

PLAP 4150—Political Psychology
Fall 2022

Wednesday 2:00–4:30pm
Gibson Hall 241

Professor Nicholas Winter

385 Gibson Hall

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office hours: Thursday 1-2:30 and by appointment

(Office hours both in-person and virtual: <https://virginia.zoom.us/my/nwinter>)

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 a take-home midterm, 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 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.

Syllabus changelog

V22.0.0—24AUG2022	Initial syllabus—beta release
V22.1.0—24AUG2022	Various updates including midterm date
V22.2.0—25AUG2022	New room, fixed typos, updates to readings in November, book information
V22.2.1—30AUG2022	Fixed midterm due date
V22.3.0—19OCT2022	Rearranged second half schedule to accommodate final project
V22.4.0—27OCT2022	Fixed SNAFU with November dates

Grade breakdown

Attendance and participation	20 percent
QQCs	15 percent
Midterm exam	25 percent (distributed Friday 10/7; due Tuesday 10/11 at 4pm)
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 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/>

Electronic copy appears to be licensed to UVA here:

<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

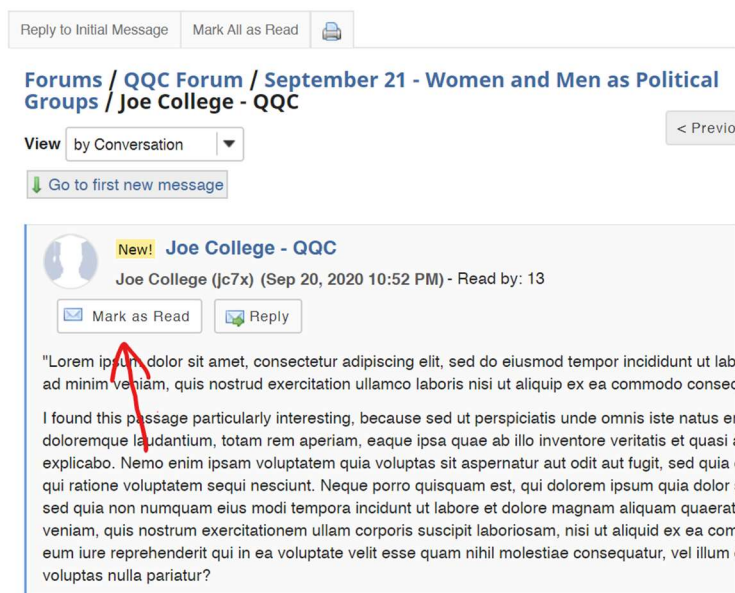
For a number of classes we will conduct asynchronous discussion of the readings in advance of our class meeting. The asynchronous discussions will be structured as follows:

- Each QQC day, approximately three students will submit a Quotation, Question, or Comment (QQC) through the Collab “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 noon 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.)
- ***Important:** Please be sure to click “Mark as Read” for each QQC and reply that you read so you get participation credit!*

DISCUSSIONS



The screenshot shows a Canvas Discussions interface. At the top, there are buttons for 'Reply to Initial Message', 'Mark All as Read', and a printer icon. Below this is the forum title 'Forums / QQC Forum / September 21 - Women and Men as Political Groups / Joe College - QQC'. A 'View' dropdown menu is set to 'by Conversation', and a '< Previous' button is visible. A link 'Go to first new message' is also present. The main post is titled 'New! Joe College - QQC' and is from 'Joe College (jc7x)' dated 'Sep 20, 2020 10:52 PM' with 'Read by: 13'. It has 'Mark as Read' and 'Reply' buttons. The post content begins with a red arrow pointing to the first line of text: 'Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut lab'. The rest of the text is placeholder text.

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>).

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>.

AUGUST 24 – INTRODUCTION AND OVERVIEW

AUGUST 31 – 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.
- Goff, Phillip Atiba, and Kimberly Barsamian Kahn. 2013. "How Psychological Science Impedes Intersectional Thinking." *Du Bois Review: Social Science Research on Race* 10(2): 365–84.
- Bartels, Larry. 2013. "Your Genes Influence Your Political Views. So What?" *Washington Post*.
- 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.

SEPTEMBER 7 – 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.

SEPTEMBER 14 – 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.

SEPTEMBER 21 – WHITE RACIAL IDENTITY

- Cole, Geneva. 2020. "Types of White Identification and Attitudes About Black Lives Matter." *Social Science Quarterly* 101(4): 1627–33.
- 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.
- 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.
- 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/>.

SEPTEMBER 28 – EXPERIMENTAL DESIGN PRACTICUM I

- 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.*

TAKE-HOME MIDTERM EXAM

Distributed Friday 10/7; due Tuesday 10/11 at 4pm

OCTOBER 5 – 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.

OCTOBER 12 – PRIMING RACIAL (AND GENDER) ATTITUDES

- 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.
- White, Ismail K. 2007. "When Race Matters and When It Doesn’t: Racial Group Differences in Response to Racial Cues." *American Political Science Review* 101(2): 339–54.
- Winter, Nicholas J. G. 2005. "Framing Gender: Political Rhetoric, Gender Schemas, and Public Opinion on U.S. Health Care Reform." *Politics and Gender* 1(3): 453–80.

OCTOBER 19 – EXPERIMENTAL DESIGN PRACTICUM II

We will work in groups on your final project studies.

OCTOBER 26 – EMOTION I: ENTHUSIASM, ANGER, FEAR, AND SADNESS, 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.
- ~~Small, Deborah A., and Jennifer S. Lerner. 2008. "Emotional Policy: Personal Sadness and Anger Shape Judgments about a Welfare Case." *Political Psychology* 29(2): 149–68.~~

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

NOVEMBER 2 – IN-CLASS WORK DAY

We will

- Finish discussing the readings from October 26
- *Work on your research designs*

NOVEMBER 9 – EMOTION II: DISGUST

We will touch base on your research instruments, and then discuss today's readings

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.

~~Patev, Alison J. et al. 2019. "Hostile Sexism and Right Wing Authoritarianism as Mediators of the Relationship between Sexual Disgust and Abortion Stigmatizing Attitudes." *Personality and Individual Differences* 151: 109528.~~

NOVEMBER 16 – 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*.

~~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.~~

NOVEMBER 23 – NO CLASS (THANKSGIVING BREAK)

NOVEMBER 30 – IN-CLASS WORK ON FINAL PROJECTS

We will work on the analysis of your data.

DECEMBER 13 (2PM–5PM) FINAL PROJECT PRESENTATIONS

Location TBA

