

## **POLS/PSYC 287: Political Psychology (Fall 2017)**

Tuesday & Thursday 9:30-10:45am

CSB 380

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Office: CSB 330

Office Hours: 1:30-3 MWF, 11-12:30 TR, and by appointment

*"Intuitions come first, strategic reasoning second." – Jonathan Haidt*

### **Course Description**

Political passions. Biases. Emotions. Morality. While we often like to think about politics as something people *do*, in this course we will examine where peoples' politics *come from*. While we must consider how people develop politics in community, we are also going to delve even deeper: into the brain and the subconscious of the political person. This will allow us to better understand why people think the way they do about politics, why they act in seemingly unpredictable or erratic ways, how identities and biases influence decision-making, and whether one can actually change the politics of another person.

By taking this course, you are invited to become a political psychologist – to go beyond just taking in the material and to start thinking about how politics is influenced by life all around us. As part of our final project for the course, you will also be asked to create: to collectively generate an original survey experiment to test the minds and politics of the American people. Though the entire topic of political psychology cannot be contained into a single semester, together we'll develop the tools you need to think psychologically about politics beyond the fall semester of 2017.

### **Course Objectives**

After successfully completing this course, you will be able to:

- Understand and describe the basic concepts, theories, and methodology of political psychology, including how psychology influences the opinions and behaviors of Americans
- Apply the principles of political psychology to everyday political phenomena
- Thoughtfully critique political psychology research
- Generate your own research hypotheses and experiments
- Conduct a simple significance test of the data you have collected
- Better synthesize and intelligently express your own points of view, both orally and in writing

## **Required Text and Data Contribution**

The following book is available in the campus bookstore or through other online retailers:

- Haidt. 2012. *The Righteous Mind: Why Good People are Divided by Politics and Religion*. Vintage Books/Pantheon Books (Random House).

*Additionally*, in lieu of other textbooks, you are required to contribute \$10 to collect data for our survey experiment. This must be paid to Andre by October 5th in order for us to have access to the data for the final project. (Talk to me if this is not financially possible.)

All other course materials will be made available on Moodle or by email.

## **Course Requirements**

To help you achieve the course objectives, final grades will be assessed through the following evaluations:

- 9 quizzes, 8 which count for your final grade (30%)
- Experiment Proposal 1 (10%)
- Experiment Proposal 2 (20%)
- Final Paper (30%)
- Participation (10%)

**\*Further information on these course requirements will be distributed in class\***

### ***Quizzes***

Over the course of the semester there will be 9 quizzes, 8 of which will count for your final grade. I will drop the lowest score. Regularly being quizzed on course material is shown to help college students retain information better, so it will serve you well to study for the quizzes in preparation for the other course requirements. The quizzes will include multiple choice and short answer questions and are closed-book. They will mostly include material from class or readings since the last quiz, but up to two questions may be “cumulative” (on the big-picture questions of the course). They are not meant to trick you.

### ***Experiment Proposal 1 & 2***

The final project of this course is the analysis of an original survey experiment; the experiment proposals are designed to give you practice thinking about this type of assignment ahead of time and to give you ideas for the types of experiments you would like to run. These are also an opportunity for you to meet with me and get feedback and other resources for your work in class.

For each of these proposals, you will design an experiment based on the literature we have read in class and your own research. You will describe the experiment in three parts: 1) a literature review, 2) the proposed experiment, and 3) your expected findings and why this is relevant to know. As long as you adequately cover these sections, there is no page requirement, although I would suggest 6-9 pages double-spaced. The proposals should be turned in via email and hard copy in class as listed below.

### ***Final Paper***

As a class, we will decide on one or two survey experiments that we will actually collect data for. We will design the survey together, and you will get hands-on experience analyzing the data. For your final project, you will then write a research paper similar to those we will read in class: containing (at least) an introduction, literature review, data and methods section, analysis of the results, and conclusion. You should plan to use the tools you've developed from the proposals and our practice in class. Although the experiment will be designed together, the papers must be written individually. Again, there is no page requirement, although I would suggest 15 pages double-spaced. (Once you get going, this is much easier than it looks!)

### ***Participation***

This is a seminar, so a large part of our class will be based on discussion; therefore, it is essential that you come to class ready to actively participate. This includes (but is not limited to): attending class regularly, carefully reading the assigned texts, sharing your thoughts, opinions, and insights in discussion, considering and raising opposing viewpoints, engaging in respectful dialogue with others, listening attentively to others' perspectives, and following the discussion policies listed in this syllabus. You will receive an advisory midterm participation grade to help you assess where you are at halfway through the course.

### **Course Engagement Expectations**

- Classroom activities (2.5 hours/week)
- Reading and class prep (5 hours/week)
- Papers and data analysis (3.5 hours/week)
- Quiz prep (1 hour/week)

Total: 12 hours/week

### **Grade Scale**

A (93-100), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (70-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9), F (<60)

## **Course Policies and Additional Resources**

### ***Academic Honesty***

It is your responsibility to be familiar with and uphold the academic honesty policy of MC, as defined in the Scots Guide (<http://ou.monmouthcollege.edu/life/residence-life/scots-guide/academic-regulations.aspx>). Any student found to have violated these policies of academic integrity will receive a failing grade on the assignment and may be subject to further penalties by the College, including suspension or expulsion. If you have any questions about avoiding plagiarism or any of the other policies, please come talk to me.

### ***Late Work/Extra Credit***

An important part of academic and career preparation is the ability to meet deadlines and fulfill the requirements of your work. Therefore, late assignments will be subject to a half-letter grade reduction for every 0-24 hour period that the assignment is late. Additionally, there will be no extra credit given on an individual basis.

### ***Laptops and Electronic Devices***

Unless instructed otherwise, you are permitted to use laptops in class for note-taking purposes only. Cell phones and other electronics should be put away during class. To do otherwise detracts not only from your learning, but from other students' as well.

### ***Attendance***

Class attendance is expected, but not required, in this course. Beware that it is difficult to pass this course if you have a number of unexcused absences, as it is impossible to participate if you do not attend class or make other arrangements with me. Furthermore, you are responsible for all of the material covered in class, and it is thus in your best interest to attend every class. If you must miss a class, it is your responsibility to get notes from another student and to contact me about any makeup work.

### ***Discussion Policies***

The goal of discussion is to understand and learn from the viewpoints and experiences of others in order to better understand our own opinions and the functioning of the world around us. Specifically, our goal in this course is to consider various components of and to think critically about American democracy. Just as multiple voices are necessary for a healthy democracy, your participation is important for the learning experiences of your fellow classmates and your instructor. Therefore, participation will be graded on the quality, and not just quantity, of your contribution to this endeavor. To create an environment where everyone has the opportunity to participate, respect for individual differences and viewpoints will be maintained at all times. In sum, you are allowed and encouraged to disagree with other students, the professor, or the texts, but disagreement should always be expressed in a respectful manner inside and outside of the classroom.

### ***Exceptions, Extensions, and Exemptions***

Exceptions to the policies and schedule on this syllabus are granted only in the cases of a true emergency. Please make arrangements with me if an emergency arises.

### ***Disabilities and Learning Differences***

Any student who feels they may need support or accommodation for a disability should visit the Teaching and Learning Center on the 2<sup>nd</sup> floor of Poling Hall to establish eligibility and coordinate reasonable accommodations. I am happy to work with you and Disability Services to provide those accommodations. For more information, visit:

<http://ou.monmouthcollege.edu/life/disability-services/default.aspx>.

### ***Writing Center and Tutoring – take advantage of these resources!!***

The Writing Center offers unlimited, free peer tutoring sessions for MC students. Peer writing tutors are trained to work with writers from any major of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. The Writing Center is located on the 3<sup>rd</sup> floor of the Mellinger Teaching and Learning Center, and is open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment necessary!

You can also make an appointment with a Teaching and Learning Center tutor or stop by during drop-in hours. Information about tutoring services is available at:

<http://ou.monmouthcollege.edu/academics/teaching-learning-center/tutoring.aspx>.

### ***Counseling Services***

Counseling Services assists students in addressing personal, social, career, and study problems that can interfere with your academic progress and success. All services are free and can include individual and group counseling, crisis consultations, and wellness groups. The Counseling Center is located in the lower level of Poling Hall, and appointments can be made by calling Student Affairs at x2114 or by email to [hfisher@monmouthcollege.edu](mailto:hfisher@monmouthcollege.edu) or [cbeadles@monmouthcollege.edu](mailto:cbeadles@monmouthcollege.edu). You can find more info online at:

<https://ou.monmouthcollege.edu/life/counseling-services/appointments.aspx>.

### ***Syllabus Changes***

I reserve the right to make changes to the syllabus or the course schedule if it will benefit all students. Advance notice will be provided for any changes.

### **Questions, Concerns, Comments**

If you have any questions at any point, please do not hesitate to contact me! I encourage you to come to my office hours even if you just want to discuss politics or some other subject, and I can set up appointments if you are unable to meet during the scheduled times. (Please try to give me at least 24 hours notice if you'd like to make an appointment.)

## **Course Outline and Schedule**

\*Reading assignments are to be completed before the date they are listed.

\*Please bring all assigned readings to class (paper or electronic).

*Tuesday, Aug. 22<sup>nd</sup> – A “Shocking” First Day (plus introductions and the syllabus)*

- Re-read this syllabus after class...there will be a syllabus question on quiz #1

*Thursday, Aug. 24<sup>th</sup> – Back to Obedience School: The Banality of Evil in the Modern World*

- Holschuh – On Obedience as Identity: Milgram and the Banality of Evil
- Burger – Replicating Milgram: Would People Still Obey Today?
- Milgram – Behavioral Study of Obedience (skim)

*Tuesday, Aug. 29<sup>th</sup> – Physical Shocking to Survey Prodding: Our Friend the Survey Experiment*

- Gilens – An Anatomy of Survey-Based Experiments
- Jordan & Zanna – How to Read a Journal Article in Social Psychology
- Audette & Weaver – Sex, Drugs, and Violence: Religious Biases and Trust in Scientific Research

*Thursday, Aug. 31<sup>st</sup> – Revisiting Sex, Drugs, and Violence, Plus Some More Sex*

- Re-read Audette & Weaver, plus supplemental materials
- Alford et al. – The Politics of Mate Choice
- Rind & Bordia – Effect on Restaurant Tipping of Male and Female Servers Drawing a Happy, Smiling Face on the Backs of Customers’ Checks
- **QUIZ 1**

*Tuesday, Sept. 5<sup>th</sup> – The (Empty?) Roots of Morality*

- Haidt intro and chapters 1-2
- Weaver – The Illusion of Explanatory Depth in Moral Knowledge and its Political Consequences

*Thursday, Sept. 7<sup>th</sup> – Moral Intuitions and Moralization*

- Haidt chapters 3-4
- Rozin et al. – Moralization and Becoming a Vegetarian: The Transformation of Preferences into Values and the Recruitment of Disgust
- **SCHEDULE MEETING WITH ANDRE ABOUT EXPERIMENT PROPOSAL 1**

*Tuesday, Sept. 12<sup>th</sup> – If Politics Comes from Intuitions, Where Do Intuitions Come From?*

- Kinder & Kam – Us Against Them (intro & chap. 2-3)
- Audette & Weaver – Faith in the Court: Religious Out-Groups and the Perceived Legitimacy of Judicial Decisions, plus supplemental materials
- **QUIZ 2**

*Thursday, Sept. 14<sup>th</sup> – Part II: The Glass Case of Emotion (And Fear of the “Other”)*

- Haidt chapter 5
- Brader et al. – What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat

*Tuesday, Sept. 19<sup>th</sup> – Part III: The “Secret” Personality and Moral Foundations*

- Haidt chapter 7 and part of chapter 8 (pgs. 197-216)
- Carney et al. – The Secret Lives of Liberals and Conservatives: Personality Profiles, Interaction Styles, and the Things They Leave Behind
- **QUIZ 3**

*Thursday, Sept. 21<sup>st</sup> – Part IV: Socialization and Learning to be Social*

- Audette et al. – An Event-Based Model of Immigrant Political Socialization (literature review and theory sections only)
- Renshon – Personality and Family Dynamics in the Political Socialization Process

*Tuesday, Sept. 26<sup>th</sup> – Part V: Biology?*

- Fowler & Schreiber – Biology, Politics, and the Emerging Science of Human Nature
- **EXPERIMENT PROPOSAL 1 DUE (EMAIL AND IN CLASS)**

*Thursday, Sept. 28<sup>th</sup> – Part VI: Returning to Milgram and Social Pressures*

- Gerber et al. – Social Pressure and Voter Turnout: Evidence From a Large-Scale Field Experiment
- Lax et al. – Are Survey Respondents Lying about Their Support for Same-Sex Marriage? Lessons from a List Experiment
- **QUIZ 4**

*Tuesday, Oct. 3<sup>rd</sup> – Putting the Parts Together*

- Haidt chapters 9-10
- Fehr – Egalitarianism in Young Children

*Thursday, Oct. 5<sup>th</sup> – Socializing and Altruistic/Selfish Contributions to the Group Project*

- Off-campus class working group for final project...more info to follow

*Tuesday, Oct. 10<sup>th</sup> – The One Before Fall Break*

- Haidt chapter 12 and conclusion
- More work on class project (preparing for human subjects review)
- **QUIZ 5**

*Thursday, Oct. 12<sup>th</sup> – **NO CLASS (FALL BREAK)***

*Tuesday, Oct. 17<sup>th</sup> – “Believe Me” ... Personal Persuasion in the Political System*

- Khazan – The Simple Psychological Trick to Political Persuasion
- Swanson – How to Change Someone’s Mind, According to Science
- Feinberg & Willer – From Gulf to Bridge: When Do Moral Arguments Facilitate Political Influence?

*Thursday, Oct. 19<sup>th</sup> – “Believe Us” ... Elite Persuasion in the Political System*

- Gilens & Murakawa – Elite Cues and Political Decision Making
- Redlawsk et al. – The Affective Tipping Point: Do Motivated Reasoners Ever “Get It”?
- **QUIZ 6**

*Tuesday, Oct. 24<sup>th</sup> – “Believe It” ... Third-Party Persuasion in the Political System*

- Cobb & Kuklinski – Changing Minds: Political Arguments and Political Persuasion
- Adkins & Castle – *Moving Pictures?* Experimental Evidence of Cinematic Influence on Political Attitudes

*Thursday, Oct. 26<sup>th</sup> – Introduction to the Psychology of Campaigns*

- Brader – Striking a Responsive Chord: How Political Ads Motivate and Persuade Voters by Appealing to Emotions
- Campbell et al. – The Party Faithful: Partisan Images, Candidate Religion, and the Electoral Impact of Party Identification
- **QUIZ 7**

*Tuesday, Oct. 31<sup>st</sup> – I Was Framed! Media Persuasion, Priming, and Framing Effects*

- Druckman – Political Preference Formation: Competition, Deliberation, and the (Ir)Relevance of Framing Effects
- Allen et al. – Candy We Can Believe In: A Halloween Experiment on Trust and Political Symbolism (skim)

*Thursday, Nov. 2<sup>nd</sup> – When the Message Hits the Brain: John Zaller and Information Processing*

- **EXPERIMENT PROPOSAL 2 DUE (EMAIL AND IN CLASS)**

*Tuesday, Nov. 7<sup>th</sup> – Why People Believe Conspiracy Theories*

- Oliver & Wood – Conspiracy Theories and the Paranoid Style(s) of Mass Opinion
- Uscinski et al. – What Drives Conspiratorial Beliefs? The Role of Informational Cues and Predispositions

*Thursday, Nov. 9<sup>th</sup> – Shootings on Fifth Avenue? Just How Far Does Party ID Go?*

- Achen & Bartels – Partisan Hearts and Spleens: Social Identities and Political Change
- **QUIZ 8**

*Tuesday, Nov. 14<sup>th</sup> – Choose an Issue to Analyze Through the Lens of Political Psychology*

- Readings will be assigned for the political issue you select

*Thursday, Nov. 16<sup>th</sup> – Working Day*

- In class workshop for final papers
- **FINAL PAPER LIT REVIEW PRELIMINARY DRAFT DUE (EMAIL AND IN CLASS)**

*Tuesday, Nov. 21<sup>st</sup> – Choose an Issue to Analyze Through the Lens of Political Psychology*

- Readings will be assigned for the political issue you select

*Thursday, Nov. 23<sup>rd</sup>* – **NO CLASS (THANKSGIVING)**

*Tuesday, Nov. 28<sup>th</sup>* – *Political Psychology in the News Today(ish)*

- Resnick – 7 Psychological Concepts that Explain the Trump Era of Politics
- Additional readings will be assigned based on a current topic in American politics
- **QUIZ 9**

*Thursday, Nov. 30<sup>th</sup>* – *Who Actually Governs This Place? Democracy and Political Psychology*

- Bartels – Is “Popular Rule” Possible? Polls, Political Psychology, and Democracy
- Marcus – What Has Political Psychology to Offer Regarding Democracy Citizenship?
- **BRING OUTLINE OF FINAL PAPER TO CLASS**

*Tuesday, Dec. 5<sup>th</sup>* – *The Last Day and a Review of What We’ve Learned*

- **BRING OUTLINE OF FINAL PAPER TO CLASS**

*Friday, Dec. 8<sup>th</sup> at 3pm* – *Graduating from Political Psychology*

- **FINAL PAPER DUE (EMAIL AND IN CLASS)**