

PLAP 4150
Political Psychology
Fall 2014

Tuesday 3:30–6:00
Monroe Hall 114

Professor Nicholas Winter

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Gibson Hall 385

office hours: Thursdays 12:30–2:00

☞ by appointment

This course is an introduction to a perhaps-idiosyncratic set of topics in political psychology, with a focus primarily on mass political behavior in the American case. We will focus on a number of substantive topics, with particular interest in roles that metaphor, emotion, and race & gender play in shaping political reasoning and communication. Throughout the term we will also pay careful attention to issues of methodology and research design.

Course Requirements

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), reading other students' reaction essays before each class, completing a take-home midterm, and writing a final research paper. In addition, there will be additional brief in-class written work.

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 an emergency prevents you from attending class you should let me know in advance. I do not distinguish 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.

Laptops: I allow (and even encourage) use of laptops in class for note-taking. In addition, laptops will be useful for periodically group work that involves internet research. However, I always expect you to be engaged with the class discussion.

Grades will be based on the following breakdown:

Item	Proportion
Attendance and participation	20 percent
Reading reaction essays (6 total)	20 percent
Take home midterm exam	20 percent
Final research project	30 percent
Research presentation	10 percent

Readings

The required books are available at the UVa Bookstore and from the usual online retailers. All other materials are on Collab and/or linked from the syllabus. There are four required books:

Horgan, John. 2014. *The Psychology of Terrorism*. 2nd ed. New York: Routledge.

Lakoff, George. 2002. *Moral Politics: How Liberals and Conservatives Think*. 2nd ed. Chicago: University of Chicago Press.

Sinclair, Samuel J., and Daniel Antonius. 2012. *The Psychology of Terrorism Fears*. New York: Oxford University Press.

Winter, Nicholas J. G. 2008. *Dangerous Frames: How Ideas About Race and Gender Shape Public Opinion*. Chicago: University of Chicago Press.

Reading Reaction Essays

You must turn in six reading reaction essays over the course of the term, and you must read your colleagues' reactions before every class. We have 11 classes with readings (i.e., not research days), so that means you must complete a reaction about every other week on average. To encourage you not to leave them all to the end, I require that you turn in at least three reactions before the midterm exam.

REACTION CONTENT

Reaction should be no more than one page (250–300 words or so). Your essay should engage with the material. This could consist of raising a theoretically-informed question *and suggesting avenues for answering it*; applying the insights from the reading to a novel example drawn from modern or historical politics; comparing and contrasting parts of two or more readings; or something else. Good essays generally will be *relatively specific* in some way, in order to reach beyond vague generalities; often they will include a brief quotation or quotations. In formulating your essay, you should go with issues, concerns, comparisons, questions, or confusions that struck you when reading the material. If none struck you while reading, go back and read more carefully!

Because your space is limited, you should get right to the point without wasting space on description or summary of the readings. Your essays need not be overly formal, though they should of course be clear, grammatical, and proof-read.

I will use these as feedback about what you are taking from the reading and to help shape class discussions. They also will also help you to read and think carefully about the material before getting to class.

REACTION LOGISTICS

Reaction essays will be posted in the Forum area of Collab; each week has its own topic. You should post your reaction as the body (not an attachment) of a new thread in the appropriate forum, with your name as the message title.

Reactions must be posted to the Forum no later than 10pm on the evening before class. *Because other students must read your reactions, any reaction posted after the deadline will not count.*

In addition, you are also responsible for reading other students' reactions before each class, so you will need to check the forum after midnight each evening (or first thing in the morning). You may post a reply to a reaction essay if you wish to flag an issue for class discussion.

I will grade reactions on a three point scale: 3 for an excellent, insightful essay that goes beyond expectations; 2 for a solid essay; 1 for an essay that falls short in some real way; 0 for essays that are not turned in or that do not give evidence of any real effort. Most grades will be 2s.

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; racial, ethnic, gender, sexual orientation, or religious discrimination; 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 (formerly known as LNEC, <http://www.virginia.edu/studenthealth/sdac/sdac.html>) as soon as possible, at least two to three weeks before any assignments are due. I take learning disabilities very seriously and we will make whatever accommodations you need to be successful in this class. However, they must be properly documented by the 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 <http://www.virginia.edu/honor/what-is-academic-fraud-2/>).

Assignments turned in late without prior arrangement will not be considered for a grade. If something comes up that prevents you from completing an assignment on time, you must get in touch with me as far in advance as possible.

Aug 26 Welcome**Sept 2 Substance and method in political psychology**

- Ferree, Myra M., William A. Gamson, Jurgen Gerhards, and Dieter Rucht. 2002. "Four Models of the Public Sphere in Modern Democracies." *Theory and Society* 31 (3):289-324.
- Sears, Huddy, and Jervis: "The Psychologies Underlying Political Behavior" *Oxford Handbook of Political Psychology*, 3-16
- Krosnick, Jon A., and Kathleen M. McGraw. 2002. "Psychological Political Science Versus Political Psychology True to Its Name: A Plea for Balance." In *Political Psychology*, ed. Kristen R. Monroe. Mahwah, NJ: Lawrence Erlbaum, 79-94.
- Burns, Nancy. 2007. "Gender in the Aggregate, Gender in the Individual, Gender and Political Action." *Politics and Gender* 3 (1):104-24.
- Jordan, Christian H. and Mark P. Zanna. 1999. "How to Read a Journal Article in Social Psychology." In *The Self in Social Psychology*, ed. R. F. Baumeister. Philadelphia: Psychology Press, 461-470. <http://arts.uwaterloo.ca/~sspencer/psych253/readart.html>

Sept 9 Political ideology

- Converse, Philip E. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*, ed. David Ernest Apter. New York: Free Press, 206-61. Reprinted Jeffrey Friedman (ed.), *Is Democratic Competence Possible? A special issue of Critical Review* 18 (1-3):1-74.
- Jost, John T., Jack Glaser, Arie W. Kruglanski, and Frank J. Sulloway. 2003. "Political Conservatism as Motivated Social Cognition." *Psychological Bulletin* 129 (3):339-75.
- 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.
- Rankin, Lindsay E., John T. Jost, and Cheryl J. Wakslak. 2009. "System Justification and the Meaning of Life: Are the Existential Benefits of Ideology Distributed Unequally across Racial Groups?" *Social Justice Research* 22 (2-3):312-33.
- Druckman, James N. 2014. "Pathologies of Studying Public Opinion, Political Communication, and Democratic Responsiveness." *Political Communication* 31 (3):467-92.

Sept 16 Implicit political cognition

- Nisbett, Richard E., and Timothy D. Wilson. 1977. "Telling More Than We Can Know: Verbal Reports on Mental Processes." *Psychological Review* 84 (3):231-59.
- Greenwald, Anthony G., and Mahzarin R. Banaji. 1995. "Implicit Social Cognition: Attitudes, Self-Esteem, and Stereotypes." *Psychological Review* 102 (1):4-27.
- Bargh, John A. 1994. "The Four Horsemen of Automaticity: Awareness, Intention, Efficiency, and Control in Social Cognition." In *Handbook of Social Cognition*, ed. Robert S. Wyer and Thomas K. Srull. Tuxedo Park, NY: Lawrence Erlbaum Associates, 1-40.
- Valentino, Nicholas A., Vincent L. Hutchings, and Ismail K. White. 2002. "Cues That Matter: How Political Ads Prime Racial Attitudes During Campaigns." *American Political Science Review* 96 (1):75-90.
- Guinote, Ana, Guillermo B. Willis, and Cristiana Martellotta. 2010. "Social Power Increases Implicit Prejudice." *Journal of Experimental Social Psychology* 46 (2):299-307.

Sept 23 Race, gender, and politics

Winter, Nicholas J. G. 2008. *Dangerous Frames: How Ideas About Race and Gender Shape Public Opinion*. Chicago and London: University of Chicago Press.

Sept 30 Metaphor & politics, in theory

Lakoff, George. 2002. *Moral Politics: How Liberals and Conservatives Think*. 2nd ed. Chicago: University of Chicago Press. Read Parts I, II, & III; your choice of one chapter from Part IV; and V.

Oct 7 Is Lakoff Right?

Ohl, Jessy J., Damien S. Pfister, Martin Nader, and Dana Griffin. 2013. "Lakoff's Theory of Moral Reasoning in Presidential Campaign Advertisements, 1952–2012." *Communication Studies* 64 (5):488–507.

Moses, Jennifer Filson, and Marti Hope Gonzales. 2014. "Strong Candidate, Nurturant Candidate: Moral Language in Presidential Television Advertisements." *Political Psychology*:n/a-n/a.

Richey, Sean. 2012. "Campaign Advertising and the Stimulation and Activation of the Authoritarian Personality." *Political Communication* 29 (1):24–43.

Barker, David C., and James D. Tinnick. 2006. "Competing Visions of Parental Roles and Ideological Constraint." *American Political Science Review* 100 (02):249–63.

Goatly, Andrew. 2007. *Washing the Brain: Metaphor and Hidden Ideology*. Philadelphia: John Benjamins, pages 383–388.

Midterm exam will be distributed

Oct 14 No Class

UVA Reading Day

Oct 17 (Friday) at 2pm: Midterm exam due on Collab**Oct 21 Analogies, metaphors, and framing**

~~Stone, Deborah A. 1989. "Causal Stories and the Formation of Policy Agendas." *Political Science Quarterly* 104 (2):281–300.~~

Lau, Richard R., and Mark Schlesinger. 2005. "Policy Frames, Metaphorical Reasoning, and Support for Public Policies." *Political Psychology* 26 (1):77–114.

Spellman, Barbara A., and Keith J. Holyoak. 1992. "If Saddam Is Hitler Then Who Is George Bush? Analogical Mapping between Systems of Social Roles." *Journal of Personality and Social Psychology* 62 (6):913–33.

Rohrer, Tim. 1995. "The Metaphorical Logic of (Political) Rape: George Bush and the New World Order." *Metaphor and Symbolic Activity* 10 (2):113–31.

Oct 28 Metaphors of the body, chivalry, & war

Musolff, Andreas. 2003. "Ideological Functions of Metaphor: The Conceptual Metaphors of Health and Illness in Public Discourse." In *Cognitive Models in Language and Thought: Ideology, Metaphors and Meanings*, ed. René Dirven, Roslyn Frank and Martin Pütz. New York: Mouton de Gruyter, 327-52.

Gregg, Richard B. 2004. "Embodied Meaning in American Public Discourse During the Cold War." In *Metaphorical World Politics*, ed. Francis A. Beer and Christ'l De Landtsheer. East Lansing: Michigan State University Press, 59-73.

~~Musolff, Andreas. 2007. "What Role Do Metaphors Play in Racial Prejudice? The Function of Antisemitic Imagery in Hitler's Mein Kampf." *Patterns of Prejudice* 41 (1):21-43.~~

Herzog, Sergio, and Shaul Oreg. 2008. "Chivalry and the Moderating Effect of Ambivalent Sexism: Individual Differences in Crime Seriousness Judgments." *Law & Society Review* 42 (1):45-74.

Elwood, William N. 1995. "Declaring War on the Home Front: Metaphor, Presidents, and the War on Drugs." *Metaphor and Symbolic Activity* 10 (2):93-114.

Nov 4 Work Day

We will have an in-class workshop on your final research projects.

Nov 11 Emotion

~~Haidt, Jonathan. 2001. "The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment." *Psychological Review* 108(4):814-34.~~

Fiske, Susan T. 1982. "Schema Triggered Affect: Applications to Social Perception." In *Affect and Cognition: The 17th Annual Carnegie Symposium on Cognition*, ed. Margaret S. Clark and Susan T. Fiske. Hillsdale, NJ: Erlbaum, 55-78.

Miller, William Ian. 1997. "The Moral Life of Disgust." In *The Anatomy of Disgust*. Cambridge, MA: Harvard University Press, 177-205.

Ben-Nun Bloom, Pazit. 2014. "Disgust, Harm, and Morality in Politics." *Political Psychology* 35 (4):495-513.

Rozin, Paul, and Maureen Markwith. 1997. "Moralization and Becoming a Vegetarian: The Transformation of Preferences into Values and the Recruitment of Disgust." *Psychological Science* 8 (2):67-73.

Nov 18 Terrorism 1: causes

Horgan, John. 2014. *The Psychology of Terrorism*. 2nd ed. New York: Routledge.

Nov 25 Terrorism 2: effects on the public

Sinclair, Samuel J., and Daniel Antonius. 2012. *The Psychology of Terrorism Fears*. New York: Oxford University Press.

Conejero, Susana, and Itziar Etxebarria. 2007. "The Impact of the Madrid Bombing on Personal Emotions, Emotional Atmosphere and Emotional Climate." *Journal of Social Issues* 63 (2):273-87.

Kruglanski, Arie W., Martha Crenshaw, Jerrold M. Post, and Jeff Victoroff. 2007. "What Should This Fight Be Called?: Metaphors of Counterterrorism and Their Implications." *Psychological Science in the Public Interest* 8 (3):97-133.

Dec 2 In-class research symposium

You will present a brief overview of your final research project and results.