

PLAP 4150—Political Psychology
Spring 2026

Wednesday 2:00–4:30pm
Gibson Hall 241

Professor Nicholas Winter
385 Gibson Hall
nwinter@virginia.edu
Zoom office: <https://virginia.zoom.us/my/nwinter>

office hours

Mondays 12–2pm & by appointment
(in-person unless you make prior arrangement for Zoom)

This course is an introduction to a perhaps-idiosyncratic set of topics in political psychology, with a focus primarily on mass political behavior in United States. We will explore a number of substantive topics, with particular interest in the ways that social structures, systems of power relations, and individual psychology interact. Throughout the term we will also pay careful attention to issues of methodology and research design; you will apply this knowledge to conducting an original political psychology research project.

Course Requirements & Policies

Requirements for this course include: reading *and thinking about* the assigned material before each class meeting, attending and participating in class, submitting reading reaction essays (discussed below), completing an in-class midterm, completing a group-based research project, presenting that project, and competing an individual final paper based on that project. There will also be periodic in-class written work and the like.

Because this course is a seminar, what we all get out of it will depend greatly on what you put into it. Therefore, I expect that you will attend all classes, do the assigned reading before each class, and participate in the discussion. I will feel free to call on you in class to discuss the assigned material. Your participation grade will reflect the quality (not simply quantity!) of your class participation.

If illness or an emergency prevents you from attending class you should let me know as far in advance as possible. I do not distinguished excused and unexcused absences: it is my expectation that you will take this class seriously, which means, among other things, that you will be here unless something extraordinary happens in your life to prevent it. That said, if you are very ill, please do *not* attend.

Laptops: I allow (and even encourage) use of laptops in class for note-taking and research. In addition, laptops will be useful periodically for group work. However, I expect you always to be engaged with the class discussion and activities. Please turn off all notifications—even silent ones—during class time.

Syllabus changelog

V26.0.0—14JAN2026	Beta release; bug reports to nwinter@virginia.edu
V26.1.0—22JAN2026	various updates
V26.1.1—17FEB2026	Fixed typo in date for 2/18

Grade breakdown

Attendance and participation	20 percent
Reading reactions (QOCs)	15 percent
Midterm exam	25 percent
Group research project	25 percent
Group research presentation	5 percent
Individual final paper	10 percent

Readings

The required books will be available at the UVa Bookstore and from the usual online sources. All other materials are on Collab and/or linked from the syllabus.

Kinder, Donald R., and Nathan P. Kalmoe. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public*. Chicago: University of Chicago Press. ISBN: 978-0226452456

<https://www.amazon.com/Neither-Liberal-nor-Conservative-Ideological/dp/022645245X/>

Available electronically from the UVA library:

<https://www.degruyter.com/document/doi/10.7208/9780226452593/html?lang=en#contents>

Klar, Samara, and Yanna Krupnikov. 2016. *Independent Politics: How American Disdain for Parties Leads to Political Inaction*. New York, NY: Cambridge University Press. ISBN: 978-1316500637

<https://www.amazon.com/Independent-Politics-American-Political-Inaction/dp/1316500632/>

Available electronically from the UVA library:

https://search.lib.virginia.edu/sources/uva_library/items/u8610359

Important note on online resources

Many linked resources on the syllabus are available through a UVa Library subscription. If you are not on Grounds, they may not be automatically available when you go to the website. This page has instructions for accessing these materials:

<https://www.library.virginia.edu/services/off-grounds-access/>.

Quotation, Question, Comment

For a number of classes we will conduct asynchronous discussion of the readings in advance of our class meeting. The asynchronous discussions will be structured as follows:

- Each QQC day, approximately three students will submit a Quotation, Question, or Comment (QQC) through the Canvas “Discussion” tool by **6pm on the day before class**.

Your QQC should begin with a quotation from the reading, a question you would like to discuss, or a comment about the reading. Then you should, in 2-4 paragraphs, explain why you chose it: what did you find interesting, confusing, thought-provoking, etc.

- **By 11am on the day of class**, all students will read the QQCs and reply to each, and possibly reply to the replies as well. (The original QQC authors should reply to the others and to the discussion of their post.)

I will post a schedule of QQCs once enrollment in the course is settled.

Other Policies

I respect and uphold University policies and regulations pertaining to the observation of religious holidays; assistance available to students with physical, visual, hearing, and other disabilities or impairments; plagiarism; discrimination on the basis of race, ethnicity, gender or gender presentation, sexual orientation, religion; and all forms of harassment.

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you must contact the Student Disability Access Center (<https://www.studenthealth.virginia.edu/sdac>) as soon as possible, and at least two to three weeks before any assignments are due. I take learning disabilities very seriously and I will make whatever accommodations you need to be successful in this class. However, they must be properly documented by SDAC and I must have enough notice to make appropriate arrangements.

Plagiarism, or academic theft, is passing off someone else’s words or ideas as your own without giving proper credit to the source. You are responsible for not plagiarizing and are expected to abide by the University of Virginia Honor Code (see <https://honor.virginia.edu/academic-fraud>).

use of artificial intelligence tools: You may not use generative AI in this course, except when specifically and explicitly allowed by the professor or your TA. Or, as Chat GPT puts it: “As we embark on this learning journey, I kindly remind all students that the use of generative AI tools is not permitted for the completion of assignments, projects, or any other course-related activities. Our goal is to foster your personal growth, critical thinking, and creative expression. Embracing the challenges presented in this course will significantly contribute to your skill development and understanding of the subject matter. Your unique perspectives and efforts are highly valued, and I encourage you to engage with the material authentically. Let’s work together to create an enriching and equitable learning environment for everyone.”

Note on Course Content

At times this semester we will read and discuss work that touches on a number of sensitive, controversial, and difficult topics that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

JANUARY 14 – INTRODUCTION AND OVERVIEW

JANUARY 21 – SUBSTANCE AND METHOD IN POLITICAL PSYCHOLOGY

Trawalter, Sophie, D-J Bart-Plange, and Kelly M. Hoffman. 2020. “A Socioecological Psychology of Racism: Making Structures and History More Visible.” *Current Opinion in Psychology* 32: 47–51.

Payne, B. Keith, Heidi A. Vuletich, and Kristjen B. Lundberg. 2017. “The Bias of Crowds: How Implicit Bias Bridges Personal and Systemic Prejudice.” *Psychological Inquiry* 28(4): 233–48.

Tarlow, Kevin R. 2025. “The Colonial History of Systemic Racism: Insights for Psychological Science.” *Perspectives on Psychological Science* 20(4): 730–43.

JANUARY 28 – POLITICAL WITHDRAWAL

Klar, Samara, and Yanna Krupnikov. 2016. *Independent Politics: How American Disdain for Parties Leads to Political Inaction*. New York, NY: Cambridge University Press.

**FEBRUARY 4 – POLITICAL IDEOLOGY

Kinder, Donald R., and Nathan P. Kalmoe. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public*. Chicago: University of Chicago Press.

Federico, Christopher, Corrie Hunt, and Damla Ergun. 2009. “Political Expertise, Social Worldviews, and Ideology: Translating ‘Competitive Jungles’ and ‘Dangerous Worlds’ into Ideological Reality.” *Social Justice Research* 22(2): 259–79.

**FEBRUARY 11 – WHITE RACIAL IDENTITY

Cole, Geneva. 2026. “Recontextualizing Whiteness: Understanding White Identity in the Era of Black Lives Matter.” *Perspectives on Politics* (forthcoming).

Reicher, Stephen, and Yasemin Ulusahin. 2020. “Resentment and Redemption: On the Mobilization of Dominant Group Victimhood.” In *The Social Psychology of Collective Victimhood*, ed. Johanna Ray Vollhardt. New York: Oxford University Press, 275–94.

Winter, Nicholas J. G. 2006. “Beyond Welfare: Framing and the Racialization of White Opinion on Social Security.” *American Journal of Political Science* 50(2): 400–420.

FEBRUARY 18 – WHITE RACISM AND RACIAL ATTITUDES

Kinder, Donald R., and Lynn M. Sanders. 1996. “Subtle Prejudice for Modern Times.” In *Divided by Color: Racial Politics and Democratic Ideals*, Chicago: University of Chicago Press, 92–127.

Bonilla-Silva, Eduardo, and Tyrone A. Forman. 2000. “‘I Am Not a Racist But...’: Mapping White College Students’ Racial Ideology in the USA.” *Discourse & Society* 11(1): 50–85.

Westermeyer, William H. 2018. “Progressives’ Plantation: The Tea Party’s Complex Relationship with Race.” In *Political Sentiments and Social Movements: The Person in Politics and Culture*, Culture, Mind, and Society, eds. Claudia Strauss and Jack R. Friedman. Cham: Springer International Publishing, 61–89.

FEBRUARY 25 – MIDTERM EXAM IN CLASS

MARCH 4 – SPRING BREAK (NO CLASS)

MARCH 11 – LATINX RACIAL ATTITUDES

Geiger, Jessica R., and Tyler T. Reny. 2024. “Embracing the Status Hierarchy: How Immigration Attitudes, Prejudice, and Sexism Shaped Non-White Support for Trump.” *Perspectives on Politics* 22(4): 1015–30.

Pérez, Efrén, Crystal Robertson, and Bianca Vicuña. 2023. “Prejudiced When Climbing Up or When Falling Down? Why Some People of Color Express Anti-Black Racism.” *American Political Science Review* 117(1): 168–83.

Krupnikov, Yanna, and Spencer Piston. 2016. “The Political Consequences of Latino Prejudice against Blacks.” *Public Opinion Quarterly* 80(2): 480–509.

MARCH 18 – GENETIC EXPLANATIONS (ARE BS)

Readings TBA

Bartels, Larry. 2013. “Your Genes Influence Your Political Views. So What?” *Washington Post*.

MARCH 25 – EMOTION I: ENTHUSIASM, ANGER, AND FEAR, OH MY!*

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.

Banks, Antoine J., and Nicholas A. Valentino. 2012. “Emotional Substrates of White Racial Attitudes.” *American Journal of Political Science* 56(2): 286–97.

Banks, Antoine J., Ismail K. White, and Brian D. McKenzie. 2019. “Black Politics: How Anger Influences the Political Actions Blacks Pursue to Reduce Racial Inequality.” *Political Behavior* 41(4): 917–43.

APRIL 1 – EMOTION II: DISGUST, CONTEMPT

Clifford, Scott, and Spencer Piston. 2017. “Explaining Public Support for Counterproductive Homelessness Policy: The Role of Disgust.” *Political Behavior* 39(2): 503–25.

Kunst, Jonas R., and Sigrid M. Hohle. 2016. “Meat Eaters by Dissociation: How We Present, Prepare and Talk about Meat Increases Willingness to Eat Meat by Reducing Empathy and Disgust.” *Appetite* 105: 758–74.

Miller, Patrick R. et al. 2017. “Transgender Politics as Body Politics: Effects of Disgust Sensitivity and Authoritarianism on Transgender Rights Attitudes.” *Politics, Groups, and Identities* 5(1): 4–24.

* <https://youtu.be/NecK4MwOfel?t=17>

APRIL 8 – NO CLASS / FINAL PROJECT WORK DAY

APRIL 15 – SEXISM AND GENDER STEREOTYPES

Glick, Peter, Jeffrey Diebold, Barbara Bailey-Werner, and Lin Zhu. 1997. "The Two Faces of Adam: Ambivalent Sexism and Polarized Attitudes toward Women." *Personality and Social Psychology Bulletin* 23 (12):1323-34.

McMahon, Jean M., and Kimberly Barsamian Kahn. 2018. "When Sexism Leads to Racism: Threat, Protecting Women, and Racial Bias." *Sex Roles* 78(9): 591–605.

Winter, Nicholas J. G. 2022. "Hostile Sexism, Benevolent Sexism, and American Elections." *Politics & Gender*.

APRIL 22 – FINAL PROJECT GROUP PRESENTATIONS