

PLAP 4150—Political Psychology
Fall 2017

Tuesday 1:00–3:30
Gibson Hall 142

Professor Nicholas Winter
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office hours: Thursday 1-2 & 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 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

Requirements for this course include: reading *and thinking about* the assigned material before each class meeting, attending and participating in class, presenting to the class about about a measurement scale from the political psychology literature (twice), 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 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.

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

Grades will be based on the following breakdown:

Attendance and participation	20 percent
Presentations on measurement scales	20 percent
Take home midterm exam	20 percent
Final research project	30 percent
Research presentation	10 percent

Syllabus revisions

v 1.1.0	8/23	Added reading on 10/10
v 1.2.0	11/3	Updated 11/7 readings

Readings

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

Converse, Jean M., and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*. Thousand Oaks, CA: Sage. ISBN: 978-0803927438

Cramer, Katherine J. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: University of Chicago Press. ISBN: 978-0226349114

Presentations on political psychology scales

We will begin each class with a pair of 10-15 presentations, each by one student in the class. In your presentation you will present information about a survey-based measurement scale from some part of the political psychology literature.

More information about the content of the presentations and about sign-up TBA.

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/>).

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.

In addition, I have posted some information on nonacademic support for UVA students here: <http://faculty.virginia.edu/nwinter/syllabusAddendum.pdf>.

Aug 22 Welcome**Aug 29 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 in Jeffrey Friedman (ed.), *Is Democratic Competence Possible? A special issue of Critical Review* 18 (1-3):1-74.

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.

Jost, John T., Christopher M. Federico, and Jaime L. Napier. 2009. "Political Ideology: Its Structure, Functions, and Elective Affinities." *Annual Review of Psychology* 60 (1):307-37.

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.

Sep 5 Rural Resentment & Survey Research I

Cramer, Katherine J. 2016. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: University of Chicago Press. Chapters 1-3 & Appendix C (1-89, 233-238).

Hillygus, D. Sunshine. 2016. "The Practice of Survey Research: Changes and Challenges." In *New Directions in Public Opinion*, ed. Adam J. Berinsky. New York: Routledge, 34-53.

Zaller, John, and Stanley Feldman. 1992. "A Simple Theory of the Survey Response: Answering Questions Versus Revealing Preferences." *American Journal of Political Science* 36 (3):579-616.

Brewer, Paul R., and Kimberly Gross. 2005. "Values, Framing, and Citizens' Thoughts About Policy Issues: Effects on Content and Quantity." *Political Psychology* 26 (6):929-48.

Weisberg, Herbert F. 2009. "Ethics in Surveys: Respecting Respondents' Rights." In *The Total Survey Error Approach: A Guide to the New Science of Survey Research*. Chicago: University of Chicago Press, 311-24.

Sep 12 Rural Resentment & Survey Research II

Cramer, *The Politics of Resentment*. Chapters 4-6 (90-168).

Hox, Joop J. 1997. "From Theoretical Concept to Survey Question." In *Survey Measurement and Process Quality*, ed. Lars Lyberg, Paul Biemer, Martin Collins, Edith De Leeuw, Cathryn Dippo, Norbert Schwarz and Dennis Trewin. New York: John Wiley & Sons, Inc., 47-69.

Converse, Jean M., and Stanley Presser. 1986. *Survey Questions: Handcrafting the Standardized Questionnaire*. Thousand Oaks, CA: Sage.

Optional/Supplemental

Bradburn, Norman M, Seymour Sudman, and Brian Wansink. 2004. "Asking Questions About Attitudes and Behavioral Intentions." In *Asking Questions: The Definitive Guide to Questionnaire Design—for Market Research, Political Polls, and Social and Health Questionnaires*. New York: John Wiley & Sons, 117-50.

"Questionnaire Design." Pew Research Center. <http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/>

Sep 19 Rural Resentment & Survey Research III

Cramer, *The Politics of Resentment*. Chapters 7–8 (169-226).

Scala, Dante J., and Kenneth M. Johnson. 2017. "Political Polarization Along the Rural-Urban Continuum? The Geography of the Presidential Vote, 2000–2016." *The Annals of the American Academy of Political and Social Science* 672 (1):162-84.

Schwarz, Norbert. 1995. "What Respondents Learn from Questionnaires: The Survey Interview and the Logic of Conversation." *International Statistical Review / Revue Internationale de Statistique* 63 (2):153-68

Finkel, Steven E., Thomas M. Guterbock, and Marian J. Borg. 1991. "Race-of-Interviewer Effects in a Preelection Poll: Virginia 1989." *Public Opinion Quarterly* 55 (3):313-30.

Davis, Darren W. 1997. "The Direction of Race of Interviewer Effects among African-Americans: Donning the Black Mask." *American Journal of Political Science* 41 (1):309-22.

Sep 26 Work Day & Pretesting

Presser, Stanley, Mick P. Couper, Judith T. Lessler, Elizabeth Martin, Jean Martin, Jennifer M. Rothgeb, and Eleanor Singer. 2004. "Methods for Testing and Evaluating Survey Questions." *Public Opinion Quarterly* 68 (1):109-30.

Beatty, Paul C., and Gordon B. Willis. 2007. "Research Synthesis: The Practice of Cognitive Interviewing." *Public Opinion Quarterly* 71 (2):287-311.

Oct 3 No class—UVa Reading Day**Oct 10 Authoritarianism & racial resentment**

Brown, Roger. 1965. "The Authoritarian Personality and the Organization of Attitudes." In *Social Psychology*. New York: Free Press, 477-546.

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

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.

Kinder, Donald R., and Lynn M. Sanders. 1996. "More on the Meaning and Measurement of Prejudice." In *Divided by Color: Racial Politics and Democratic Ideals*. Chicago: University of Chicago Press, 291-4.

Oct 17 Midterm Exam in Class**Oct 24 Race and contemporary American politics**

Winter, Sara K. 1977. "Rooting out Racism." *Issues in Radical Therapy* 17:18-21.

Valentino, Nicholas A., Ted Brader, and Ashley E. Jardina. 2013. "Immigration Opposition among U.S. Whites: General Ethnocentrism or Media Priming of Attitudes About Latinos?" *Political Psychology* 34 (2):149-66.

Kinder, Donald R., and Lynn M. Sanders. 1996. "Framing the Issue: Elite Discourse and Public Understanding" In *Divided by Color: Racial Politics and Democratic Ideals*. Chicago: University of Chicago Press, 163-195.

Tesler, Michael. 2012. "The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Race and Racial Attitudes." *American Journal of Political Science* 56(3): 690-704.

Oct 31 **Racial identification I: African-American racial identity and politics**

Lyubansky, Mikhail, and Roy J. Eidelson. 2005. "Revisiting Du Bois: The Relationship between African American Double Consciousness and Beliefs About Racial and National Group Experiences." *Journal of Black Psychology* 31 (1):3-26.

~~Philpot, Tasha S., Ismail K. White, Kristin Wylie, and Ernest B. McGowen. 2010. "Feeling Different: Racial Group Based Emotional Response to Political Events." In *African American Political Psychology: Identity, Opinion, and Action in the Post Civil Rights Era*, ed. Tasha S. Philpot and Ismail K. White. New York: Palgrave Macmillan US, 55-70.~~

Gay, Claudine, Jennifer Hochschild, and Ariel White. 2016. "Americans' Belief in Linked Fate: Does the Measure Capture the Concept?" *The Journal of Race, Ethnicity, and Politics* 1 (1):117-44.

Sellers, Robert M., Mia A. Smith, J. Nicole Shelton, Stephanie A. J. Rowley, and Tabbye M. Chavous. 1998. "Multidimensional Model of Racial Identity: A Reconceptualization of African American Racial Identity." *Personality and Social Psychology Review* 2 (1):18-39.

Nov 7 **Racial Identificaiton II: White racial identification and politics**

Winant, Howard. 1997. "Behind Blue Eyes: Whiteness and Contemporary U.S. Racial Policies." In *Off White : Readings on Race, Power, and Society*, ed. Michelle Fine. New York: Routledge, 3-16.

Jardina, Ashley A. 2017. "White identity politics isn't just about white supremacy. It's much bigger." Monkey Cage Blog, Washington Post. August 16.
<https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/16/white-identity-politics-isnt-just-about-white-supremacy-its-much-bigger/>

~~Hutchings, Vincent L., Ashley A. Jardina, Robert Mickey, and Hanes Walton, Jr. 2016. "Interests, Identities, and Hierarchy: The Central Role of Group Position in Explaining White Racial Attitudes." Unpublished manuscript.~~

Branscombe, Nyla R., Michael T. Schmitt, and Kristin Schifffhauer. 2007. "Racial Attitudes in Response to Thoughts of White Privilege." *European Journal of Social Psychology* 37 (2):203-15.

Sawaoka, Takuya, Brent L. Hughes, and Nalini Ambady. 2015. "Power Heightens Sensitivity to Unfairness against the Self." *Personality And Social Psychology Bulletin* 41 (8):1023-35.

Phillips, L. Taylor, and Brian S. Lowery. 2015. "The Hard-Knock Life? Whites Claim Hardships in Response to Racial Inequity." *Journal of Experimental Social Psychology* 61:12-8.

Nov 14 **Meet the author: Kathy Cramer**

Wolbrecht, Christina, Jeffrey R. Dudas, Darren Davis, Edward G. Carmines, Eric R. Schmidt, Deborah J. Schildkraut, and Roger Petersen. 2017. "A Discussion of Katherine J. Cramer's the Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker." *Perspectives on Politics* 15 (2):521-32.

Nov 21 **Work Day 2**

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

Readings TBA

Nov 28 Gender, culture, and views on gender and sexual violence

Glick, Peter, and Susan T. Fiske. 2001. "An Ambivalent Alliance: Hostile and Benevolent Sexism as Complementary Justifications for Gender Inequality." *American Psychologist* 56 (2):109-18.

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.

Abrams, Dominic, G. Tendayi Viki, Barbara Masser, and Gerd Bohner. 2003. "Perceptions of Stranger and Acquaintance Rape: The Role of Benevolent and Hostile Sexism in Victim Blame and Rape Proclivity." *Journal of Personality and Social Psychology* 84 (1):111-25.

Kahan, Dan M., Donald Braman, Geoffrey L. Cohen, John Gastil, and Paul Slovic. 2010. "Who Fears the HPV Vaccine, Who Doesn't, and Why? An Experimental Study of the Mechanisms of Cultural Cognition." *Law and Human Behavior* 34 (6):501-16.

Optional/Supplemental

Glick, Peter, and Susan T. Fiske. 1997. "Hostile and Benevolent Sexism: Measuring Ambivalent Sexist Attitudes toward Women." *Psychology of Women Quarterly* 21 (1):119-35.

Dec 5 In-class research symposium

You will present and discuss your final research project and results.