POLI 4029 Political Psychology

Class Time: Tuesday and Thursday
10:30-11:50 AM
Class Location: ZOOM
Instructor: Dr. Bauer

Office: ZOOM LINK provided on Moodle
Office Hours: Wednesdays 1-2 pm & Thursdays
9 - 10 am or by appointment
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 motivates political attitudes and behaviors. As this is an upper level course, there will be an extensive amount of reading and 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 set of 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:
- Participation grades are based on not only regular attendance via Zoom meetings, but on participation in class discussions. There will be many opportunities for us to discuss the core themes of this class, and a variety of new ways for student participation and engagement with the Zoom class model, and I do expect all students to contribute.

- Class sessions will be a combination of lectures, discussions, and other in-class (through Zoom) activities. Regular attendance and keeping up with the course readings are necessary to do well in this class. Moreover, the class structure encourages discussion of key concepts (even on Zoom), and these discussions are essential to student learning.
- I know that the Zoom format of classes is something still new to many of you (it's still new to me!) Because it is unlikely we will get the chance to meet in person, attendance at our Zoom class meetings is *even* more important than if we were meeting in person. This is when you will get the chance to learn about core concepts but also to ask questions and get feedback about these critical ideas.
- You will turn in all graded assignments through Moodle. I will only accept word documents. I will not grade documents turned in as PDF files or other formats. Word documents allow me to give you more direct feedback compared to PDF documents. And it's the course policy.
- 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. While we are meeting on Zoom, I will not be recording or posting these class sessions to Moodle. The only way to get the materials is by attending. If you do have to miss class (it happens to everyone) please get the notes from a colleague.
- You are responsible for taking class notes. I may use visual aids to illustrate core concepts in class, and I will only make these visual aids available in class. This is why it is pivotal that you attend class.
- The larger academic setting and this course, in particular, requires an open, inclusive, respectful, and engaging learning environment in which students feel comfortable expressing their own opinions as well as listening to opinions, cultures, viewpoints, and personal experiences different from their own. With this in mind, I expect students to engage one another with respect, courtesy, and sensitivity both inside and outside of this classroom.
- I am not going to require that you turn your cameras on when attending class on Zoom. Your privacy is important. All students will enter the Zoom classroom muted, and during class discussions I will unmute students, and if I call on you, then you may unmute yourself. I know many of you are living with other people and can't always be in a locked room by yourself. That's ok. To earn class participation points, you must make sure your Zoom display name is your name (or the name that your prefer to be called).
- I do not discuss grades with students over email. If you would like to discuss a specific grade on an assignment you must set up a time to do so through Zoom office hours. If you want to know your grade at any 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.

- Late assignments will receive a 10% penalty for every hour they are late. Five minutes late means a 10% deduction. One hour late means a 10% deduction. Five hours late means a 50% deduction. After five hours late, your assignment will receive a failing grade.
- 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 and provide the appropriate paperwork from LSU.
- Any case of academic misconduct, including plagiarism or cheating, will be considered a violation of the University's honor code and these violations will be referred to the appropriate office at LSU. If found in violation of academic misconduct all students will automatically receive a failing grade for the course.

A Note on E-Mail Communication
Because we all exist on the Internet now, email is the only way to get in touch with me. To ensure a timely response to your email I ask that students follow professional email etiquette. The email subject line should say the course you are asking about (POLI 4029 is this course) 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 4029 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 you follow these guidelines, I'll generally respond to emails within 1 business day, usually more quickly. 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 please follow-up with a polite second email.

Grading:
Below is the breakdown for how I will calculate your grades.

Do note that the research design paper, mid-term, and final exams all involve extensive amounts of writing, and I will grade your major paper in assignment, 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+	89-87 = B+	79-77 = C+	69-67 = D+	59-0 = 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) the student did not complete the work and there was no agreement between the professor and the student that the student would be awarded an I.

Key Dates
January 28, 2021: Final Paper Topic approval deadline & Final deadline for signing up for group presentation
February 23, 2021: Mid-Term due by 3 p.m. via Moodle
March 2, 2021: Draft Literature Review due by 3 p.m. via Moodle
April 1, 2021: Draft Theory Section by 3 p.m. via Moodle
April 20, 2021: Final Paper due by 3 pm. via Moodle
April 28, 2021: Final Exam due by 3 p.m. via Moodle

Assignments & Grading:
Participation: Participation grades are based on not only regular attendance, but on participation in class discussions, engagement through in-class activities, and the completion of various participation activities designed to complement the materials. There will be different participation/group activities through Zoom during many of our class sessions. These activities along with class participation (i.e., showing up most of the time) will be 50% of your participation grade. There will be many opportunities for us to discuss the core themes of this class, and I do expect all students to contribute. The other 50% of your participation grade will come from a group presentation activity. You will, working in small groups that I create, prepare, and present a 15-20 minute lesson to the class on one of the academic journal articles that we will read throughout this semester. The class lesson will constitute 50% of your participation grade and will be given as a group grade. I've posted a rubric and set of guidelines on Moodle to guide you on how to prepare these lessons. I will create the groups for the project by Jan. 21 and everyone will have until Jan. 28 to sign up for their presentations. **Keep in mind that participation is worth 25% of your total grade.**

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. **If you miss a deadline for any stage of the project development you will not be able to turn in the final paper, and you will receive a 0 for the whole project.**

Study Proposal: Turn in a 1 paragraph proposal and meet with the professor to discuss your topic. 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. Also, note that all students must turn in a 1-paragraph description of your project and schedule a meeting with Dr. Bauer to have your final topic approved. **Your paper topic must be approved by January 28, 2021 through a Zoom meeting with Dr. Bauer.**

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 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. **You must turn in your first draft by March 2, 2021 by 3 p.m.**

Draft Theoretical Framework & Hypotheses: In this section, 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. **You must turn in your first draft by April 1, 2021 by 3 p.m.**

Final Paper: During the last 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 will test 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. **You must turn in your first draft by April 20, 2021 by 3 p.m.**

Extra Credit
I will offer extra credit to students who participate in the Media Effects Lab experimental subject pool. Students can earn up to 5 points extra credit on the mid-term up to the point when mid-term grades are due and students can earn up to 5 points extra credit on the final up to the point when the final exam is due. I will discuss the MEL extra credit in more detail in class.
Students also have the opportunity to assist with research for extra credit. I run a Gender & Politics Research Lab that offers students the opportunity to help with research on a variety of projects related to political psychology, political communication, and gender in politics. Students can earn up to 5 points extra credit added onto their full grade for the class up to the point of the mid-term and students can earn up to 5 points extra credit added onto their full grade for the class up to the point of the last week of classes. This research extra credit will be time intensive and requires a meticulous attention to detail. If interested, you will need to make time to chat with me about the research during my office hours.

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 I assign them. Readings from outside the class textbook are available on the course website.

The Basics of Political Psychology
January 12, 2021: Course Introduction: What is Political Psychology?
- Class Syllabus
- Cottam, Martha Chapter 1

January 14, 2021: How to Research Political Psychology
- McDermott, Rose. 2002. "Experimental Methodology in Political Science." *Annual Review of 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)

Psychological Tools for Understanding Politics
January 19, 2021: Cognition
- Cottam, Martha Chapter 3
- Lodge, Milton S., and Charles Taber. 2000. The Rationalizing Voter, Chapter 6. (on course website)

January 21, 2021: 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.

January 26, 2021: Priming
- Cottam, Martha Chapter 6
- Druckman, James N. 2004. "Priming the Vote: Campaign Effects in a U.S. Senate Election." *Political Psychology* (on course website)

January 28, 2021: **Class time= Extra office hours**.
Deadline for approving topic for final paper
Deadline for signing up for group presentation

February 2, 2021: Framing
- Cottam, Martha 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)

February 4, 2021: Motivated Reasoning
- Kunda, Ziva. 1990. The case for motivated reasoning. *Psychological Bulletin*, 108(3), 480-498. (on course website)
- Dickerson, Bradley T. & Ondercin, Heather L. 2017. "Conditional Motivated Reasoning: How the Local Economy Moderates Partisan Motivations in Economic Perceptions." *Political Research Quarterly* 70(1): 194-208. (on course website)

February 9, 2021: Conspiracy Theories as Motivated Reasoning?
- Saunders, Kyle, et al. 2016. "Conspiracy endorsement as motivated reasoning: The moderating roles of political knowledge and trust." *American Journal of Political Science.* There is also an interview with one of the authors on this paper posted to Moodle. (on course website)
- Cassese, Erin C., et al. 2021. "Gender differences in COVID-19 conspiracy theory beliefs." *Politics & Gender.* (on course website)

February 11, 2021: Emotions, I
- 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." The Affect Effect. edited by George E. Marcus, W. Russell Neuman, Michael MacKuen, and Ann N. Crigler. (on course website)

February 16, 2021: **no class, Mardi Gras break**

February 18, 2021: Emotions, II
- Brader, Ted. "Striking a Responsive Chord: Striking a Responsive Chord: How Political

Ads Motivate and Persuade Voters by Appealing to Emotions." *American Journal of Political Science* 49(2): 388-405. (on course website)
- Ridout, Travis and Kathleen Searles. 2011. "It's My Campaign I'll Cry if I Want to: How and When Campaigns Use Emotional Appeals." *Political Psychology* 32(3): 439-458. (on course website)

February 23, 2021: Mid-Term, no class. class time. Due by 3 pm on Moodle.

February 25, 2021: In class literature review workshop.
Bagglione, Ch. 4 (on course website)

March 2, 2021: **Class time = extra office hour time.   Literature Review Drafts Due via Moodle by 3 pm**

Prejudices, Biases, & Political Identity

March 4, 2021: Stereotypes & Prejudice: Race
- Cottam, Martha Chapter 8
- Mendelberg, Tali. *The Race Card*, Chapter 6. (on course website)

March 9, 2021: 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. 2020. "Shifting Standards: How voters evaluate the qualifications of female and male candidates." *Journal of Politics*. There is also a video interview with me (conducted by someone else) explaining this article even more. (on course website)

March 11, 2021: Identity Formation & Socialization
- Mason, Liliana. *Uncivil Agreement* Chapter 1 (on course website)
- Podcast about group theory: https://www.bbc.co.uk/programmes/b00yw6km
    Podcast based on Tajfel, Henri, et al.. 1971. "Social Categorization and Intergroup Behavior." *European Journal of Social Psychology* (optional to read but on course website).

March 16, 2021: Personality and Politics
- Cottam, Martha Chapter 2
- Mondak, Jeffrey J., et al. 2010. "Personality and Civic Engagement: An Integrative Framework for the Study of Trait Effects on Political Behavior." *American Political Science Review* 104(1): 85-110. (on course website)
- Rice, Matthew G, et al. 2020. "Personality on the Hill: Expert Evaluations of U.S. Senators' Psychological Traits." forthcoming. *Political Research Quarterly*. (on course website)

March 18, 2021: Group Basis of Political Identity
- Cottam, Martha Chapter 4

- Huddy, Leonie. (2001), "From Social to Political Identity: A Critical Examination of Social Identity Theory." *Political Psychology*, 22: 127-156. (on course website)

March 23, 2021: Partisanship as Identity
- Green, Palmquist, and Schickler. *Partisan Hearts and Minds.* Ch. 2. (on course website)
- Klar, Samara. 2014. "Partisanship in a Social Setting." *American Journal of Political Science* (on course website)

March 25, 2021: **No class, some sort of sad spring break replacement**

March 30, 2021: Partisan Identity & Extreme Political Rhetoric
- Cassese, Eric C. 2019. "Partisan Dehumanization in American Politics." *Political Behavior* (on course website)
- Mason, Lilliana, and Julie Wronski. 2018. "One Tribe to Bind Them All: How Our Social Group Attachments Strengthen Partisanship." *Advances in Political Psychology.* 39(1): 257-278. (on course website)

April 1, 2021: **No class, theory drafts due by 3 p.m. via Moodle, video on how to write a theory with instructions and guides on Moodle. You are responsible for watching on your own time. Class time = extra office hour time.**

April 6, 2021: Race as a Political Identity
- Piston, Spencer. 2014. "Lighter-Skinned Minorities are More Likely to Support Republicans." *Washington Post, Monkey Cage Blog Post.* (on course website)
- White, Ismail. 2014. "Selling Out?: The Politics of Navigating Conflicts between Racial Group Interest and Self-Interest." *American Political Science Review* 108(4): 783-800. (on course website)

April 8, 2021: Gender as a Political Identity
- 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)
- Barnes, Tiffany D. and Cassese, Erin C. 2017. "American Party Women: A Look at the Gender Gap within the Parties." *Political Research Quarterly* 70(1): 127-141. (on course website)

April 13, 2021: Intersectional Political Identities
- Bergersen, Meghan, Samara Klar, and Elizabeth Schmitt. 2018. "Intersectionality and Engagement among the LGBTQ+ Community." *Journal of Women, Politics, and Policy.* (on course website)
- Campi, Ashleigh and Jane Junn. 2019. "Racial linked fate and gender in U.S. politics." *Politics, Groups, and Identities.* (on course website).

April 15, 2021: no class work on final papers, class time=extra office hours.

April 20, 2021: no class work on final papers, , class time=extra office hours.
Final papers due by 3 pm April 20 on Moodle.

Finals Week: **Final exam due April 28 by 3 p.m. via Moodle**