

# Political Psychology

POS 5208  
Tu. 11:45AM-2:15PM in BEL 113

**Instructor:** Dr. Matthew Pietryka

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**Office:** BEL 561

**Office Hours:** M 9-10AM, Th. 1-2PM and by appointment

## 1 Overview

### Required Books

*The Oxford Handbook of Political Psychology, second edition.* 2013. Edited by Leonie Huddy, David O. Sears, and Jack S. Levy. ISBN: 9780199760107.

*The Cambridge Handbook of Experimental Political Science.* 2011. Edited by James N. Druckman, Donald P. Green, James H. Kuklinski, and Arthur Lupia. ISBN: 9780521174558

### Course Objectives

This course focuses on political science research exploring the psychological processes of individual decision makers as well as psychology research that focuses on political outcomes. The first goal of the course is to understand the distinct set of theoretic approaches and substantive foci of political psychology. We will study theoretic approaches including rational choice, biology, personality, information-processing and cognition, social learning, and group identity. We will see how these approaches are applied to a range of substantive topics including authoritarianism, political socialization, political ideologies, racial attitudes, and political participation.

In addition to these substantive considerations, a second goal of the course is to understand the methods that scholars use to study political psychology. While we will consider readings that trace the development of the field over time, the emphasis will be on recent quantitative work. We will try to understand how the methodologies common to political psychology inform both the questions researchers ask and the answers they receive.

The third goal of the course will be to increase students' overall level of professionalism. We will accomplish this goal, in part, by periodic discussions of a variety of relevant topics for carrying out and presenting political science research—in both written and oral form. The final paper and presentation, discussed further below, is designed to compliment this emphasis.

## 2 Grades

Students' grades for the course are comprised of the following components:

*Participation (20%):* Our weekly meetings will center on a critical analysis of the assigned readings for that week. At the beginning of the meeting, I will ask each student to provide a brief comment or question that will serve to help orient our discussion of the week's material. I will then offer comments on the readings and the remainder of the class will be spent in conversation. Students' participation grades hinge on their contribution to each discussion. To earn a B for the week, students must demonstrate familiarity with the readings. To earn a B+/A-, students must demonstrate a sophisticated analysis of the strengths and weakness of individual studies in terms of their concepts, theories, research designs, and empirical analyses. To earn an A, students must apply such analysis across the various week's readings or connect these readings

to those of previous weeks.

*Response memos (40%):* You must write four response memos over the course of the semester, each worth 10% of your final grade. If you choose, you may write a fifth memo and I will drop your lowest score from your final grade. Each memo should respond to the week's readings. The memos should engage at least several of the week's readings by doing one of more of the following: juxtaposing and commenting on alternative explanations for or approaches to a substantive topic; criticizing the methodologies used and proposing other strategies of research; criticizing the conceptualization and/or measurement of a particular construct; analyzing the implications of a set of findings; suggesting new question or hypotheses for research; and/or identifying similarities to or contrasts with the arguments or research in previous readings. The essential component of these papers is your own argument. Do not summarize or recapitulate the arguments of the readings. These papers must be submitted to me by email; they are due by 5pm on the Monday before the relevant class. All response memos must be carefully proofread and properly formatted using use the APSA guidelines. Each memo should be one page, single spaced, with 12-point Times New Roman font, and one-inch margins. If you reference any paper, place the references on a separate page. Include your name and date on the first line of the memo.

*Final paper (30%):* Your goal is to write the introduction, theory, and research design of an original research project. You do not need to collect nor analyze data for the project. Be sure to visit me during office hours early in the semester for guidance on picking a suitable topic. As the semester progresses continue to visit for guidance as you develop your theory and research design. More details will be available as the semester progresses. My hope is that students with interest in pursuing political psychology in their own research will be able to carry out these experimental designs later in their graduate careers.

*In-class presentation of final paper (10%):* In the last meeting of the course, each student will present their theory and research design from their final paper. Presentations should be 10-15 minutes and must include slides.

The final letter grade will be assigned according to the standard table:

<b>93-100:</b> A	<b>87-89 :</b> B+	<b>80-82 :</b> B-	<b>73-76 :</b> C	<b>67-69 :</b> D+	<b>60-62 :</b> D-
<b>90-92 :</b> A-	<b>83-86 :</b> B	<b>77-79 :</b> C+	<b>70-72 :</b> C-	<b>63-66 :</b> D	<b>00-59 :</b> F

### **3 Policies**

#### **University Attendance Policy**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

#### **Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to . . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University. (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy> .)

## **Americans With Disabilities Act**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
hsdrc@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu>

## **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

## **4 Schedule**

### **4.1 INTRODUCTION TO POLITICAL PSYCHOLOGY**

- Pol. Psych. Handbook, chapter 1
- Experiments Handbook, chapters 2-3
- Lavine, Howard. 2010. "A Sketch of Political Psychology."

### **4.2 RATIONALITY, SELF-INTEREST, AND ALTRUISM**

- Pol. Psych. Handbook, chapter 4
- Experiments Handbook, chapter 5
- Feldman, S., and Steenbergen, M. R. 2001. "The humanitarian foundation of public support for social welfare." *American Journal of Political Science*, 658-677.
- Fowler, James H., and Cindy D. Kam. 2007. "Beyond the Self: Social Identity, Altruism, and Political Participation." *The Journal of Politics* 69:813-827.
- Ernst Fehr and Simon Gächter. 2002. Altruistic punishment in humans. *Nature*.
- Quattrone, George, and Amos Tversky, 1988. Contrasting Rational and Psychological Analyses of Political Choice. *American Political Science Review*, 82, 719-36.

### **4.3 BIOLOGY AND GENETICS**

- Pol. Psych. Handbook, chapter 7
- Pol. Psych. Handbook, chapter 8
- Hatemi, P. K., Funk, C. L., Medland, S. E., Maes, H. M., Silberg, J. L., Martin, N. G., Eaves, L. J. 2009. Genetic and Environmental Transmission of Political Attitudes over a Life Time. *Journal of Politics*, 71(3), 1141-1156.

- Fowler, James H., and Christopher T. Dawes. 2008. Two Genes Predict Voter Turnout. *Journal of Politics* 70(3): 579-594.
- Charney, Evan William English. Candidate Genes and Political Behavior. *American Political Science Review* 106(1): 1-34.

#### 4.4 PERSONALITY AND TRAITS

- Pol. Psych. Handbook, chapter 2
- Greenstein, F. I. (1992). Can personality and politics be studied simultaneously. *Political Psychology*, 13(1):105-128
- Gerber, Alan S., Gregory A. Huber, David Doherty, Conor M. Dowling, and Shang E. Ha. 2010. "Personality and Political Attitudes: Relationships across Issue Domains and Political Contexts." *American Political Science Review* 104:111-133
- Mondak, Jeffery J., Matthew V. Hibbing, Damarys Canache, and Mitchell A. Seligson. 2010. "Personality and Civic Engagement: An Integrative Framework for the Study of Trait Effects on Political Behavior." *American Political Science Review* 104:85-110.
- Block, Jack, and Jeanne H. Block. 2006. "Nursery School Personality and Political Orientation Two Decades Later." *Journal of Research in Personality* 40: 734-749.

#### 4.5 AUTHORITARIANISM

- Feldman, Stanley. 2003. Enforcing Social Conformity: A Theory of Authoritarianism. *Political Psychology*, 24, 41-74.
- Lavine, Howard, Milton Lodge, and Kate Freitas. 2005. Threat, Authoritarianism, and Selective Exposure to Information. *Political Psychology*, 26, 219-244.
- Stenner, Karen. 2007. *The Authoritarian Dynamic*. New York: Cambridge University Press. Chapter 2.
- Duckitt, J. (1989). Authoritarianism and Group Identification: A New View of an Old Construct. *Political Psychology*, 10(1):63-84

#### 4.6 IDEOLOGY AND MASS BELIEF SYSTEMS

- Pol. Psych. Handbook, chapter 19
- Converse, Philip E. 1964. The Nature of Belief Systems in Mass Publics. In David E. Apter, ed., *Ideology and Discontent* (pp 206-261). New York: Free Press.
- Jost, John T., Jack Glaser, Arie W. Kruglanski, and Frank J. Sulloway. 2003. Political Conservatism as Motivated Social Cognition. *Psychological Bulletin*, 129, 339-375.
- Feldman, Stanley. 1988. Structure and Consistency in Public Opinion: the Role of Core Beliefs and Values. *American Journal of Political Science*, 32, 416-440.
- Graham, Jesse; Haidt, Jonathan; Nosek, Brian A. 2009. Liberals and Conservatives Rely on Different Sets of Moral Foundations. *Journal of Personality and Social Psychology*, Vol 96(5), May 2009, 1029-1046.
- Scott Clifford and Jennifer Jerit. 2013. "How Words Do the Work of Politics: Moral Foundations Theory and the Debate over Stem Cell Research." *Journal of Politics*, Vol. 73, No. 3

#### **4.7 IMPRESSIONS AND INFORMATION PROCESSING**

- Pol. Psych. Handbook, chapterS 5 and 17
- Experiments Handbook, chapters 11 and 13
- Lodge, Milton, Marco Steenbergen, and Shawn Brau. 1995. The responsive voter: Campaign information and the dynamics of candidate evaluation. *American Political Science Review*, 89, 309-326.
- Collins, Allan M., and Elizabeth F. Loftus. 1975. A Spreading-Activation Theory of Semantic Processing. *Psychological Review* 82: 407-428.
- Hastie, R. and Park, B. (1986). The relationship between memory and judgment depends on whether the judgment task is memory-based or on-line. *Psychological Review*, 93(3):258268

#### **4.8 HOT COGNITION: AFFECT, EMOTION, AND MOTIVATIONS**

- Pol. Psych. Handbook, chapter 6
- Taber, Charles S., and Milton Lodge. 2006. "Motivated Skepticism in Political Information Processing." *American Journal of Political Science* 50(3): 755-69.
- Huddy, Leonie, Stanley Feldman, Charles Taber, and Gallya Lahav. 2005. Threat, Anxiety, and Support for Anti-Terrorism Policies. *American Journal of Political Science*, 49, 593-608.
- Marcus, George, and Michael B. MacKuen. 1993. Anxiety, Enthusiasm, and the Vote: The Emotional Underpinnings of Leaning and Involvement during Presidential Campaigns. *American Political Science Review*, 87, 672-785
- Burden, B. C. and Klofstad, C. A. (2005). Affect and cognition in party identification. *Political Psychology*, 26:869886
- Groenendyk, Eric W., and Antoine J. Banks. 2013. Emotional Rescue: How Affect Helps Partisans Overcome Collective Action Problems. *Political Psychology*.

#### **4.9 ATTITUDE STRENGTH AND AMBIVALENCE**

- Srull, T. K. and Wyer, R. S. (1979). The role of category accessibility in the interpretation of information about persons. *Journal of Personality and Social Psychology*, 37(10):16601672
- Russell Fazio. 2007. Attitudes as Object-Evaluation Associations of Varying Strength. *Social Cognition*, 25(5): 603-637.
- Krosnick, Jon A. 1989. The Role of Attitude Importance in Social Evaluation: A Study of Policy Preferences, Presidential Candidate Evaluations, and Voting Behavior. *Journal of Personality and Social Psychology* 55: 196-210.
- Basinger, Scott J. and Howard Lavine. 2005. Ambivalence, Information, and Electoral Choice. *American Political Science Review* 99: 169-184.
- Lau, Richard. 1989. Construct Accessibility and Electoral Choice. *Political Behavior*, 11, 5-32.
- Thomas J. Rudolph. 2011. The Dynamics of Ambivalence. *American Journal of Political Science*. Volume 55, Issue 3, pages 561573

#### 4.10 PERSUASION AND ATTITUDE CHANGE

- Pol. Psych. Handbook, chapter 9
- Experiments Handbook, chapter 10
- Petty and Cacioppo. “The Elaboration Likelihood Model of Persuasion.” *Advances in Experimental Social Psychology*, Vol. 19.
- Krosnick, J. A. and Kinder, D. R. (1990). Altering the foundations of support for the president through priming. *The American Political Science Review*, 84(2):497-512
- S Chen and S Chaiken. 1999. The heuristic-systematic model in its broader context. In eds., S Chaiken and Yaacov Trope, *Dual-process Theories in Social Psychology*. 73-
- Druckman, James N. 2010. Dynamic Public Opinion: Communication Effects Over Time. *American Political Science Review* 104: 663-680.

#### 4.11 HEURISTICS

- Kam, Cindy D. 2005. Who Toes the Party Line? Cues, Values, and Individual Differences. *Political Behavior* 27: 163-182.
- Arceneaux, Kevin. 2008. Can Partisan Cues Diminish Democratic Accountability? *Political Behavior* 30: 139-160.
- Lupia, Arthur. 1994. “Shortcuts versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections.” *American Political Science Review* 88 (1): 63-76.
- Lau, Richard, and David Redlawsk. 2001. Advantages and Disadvantages of Cognitive Heuristics in Political Decision Making. *American Journal of Political Science*, 45, 951-971.
- Amos Tversky and Daniel Kahneman. 1974. Judgment under Uncertainty: Heuristics and Biases. *Science*, 185, (4157): 1124-1131.
- John G. Bullock. 2011. Elite Influence on Public Opinion in an Informed Electorate. *American Political Science Review*, 105 (3)

#### 4.12 DISCUSSION AND DELIBERATION

- Pol. Psych. Handbook, chapter 21
- Pol. Psych. Handbook, chapter 22
- Experiments Handbook, chapter 19
- Levitan and Visser. “Social network composition and attitude strength: Exploring the dynamics within newly formed social networks.” *Journal of Experimental Social Psychology*, 45(5): 1057-1067.
- Pietryka. 2015. “Accuracy Motivations, Predispositions, and Social Information in Political Discussion Networks. *Political Psychology*.” *Political Psychology*.
- William Minozzi, Michael A. Neblo, Kevin M. Esterling, and David M. J. Lazer. 2015. Field experiment evidence of substantive, attributional, and behavioral persuasion by members of Congress in online town halls. *PNAS*, 112(13): 3937-3942.

#### **4.13 SOCIALIZATION**

- Pol. Psych. Handbook, chapter 3
- Sears, David O., and Nicholas A. Valentino. 1997. Politics Matters: Political Events as Catalysts for Pre-Adult Socialization. *American Political Science Review*, 91, 45-65.
- Jennings, M. Kent. 1987. "Residues of a Movement: The Aging of the American Protest Generation." *American Political Science Review* 81:367-382.
- Fitzgerald, Jennifer, and K. Amber Curtis. 2012. "Partisan Discord in the Family and Political Engagement: A Comparative Behavioral Analysis." *Journal of Politics* 74:129-141.
- Gerber, A. S., Green, D. P., and Shachar, R. 2003. Voting may be habit-forming: Evidence from a randomized field experiment. *American Journal of Political Science*, 47(3):540-550
- Jennings, M. Kent, Laura Stoker, and Jake Bowers. 2009. "Politics Across Generations: Family Transmission Reexamined." *Journal of Politics* 71(3): 782-799.

#### **4.14 GROUPS IDENTITY, CONFORMITY, AND OBEDIENCE**

- Pol. Psych. Handbook, chapter 23
- Milgram, S. 1963. Behavioral Study of Obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.
- Henri Tajfel, M. G. Billig, R. P. Bundy and Claude Flament. 1971. "Social categorization and intergroup behaviour." *European Journal of Social Psychology*, 1(2): 149-178.
- Ross, Lee; Bierbrauer, Gunter; Hoffman, Susan. 1976. "The role of attribution processes in conformity and dissent: Revisiting the Asch situation." *American Psychologist*, 31(2): 148-157.
- Huddy, Leonie, and Nadia Khatib. 2007. "American Patriotism, National Identity, and Political Involvement." *American Journal of Political Science* 51:63-77.
- Ben-Nun Bloom, Pazit; Arıkan, Gizem ; Courtemanche, Marie. "Religious Social Identity, Religious Belief, And Anti-Immigration Sentiment." *The American Political Science Review* 109(2): 203-221.

#### **4.15 STEREOTYPING AND PREJUDICE**

- Pol. Psych. Handbook, chapter 25
- Experiments Handbook, chapter 22
- Berinsky, Adam J., and Tali Mendelberg. 2005. The Indirect Effects of Discredited Stereotypes in Judgments of Jewish Leaders. *American Journal of Political Science* 49(4): 845-864.
- Kam, Cindy D., and Donald R. Kinder. 2007. "Terror and Ethnocentrism: Foundations of American Support for the War on Terrorism." *Journal of Politics* 69:320-338.
- Kinder, Donald R., and David O. Sears. 1981. "Prejudice and Politics: Symbolic Racism versus Racial Threats to the Good Life." *Journal of Personality and Social Psychology* 40:414-431.
- Feldman, Stanley, and Leonie Huddy. 2005. Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice? *American Journal of Political Science*, 49, 168-183.