elena Mastors & Thomas Preston (Taylor & Francis, 2016). Abbreviation on list of reading(s): **ITPP**.

Additional Required Readings:

All additional required readings listed in the syllabus are posted on Blackboard and/or available online.

Supplemental Material:

1. A few other required readings will be distributed in class and/or posted to the class's Blackboard website as we move along.
2. You should also read a daily newspaper, news magazine such as the *Economist*, in order to find examples of concepts or issues to reinforce class discussions.

Course Requirements:

Students will be evaluated based on the following components:

- **You must be signed up on Blackboard Learn and checking the course Blackboard site regularly.** Students are **required** to maintain consistent contact – I recommend checking into the course Blackboard site **daily** since this is how I will contact you with Announcements, lecture materials and Assignments. I will post learning modules under the “Course Home Page” and “Course Materials” tab that include learning objectives, PowerPoint slides, additional assigned readings, and other course related materials.

Blackboard is also your way to view the syllabus online, and get access to other required readings. You need Microsoft Office installed on your computer to get access to PowerPoint lectures.

- **Syllabus Quiz.** After you sign into Blackboard, please complete the Syllabus Quiz within **two** weeks of the semester commencement - available under the Intro Learning Module tab in the Course Materials Folder – worth **10 points** toward your overall course grade.
- **Introductions.** You are also required to introduce yourself to me and your classmates within the **first week** of the semester. You may post your responses to a few questions on Blackboard (see “Introductions” tab under “Discussions” link).
- **Reaction Papers** refers to the quality of your written “reaction” to a group of readings. **You need to post your answers to the designated link on the course Blackboard page in the week that the paper is due.** The reaction papers are designed to introduce you to important scholarly literature and to provide students the opportunity to explore and understand each text individually and evaluate how well each accomplishes its own objectives. These reaction papers should provide a **focused discussion of the assigned readings rather than a summary of them.** Since

you will be evaluating several weeks readings, you must also discover how the texts relate to one another. A reaction paper may include a discussion of interesting questions that the readings raise for the class, but such a discussion is not sufficient by itself. Writing a good response is not simply a matter of reading the text, understanding it, and expressing an opinion about it. You must allow yourself enough time to be clear about what each text says and how the texts relate to one another. In other words, response papers require you to *synthesize* the intellectual work of others—that is, bring it together into an integrated whole. In preparing to write your response papers, therefore, it is crucial that you allow yourself not just enough time to do the readings but enough to digest what you have read and to put the results together into a unified account.

Reaction papers are due **at before the beginning of class in weeks 6, 10, and 13** (see the “course calendar schedule” or “summary of important dates” for specific due date. Reaction papers are worth **100 points** each (or 300 points of your total course grade). If you fail to submit your reaction paper assignment on the day/time it is due (except in cases of documented emergencies), you will receive a **ZERO. NO EXCEPTIONS.** Please make note of due dates.

A rubric is provided to show you what a thorough, insightful 10-point reaction paper looks like. Papers need not be long—no more than four (4) double-spaced typed page. Strong papers consist of the following considerations: How do they relate to one another? Do the authors agree? Disagree? Address different aspects of an issue? Formulate a problem in different ways? In what way (if any) does the information or argument of one text strengthen or weaken the argument of others? Does integrating the claims in two or more of the texts advance your understanding of a larger issue? In addition to synthesizing the readings, reaction papers are expected to be written clearly with excellent grammar and spelling. For more details on course procedure, see the “Paper Rubric” link under the “Start Here” tab on the course website.

Please feel free to email me during the week and I will do my best to respond to your email within 24 hours; however, *I do **NOT** check email regularly Friday Noon—Sunday 8pm.*

- **Exams:** This course will have two exams (worth **100 points** each) - a midterm exam **during Week 9, and a final during Week 16.** Each exam consists of approximately 35 multiple choice questions worth 2 points each and 3 short answer type questions worth 10 points each. The **final exam** will be of similar format and will focus on material discussed throughout the *entirety* of the course but will focus more heavily on material covered since the midterm. **NO** make-up exams will be given without prior written permission. All cases of academic dishonesty will result in an F for the course and referral to the Dean of Students.

Course Grading:

The breakdown of grading for each piece of work will be as follows (510 points total):

- Syllabus Quiz – 10 points.
- Three (3) Reaction Papers – 100 points each (total 300).
- Midterm Exam – 100 points.
- Final Exam – 100 points.

Course Grades will be distributed as follows:

Final Overall Percentage	Final Letter Grade
90-100 %	A
80-89 %	B
70-79%	C
60-69%	D
Below 60%	F

*Final course grades will be submitted in compliance with PUC's plus/minus (+/-) grading system.

Basic Policies:

- **Netiquette.**

For emails, Discussion Board Posts, and all correspondence, please use correct spelling, grammar and punctuation. For example, when you email me, I expect to see a message such as this:

Dear Professor Clark,
Body of your email.
Your Name

Do not use ALL CAPS when posting to Discussion Boards, because it looks like yelling. Be aware that Discussion Posts or email can come across more coldly than you intend. The Golden Rule (treat others the way you would like to be treated) is vital for class discussion and Posting.

I do my best to reply to your emails within 24 hours during the work week. ***Be aware that I do not regularly check email between Friday 10 am and Sunday 8 pm.***

- **Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities.

Missed exams. Makeup exams will only be given in extraordinary circumstances. If such circumstances arise, please contact the instructor as soon as possible *and* before the scheduled exam. To keep the process fair for everyone in the course, students will be **required** to support requests for makeup exams with documentation. A signed note from your mother does not suffice. **A missed examination without prior notification and a documented excuse will result in a zero. NO EXCEPTIONS.**

Incomplete Requests: Such petitions will be granted only in extraordinary circumstances. The instructor reserves the right to ask for documentation to verify the problem preventing completion of the course by the normal deadlines. If the student does not present documentation from a university office or official, the matter will be left to the instructor's discretion.

Academic Dishonesty: Any written work for this class will be checked electronically through on-line databases to assess the originality of the work. Regarding plagiarism, the NIU Undergraduate Catalog states: "Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. *Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the*

course involved and may be suspended or dismissed from the university." The above statement encompasses a paper written in whole or in part by another; a paper copied word-for-word or with only minor changes from another source; a paper copied in part from one or more sources without proper identification and acknowledgment of the sources; a paper that is merely a paraphrase of one or more sources, using ideas and/or logic without credit even though the actual words may be changed; and a paper that quotes, summarizes or paraphrases, or cuts and pastes words, phrases, or images from an Internet source without identification and the address of the web site. In addition, while students may work collaboratively to complete lab and homework assignments, any completed work that is turned into the instructor must be the student's own work i.e. written in their own words and outlining their logic or calculations where appropriate or requested.

Students with Disabilities: A student who believes that reasonable accommodations with respect to course work or other academic requirements may be appropriate in consideration of a disability must (1) provide the required verification of the disability to the Disabilities Resource Center, (2) meet with the Disabilities Resource Center to determine appropriate accommodations, and (3) inform the faculty in charge of the academic activity of the need for accommodation. Students are encouraged to inform the faculty of their requests for accommodations as early as possible in the semester, but must make the requests in a timely enough manner for accommodations to be appropriately considered and reviewed by the university. If contacted by the faculty member, the staff of the Disabilities Resource Center will provide advice about accommodations that may be indicated in the particular case. Students who make requests for reasonable accommodations are expected to follow the policies and procedures of the Disabilities Resource Center in this process, including but not limited to the Student Handbook. A wide range of services can be obtained by students with disabilities, including housing, transportation, adaptation of printed materials, and advocacy with faculty and staff. Students with disabilities who need such services or want more information should contact the Disabilities Resource Center at 815-753-1303. A student who believes that reasonable accommodations with respect to course work or other academic requirements may be appropriate in consideration of a disability must (1) provide the required verification of the disability to the Disabilities Resource Center, (2) meet with the Disabilities Resource Center to determine appropriate accommodations, and (3) inform the faculty in charge of the academic activity of the need for accommodation. Students are encouraged to inform the faculty of their requests for accommodations as early as possible in the semester, but must make the requests in a timely enough manner for accommodations to be appropriately considered and reviewed by the university. If contacted by the faculty member, the staff of the Disabilities Resource Center will provide advice about accommodations that may be indicated in the particular case. Students who make requests for reasonable accommodations are expected to follow the policies and procedures of the Disabilities Resource Center in this process, including but not limited to the Student Handbook. A wide range of services can be obtained by students with disabilities, including housing, transportation, adaptation of printed materials, and advocacy with faculty and staff. Students with disabilities who need such services or want more information should contact the Disabilities Resource Center at 815-753-1303.

Writing Assistance: NIU provides a writing center that can assist students in formulating, developing, and revising course assignments. Do not be scared or embarrassed to ask for assistance if you feel you would benefit from it. The university provides these resources in order to help students better reach their academic goals. Information regarding the writing center can be found at: <http://www.niu.edu/uwc/>

Department of Political Science website: Undergraduates are strongly encouraged to consult the Department of Political Science web site on a regular basis. This up-to-date, central source of information will assist students in contacting faculty and staff, reviewing course requirements and syllabi, exploring graduate study, research career options, tracking department events, and accessing important details related to undergraduate programs and activities. To reach the site, go to <http://polisci.niu.edu>

Undergraduate Writing Awards: The Department of Political Science recognizes, on an annual basis, outstanding undergraduate papers written in conjunction with 300-400 level political science courses or directed studies, such as independent studies or honors theses. Winners are expected to attend the

Department's spring graduation ceremony where they will receive a certificate and a check for \$100. No more than two papers may be submitted by a student. There is no requirement as to the length of papers submitted for the award. Often the Department awards prizes for both an outstanding short paper and an outstanding long paper. The number and types of award is dependent upon the papers submitted for consideration in any given year. Authors do not have to be political science majors or have a particular class standing. Only papers written in the previous calendar year are considered for the award. However, papers completed in the current spring semester are eligible for the following year's competition even if the student has graduated. Papers can be submitted by students or faculty and must be supplied in triplicate to the undergraduate secretary. All copies must have two cover pages – one with the student's name and one without the student's name. Papers are not to be stapled or bound. Instead, please use paper clips. Papers are generally due in March and notice of call for papers and submission deadlines will be published in the department e-announcements. You may also contact the department for information at 815-753-1015.

Exams and grading: Regrades are possible if you believe there was an error in grading. In order to have a reconsideration of your grade, you must provide a **1-page typewritten memo** explaining where you feel the mistake in grading occurred, and I will take a look at it.

Course Calendar (additional readings may be added):

The following calendar lists the order of the topics and the date that we will cover them. Please note, we do not read the chapters in chronological order.

Week One (August 29th)

Course Overview

The Introduction: What is Political Psychology?

We look at the origins of modern political psychology. The distinction between individual/group difference explanations and situational explanations is introduced.

Reading:

- **ITPP** Chapter 1
- What is Political Psychology? (2003), in Political Psychology, Morton Deutsch & Catarina Kinnvall; edited by Kristen Renwick Monroe (Lawrence Earlbaum Associates), pp. 15-42 (**on Blackboard**).

Week Two (September 5th)

How do you measure beliefs and perceptions? Part I: Experiments

Reading:

- Experimental Methodology in Political Science (2002), Rose McDermott, *Political Analysis* 10: 325-342 (**on Blackboard**).
- Testosterone and Aggression in a Simulated Crisis Game (2007), Rose McDermott, Dominic Johnson, Jonathan Cowden & Stephen Rosen, *ANNALS of the American Academy of Political and Social Science* 614/1: 15-33 (**on Blackboard**).

Week Two (September 5th) - continued

How do you measure beliefs and perceptions? Part II: Case Studies

Reading:

- A Practical Guide to the Comparative Case Study Method in Political Psychology (1999), Juliet Kaarbo & Ryan K. Beasley, *Political Psychology*, 20/2: 369-391 (**on Blackboard**).
- When Public Statements Reveal Private Beliefs: Assessing Operational Codes at a Distance (2009), Jonathan Renshon, *Political Psychology* 30/4: 649-661 (**on Blackboard**).

Week Three (September 12th)

Personality and Politics

Is personality related to political orientation? Do conservatives and liberals think about politics differently? How much of our political differences can we ascribe to personality variables?

Reading:

- **ITPP** Chapters 2 and 5
- Gerber, Alan S., Gregory A. Huber, D. Doherty, C. M. Dowling, and S. E. Ha. 2010. "Personality and Political Attitudes: Relationships across Issue Domains and Political Contexts." *American Political Science Review* 104:111-133 (**on Blackboard**).
- Mondak, Jeffery J., Matthew V. Hibbing, D. Canache, and M. A. Seligson. 2010. "Personality and Civic Engagement: An Integrative Framework for the Study of Trait Effects on Political Behavior." *American Political Science Review* 104:85-110 (**on Blackboard**).
- Alford, John R., Carolyn L. Funk, and John R. Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" *American Political Science Review* 99: 153-169 (**on Blackboard**).

Optional Readings:

- Gerber et al. 2011. "Personality and the Strength and Direction of Partisan Identification." *Political Behavior* 34(4):653-688
- Winter, David G. 2003. "Personality and Political Behavior." In David O. Sears, Leonie Huddy, and Robert Jervis, eds. *Oxford Handbook of Political Psychology*. New York: Oxford University Press. 110-145.
- Hibbing, John R., Kevin B. Smith, and John R. Alford. 2014. *Predisposed: Liberals, Conservatives, and the Biology of Political Differences*. New York: Routledge.
- Gerber, Alan S., Gregory A. Huber, David Doherty, and Conor M. Dowling. 2011. "The Big Five Personality Traits in the Political Arena." *Annual Review of Political Science* 14: 265-287.

Week Four (September 19th)

The Authoritarian Personality

Ever since World War II and Adorno et al.'s The Authoritarian Personality, scholars have sought to understand how authoritarianism develops and how it affects political decisions. This week we will look at the relationship between authoritarianism and the polarization of American public opinion. To what extent do authoritarian predispositions explain diverging attitudes toward public policies? What is the "authoritarian personality" and why was this concept developed? Why are the classic studies in political psychology about authority and submission?

Reading:

- Stenner, Karen. 2007. *The Authoritarian Dynamic*. New York: Cambridge University Press. Chapter 2 (**on Blackboard**).
- Feldman, Stanley, and Karen Stenner. 1997. "Perceived Threat and Authoritarianism." *Political Psychology* 18(4): 741-770 (**on Blackboard**).
- Lavine, Howard, Diana Burgess, Mark Snyder, John Transue, John L. Sullivan, Beth Haney, and Stephen H. Wagner. 1999. "Threat, Authoritarianism, and Voting: An Investigation of Personality and Persuasion." *Personality and Social Psychology Bulletin*. 25: 337-347 (**on Blackboard**).

Optional Reading:

- Stenner, Karen. 2005. *The Authoritarian Dynamic*. New York: Cambridge University Press.
- Altemeyer, Bob. 1996. *The Authoritarian Specter*. Cambridge, MA: Harvard University Press.
- Hetherington, Marc J. and Jonathan D. Weiler. 2009. *Authoritarianism and Polarization in American Politics*. New York: Cambridge University Press.

Week Five (September 26th)

Affect and Cognition: Heuristics, Biases, and Dissonance

When we have less than perfect information, we need to use "informational or cognitive shortcuts". What are some of these heuristics? What are the consequences for political decision-making? What is the impact of the availability of information on how partisan our opinions are? How do informed individuals differ from uninformed individuals?

Reading:

- **ITPP Chapter 3**
- Converse, Philip. 1963. "The Nature of Belief Systems in Mass Publics" in *Ideology and Discontent*, David E. Apter (ed), New York: Free Press of Glencoe (**on Blackboard**).

Week Five (September 26th) - continued

- Lupia, Arthur. "Shortcuts Versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88 (1994): 63-76 (**on Blackboard**).
- Lupia, Arthur. "How Elitism Undermines the Study of Voter Competence." MPRA, 2006 (**on Blackboard**).

Optional Reading:

- Lupia, Arthur, Adam Levine, Jesse Manning, and Gisela Sin. "Were Bush Tax Cut Supporters 'Simply Ignorant?' A Second Look at Conservatives and Liberals in 'Homer Gets a Tax Cut'." *Perspectives on Politics* 5, no. 4 (2007): 773-784.
- Bartels, Larry M. "Homer Gets a Warm Hug: A Note on Ignorance and Extenuation." *Perspectives on Politics* 5, no. 4 (2007): 785-790.
- Bartels, Larry M. "Homer Gets a Tax Cut: Inequality and Public Policy in the American Mind." *Perspectives on Politics* 3, no. 1 (2005): 15-31.

Week Six (October 3rd)

Affect and Emotions in Political Psychology

Classical political thought tends to suggest that emotions are an unreliable guide to making political decisions. We will discuss current debates on the role of emotions in politics: are they a distraction, a necessary evil or even indispensable for politics?

Reading:

- Ridout, Travis N., and Kathleen Searles. 2011. "It's My Campaign and I'll Cry if I want to: How and When Campaigns Use Emotional Appeals." *Political Psychology* 32(3): 439-458 (**on Blackboard**).
- Marcus, George E., and Michael MacKuen. 1993. "Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Learning and Involvement During Presidential Campaigns." *American Political Science Review* 87(3): 672-685 (**on Blackboard**).
- Small, Deborah A., Jennifer S. Lerner & Baruch Fischhoff. 2006. "Emotion Priming and Attributions for Terrorism: Americans' Reactions in a National Field Experiment." *Political Psychology* 27/2: 289-298 (**on Blackboard**).

Optional Reading:

- Healy, Andrew J., Neil Malhotra, and Cecilia Hyunjung Mo. 2010. "Irrelevant Events Affect Voters' Evaluation of Government Performance." *Proceedings of the National Academy of Sciences* 107 (29): pp. 12804-12809
- Affect and Emotion (2009), in *Political Psychology: Situations, Individuals and Cases*, David Patrick Houghton (Routledge), pp. 132-142.
- The Role of Affect in Decision Making (2003), in *Handbook of Affective Sciences*, George Loewenstein & Jennifer S. Lerner; edited by R. Davidson, H. Goldsmith & K. Scherer (Oxford University Press, NY), pp. 619-642.

Week Six (October 3rd) - continued

Optional Reading:

- Halperin, Eran., Canetti-Nisim, Daphna., Sivan Hirsch-Hoefler. 2009. "Hatred Does Matter: A New Look at Emotional Antecedents of Political Intolerance." *Political Psychology*, 30(1): 93-123.
- Brader, Ted. 2005. "Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions." *American Journal of Political Science* 49(2): 388-405.
- Albertson, Bethany and Shana Kushner Gadarian. 2015. *Anxious Politics: Democratic Citizenship in a Threatening World*. Cambridge University Press.

First Reaction Paper – due on BLACKBOARD designated link before the beginning of class on THURSDAY, October 5th (weeks 1-6)

Week Seven (October 10th)

Group Identity

Social identities, in-group/out-group sentiments, nationalism, and patriotism. The focus is on the study of political behavior performed by groups including the structural characteristics, basic processes, and unique behaviors that take place in or because of groups.

Reading:

- **ITPP Chapter 4**
- Huddy, Leonie. 2013. "From Group Identity to Political Cohesion and Commitment." In Leonie Huddy, David O. Sears, and Jack S. Levy, eds., *The Oxford Handbook of Political Psychology*. 2nd edition. New York: Oxford University Press **(on Blackboard)**.
- Huddy, Leonie, and Nadia Khatib. 2007. "American Patriotism, National Identity, and Political Involvement." *American Journal of Political Science* 51:63-77 **(on Blackboard)**.
- Shanker Satyanath, Nico Voigtlaender & Hans-Joachim Voth, "Bowling for Fascism: Social Capital and the Rise of the Nazi Party in Weimar Germany, 1919-33," NBER paper online, July 2013 **(on Blackboard)**.

Optional Reading:

- Tajfel, Henri, and John C. Turner. 1986. "The Social Identity Theory of Intergroup Behavior." In Stephen Worchel and William G. Austin, eds. *Psychology of Intergroup Relations*. Monterey, CA: Brooks/Cole.
- Kramer, Roderick M., and Marilynn B. Brewer. 1984. "Effects of Group Identity on Resource Use in a Simulated Commons Dilemma." *Journal of Personality and Social Psychology* 46(5):1044-1057.
- Theiss-Morse, Elizabeth. 2009. *Who Counts as an American? The Boundaries of National Identity*. Cambridge: Cambridge University Press. Chapter 4.

Week Eight (October 17th)

Mass Politics

The term "mass political behavior" is very broadly defined to include not only tangible forms of behavior (such as voting and participation), but also topics such as public opinion, mass communications, and more. We will explore questions that consider the degree of political sophistication held among the American public as well as the public's commitment to core democratic values such as tolerance.

Reading:

- **ITPP Chapter 6**
- Darmofal, David. 2005. "Elite Cues and Citizen Disagreement with Expert Opinion." *Political Research Quarterly*, 58(3): 381-395 (**on Blackboard**).
- Sullivan, John L., James Piereson, and George E. Marcus. 1982. "An Alternative Conceptualization of Political Tolerance: Illusory Increases 1950-1970s." *American Political Science Review* 7(3): 781-794 (**on Blackboard**).

Optional Reading:

- Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. New York: Cambridge University Press. Chapters 8-9.
- Basinger, Scott J., and Howard Lavine. 2005. "Ambivalence, Information, and Electoral Choice." *American Political Science Review* 99:169-184.
- Alvarez, R. Michael, and John Brehm. "Are Americans Ambivalent Toward Racial Policies?" *American Journal of Political Science* 41 (1997): 345-75.
- Stoker, Laura. "Political Value Judgments." In *Citizens and Politics*. Edited by James H. Kuklinski Cambridge: Cambridge University Press, pp. 433-468.
- Feldman, Stanley, and Marco Steenbergen. "The Humanitarian Foundations of Public Support for Social Welfare." *American Journal of Political Science* 45 (2001): 658-677.

Week Nine (October 24th)

Media: Persuasion and Attitude Change

Political persuasion and attitude change is a field of research that investigates the alteration of people's attitudes: when people can be moved, and when they cannot. The investigation will consider the three major agents involved in the political persuasion process: the mass media, political elites, and individual citizens themselves.

Reading:

- **ITPP Chapter 7**
- Chong, Dennis and James N. Druckman. 2007. "Framing Theory." *Annual Review of Political Science* 10: 103-126 (**on Blackboard**).
- Bullock, John G. 2011. "Elite Influence on Public Opinion in an Informed Electorate." *American Political Science Review* 105:496-515 (**on Blackboard**).

Week Nine (October 24th) - continued

Optional Reading:

- Sears, David O., and Richard E. Whitney. 1973. "Political Persuasion." In Ithiel de Sola Pool, Wilbur Schramm, Frederick W. Frey, Nathan Maccoby, and Edwin B. Parker, eds., *Handbook of Communication*. Chicago: Rand McNally. Pages 253-263.
- Chong, Dennis, and James N. Druckman. "Framing Public Opinion in Competitive Democracies." *American Political Science Review* 101(4): 637-655.

*****Midterm (all material so far) THURSDAY, OCT. 26*****

*Second Reaction Paper – due on **BLACKBOARD** designated link before the beginning of class on TUESDAY, October 31ST (primarily drawing on weeks 7-9)*

Week Ten (October 31st)

Intergroup Relations and Ethnocentrism

Political psychologists have long been interested in political identities and how they structure society and relations between groups. Indeed, the tensions between groups in American society – based on race, gender, sexuality, class, etc. – represent some of this country's most enduring challenges. This week we will examine race and ethnocentrism with a focus on what they mean for political opinions and social policies in the United States. Much of the work on intergroup relations in the United States has focused on race and racial tensions. This week, however, we will also focus on broader ethnocentric tensions—i.e., the idea that the "folkways" of one's group are correct and superior to those of other groups.

Reading:

- **ITPP** Chapter 8
- Cashdan, E. 2001. "Ethnocentrism and Xenophobia: A Cross-Cultural Study." *Current Anthropology* 42(5):760-765 (**on Blackboard**).

Optional Reading:

- Cornell, Bradford. 1995. "A Hypothesis on the Origins of Ethnic Discrimination." *Rationality and Society* 7:4-30.
- Gagnon, V. P. 1994/1995. "Ethnic Nationalism and International Conflict: The Case of Serbia." *International Security* 19: 130-66.
- Fiske, Susan T. 1998. "Stereotyping, Prejudice, and Discrimination." In *Handbook of Social Psychology*, 4th edition, vol. 2, eds. Daniel T. Gilbert, Susan T. Fiske, and Gardner Lindzey. Boston: McGraw Hill. Pp. 357-414.
- Brubaker, Rogers, and David D. Laitin. 1998. "Ethnic and National Violence." *Annual Review of Sociology* 24:423-452.

Week Ten (October 31st) - continued

Genocide

The term "genocide" did not exist before 1944. It is a very specific term, referring to violent crimes committed against groups with the intent to destroy the existence of the group. In 1948, the United Nations declared genocide to be an international crime; the term would later be applied to the horrific acts of violence committed during conflicts in the former Yugoslavia and in the African country of Rwanda in the 1990s. In this section we will investigate the role played by attachment to politically relevant groups. Specifically, we consider the extent to which group demanded loyalty, compliance, and obedience (i.e. psychological factors) can override even strongly held values and even induce behavior such as ethnic conflict and genocide.

Reading:

- **ITPP Chapter 9**
- Lee Ann Fuji. 2008. "The Power of Local Ties: Popular Participation in the Rwandan Genocide," *Security Studies*, Vol. 17, No. 3 (**on Blackboard**).

Optional Reading:

- Christian Davenport. 2007. "State repression and political order," *Annual Review of Political Science* 10:1-23.
- Courtenay Ryals Conrad and Will H. Moore. 2010. "What stops the torture?" *American Journal of Political Science* 54 (2): 459-476.

Week Eleven (November 7th)

Nationalism

Nationalism (a feeling that people have of being loyal to and proud of their country often with the belief of superiority over other countries) has been an important driving force in political behavior. Not everyone is a nationalist, but it lies dormant until the public perceives a threat or opportunity to the nation. The causes of nationalism and the impact of nationalism on political behavior, are the topics under consideration in this section.

Reading:

- **ITPP Chapter 10**
- De Figueredo, Rui J.P., and Zachary Elkins. 2003. "Are Patriots Bigots? An Inquiry into the Vices of In-group Pride." *American Journal of Political Science* 47:171-188 (**on Blackboard**).
- Haidt, Jonathan. 2016. "When and Why Nationalism Beats Globalism." *The American Interest* 12:1 (**on Blackboard**).

Optional Reading:

- James L. Gibson and Amanda Gouws. 2000. Social Identities and Political Intolerance: Linkages within the South African Mass Public. *American Journal of Political Science*, Vol. 44(2): 278-292.
- Cottam, M. & Cottam, R. 2001. *Nationalism and politics: The political behavior of nation states*. Bolder CO: Lynn Rienner.

Week Twelve (November 14th)

Social Forces and Cooperation

Social and evolutionary roots of cooperation and routes to cooperative outcomes. These readings examine the characteristics (structure, size, etc.) and (drawing from political psychology) the reasons people create and/or join social movements. We will examine a range of social movements, including the Civil Rights Movement in America; The Tea Party and Occupy Wall Street movements; as well as social movements occurring elsewhere in the world (e.g. The Arab Spring).

Reading:

- **ITPP** Chapter 11
- Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. "Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment." *American Political Science Review* 102:33-48 (**on Blackboard**).
- Carty, Victoria. 2014. "Arab Spring in Tunisia and Egypt: The Impact of New Media on Contemporary Social Movements and Challenges for Social Movement Theory." *International Journal of Contemporary Sociology*, 51(1): 51-80 (**on Blackboard**).

Optional Reading:

- Dawes, Christopher T., James H. Fowler, Tim Johnson, Richard McElrath, and Oleg Smirnov. 2007. "Egalitarian Motives in Humans." *Nature* 446: 794-796.
- Hibbing, John R. and John R. Alford. 2004. "Accepting Authoritative Decisions: Humans as Wary Cooperators." *American Journal of Political Science* 48: 62-76.
- Mutz, Diana C. 1998. *Impersonal Influence: How Perceptions of Mass Collectives Affect Political Attitudes*. Cambridge: Cambridge University Press. Skim chapter 1, read chapters 7 and 8.
- Tyler, Tom R. 2008. "The Psychology of Cooperation." In Brandon A. Sullivan, Mark Snyder, and John L. Sullivan, eds., *Cooperation: The Political Psychology of Effective Human Interaction*. Malden, MA: Blackwell Publishing.

Week Thirteen (November 21st)

Understanding Threats: Terrorism

Terrorism is perhaps the single most immediate challenge to national security in post-9/11 America. Scholars have been particularly interested in the causes and consequences of suicide terrorism. This week's reading explore the psychological, political, and social aspects of suicide terrorism.

Reading:

- **ITPP** Chapter 12
- Laquer, Walter, "Postmodern Terrorism" *Foreign Affairs*, Sept/Oct 1996 (**on Blackboard**).

Week Thirteen (November 21st) - continued

- King, Michael & Donald M. Taylor. 2011. "The radicalization of homegrown jihadists: A review of the theoretical models and social psychological evidence." *Terrorism and Political Violence*, 23(4): 602-622 (on Blackboard).

Optional Reading:

- Audrey Kurth Cronin. (2002/03) "Behind the Curve: Globalization and International Terrorism" *International Security*.
- Barry Posen, "The Struggle Against Terrorism: Grand Strategy, Strategy and Tactics," *International Security* Vol. 26, No. 3 (winter 2001/02): 39-55
- Mark Sedgwick. (2007). "Inspiration and the Origins of Global Waves of Terrorism" *Studies in Conflict & Terrorism* 30: 2.
- David C. Rapoport. (2001). "The Fourth Wave: September 11 in the History of Terrorism" *Current History*.

Third Reaction Paper – due on BLACKBOARD designated link before the beginning of class on TUESDAY, November 21ST (primarily drawing on weeks 10-13)

*******Thursday, November 23rd: THANKSGIVING BREAK – NO CLASS*******

Week Fourteen (November 28th)

International Security and Conflict

Security issues dominate the news and political discourse, this section seeks to use international security and conflict as an illustrative example of how political scientists have applied political psychological approaches to better understand such problems as the causes of war, the security dilemma, and deterrence. The purpose is to help develop a better appreciation for how psychological concepts can be applied to real-world political problems.

Reading:

- ITPP Chapter 13
- Gärtner, Heinz. 2014. "Deterrence, disarmament and arms control." *International Politics* 51(6): 750–762 (on Blackboard).

Optional Reading:

- Betts, R.K. 2013. "The lost logic of deterrence: What the strategy that won the cold war can – and can't – do now." *Foreign Affairs*.
- Browne, D. et al. 2013. "Building Mutual Security in the Euro-Atlantic Region: Report Prepared for Presidents, Prime Ministers, Parliamentarians, and Publics." *Nuclear Threat Initiative (NTI)*.
- Michael Walzer. 2006. *Just and Unjust Wars*. New York: Basic Books.
- Michael J. Butler. 2003. "US Military Intervention in Crises, 1945-1994: An Empirical Inquiry into Just War Theory." *Journal of Conflict Resolution*, 47:2.
- Horowitz. 2009. "The Spread of Nuclear Weapons and International Conflict: Does Experience Matter?" *Journal of Conflict Resolution* 53(2): 234-257.

Week Fifteen (December 5th)

Conflict Resolution and Reconciliation

This section considers the psychology of peace, conflict, and reconciliation, with a specific focus on the dynamics, causes, and consequences of conflict, using a variety of perspectives (e.g., social, biological, and clinical) and on interpersonal, intergroup, and international levels. Although peace and reconciliation represent a more recent sub-discipline within political psychology, these readings are designed to provide students with a context for better understanding the conflict and peace-building and reconciliation efforts.

Reading:

- **ITPP Chapter 14**
- Betts, Richard K. 1994. "The Delusion of Impartial Intervention." *Foreign Affairs*, 73(6): 20-33 (**on Blackboard**).
- Bar-Tal, Daniel. 2000. "From Intractable Conflict through Conflict Resolution to Reconciliation: Psychological Analysis." *Political Psychology*, 21(2): 351-365 (**on Blackboard**).

Optional Reading:

- Bercovitch, J. (ed.) 1995. *Resolving international conflicts*. Boulder, CO: Lynn Rienner.
- Burton, J. W. 1990. *Conflict: Resolution and prevention*. New York: St. Martin's.
- Goertz, G., & Diehl, P. F. 1993. "Enduring rivalries: Theoretical constructs and empirical patterns." *International Studies Quarterly*, 37: 147-171.

*******Final Exam (comprehensive - all material covered) Thurs., Dec. 14th at 10:00-11:50 a.m.*******

Summary of Important Dates

Three Reaction Papers due on BB before class – **Thurs., Oct. 5th, Tues., Oct. 31st, & Tues. Nov. 21st**

Midterm 1 – Week 9 – **Thursday, Oct. 26th**

Final Examination – **Thursday, December 14th at 10:00-11:50 a.m.**

Words of Advice for How to Do Well in this Course

- Print yourself out a copy of the Syllabus and other course documents like PowerPoints in Handout Version.
- Do the reading assignments before lecture materials are posted for the week on Monday by Noon.
- Take notes on copies of the readings and lecture materials.
- Participate on Discussion Boards and Course Cafe.
- Ask questions!
- Do the assignments and turn them in on time.
- Study before exams.
- Make sure the professor knows your name AND associates it with good things.

Reaction Paper Assignment

A reaction paper is a four (4) page (typed, double-spaced, 12 pt. font) “reaction” to a group of readings. I want you to react to the readings and not summarize the readings. I read them. I know what they are about. I do not want a book report. I want your reaction paper to illustrate that you had some sort of an “intellectual struggle” with the material. I want you to take up one or more of the issues raised and talk about the problems, implications, your proposed solution, a different (“better”) way of looking at the issue, etc. Think big. This is hard, but another challenge is that it must **ONLY BE FOUR PAGES LONG**. You will be down-graded if you go beyond the page limit. I recommend you get your thoughts down on paper then walk away from it for a day or so. When you come back to it with fresh eyes you will be able to decipher what is important to say and what is not. [Note: papers done 20 minutes before they are due are generally really bad.]

Here are some Dos and Don'ts that may help you:

DO

- Be analytical – think BIG! What are the implications of the key points of a reading or readings in the short-term, long-term, etc.?
- Challenge the argument or assumptions being made by an author or authors and suggest an alternative
- Consider problems with the approach or methodology being used and suggest an alternative
- Integrate common themes among the readings wherever you can

DON'T

- Summarize
- Tell me you think the reading was long, boring, interesting, funny, etc. You are not a literary critic.
- State the obvious
- Ignore the important themes among the readings

Grading Rubric for Reaction Papers

Reaction Papers:

- Submitted on time, appropriate length, grammar and spelling (0 - - - - - 15 pts.)
- The central argument governs the development and organization of the paper. All ideas in the paper flow logically; the argument is identifiable and justifiable. (0 - - - - - 25 pts.)
- Demonstrates an in depth understanding of the political psychology principles and ideas in the assigned readings and critically evaluates/responds to those ideas in an analytical, persuasive manner (0 - - - - - 25 pts.)
- Evidence used to support the central point is well chosen and is clearly articulated (0 - - - 35 pts.)