

POLS/PSYC 287: Political Psychology (Fall 2019)

Tuesday & Thursday 9:30-10:45am

Classroom: CSB 272

Instructor: Andre P. Audette

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Office: CSB 330

Politics Party Time (Office Hours): 1:30-3 MWF, 12:30-2 Tues/Thurs, 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 2019.

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 \$20 to collect data for our survey experiment. This must be paid to Andre by September 17th in order for us to have access to the data for the final project. (Talk to me if this is not financially possible. Not refundable.)

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 (25%)
- Experiment Proposal 1 (10%)
- Experiment Proposal 2 (20%)
- Final Paper (35%)
- 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 a few 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 (6.5 hours/week)
- Papers and data analysis (3 hours/week)
- Quiz prep (1 hour/week)

Total: 13 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.

Accessibility Services

If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access. To discuss any of the services offered, please call or meet with Robert Crawley, Interim Director of Student Success & Accessibility Services. SSAS is located in the new ACE space on the first floor of the Hewes Library, opposite Einstein's Bros Bagels. They can be reached at 309-457-2257 or via email at: ssas@monmouthcollege.edu.

Writing Center

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 3rd floor of the Mellinger Teaching and Learning Center. No appointment necessary!

Student Success

Student Success & Accessibility Services offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, Drop-In and appointment tutoring, and individual Academic Coaching. Our office is here to help all students excel academically, since everyone can work toward better grades, practice stronger study skills, and manage their time better.

Counseling Services

Monmouth College provides cost-free, professional and confidential counseling sessions to support you and to help you manage challenges that may impact your personal and academic success. The Counseling Center is located in the lower level of Poling Hall, Suite 6 and the hours are Monday-Friday, 8:30 am to 5 pm. For appointments, please call 309-457-2114 or email counselingcenter@monmouthcollege.edu.

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).

Thursday, Aug. 22nd – A “Shocking” First Day (plus introductions and the syllabus)

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

Tuesday, Aug. 27th – Back to Obedience School: The Banality of Evil in the Modern World

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

Thursday, Aug. 29th – 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

Tuesday, Sept. 3rd – Revisiting Sex, Drugs, and Violence, Plus Some More Sex

- **QUIZ 1**
- 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

Thursday, Sept. 5th – The (Empty?) Roots of Morality

- **SCHEDULE MEETING WITH ANDRE ABOUT EXPERIMENT PROPOSAL 1**
- Haidt intro and chapters 1-2
- Weaver – The Illusion of Explanatory Depth in Moral Knowledge and its Political Consequences

Tuesday, Sept. 10th – 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

Thursday, Sept. 12th – If Politics Comes from Intuitions, Where Do Intuitions Come From?

- **QUIZ 2**
- 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

Tuesday, Sept. 17th – Part II: The Glass Case of Emotion (And Fear of the “Other”)

- **MONEY FOR FINAL PROJECT DATA DUE TO ANDRE BY TODAY**
- Haidt chapter 5
- Brader et al. – What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat

Thursday, Sept. 19th – Part III: The “Secret” Personality and Moral Foundations

- **QUIZ 3**
- 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

Tuesday, Sept. 24th – 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

Thursday, Sept. 26th – Part V: Baby, Was I Born This Way?

- **EXPERIMENT PROPOSAL 1 DUE VIA EMAIL AND PAPER BY 9:30AM**
- Fowler & Schreiber – Biology, Politics, and the Emerging Science of Human Nature

Tuesday, Oct. 1st – Part VI: Returning to Milgram and Social Pressures

- **QUIZ 4**
- 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

Thursday, Oct. 3rd – Putting the Parts Together

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

Tuesday, Oct. 8th – Socializing and Altruistic/Selfish Contributions to the Group Project

- **QUIZ 5**
- Haidt chapter 12 and conclusion
- Working group for class survey project

Thursday, Oct. 10th – NO CLASS (FALL BREAK)

Tuesday, Oct. 15th – “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. 17th – “Believe Us” ... Elite Persuasion in the Political System

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

Tuesday, Oct. 22nd – “Believe It” ... Third-Party Persuasion in the Political System

- Adkins & Castle – *Moving Pictures?* Experimental Evidence of Cinematic Influence on Political Attitudes
- Gubbay – The Rise of Political Memes Could Have a Major Effect on America

Thursday, Oct. 24th – Introduction to the Psychology of Campaigns

- **QUIZ 7**
- 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

Tuesday, Oct. 29th – When the Message Hits the Brain: John Zaller and Information Processing

- **EXPERIMENT PROPOSAL 2 DUE VIA EMAIL AND PAPER BY 9:30AM**

Thursday, Oct. 31st – I Was Framed! Media Persuasion, Priming, and Framing Effects

- Busby et al. – Studying Framing Effects: Existing Research and Lingering Questions
- Allen et al. – Candy We Can Believe In: A Halloween Experiment on Trust and Political Symbolism (skim)

Tuesday, Nov. 5th – Why People Believe Conspiracy Theories

- Oliver & Wood – Conspiracy Theories and the Paranoid Style(s) of Mass Opinion
- Read or listen to “The Science of Conspiracy Theories and Political Polarization with Eric Oliver”

Thursday, Nov. 7th – Shootings on Fifth Avenue? Just How Far Does Party ID Go?

- **QUIZ 8**
- Banda et al. – Evidence of Conflict Extension in Partisans’ Evaluations of People and Inanimate Objects
- Struyk – 6 in 10 People Who Approve of Trump Say They’ll Never, Ever, Ever Stop Approving

Tuesday, Nov. 12th – Scandology

- Berinsky et al. – Sex and Race: Are Black Candidates More Likely to be Disadvantaged by Sex Scandals?

Thursday, Nov. 14th – Working Day

- **FINAL PAPER LIT REVIEW PRELIMINARY DRAFT DUE VIA EMAIL AND PAPER BY 9:30AM**
- In class workshop for final papers

Tuesday, Nov. 19th – Choose an Issue to Analyze Through the Lens of Political Psychology

- Readings will be assigned for the political issue you select

Thursday, Nov. 21st – Political Psychology in the News Today(ish)

- **BRING OUTLINE OF FINAL PAPER TO CLASS**
- Mescolo – The Politics of Contamination
- Resnick – 9 Essential Lessons from Psychology to Understand the Trump Era
- Additional readings will be assigned based on a current topic in American politics

Tuesday, Nov. 26th – Who Actually Governs This Place? Democracy and Political Psychology

- **QUIZ 9**
- Kelly – America’s Uncivil War on Democracy
- Marcus – What Has Political Psychology to Offer Regarding Democracy Citizenship?

*Thursday, Nov. 28th – **NO CLASS (THANKSGIVING)***

Tuesday, Dec. 3rd – The Last Day and a Review of What We’ve Learned

- **BRING OUTLINE OF FINAL PAPER TO CLASS**
- Optional: Read or listen to “Speaking of Psychology: How to Cope with Political Discussions and Keep it Civil this Holiday Season”

Friday, Dec. 6th at 3pm – Graduating from Political Psychology

- **FINAL PAPER DUE VIA EMAIL AND PAPER BY 3:00PM**