

Government 370
Political Psychology
39371

Spring 2014
MWF 9-9:50
GAR 0.128

Course Description: This course examines the psychology behind political attitudes and behaviors. By using insights from psychology and (often, but not always) experimental methods, political psychology offers a unique way of understanding politics. We will address questions such as:

- How do people acquire their political beliefs?
- What types of campaign advertisements are effective?
- Do people approach politics in a rational way, or are they more emotional?
- What are the causes of intolerance and racism? What are the prospects for change?
- How does identity affect political choices?

Prerequisites: None

Professor:

Bethany Albertson
Office: Batts 4.124
Office Hours: Wednesday 1:30 – 4:30
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Grading Policy:

2 in class exams (25% each)
1 paper proposal (10%)
1 paper (10-15 pages) (25%)
Class Participation (15%)

This will be a small, discussion-based class and I expect you to come to class prepared! Also, there will be an original research component to the course, and students will be expected to design surveys for their class papers. There is no formal attendance requirement for this class, but keep in mind that participation will be factored into your grade.

Exams: Will consist of short answer, identifications and essay questions.

Paper: You are going to write an original research paper during this class, meaning you will develop a question and a hypothesis, design a study, collect data, and write up your results. This should be a challenging, rewarding aspect of the class, and it will be important to keep up with each step and ask questions along the way.

Class Policies:

Review Sheets: I'll post a review sheet prior to exams on Canvas. These are meant to help you focus your studies on the most important topics -- ****WARNING**** simply memorizing a short definition for each of the terms WILL NOT leave you prepared for the exam.

Disability Accommodations: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>. If you require accommodation, it is your responsibility to bring your note to me EARLY in the semester so we can work our arrangements.

Academic Integrity: Plagiarism, cheating, and other academic misconduct are serious violations of your contract as a student. Plagiarism is using someone else's language without quotations and attribution or using someone else's idea (even in different language) without attribution. I expect that you will know and follow the University's policies on cheating and plagiarism. If you are unsure about the standards of academic integrity, it is your responsibility to ask the professor. Any suspected cases of academic misconduct will be handled according to University regulations. A copy of the University's Honor Code can be found here: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>.

Make-up Policy: Full credit make-up exams will only be allowed for (1) University sanctioned events (verification required) (2) extraordinary circumstances (verification -- e.g., physician's note -- required) or (3) religious observances. Make-up exams are any exams taken before or after the scheduled exam time. Make-up exams requested for any other reason will be decided on a case by case basis, and will be subject to a 10% grade penalty. I do not approve make-up exams under any circumstances for vacations or early departure for breaks. Make-up exams will be given within one week of the exam and will be offered at only one time. If you know you are going to miss an exam, notify me as soon as possible BEFORE the exam – no later than 14 days prior to the exam date. Students who miss exams without prior notification will face a 20% grade penalty, and will be given the chance to participate in the make-up ONLY if they contact me before the make-up administration.

Emergency Evacuation Policy: In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants of the building are required to evacuate and assemble outside. Once evacuated, no one may re-enter the building without instruction to do so from the Austin Fire Department, University of Texas at Austin Police Department, or Fire Prevention Services office. Students should familiarize themselves with all the exit doors of each room and building they occupy at the university, and should remember that the nearest exit routes may not be the same as the way they typically enter buildings. Students requiring assistance in evacuation shall inform their instructors in writing during the first week of class. Faculty members must then provide this information to the Fire Prevention Services office by fax (512-232-2759), with "Attn. Mr. Roosevelt Easley" written in the subject line.

Frequently asked questions:

1. Q: What should I call you?

A: Please call me Professor Albertson. I go by my first name with graduate students and undergrads who have become research assistance, and use professor with all other undergraduates. I mention this because I've learned that many undergrads find titles confusing, and default to "hey" – when in doubt, use a title or ask!

2. Q: What are your pet peeves?

A: Cheating on exams & papers, talking in class. I encourage discussion, but side conversations are distracting.

Texts:

Readings will be made available on-line and in a reader. Some readings are subject to change and all changes will be posted on Canvas and announced in class.

Course Schedule:

Week 1: January 13, 15, 17

Introduction

Deutsch, Morton, and Catrarina Kinnvall. 2002. "What Is Political Psychology?" In Kristen Renwick Monroe (ed.), *Political Psychology*. Mahwah, NJ: Lawrence Erlbaum Associates.

Hermann, Margaret G. 2002. "Political Psychology as a Perspective in the Study of Politics." In Kristen Renwick Monroe (ed.), *Political Psychology*.

Week 2: January 22, 24 (No class on January 20th, MLK Day)

Political Socialization

Greenstein, Fred I. 1960. "The Benevolent Leader: Children's Images of Political Authority." *American Political Science Review* 54: 934-945.

Stoker, Laura and M. Kent Jennings. 1995. "Life-Cycle Transitions and Political Participation: The Case of Marriage." *The American Political Science Review*, Vol. 89, No. 2. (Jun., 1995), pp. 421-433.

Sears, David O. and Nicholas A. Valentino. 1997. "Politics matters: Political events as catalysts for pre-adult socialization." *American political science review* 91(1): 45-65.

Levitan, Lindsey Clark and Penny S. Visser. 2009. Social Network Composition and Attitude Strength: Exploring the Dynamics within Newly Formed Social Networks. *Journal of Experimental Social Psychology*. 45: 1057-1067.

Alford, John R., Carolyn L. Funk, and John R. Hibbing. 2005. "Are Political Orientations Genetically Transmitted?" *American Political Science Review* 99(2): 153-167.

Week 3: January 27, 29, 31
Belief Systems

Converse, Philip. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*, David Apter, ed., pp. 206-261. (selections)

Kinder, Donald R. 1993. "Coming to Grips with the Holy Ghost." In Kinder and Palfrey (eds.), *Experimental Foundations of Political Science*. Pages 43-51.

Sniderman, Paul M., Richard A. Brody, and Philip E. Tetlock. 1991. *Reasoning and Choice: Explorations in Political Psychology*. New York: Cambridge University Press. Chapter 8.

Jost, John T., Christopher M. Federico, and Jaime L. Napier. 2009. *Political Ideology: Its Structure, Function, and Elective Affinities*. *Annual Review of Psychology*, 60: 307-37.

Week 4: February 3, 5, 7
Knowledge & Heuristics

Delli Carpini, Michael X., and Scott Keeter. 1996. *What Americans Know about Politics and Why It Matters*. New Haven: Yale University Press. Chs. 2-3.

Bartels, Larry L. 2005. "Homer Gets a Tax Cut: Inequality and Public Policy in the American Mind." *Perspectives on Politics* 3(1): 15-31.

Lupia, Arthur, Adam Seth Levine, Jesse O. Menning, and Gisela Sin. 2007. "Were Bush Tax Cut Supporters 'Simply Ignorant?' A Second Look at Conservatives and Liberals in 'Homer Gets a Tax Cut.'" *Perspectives on Politics* 5(4): 773-784.

Popkin, Samuel L. *The Reasoning Voter: Communication and Persuasion in Presidential Campaigns*. Ch. 3.

Week 5: February 10, 12, 14
Emotion

Westen, Drew. *The Political Brain: The Role of Emotion in Deciding the Fate of a Nation*. Chapter 1-3.

February 10: Workshop research proposals in class
February 14: Research Proposal Due

Week 6: February 17, 19, 21
Emotion II

Marcus, George E., W. and Michael B. MacKuen. 1993. *Anxiety, Enthusiasm and the Vote: The Emotional Underpinnings of Learning and Involvement during Political Campaigns*. *American Political Science Review*, 87(3): 672-685.

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.

Gadarian, Shana Kushner and Bethany Albertson. 2013. Anxiety, Immigration and the Search for Information. *Political Psychology*.

Week 7: February 24, 26, 28

Media Effects

Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. 1982. "Experimental Demonstrations of the 'Not-So-Minimal' Consequences of Television News Programs." *American Political Science Review* 81: 848-5

Krosnick, Jon A., and Donald R. Kinder. 1990. "Altering the Foundations of Support for the President through Priming." *American Political Science Review* 84: 497-512.

Nelson, Thomas E., Rosalee A. Clawson, and Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties Case and Its Effects on Tolerance." *American Political Science Review* 91: 567-84.

Baum, Matthew A. 2002. "Sex, Lies, and War: How Soft News Brings Foreign Policy to the Inattentive Public." *American Political Science Review* 96: 91-109.

Week 8: March 3, 5, 7

Media Effects II

Mutz, Diana C., and Byron Reeves. 2005. "The New Videomalaise: Effects of Televised Incivility on Political Trust." *American Political Science Review* 99(1): 1-15.

March 5: Review Session

March 7: Exam 1

Spring Break

Week 9: March 17, 19, 21

Implicit (?) Attitudes

Greenwald, Anthony G., Debbie E. McGhee, and Joshua L. K. Schwartz. 1998. Measuring Individual Differences in Implicit Cognition: The Implicit Association Test. *Journal of Personality and Social Psychology*, 74(6) 1464-1480.

Correll, Joshua, Bernadette Park, Charles M. Judd and Bernd Wittenbrink. 2002. The Police Officer's Dilemma: Using Ethnicity to Disambiguate Potentially Threatening Individuals. *Journal of Personality and Social Psychology*, 83: 1314-1329.

Todorov, Alexander, Anesu N. Mandisodza, Amir Goren, and Crystal C. Hall. 2005. Inferences of Competence from Faces Predict Election Outcomes". *Science*, 308: 1623-1626.

Albertson, Bethany L. 2011. Religious Appeals and Implicit Attitudes. *Political Psychology*, 32: 109-130.

Berger, Jonah, Marc Meredith, and S. Christian Wheeler. 2008. Contextual Priming: Where People Vote Affects How they Vote. *Proceedings of the National Academy of Sciences of the United States of America*, 105. 8846-8849.

Week 10: March 24, 26, 28
Groups

Conover, Pamela Johnston. 1988. "The Role of Social Groups in Political Thinking." *British Journal of Political Science* 18:51-75.

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. (in Jost and Sidanius)

Sidanius, Jim, and Felicia Pratto. 2001. "Social Dominance Theory: A New Synthesis." in *Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression*. New York: Cambridge University Press. (in Jost and Sidanius)

Pratto, Felicia, Debora G. Tatar, and Sahr Conway-Lanz. 1999. "Who Gets What and Why: Determinants of Social Allocations." *Political Psychology*, 20:127-150

Karpowitz, Christopher F., Tali Mendelberg and Lee Shaker. 2012. Gender Inequality in Deliberative Participation. *American Political Science Review*, 106, 533-547.

Week 11: March 31, April 2 (Professor out of town April 4)
Research & Paper Writing

There is no original reading this week. I've set this time aside for us to workshop drafts of your papers, get feedback from me and from your peers. This week will also include a statistics tutorial in order to prepare you for working with your survey data.

Week 12: April 7, 9, 11
Racial Attitudes & Political Campaigns

Valentino, Nicholas, Vincent Hutchings, and Ismail White. 2002. Cues that Matter: How Political Ads Prime Racial Attitudes During Campaigns. *American Political Science Review*, 96(1): 75-90.

Glaser, James, M. 2002. White Voters, Black Schools: Structuring Racial Choices with a Checklist Ballot. *American Journal of Political Science*, 46: 35-46.

Berinsky, Adam J., Vincent L. Hutchings, Tali Mendelberg, Lee Shaker, and Nicholas Valentino. Sex and Race: Are Black Candidates More Likely to be Disadvantaged by Sex Scandals? 2011. *Political Behavior*, 33: 179-202.

White, Ismail. 2007. When Race Matters and When it Doesn't: Racial Group Differences in Response to Racial Cues. *American Political Science Review*, 101 (2): 339-354.

Week 13: April 14, 16, 18

Tolerance

Marcus, George E., John L. Sullivan, Elizabeth Theiss-Morse, and Sandra L. Wood. 1995. *With Malice Toward Some: How People Make Civil Liberties Judgments*. New York: Cambridge University Press. Ch. 4.

Sniderman, Paul M., Richard A. Brody, and Philip E. Tetlock. 1991. *Reasoning and Choice: Explorations in Political Psychology*. Ch. 7.

Kuklinski, James H., Ellen Riggle, Victor Ottati, Norbert Schwarz, Robert S. Wyer, Jr. 1993. "Thinking About Political Tolerance, More or Less, with More or Less Information." In Marcus and Hanson (eds.), *Reconsidering the Democratic Public*.

Sullivan, John L., James Piereson, and George E. Marcus. 1982. *Political Tolerance and American Democracy*. Chicago: University of Chicago Press. Chs. 1-3 (*)

April 18: Paper Due

Week 14: April 21, 23, 25

Social Influence, Obedience and Conformity

Ash, Solomon E. 1955. Opinions and Social Pressure. *Scientific American*, 193 (5): 31-35.

Milgram, Stanley. 1963. Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology*, 67(4): 371-378.

Zimbardo, P. G., Haney, C., Banks, W. C., & Jaffe, D. 1974. The Mind is a Formidable Jailer: A Pirandellian Prison. *New York Times Magazine*, Section 6, 36.

Week 15: April 28, 30, May 2

Student Choice! Is there something you'd like to learn more about, that's missing from this syllabus? I'll poll the class in week 13, and choose some readings based on your feedback.

April 30: Review Session

May 2: Exam 2