

PLAP 4150—Political Psychology
Spring 2020

Thursday 2:00–4:30pm
Nau Hall 241

Professor Nicholas Winter
385 Gibson Hall
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office hours:
Wednesday 1–2:30 and by appointment
URL for virtual office hours:
<https://virginia.zoom.us/j/2410311710>

Zoom class meeting:
<https://virginia.zoom.us/j/667732229?pwd=ODBpb094ZExrUTdJOGVUdE5jQVBJdz09>
Password = “Converse”

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 & 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 a take-home midterm (available 2/28, due 3/3), completing a group-based research project, presenting that project, and competing an individual final paper based on that project. 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 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. In addition, laptops will be useful periodically for group work. However, I expect you always to be engaged with the class discussion and activities.

Syllabus changelog

v20.0.0	1/15	Initial syllabus—beta release
v20.0.1	1/16	Fixed typos
v20.1.0	1/16	Midterm? Yes!
v20.2.0	1/24	New room
v20.3.0	1/31	Modified readings for February 6
v20.4.0	2/25	Updated for class cancellation
v20.5.0	3/20	Online!
v20.6.0	4/1	Revised 4/9 and 4/16 readings

Grade breakdown

Attendance and participation	20 percent
Reading reaction essays	15 percent
Midterm exam	25 percent
Group research project	25 percent
Group research presentation	5 percent
Final paper	10 percent

Readings

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

Harris-Lacewell, Melissa. 2004. *Barbershops, Bibles, and BET: Everyday Talk and Black Political Thought*. Princeton, NJ: Princeton University Press. ISBN: 978-0691114057
<https://www.amazon.com/gp/offer-listing/0691114056/?condition=used>

Jardina, Ashley. 2019. *White Identity Politics*. Cambridge, UK: Cambridge University Press. ISBN: 978-1108468602
<https://www.amazon.com/Identity-Politics-Cambridge-Political-Psychology/dp/1108468608/>

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/>

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/>

Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago: University of Chicago Press. ISBN: 978-0226524542
<https://www.amazon.com/Uncivil-Agreement-Politics-Became-Identity/dp/022652454X/>

Online asynchronous “discussion”

Beginning the week of March 23:

1. By 5pm Tuesday of every week you must post a short-ish (1-3 paragraph) response in the “Discussion” section of Collab. This should be a quotation, comment, or question, along the lines of those we did in-class on March 19.
2. By 11:59pm Wednesday of every week you must post a comment/reaction to *at least* 3 of your colleagues’ posts.

Reading Reaction Essays

You must turn in ~~six (6)~~ **three (3)** reading reaction essays over the course of the term. ~~We have 11 classes with readings, so that means you must do an average of slightly more than one every other class. You must turn in at least 3 reactions before the spring break.~~

Reaction content

Reaction should be no more than one page (about 225 words)

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.

Generally, reaction essays should *not* attempt to cover all the readings. Rather, 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. They need not be overly formal—no footnotes or bibliographies; simple in-text citations to indicate which reading you are talking about. 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

You will submit your reactions through the “Assignments” section of Collab; each week has its own assignment. You should post your reaction as a Word or PDF file attachment; be sure to include your name at the top of the page!

Reactions are due by 2am on the night/morning before class.

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.

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>).

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>.

JANUARY 16 – INTRODUCTION AND OVERVIEW

JANUARY 23 – SUBSTANCE AND METHOD IN POLITICAL PSYCHOLOGY

- Jordan, Christian H., and Mark P. Zanna. 2004. "How to Read a Journal Article in Social Psychology." In *Political Psychology: Key Readings*, eds. John T. Jost and Jim Sidanius. New York: Psychology Press, 467–76.
- Simon, Herbert A. 1985. "Human Nature in Politics: The Dialogue of Psychology with Political Science." *The American Political Science Review* 79(2): 293–304.
- Westen, Drew. 1998. "The Scientific Legacy of Sigmund Freud: Toward a Psychodynamically Informed Psychological Science." *Psychological Bulletin* 124(3): 333–71.
- 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.

JANUARY 30 – 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 6 – 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.
- Kinder, Donald R., and Nathan P. Kalmoe. 2017. *Neither Liberal nor Conservative: Ideological Innocence in the American Public*. Chicago: University of Chicago Press.
- 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.

FEBRUARY 13 – IDENTITY: SOCIAL AND POLITICAL

- Huddy, Leonie. 2013. "From Group Identity to Political Cohesion and Commitment." In *The Oxford Handbook of Political Psychology*, eds. Leonie Huddy, David O. Sears, and Jack S. Levy. New York: Oxford University Press, 737–73.
- Klar, Samara, Heather Madonia, and Monica C. Schneider. 2014. "The Influence of Threatening Parental Primes on Mothers' versus Fathers' Policy Preferences." *Politics, Groups, and Identities* 2(4): 607–23.
- Harrison, Brian F., and Melissa R. Michelson. 2019. "Gender, Masculinity Threat, and Support for Transgender Rights: An Experimental Study." *Sex Roles* 80(1): 63–75.
- Reicher, Stephen, and S. Alexander Haslam. 2016. "The Politics of Hope: Donald Trump as an Entrepreneur of Identity." *Scientific American*. <https://www.scientificamerican.com/article/the-politics-of-hope-donald-trump-as-an-entrepreneur-of-identity/>.

FEBRUARY 27 – COUNTER-PUBLICS & SUBORDINATE IDENTITIES: AFRICAN-AMERICAN PUBLIC OPINION

Harris-Lacewell, Melissa. 2004. *Barbershops, Bibles, and BET: Everyday Talk and Black Political Thought*. Princeton, NJ: Princeton University Press. Focus especially on Chapters 1, 2, 4, & 5.

Klar, Samara, Heather Madonia, and Monica C. Schneider. 2014. “The Influence of Threatening Parental Primes on Mothers’ versus Fathers’ Policy Preferences.” *Politics, Groups, and Identities* 2(4): 607–23.

Harrison, Brian F., and Melissa R. Michelson. 2019. “Gender, Masculinity Threat, and Support for Transgender Rights: An Experimental Study.” *Sex Roles* 80(1): 63–75.

MARCH 3 – MIDTERM EXAM DUE AT 5PM

Exam will be available on Friday, February 28 at 9am. You can work on it for one 8 hour-span at a time of your choosing between 2/28 and 3/3 at 5pm.

MARCH 5 – EXPERIMENTAL DESIGN PRACTICUM

Neuman, W. Lawrence. 2011. “Experimental Research.” In *Social Research Methods: Qualitative and Quantitative Approaches*. Seventh edition. Boston: Pearson Education, 275–307.

We will form research groups for the final project, so no, you cannot leave early for spring break!

MARCH 12 – NO CLASS (SPRING BREAK)

MARCH 19 – WHITE IDENTITY

Jardina, Ashley. 2019. *White Identity Politics*. Cambridge, UK: Cambridge University Press. Chapters 1, 2, & 5 (pages 1-49 & 118-154).

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

Johnson, James, and Len Lecci. 2020. “How Caring Is ‘Nullified’: Strong Racial Identity Eliminates White Participant Empathy Effects When Police Shoot an Unarmed Black Male.” *Psychology of Violence* 10(1): 58–67.

Reicher, Stephen, and S. Alexander Haslam. 2016. “The Politics of Hope: Donald Trump as an Entrepreneur of Identity.” *Scientific American*. <https://www.scientificamerican.com/article/the-politics-of-hope-donald-trump-as-an-entrepreneur-of-identity/>.

MARCH 26 – EXPERIMENTS, EMOTIONS

Experiments on white identity

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

Johnson, James, and Len Lecci. 2020. “How Caring Is ‘Nullified’: Strong Racial Identity Eliminates White Participant Empathy Effects When Police Shoot an Unarmed Black Male.” *Psychology of Violence* 10(1): 58–67.

Experiments on emotional reactions to politics

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.

Bodenhausen, Galen V., Lori A. Sheppard, and Geoffrey P. Kramer. 1994. “Negative Affect and Social Judgment: The Differential Impact of Anger and Sadness.” *European Journal of Social Psychology* 24(1): 45–62.

APRIL 2 – EMOTION II: ANGER AND FEAR AND RACE AND GENDER, OH MY!*

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., and Heather M. Hicks. 2016. “Fear and Implicit Racism: Whites’ Support for Voter ID Laws.” *Political Psychology* 37(5): 641–58.

Valentino, Nicholas, Carly Wayne, and Marzia Oceno. 2018. “Mobilizing Sexism: The Interaction of Emotion and Gender Attitudes in the 2016 U.S. Presidential Election.” *Public Opinion Quarterly* 82(S1): 213–35.

APRIL 9 – EMOTION III: DISGUST

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

Gadarian, Shana Kushner, and Eric van der Vort. 2018. “The Gag Reflex: Disgust Rhetoric and Gay Rights in American Politics.” *Political Behavior* 40(2): 521–43.

Kam, Cindy D., and Beth A. Estes. 2016. “Disgust Sensitivity and Public Demand for Protection.” *The Journal of Politics* 78(2): 481–96.

APRIL 16 – PARTISAN HATRED AND POLARIZATION

Mason, Lilliana. 2018. *Uncivil Agreement: How Politics Became Our Identity*. Chicago: University of Chicago Press.

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

APRIL 23 – STEREOTYPES, ESPECIALLY GENDER

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.

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.

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.

Cassese, Erin C., and Mirya R. Holman. 2019. "Playing the Woman Card: Ambivalent Sexism in the 2016 U.S. Presidential Race." *Political Psychology* 40(1): 55–74.

MAY 1 – IN-CLASS RESEARCH PRESENTATIONS (9AM-12NOON)