

POLI 4000: Political Psychology

POLI 4000 Political Psychology

Class Time: T R 1030-1150 am

Class Location: 201 Williams

Instructor: Professor Nichole Bauer, PhD

Office: Stubbs Hall 208B

Office Hours: Tuesday 915-1015 am,

Thursday 100-200 pm or by appt.

Contact: nbauer4@lsu.edu

Course Description:

The goal of political science is to explain why citizens engage in certain types of political behavior, and how citizens think about politics. Psychology offers a way to explain *how* and *why* individuals behave the way they do. We will consider the role of personality, cognition, emotions, stereotypes, and group dynamics in politics, campaigns, and voting. Throughout the semester, we will learn about key concepts from psychology and we will apply these concepts to politics. We will also investigate how experimental methods can provide insight into what motivations political attitudes and behaviors. **As this is an upper level course, there will be an extensive amount of writing in this class.**

Required Textbooks:

Cottam, Martha L., Beth Dietz-Uhler, Elena Masters, & Thomas Preston. 2016. Introduction to Political Psychology. 3rd Edition. Great Britain: Psychology Press.

Course Objectives:

At the completion of this course, students will be able to:

- Define core psychological concepts and theories, and explain how they apply to politics.
- Synthesize the research questions, hypotheses, methods used, results, and findings from peer-reviewed academic research.
- Explain the limits of rational choice in explaining political behaviors, opinions and attitude formation.
- Develop an original research question and hypotheses that uses psychology to explain political behaviors, opinions and attitude formation.
- Design an original experiment that measures the psychological motivations behind a political behavior, attitude, or opinion.
- Develop strong analytical writing skills including the ability to develop coherent, logical, and carefully edited prose.

Course Policies:

- Class sessions will be a combination of lectures, discussions, and other in-class activities. Regular attendance and keeping up with the course readings are necessary to do well in this class. Moreover, the class is structured to encourage discussion of key concepts, and these discussions are essential to student learning.
- Lectures will not repeat the readings. The lectures will expand on the concepts introduced in the readings, and will often introduce new concepts that may not be included in the readings.
- If you do need to miss class be sure to check with a classmate about getting the notes.
- When I use PowerPoint in class, I will post those slides to the course website **after** class. Note that in order to do well on the exams and assignments you should plan to take notes in addition to these slides.
- Please be sure to silence your cell phone during class. You are welcome to use a laptop for taking notes or accessing the online readings. If it is clear you are using the laptop for another purpose, I will ask you to put it away. Do note that students who do best in my classes are those who DO NOT use laptops as they are unnecessarily distracting.
- I do not discuss grades with students over email. If you would like to discuss a grade you must set up a time to do so in person. This policy applies to mid-semester grade calculations. You will all receive mid-term grades in accordance with LSU policy. However, if you want to know your grade at another point in the semester it is up to you to do that calculation. I will return all assignments in a timely manner, and this syllabus has details about the grade distribution.
- If you require an accommodation, I am happy to work with you to make the appropriate arrangements; however, you do need to let me know right away.
- Any case of academic misconduct, including plagiarism or cheater, will be considered a violation of the University's honor code and these violations will be referred to the Dean's office.

A Note on Communication

Outside of my office hours, email is almost always the best way to get in touch with me. To ensure a timely response to your email I ask that students follow professional email etiquette. Each email subject line should line which course you are enrolled in and a brief description of the content of the email. For example, you might have a question about an upcoming due date so the subject should read "POLI 4000 Assignment Due Date." You should always start your email with a greeting. For example, Dear Professor Bauer or Hello Dr. Bauer, are completely appropriate email greetings. Be sure to include some kind of sign off that identifies who you are. I may not always be able to tell who the email is from, especially if you send from a non-university account. These may seem a bit nit picky, but emails without

a subject line often get automatically sorted into a Spam or Junk folder before I ever see them. **I will not respond to emails that do not follow these basic guidelines.**

As long as these rules are followed, I'll generally respond to emails within 1 business day. If you send me an email on Friday I might not get to it until Monday. If you do not hear from me within 2 business days, you should follow-up with a second email or say something to me before class or during office hours.

Grading:

Below is the breakdown for how I will calculate your grades. More specific instructions and details for the essays, final project, and exams will be provided on the course website closer to the due dates. Note that your participation grade will not be calculated until the end of the semester.

Do note that the research design paper, mid-term, and final exams all involve extensive amounts of writing, and these assignments will be graded, in part, on the clarity of your writing. This means you must be able to write a well-reasoned paper with structured arguments, and you must adhere to the proper rules of style and grammar.

Participation: 25%

Research Design Final Paper: 25%

Mid-Term Exam: 25%

Final Exam: 25%

100-97 = A	87-89 = B+	79-77 = C+	69-67 = D+	59 or below = F
96-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

A - Achievement that is outstanding relative to the level necessary to meet course requirements.

B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

F - Reflects failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the professor and the student that the student would be awarded an I.

Key Dates

January 30, 2018: Final Paper Topic approval deadline

February 16, 2018: Draft Literature Review due

March 1, 2018: Mid-term Due

March 22, 2018: Draft Theory Section due
April 26, 2018: Final Paper Due
May 4, 2018: Final Exam Due

Assignments

Participation: Participation grades are based on not only regular attendance, but on participation in class discussions. There will be many opportunities for us to discuss the core themes of this class, and I do expect all students to contribute. The larger academic setting and this course, in particular, requires an open, inclusive, and engaging learning environment in which students feel comfortable expressing their own opinions as well as being exposed to opinions, cultures, viewpoints, and personal experiences different from their own. With this in mind, students are expected to engage one another with respect, courtesy, and sensitivity both inside and outside of this classroom.

I will give you extra points on participation for submitting discussion questions based on the reading to me before class via email. To receive these points you should post one or two substantive questions about the concepts & readings to Moodle. I will give students a .5 point for each question sent in and you can receive up to 1 full point for each class session they submit questions. However, to receive these points there are several guidelines you must follow. First, the discussion questions must be posted by 1000 am on the class day. Earlier questions are welcome. I will use these questions to structure our class sessions. Second, you can only receive the extra credit if you attend class on the day in which you send in questions. If you email questions and fail to attend class you will receive no credit. Third, you cannot send in questions on the paper workshop days. However, there are 19 class sessions you can receive discussion question extra credit. Fifth, your questions should indicate that you have done the readings. If you send in a question that states: “Can you summarize the textbook chapter?” I will not give you any credit. However, questions such as “Can you clarify X concept?” are welcome.

Research Design Paper: Over the course of the semester you will design an experiment that applies a psychological theory to studying a political phenomenon, this can be an attitude, a behavior, or an aspect of public opinion. You will work on this project over the course of the semester in stages. On Moodle, there are more details about the paper. Writing a paper in stages may be a little different for some of you, but this method allows you to receive continuous feedback all semester long on your work, and it allows you to delve more deeply into your topic. You will receive feedback on the study proposal, literature review, and theoretical frameworks within 1 week of their due date, and be provided with feedback for how to strengthen your writing and arguments for the final draft. **Please note that this paper involves ONLY a research design. Due to limitations, we will not be able to carry out the experiments this semester. However, designing an experiment is much more difficult than actually conducting an experiment.**

Study Proposal: Turn in a 1-2 page proposal. Identify what aspect of political psychology you

want to study, why this is an interesting topic to study, and start to develop some hypotheses about what you expect to find. Alternatively, you are welcome to ask other questions about political attitudes, voting behaviors, etc. Remember with your idea to think about what aspect of politics you want to explain with political psychology. This is worth 5% of the total paper grade and graded on a pass or fail basis. **Keep in mind that while we will not conduct these studies this semester the projects should still be doable, and you may wish to carry out this research in your future studies. Your paper topic must be approved by January 30, 2018.**

Draft Literature Review: Part of the final research paper will include a review of literature previous conducted on your topic. This literature review should identify what the conventional wisdom is the research is on your topic, whether there are any disagreements among scholars, and how your paper will contribute to this research. This first draft of the literature review does not have to mention every single study every conducted on a topic, but should identify the most important. Be sure that you do not simply summarize existing work, but analyze its strengths and weaknesses. If you are unsure about where/how to look for research then make an appointment with me or come to my office hours and I can provide some assistance. These initial drafts should be 2-3 pages in length. This is worth 5% of the total paper grade and graded on a pass or fail basis. **Your first draft must be turned in by February 16, 2018.**

Draft Theoretical Framework & Hypotheses: In this paper, you are applying a psychological theory to a political behavior. The theory section should identify the psychological theory (or theories) you are studying and why this theory is the best theory for studying the phenomenon you chose. You will use this theory to develop a set of testable research hypotheses. The theory should explain how and why you predict these effects. The Moodle site, under the Resources folder, includes information about how to find academic peer-reviewed research. This is worth 5% of the total paper grade and graded on a pass or fail basis. **Your first draft must be turned in by March 22, 2018.**

Final Paper: During the final week of class, you will turn in your final paper. The course website includes more details about what you should include in your final papers. Briefly, each paper should include an introduction, a statement about why your topic is important, the literature review, your hypotheses, how you tested these hypotheses, and the plan for how you will carry out the experiment including all the materials you will use in the experiment. The final product is worth 85% of the total final paper grade. **Your final paper must be turned in by April 26, 2018 by 5 p.m..**

I encourage you all to use the writing resources at LSU as you work on this paper. You can make appointments with writing coaches who will help you with your writing organization and writing styles. The writing center link is: <http://www.lsu.edu/academicaffairs/cxc/writing.php>.

Extra Credit

I will offer extra credit to students who participate in the Media Effects Lab experimental subject pool. The extra credit will count toward your final exam grade. I will post more details about this extra credit opportunity on Moodle.

I will also offer extra credit to students who assist me in research work. Students can receive up to 5 points on the mid-term and 5 points on the final exam for the research help. If you are interested in this opportunity please stop by during my office hours.

From time to time, I will offer extra credit for attending and writing about various events on campus. These opportunities will be discussed in class as they come up, but you must be physically present in class to take advantage of these opportunities.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments. You should plan to do the scheduled readings *before* coming to class on the day they are assigned. Readings from outside the class textbook are available on the course website.

The Basics of Political Psychology

January 11, 2018: Course Introduction

- Class Syllabus
- Stromberg, Joseph. 2014. "Why you should take notes by hand and not on a laptop." Vox.com. (on course website)
- Kornell, Nate. 2013. "Close That Laptop in Class." *Psychology Today*. (on course website)

January 16, 2018: What is Political Psychology

- Cottam Chapter 1

January 18, 2018: Researching Political Psychology

- McDermott, Rose. 2002. "Experimental Methodology in Political Science." *Annual Review of Political Science* (on course website)
- Druckman, James N. and Kam, Cindy D. 2011. "Students as Experimental Participants: A Defense of the 'Narrow Data Base'." in The Cambridge Handbook of Experimental Political Science. (on course website)
- Dickson, Eric S. 2011. "Economics vs. Psychology Experiments: Stylization, Incentives, and Deception." in The Cambridge Handbook of Experimental Political Science. (on course website)

Personality

January 23, 2018: Personality & Politics

- Cottam Chapter 2

January 25, 2018: Non-Elites vs.Elite

- Mondak, Jeffrey, et al. 2010. "Personality and Civic Engagement: An Integrative Framework for the Study of Trait Effects on Political Behavior." *American Political Science Review* 104: 85-110. (on course website)
- Cottam, Chapter 5

January 30, 2018: Authoritarianism

- Cottam Chapter 2
- Brown, Roger. 2004. "The Authoritarian Personality and the Organization of Attitudes." in Key Readings in Political Psychology. (on course website)
- **Topic approved for final paper**

Cognition

February 1, 2018: Cognition

- Cottam Chapter 3
- Lodge, Milton S. and Charles Taber. 2000. The Rationalizing Voter, Chapter 6. (on course website)

February 6, 2018: Heuristics

- Lau, Richard R. and David P. Redlawsk. 2001. "Advantages and Disadvantages of Cognitive Heuristics in Political Decision Making" *American Journal of Political Science*, 45(October): 951 - 971.

February 8, 2018: Literature Review Workshop

- Bagglione, Lisa. Chapter 4. (on course website)

February 13, 2018: **no class! Happy Mardi Gras!**

February 15, 2018: no class work on literature reviews

Draft Literature Review Due via Moodle by 5 p.m.

February 20, 2018: Motivated Reasoning

- Kunda, Ziva. 1990. The case for motivated reasoning. *Psychological Bulletin*, 108(3), 480-498. (on course website)
- Lodge, Milton S. and Charles Taber. 2000. The Rationalizing Voter, Chapter 7. (on course website)

February 22, 2018: Sophistication

- Fiske, Susan and Kinder, Don. 1983. “The Novice and the Expert: Knowledge-Based Strategies in Political Cognition.” *Journal of Personality and Social Psychology* (on course website)

February 27, 2018: Emotions

- George E. Marcus, W. Russell Neuman, Michael MacKuen, and Ann N. Crigler. “Theorizing Affect’s Effect.” in The Affect Effect Chapter 1 (on course website)
- Huddy, Leonie, Stanley Feldman, and Erin Cassesse. 2007. “On the Distinct Political Effects of Anxiety and Anger.” in The Affect Effect edited by George E. Marcus, W. Russell Neuman, Michael MacKuen, and Ann N. Crigler. (on course website)

March 1, 2018: No class. Work on mid-terms, **mid-term due by 5 pm via Moodle**

Group Dynamics & Identity

March 6: 2018: Group Dynamics

- Cottam Chapter 4

March 8, 2018: Stereotypes & Prejudice: Race

- Cottam Chapter 8
- Winter, Nicholas J. G. Chapter 3
- Mendelberg, Tali. The Race Card, Chapter 6. (on course website)

March 13, 2018: Stereotypes & Prejudice: Gender

- Huddy, Leonie and Nayda Terkildsen. 1993. “Gender Stereotypes and the Perception of Male and Female Candidates.” *American Journal of Political Science*
- Bauer, Nichole M. 2015. “Emotional, Sensitive, and Unfit for Office: Stereotype Activation and Support for Female Candidates.” *Political Psychology*. (on course website)

March 15, 2018: Theory & Hypotheses Workshop

- Bagglione, Lisa. Chapter 5. (on course website)

March 20, 2018: Identity Formation & Political Socialization

- Cottam Chapter 3
- Tajfel, Henri. 1974. “Social identity and intergroup behavior.” *Social Science Information* (on course website)

March 22, 2018: Race & Gender Identities

- Piston, Spencer. 2014. “Lighter-Skinned Minorities are More Likely to Support Republicans.” *Washington Post, Monkey Cage Blog Post*. (on course website)

- Dolan, Kathleen. 2008. "Is There a "Gender Affinity Effect" in American Politics? Information, Affect, and Candidate Sex in U.S House Elections." *Political Research Quarterly* (on course website)
- **Draft Theoretical Framework Due via Moodle by 5 p.m.**

March 27 & March 29, 2018: **no class! Spring Break!**

April 3, 2018: Partisanship as Identity

- Klar, Samara. 2014. "Partisanship in a Social Setting" *American Journal of Political Science* (on course website)

April 5, 2018: **no class! work on final paper**

Political Behavior & Political Institutions

April 10, 2018: Framing

- Cottam Chapter 7
- Nelson, Thomas E, Rosalee A. Clawson and Zoe M. Oxley. 1997. "Media Framing of a Civil Liberties Conflict and Its Effect on Tolerance." *American Political Science Review*. (on course website)
- Druckman, James N. 2001 "On The Limits Of Framing Effects: Who Can Frame?" *The Journal of Politics* 63: 1041-1066. (on course website)

April 12, 2018: Priming

- Brader, Ted. 2005. "Striking a Responsive Chord: Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions." *American Journal of Political Science* (on course website)

April 17, 2018: no class, work on final papers

April 19: 2018: Campaign Effects

- Cottam Chapter 6
- Druckman, James N. 2004. "Priming the Vote: Campaign Effects in a U.S. Senate Election." *Political Psychology* (on course website)

April 24, 2018: no class work on final papers

April 26, 2018: no class work on final papers

Final papers due April 26 by 5 pm via Moodle

Final Exam due May 4 by 5 pm via Moodle