Graduate Seminar in Political Psychology
Political Science 7201-001
University of Memphis
Spring 2020

Professor Kris-Stella Trump
Office: 421 Clement Hall
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Class Time: Thursdays 5:30-8:30pm
Location: Clement Hall 409
Office Hours: Tuesdays 4:30pm–6:00pm (drop-in); other times by appointment
Course website: https://elearn.memphis.edu/d2l/home/8064622

What is this course about?

This course provides a field overview of political psychology. We will use insights from psychology – on topics such as personality, genetics, and cognition – to better understand political phenomena such as intergroup relations, political participation, and public opinion. The focus will be on mass publics (i.e. we will not study political elites).

Some of the questions we will ask are: How does personality affect political opinion? Why are stereotypes such an intractable part of political life? What is motivated reasoning, and how does it affect politics? How does geography affect our perceptions of social groups? What does it mean to say that partisanship functions like a social identity?

In addition to the substantive content of the course, you will learn to identify outstanding research questions based on the literature you read, and to develop research proposals that could answer those questions. Each week, part of our discussion time will be dedicated to identifying outstanding research questions that are raised by the scholarly works that we read. We will also pay explicit attention to the methods that scholars use to answer their research questions.

The main written assignment in this course will be a research proposal. This assignment combines a literature review with an original research design. By the end of the course, you will 1) be able to engage critically with political psychology research, and 2) will have experience developing your own research question and identifying appropriate methods for answering that question.

Class format and reading guidance

This is a discussion-based class. Each week, a student or pair of students will be assigned to lead the discussion. Each week, all students are expected to carefully read *and think about* the material before coming to class.

As you read each assigned piece of scholarship, it is useful to consider the following questions: What is the research question this piece sets out to answer? What is the theoretical foundation of the authors' argument? What methods do they use to answer their research questions? What do they conclude?

As you then think about the pieces jointly, ask questions such as: How do these pieces speak to each other? How do they speak to readings from previous weeks? Are any of the findings in conflict with one another, and if so why? What are the normative implications of these studies? What outstanding research questions do these pieces jointly raise?

Required materials

All readings will be available through a combination of the McWherther Library, University of Memphis online access to books and journals, and the course website.

Attendance

Given the centrality of discussion in this class, attendance is both important and expected. Sometimes life happens and it is necessary to miss class. I understand this; you do not need to ask for my permission to miss class or explain your absence.

At the same time, missed classes mean that you have less exposure to the required materials and cannot participate in discussion. For these reasons, please know that if you miss more than one class, your participation grade will be affected.

If you experience a serious life event that will affect more than one week of attendance, please let me know that something has happened; we can then discuss how to best manage the situation.

Graded course components and assignments

- **Weekly participation (25%)**
  You will be expected to have done the readings and thought about them ahead of time. Use the reading guidance provided above to prepare for class discussion. Asking questions about the readings, including clarifying questions to enhance the whole group's understanding of the sources, counts as participation. This grade component includes attendance, being engaged and present during class, and participating in constructive and respectful ways in the discussion.

- **Discussion leadership (25%)**
  Each week a student or pair of students will be assigned to lead discussion. The discussion leaders should read the materials ahead of time and prepare discussion questions for the class. The leaders should see me in office hours on the Tuesday before class (i.e. two days before class) to share their intended discussion questions. I may suggest additions and changes to your questions at that time. The discussion leaders should then share the questions with the class, so others may prepare for the discussion.

If you cannot make my office hours during the week of your discussion leadership, please email me at least three days in advance to schedule an alternative time to meet. I will participate in class discussions by clarifying points of confusion wherever possible and helping to keep the discussion on track. If it falls to me to keep the discussion going – either as a fault of the discussion leader or the rest of the class – grades will be affected.

- **Research topic proposal (5%)**
  A one-page statement of a research topic is due **by 5:30pm on February 27th**. This document should: 1) Give a one-paragraph description of the research topic/question you intend to address; 2) Give a one-paragraph preview of the type of research design you plan to develop; 3) Identify four scholarly sources that you intend to cite in the final design. Please submit your proposal as a Microsoft Word document (no pdf's please) through the dropbox on the course website.

- **Research design (45%)**
  A 15-20 page (double-spaced, standard margins, 12-pt Times New Roman font) research design is due **by 5:30pm on April 16th**. This document should include: 1) a literature review that summarizes existing knowledge on your research topic; 2) a clearly stated research question and hypothesis; 3) a detailed description of a research design that seeks to answer your research question. You are encouraged but not required to also submit data collection tools such as draft survey questionnaires or experimental stimuli. Please submit your research design as a Microsoft Word document (no pdf's please) through the dropbox on the course website.

Grading scale

Your course grade will be determined as follows:

Weekly participation: 25%
Discussion leadership: 25%
Topic proposal: 5%
Research design: 45%

Written assignments will drop one-third of a grade for each day they are late. No assignments will be accepted more than one week after the due date.

Letter grades will be assigned based on the following scale (%):

100-97: A+
96-93: A
92-90: A-
89-87: B+
86-83: B
82-80: B-
79-77: C+
76-73: C

72-70: C-
69-67: D+
66-63: D
62-60: D-
59-0: F

Classroom Expectations

You are expected to arrive to class on time and prepared to discuss course materials. Cell phones must be on completely silent mode and should not be used at all during class. Personal laptops are permitted for only two purposes: taking notes of the in-class discussion and referring back to reading notes. Other activities, such as keeping open any e-mail applications, are not permitted. If I notice that student attention to laptop screens appears to reduce the vigor of in-class discussion, I reserve the right to ban laptops from the classroom for the rest of the class session or the remainder of the semester.

Disability statement

The federal Americans with Disabilities Act (ADA) mandates that all students with disabilities be guaranteed reasonable accommodation of their disabilities in the classroom, and I will gladly support all documented accommodation needs. Contact Disability Services in Wilder Tower for more information.[1]

Plagiarism and academic honesty

Plagiarism and other forms of cheating are taken very seriously and will not be tolerated.[2] Note that plagiarism is not just about using the work of others without attribution, but also includes "the reuse [within or across classes] of one's own academic work previously submitted for academic credit at any academic institution (including the University of Memphis)."[3]

Communication and course website

I am available for drop-in office hours on Tuesdays between 4:30pm and 6:00pm in my office (Clement 421). If this time does not work, I am always happy to meet by appointment. You can also reach me via e-mail. I generally aim to respond to emails within 24 hours during the workweek.

I will periodically send communications to the class via e-mail, so please check your @memphis.edu account regularly. I will not send messages via the course web site and do not check my own messages there. However, we will use the course site to access course materials

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[1] See https://www.memphis.edu/drs/

[2] See https://www.memphis.edu/osa/students/academic-misconduct.php

[3] See https://www.memphis.edu/osa/pdfs/csrr.pdf

and submit written assignments. The link for the website is:
https://elearn.memphis.edu/d2l/home/8064622.

Course schedule:

1/23 Introduction
Overview of course content, format, assignments, and expectations. Additionally, we will discuss how to read academic articles in psychology and political science, and have a brief discussion about the replication crisis in social psychology.

Jordan, Christian H. and Mark P. Zanna. "How to read a journal article in social psychology" in R. F. Baumeister (Ed.), 1999, *The Self in Social Psychology*, pp. 461-470.

Miller, Beth, Jon Pevehouse, Ron Rogowski, Dustin Tingley, and Rick Wilson. "How To Be a Peer Reviewer: A Guide for Recent and Soon-to-Be PhDs." *PS: Political Science & Politics* 46, no. 01 (January 4, 2013): 120–23. https://doi.org/10.1017/S104909651200128X.

Yong, Ed. "Psychology's Replication Crisis is Running Out of Excuses" *The Atlantic*, November 19, 2018. Available at: https://www.theatlantic.com/science/archive/2018/11/psychologys-replication-crisis-real/576223/

1/30 Individual differences 1: Personality and politics
How does personality affect politics? Do non-political personality traits predict political leanings, and if so, how much can they explain? How does personality interact with political context?

Mondak, Jeffery J., and Karen D. Halperin. "A Framework for the Study of Personality and Political Behaviour." *British Journal of Political Science* 38, no. 2 (April 2008): 335–62. https://doi.org/10.1017/S0007123408000173.

Gerber, Alan S., Gregory a. Huber, David Doherty, and Conor M. Dowling. "The Big Five Personality Traits in the Political Arena." *Annual Review of Political Science* 14, no. 1 (June 15, 2011): 265–87. https://doi.org/10.1146/annurev-polisci-051010-111659.

Johnston, Christopher D., Howard G. Lavine, and Christopher M. Federico. *Open versus Closed: Personality, Identity, and the Politics of Redistribution*. New York, NY: Cambridge University Press, 2017. Chapters 1 and 4.

Gilens, Martin, and Adam Thal. "Doing Well and Doing Good? How Concern for Others Shapes Policy Preferences and Partisanship among Affluent Americans." Public Opinion Quarterly 82, no. 2 (June 26, 2018): 209–30. https://doi.org/10.1093/poq/nfy020.

2/6 Individual differences 2: Biology vs. socialization
Both the environment and individual predispositions affect political attitudes and behaviors. How does understanding individual (genetic) differences help us understand political dynamics? Using political participation as a case study, we will contrast social and individual explanations for political phenomena.

Smith, Kevin B., Douglas R. Oxley, Matthew V. Hibbing, John R. Alford, and John R. Hibbing. "Linking Genetics and Political Attitudes: Reconceptualizing Political Ideology." *Political Psychology* 32, no. 3 (2011): 369–97. https://doi.org/10.1111/j.1467-9221.2010.00821.x.

Cesarini, David, Magnus Johannesson, and Sven Oskarsson. "Pre-Birth Factors, Post-Birth Factors, and Voting: Evidence from Swedish Adoption Data." *American Political Science Review* 108, no. 1 (2014): 71–87. https://doi.org/10.1017/S0003055413000592.

Gay, Claudine. "Moving to Opportunity: The Political Effects of a Housing Mobility Experiment." *Urban Affairs Review* 48, no. 2 (March 1, 2012): 147–79. https://doi.org/10.1177/1078087411426399.

Anoll, Allison P. "What Makes a Good Neighbor? Race, Place, and Norms of Political Participation." *American Political Science Review* 112, no. 3 (August 2018): 494–508. https://doi.org/10.1017/S0003055418000175.

2/13 Emotions in politics
What are emotions? How do they influence politics, and what might politics look like without the influence of emotion? What are the roles of fear and anger in politics, and how do those roles change depending on the political environment?

Brader, Ted and George Marcus, "Emotion and Political Psychology". Ch. 6 in *Oxford Handbook of Political Psychology*, eds. Leonie Huddy, David O. Sears and Jack S. Levy, 2013. Oxford: Oxford University Press.

Gadarian, Shana Kushner. "The Politics of Threat: How Terrorism News Shapes Foreign Policy Attitudes." *The Journal of Politics* 72, no. 2 (April 1, 2010): 469–83. https://doi.org/10.1017/S0022381609990910.

Banks, Antoine J., and Nicholas A. Valentino. "Emotional Substrates of White Racial Attitudes." *American Journal of Political Science* 56, no. 2 (2012): 286–97. https://doi.org/10.1111/j.1540-5907.2011.00561.x.

Phoenix, Davin L. "Seeing Red in Black and White: Exploring Racial Differences in the Mobilizing Impact of Anger on Political Activity," *Working Paper,* 2017.

2/20 Cognition 1: information processing
How do human beings process information? What are some of the biases that we systematically fall prey to? How do limitations on human information processing impact political reasoning and decision-making?

Kahneman, Daniel. 2003. A perspective on judgement and choice: mapping bounded rationality. *American Psychologist* 58, (9), pp. 697-720. https://doi.org/10.1037/0003-066X.58.9.697

Jervis, Robert. "The Drunkard's Search." In *Political Psychology*, edited by John T Jost and Jim Sidanius, pp. 259–70. New York: Psychology Press, 2004.

Tavits, Margit, and Efrén O. Pérez. "Language Influences Mass Opinion toward Gender and LGBT Equality." *Proceedings of the National Academy of Sciences*, July 31, 2019, 201908156. https://doi.org/10.1073/pnas.1908156116.

Hall, Crystal C., Lynn Ariss, and Alexander Todorov. "The Illusion of Knowledge: When More Information Reduces Accuracy and Increases Confidence." *Organizational Behavior and Human Decision Processes* 103, no. 2 (July 1, 2007): 277–90. https://doi.org/10.1016/j.obhdp.2007.01.003.

2/27 Cognition 2: cognitive dissonance and motivated reasoning
What is motivated reasoning? How does it impact political opinions? Can motivated reasoning co-exist with reasoned political opinion, and if so how?

Festinger, Leon, and James M Carlsmith. "Cognitive Consequences of Forced Compliance." *Journal of Abnormal and Social Psychology* 58 (1959): 203–10. https://doi.org/10.1037/h0041593

Taber, Charles S., and Milton Lodge. "The Illusion of Choice in Democratic Politics: The Unconscious Impact of Motivated Political Reasoning." *Political Psychology* 37 (February 22, 2016): 61–85. https://doi.org/10.1111/pops.12321.

Miller, Joanne M., Kyle L. Saunders, and Christina E. Farhart. "Conspiracy Endorsement as Motivated Reasoning: The Moderating Roles of Political Knowledge and Trust." *American Journal of Political Science* 60, no. 4 (2016): 824–44. https://doi.org/10.1111/ajps.12234.

Kteily, Nour S., Jennifer Sheehy-Skeffington, and Arnold K. Ho. "Hierarchy in the Eye of the Beholder: (Anti-)Egalitarianism Shapes Perceived Levels of Social Inequality." *Journal of Personality and Social Psychology* 112, no. 1 (2017): 136–59. https://doi.org/10.1037/pspp0000097.

3/5 Groups 1: Origins of Prejudice and Stereotypes
Humans make sense of the social and political world in terms of groups. How does this tendency give rise to stereotypes and prejudice? What is the difference between explicit and implicit prejudice?

Allport, Gordon. *The Nature of Prejudice*. Menlo Park, CA: Addison-Wesley, 1954. Chapters 1 & 16.

Tajfel, Henri. "Social Identity and Intergroup Behavior." *Social Science Information* 13, no. 2 (1974): 65–93. https://doi.org/10.1177/053901847401300204. Read section 1 only; pp.65-75.

Devine, Patricia G. "Stereotypes and Prejudice: Their Automatic and Controlled Components." *Journal of Personality and Social Psychology* 56, no. 1 (1989): 5–18. https://doi.org/10.1037/0022-3514.56.1.5

Ksiazkiewicz, Aleksander, and James Hedrick. "An Introduction to Implicit Attitudes in Political Science Research." *PS: Political Science & Politics* 46, no. 03 (June 21, 2013): 525–31. https://doi.org/10.1017/S1049096513000632.

Spring break

3/19 Groups 2: Mitigating Prejudice and Stereotypes
If thinking in terms of groups is pervasive, how do we best manage the human tendency toward stereotyping and prejudice? Is it possible to imagine a world without group-based stereotypes? If not, what can be done to reduce the negative consequences of prejudice?

Kurzban, R, John Tooby, and Lena Cosmides. "Can Race Be Erased? Coalitional Computation and Social Categorization." *Proceedings of the National Academy of Science* 98, no. 26 (2001):15387–92. https://doi.org/10.1073/pnas.251541498

Forscher, P. S., Lai, C. K., Axt, J., Ebersole, C. R., Herman, M., Devine, P. G., & Nosek, B. A. (2019, January 27). "A Meta-Analysis of Procedures to Change Implicit Measures." Retrieved from osf.io/awz2p

Paluck, Elizabeth Levy, Seth A. Green, and Donald P. Green. "The Contact Hypothesis Re-Evaluated." *Behavioural Public Policy* 3, no. 2 (2019): 129–58. https://doi.org/10.1017/bpp.2018.25.

Craig, Maureen A., and Jennifer A. Richeson. "More Diverse Yet Less Tolerant? How the Increasingly Diverse Racial Landscape Affects White Americans' Racial Attitudes." *Personality and Social Psychology Bulletin* 40, no. 6 (2014): 750–761. https://doi.org/10.1177/0146167214524993.

3/26 Context 1: Hierarchies and power

We ask how social hierarchies and political power affect political attitudes and behaviors. How do human beings justify hierarchies? Why are hierarchies so durable? How does power affect political and social reasoning?

Sidanius, Jim, and Felicia Pratto. *Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression*. New York: Cambridge University Press, 1999. Chapters 1-4.

Jost, John T, and Mahzarin R Banaji. "The Role of Stereotyping in System-Justification and the Production of False Consciousness." *British Journal of Social Psychology* 33 (1994): 1–27. https://doi.org/10.1111/j.2044-8309.1994.tb01008.x

Miller, Arthur G., Barry E. Collins, and Diana E. Brief. "Perspectives on Obedience to Authority: The Legacy of the Milgram Experiments." *Journal of Social Issues* 51, no. 3 (1995): 1–19. https://doi.org/10.1111/j.1540-4560.1995.tb01331.x. Read pp.1-12 only (up to the section titled "Moving On")

Piff, Paul K, and Angela R Robinson. "Social Class and Prosocial Behavior: Current Evidence, Caveats, and Questions." *Current Opinion in Psychology* 18 (2017): 6–10. https://doi.org/10.1016/j.copsyc.2017.06.003.

4/2 Context 2: Geography

We continue our examination of how context affects political reasoning. How does the spread of groups in space change perceptions of these groups? How can we better understand the urban/rural divide in American politics today?

Enos, Ryan. *The Space Between Us: Social Geography and Politics*. New York: Cambridge University Press, 2017. Chapters 1, 4, and 6.

Cramer, Katherine J. *The Politics of Resentment: Rural Consciousness in Wisconsin and the Rise of Scott Walker*. Chicago: Chicago University Press, 2016. Chapters 1, 3, and 6.

Hill, Seth J., Daniel J. Hopkins, and Gregory A. Huber. "Local Demographic Changes and US Presidential Voting, 2012 to 2016." *Proceedings of the National Academy of Sciences* 116, no. 50 (December 10, 2019): 25023–28. https://doi.org/10.1073/pnas.1909202116.

4/ 9 Applications 1: Redistribution and deservingness

We bring together the tools and perspectives of the class to discuss current political topics. First up: redistribution and perceptions of deservingness. How do stereotypes affect support for redistribution? What role do perceptions of fairness play in attitudes toward economic inequality?

Gilens, Martin. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy*. Chicago: University of Chicago Press, 1999. Chapters 1, 3.

Aarøe, Lene, and Michael Bang Petersen. "Crowding Out Culture: Scandinavians and Americans Agree on Social Welfare in the Face of Deservingness Cues." *The Journal of Politics* 76, no. 3 (July 1, 2014): 684–97. https://doi.org/10.1017/S002238161400019X.

Trump, Kris-Stella. "When and Why Is Economic Inequality Seen as Fair." *Current Opinion in Behavioral Sciences* 34 (August 1, 2020): 46–51. https://doi.org/10.1016/j.cobeha.2019.12.001.

McClendon, Gwyneth H. *Envy in Politics*. Princeton: Princeton University Press, 2018. Read pp. 1-15 and 42-77.

4/16 Research designs due. No class.

4/23 Applications 2: Group Politics in the United States
We bring together the tools and perspectives of the class to discuss current political topics. This week: group politics. We discuss how political psychology illuminates the political situation in the United States today by looking at class politics, race relations, and partisanship as a social identity.

Piston, Spencer. *Class Attitudes in America: Sympathy for the Poor, Resentment of the Rich, and Political Implications*. New York, NY: Cambridge University Press, 2018. Chapters 2, 4.

Huddy, Leonie, Lilliana Mason, and Lene Aarøe. "Expressive Partisanship: Campaign Involvement, Political Emotion, and Partisan Identity." *American Political Science Review* 109, no. 1 (February 2015): 1–17. https://doi.org/10.1017/S0003055414000604.

Jardina, Ashley. *White Identity Politics*. New York: Cambridge University Press, 2019. Chapters 1, 3, and 4.

Acharya, Avidit, Matthew Blackwell, and Maya Sen. *Deep Roots*. Princeton: Princeton University Press, 2018. Chapters 1, 3.