POL 346 – Political Psychology

Online Course
Winter Session (January 3rd – 21st, 2017)
Prerequisites: Junior or Senior Standing
Credits: 3.0

Instructor Information:

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I   Course Overview

Description

This course examines the psychological origins of citizens' political beliefs and actions. It provides an overview of the theories and methods used in the field of political psychology. We will cover a range of topics, including attitude measurement, information processing, emotions in politics, and political communication.

Learning Objectives

By the end of this course,you will have an understanding of how psychological theories help explain what goes on in the political world, at the level of both the ordinary citizen and political leaders. You also will be exposed to original research conducted by political scientists and psychologists. Thus another goal of this course is to develop your appreciation for scientific thought and the research process more generally.

II   Readings

Required Readings

There is no required textbook to purchase for this course. All required readings (academic and journalistic articles) will be available through Blackboard.

Additional Readings (optional)

In addition to the required readings, the syllabus provides supplementary articles on select topics. Furthermore, you may consult the following recommended textbooks (available at the Stony Brook University Library).
- Jost, John T, and Jim Sidanius. 2004. *Political Psychology: Key Readings*. Psychology Press
- Huddy, Leonie, David O Sears, and Jack S Levy. 2013b. *The Oxford Handbook of Political Psychology*. 2 ed. Oxford University Press

III Course Requirements

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:
- A web browser (Google Chrome, Mozilla Firefox, Safari, etc.)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word, Open Office, etc.

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active Stony Brook University e-mail account and access to the Internet. *All instructor correspondence will be sent to your SBU e-mail account*. Please plan on checking your SBU email account regularly for course related messages. This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at https://blackboard.stonybrook.edu.

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Attendance/Participation

Preparation for class means reading the assigned readings & reviewing all information required for that learning unit. Attendance in an online course means logging into the Blackboard on a regular basis and participating in the all of activities that are posted in the course.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course typically requires 135 hours of student work, which amounts to 45 hours per week in the winter session. While the exact amount of hours might not be necessary for you to prepare the material for the course and complete the assignments, you should be expect to spend a significant amount of time working on the material and actively participating throughout the time the course is in active session.

Late or Missed Assignments

All assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due and provides an opportunity for the student to submit his/her assignment late, points may be taken off for a late assignment.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

Drop and Add dates

If you feel it is necessary to withdraw from the course, please see http://www.stonybrook.edu/registrar/calendar-academic.shtml for full details on the types of withdrawals that are available and their procedures.

Subject to change notice

All material, assignments, and due dates are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

IV   Course Policies and Evaluation

Basic Structure

This online course is divided into six learning units that cover different topics in the field of political psychology. Each learning unit consists of the following components: an introductory podcast, academic readings, quizzes, journalistic articles and media sources, discussion board questions, and additional readings. Each component is described below.

Introductory Podcast: At the beginning of each learning unit, I provide a short lecture in the form of an audio podcast. You can download the podcast from Blackboard and listen to it at any time of your convenience. The podcast introduces each topic and discusses main points of the readings and assignments. Please note that the podcasts do not substitute any of the academic or journalistic readings.

Academic Readings: The academic readings are the main focus of the course. They consist of original research published in political science and psychology journals. Please read the articles carefully. If you have any questions or comments about the readings, you are encouraged to post them on the discussion board on Blackboard.

Quizzes: There will be short quizzes (5 questions) on the academic readings for each learning unit. They consist of multiple choice and short open-ended questions and will be available on Blackboard at the beginning of each learning unit. Quizzes have to be completed by the end of each unit (see specific due dates below).

Journalistic Articles and other Media Sources: In addition to the academic readings, there will be required journalistic articles and other media sources for each learning unit. The purpose of these additional sources is to connect the theoretical concepts of the academic readings to real-world issues and current politics. They consist of newspaper articles, blog posts, or videos and documentaries on topics of interest. There will also be interactive media sources, such as a political knowledge quiz or a psychological test on implicit attitudes (the results of these quizzes and tests are anonymous and will not be available to the instructor).

Discussion Board Participation: For each learning unit, there will be discussion questions connecting the journalistic articles with the broader theoretical concepts covered in the academic readings. You are required to provide at least one response to each discussion question within each learning unit (see specific due dates below). However, you are encouraged to respond to other contributions and participate actively in the discussion as it will improve your final grade (additional contributions to the discussion can be added after the due date). Please keep in mind to always be respectful to your peers in the discussions! See also the following Youtube videos for more information on discussion board basics and netiquette.

Weekly Essay Assignments: At the end of each week, there will be a short essay assignment (3-5 pages) on the academic readings of the preceding two learning units. The essay assignment has to be submitted by the end of each week (see specific due dates below).

Grading Breakdown by Percentage

Quizzes	20%
Discussion Board Participation	30%
Essay 1	15%
Essay 2	15%
Essay 3	20%
	100%

Grading Scale for Final Grades

Your course grade will be determined according to the following system:

93-100	A	77-79	C+	60-62	D-
90-92	A-	73-76	C	0-59	F
87-89	B+	70-72	C-		
83-86	B	67-69	D+		
80-82	B-	63-66	D		

Final grade percentages ending in a decimal of .5 or greater will be rounded up to the next wholenumber.

How to Succeed in this Course

- Check your Stony Brook University email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you dont fall behind on assignments

Communicating With the Instructor

This course uses a "three before me" policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. Blackboard discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. I will usually respond to email and phone messages from 8am to 5pm on weekdays, please allow 24 hours for me to respond.

If you have a question about the technology being used in the course, please contact the Stony Brook Help Desk for assistance (contact information is listed below).

V Course Overview

Readings and Media Contents

Unit 1: Introduction - **Political Psychology and Research Designs (Jan 3-4)**

Component	Description	✓
Academic readings	Huddy, Leonie, David O Sears, and J Levy. 2013a. "Introduction: Theoretical Foundations of Political Psychology." *The Oxford Handbook of Political Psychology* 2: 1–19 Jordan, Christian H., and Mark P. Zanna. 2004. "How to Read a Journal Article in Social Psychology." In *Political Psychology: Key Readings*, ed. John T. Jost and Jim Sidanius. Psychology Press	
Journalistic articles	Authoritarianism and Trump support: Vox article; Washington Post article; Politico article (optional)	
Other media sources	Stanford Prison Experiment video; Milgram Experiment video (optional); Asch Experiment video (optional)	
Additional readings (optional)	Luskin, Robert, and J Kuklinski. 2002. *Thinking about Political Psychology*. Cambridge University Press, especially Ch. 5 & 6 Adorno, Theodor W, Else Frenkel-Brunswik, Daniel J Levinson, and R Nevitt Sanford. 1950. *The Authoritarian Personality*. New York: Norton, Foreword and Preface, pp. v-x (until the end of page x) and Ch. XXIII, Conclusions, pp. 971-976 Milgram, Stanley. 1963. "Behavioral study of obedience." *The Journal of abnormal and social psychology* 67 (4): 371 Feldman, Stanley. 2003. "Enforcing social conformity: A theory of authoritarianism." *Political psychology* 24 (1): 41–74 Fiske, Susan T, Lasana T Harris, and Amy JC Cuddy. 2004. "Why ordinary people torture enemy prisoners." *Science* 306 (5701): 1482–1483	

Unit 2: Political Belief Systems and the Nature of Attitudes (Jan 5-6)

Component	Description	✓
Academic readings	Converse, Philip E. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*, ed. David E. Apter. New York: Free Press Zaller, John, and Stanley Feldman. 1992. "A simple theory of the survey response: Answering questions versus revealing preferences." *American journal of political science* 36 (3): 579–616 Lodge, Milton, Marco R Steenbergen, and Shawn Brau. 1995. "The responsive voter: Campaign information and the dynamics of candidate evaluation." *American Political Science Review* 89 (2): 309–326	
Journalistic articles	Implicit attitudes and biases: NPR segment; Slate article	
Other media sources	Implicit Association Tests: Project Implicit	
Additional readings (optional)	Greenwald, Anthony G, Mahzarin R Banaji, Laurie A Rudman, Shelly D Farnham, Brian A Nosek, and Deborah S Mellott. 2002. "A unified theory of implicit attitudes, stereotypes, self-esteem, and self-concept." *Psychological review* 109 (1): 3 Fazio, Russell H, and Michael A Olson. 2003. "Implicit measures in social cognition research: Their meaning and use." *Annual review of psychology* 54 (1): 297–327 Lodge, Milton, and Charles S Taber. 2005. "The automaticity of affect for political leaders, groups, and issues: An experimental test of the hot cognition hypothesis." *Political Psychology* 26 (3): 455–482 Iyengar, Shanto, and Sean J Westwood. 2015. "Fear and Loathing Across Party Lines: New Evidence on Group Polarization." *American Journal of Political Science* 59 (3): 690–707 Huddy, Leonie, Lilliana Mason, and Lene Aarøe. 2015. "Expressive Partisanship: Campaign Involvement, Political Emotion, and Partisan Identity." *American Political Science Review* 109 (01): 1–17	

Unit 3: Where does ideology come from? (Jan 10-11)

Component	Description	✓
Academic readings	Carney, Dana R, John T Jost, Samuel D Gosling, and Jeff Potter. 2008. "The secret lives of liberals and conservatives: Personality profiles, interaction styles, and the things they leave behind." *Political Psychology* 29 (6): 807–840 Graham, Jesse, Jonathan Haidt, and Brian A. Nosek. 2009. "Liberals and Conservatives Rely on Different Sets of Moral Foundations." *Journal of Personality and Social Psychology* 96 (5): 1029–1046	
Journalistic articles	Genes and Politics: New York Times article; Monkey Cage article	
Other media sources	Video on Genes and Politics; Ted Talk on Morality and Politics (optional)	
Additional readings (optional)	Conover, Pamela Johnston, and Stanley Feldman. 1981. "The origins and meaning of liberal/conservative self-identifications." *American Journal of Political Science* 25 (4): 617–645 Jost, John T., Jack Glaser, Arie W. Kruglanski, and Frank J. Sulloway. 2003. "Political conservatism as motivated social cognition." *Psychological bulletin* 129 (3): 339-375 Alford, John R, Carolyn L Funk, and John R Hibbing. 2005. "Are political orientations genetically transmitted?" *American Political Science Review* 99 (02): 153–167 Gerber, Alan S, Gregory A Huber, David Doherty, and Conor M Dowling. 2011. "The big five personality traits in the political arena." *Annual Review of Political Science* 14: 265–287 Jost, John T, H Hannah Nam, David M Amodio, and Jay J Van Bavel. 2014. "Political Neuroscience: The Beginning of a Beautiful Friendship." *Political Psychology* 35 (S1): 3–42	

Unit 4: What do people know about politics? (Jan 12-13)

Component	Description	✓
Academic readings	Delli Carpini, Michael X., and Scott Keeter. 1996. *What Americans Know about Politics and Why It Matters*. New Haven, London: Yale University Press, pp. 218–269 Lupia, Arthur. 1994. "Shortcuts Versus Encyclopedias: Information and Voting Behavior in California Insurance Reform Elections." *American Political Science Review* 88 (1): 63-76 Mondak, Jeffery J, and Mary R Anderson. 2004. "The knowledge gap: A reexamination of gender-based differences in political knowledge." *Journal of Politics* 66 (2): 492–512	
Journalistic articles	Political knowledge: Politico article; Forbes article	
Other media sources	Knowledge Quiz	
Additional readings (optional)	Althaus, Scott L. 1998. "Information effects in collective preferences." *American Political Science Review* 92 (3): 545-558 Kuklinski, James H, Paul J Quirk, Jennifer Jerit, David Schwieder, and Robert F Rich. 2000. "Misinformation and the currency of democratic citizenship." *Journal of Politics* 62 (3): 790–816 Prior, M. 2005. "News vs. entertainment: How increasing media choice widens gaps in political knowledge and turnout." *American Journal of Political Science* 49 (3): 577–592 Prior, Markus, and Arthur Lupia. 2008. "Money, time, and political knowledge: Distinguishing quick recall and political learning skills." *American Journal of Political Science* 52 (1): 169–183 Barabas, Jason, Jennifer Jerit, William Pollock, and Carlisle Rainey. 2014. "The Question(s) of Political Knowledge." *American Political Science Review* 108 (04): 840–855	

Unit 5: How do people think about politics? (Jan 17-18)

Component	Description	✓
Academic readings	Quattrone, George A, and Amos Tversky. 1988. "Contrasting rational and psychological analyses of political choice." *American Political Science Review* 82 (3): 719–736 Marcus, G.E., and M.B. MacKuen. 1993. "Anxiety, enthusiasm, and the vote: The emotional underpinnings of learning and involvement during presidential campaigns." *American Political Science Review* 87 (3): 672–685 Taber, Charles S., and Milton Lodge. 2006. "Motivated skepticism in the evaluation of political beliefs." *American Journal of Political Science* 50 (3): 755–769	
Journalistic articles	Motivated reasoning: The Atlantic article; New Republic article Climate change denial (optional): Mother Jones article, Vox article	
Other media sources	Motivated reasoning: Ted Talk, Peter Ditto on his research Bounded rationality (optional); Decision and control (optional)	
Additional readings (optional)	Brader, Ted. 2005. "Striking a responsive chord: How political ads motivate and persuade voters by appealing to emotions." *American Journal of Political Science* 49 (2): 388–405 Huddy, Leonie, Stanley Feldman, Charles Taber, and Gallya Lahav. 2005. "Threat, anxiety, and support of antiterrorism policies." *American Journal of Political Science* 49 (3): 593–608 Butz, David A, E Ashby Plant, and Celeste E Doerr. 2007. "Liberty and justice for all? Implications of exposure to the US flag for intergroup relations." *Personality and Social Psychology Bulletin* 33 (3): 396–408 Berger, Jonah, Marc Meredith, and Christian S Wheeler. 2008. "Contextual priming: Where people vote affects how they vote." *Proceedings of the National Academy of Sciences* 105 (26): 8846–8849 Redlawsk, David P., Andrew J.W. Civettini, and Karen M. Emmerson. 2010. "The Affective Tipping Point: Do Motivated Reasoners Ever 'Get It'." *Political Psychology* 31 (4): 563–593	

Unit 6: Media effects, Political Communication and Social Interaction (Jan 19-20)

Component	Description	✓
Academic readings	Iyengar, Shanto, Mark D Peters, and Donald R Kinder. 1982. "Experimental demonstrations of the not-so-minimal consequences of television news programs." *American Political Science Review* 76 (04): 848–858 Mutz, Diana C. 2002. "Cross-cutting social networks: Testing democratic theory in practice." *American Political Science Review* 96 (01): 111–126	
Journalistic articles	Fake News: Buzzfeed article, New York Times article, Politico article (optional)	
Other media sources	Fake news: NPR Segment	
Additional readings (optional)	Krosnick, Jon A, and Donald R Kinder. 1990. "Altering the foundations of support for the president through priming." *American Political Science Review* 84 (02): 497–512 Chong, Dennis, and James N. Druckman. 2007. "Framing theory." *Annual Review of Political Science* 10: 103–126 Turner, Joel. 2007. "The messenger overwhelming the message: Ideological cues and perceptions of bias in television news." *Political Behavior* 29 (4): 441–464 Lenz, Gabriel S. 2009. "Learning and opinion change, not priming: Reconsidering the priming hypothesis." *American Journal of Political Science* 53 (4): 821–837 Klar, Samara. 2014. "Partisanship in a social setting." *American Journal of Political Science* 58 (3): 687–704	

Assignment Overview

Week 1

Unit	Assignment	Description	Due	✓
1) Intro	Discussion	Compare the perspectives described in the Vox article and the Washington Post article on Authoritarianism and Trump support. Do you think the argument in the Washington Post article is convincing? Why or why not? How does this modern view of authoritarianism relate to classic studies like the Stanford prison experiment or the Milgram experiment?	Jan 4, 1:00pm	
	Quiz	Questions on Huddy, Sears, and Levy (2013a) and Jordan and Zanna (2004)	Jan 4, 11:59pm	
2) Attitudes	Discussion	Complete two implicit association tests on Project Implicit and describe the task. What is being measured and how? Do you think it is a useful approach? Why or why not? How could such a method help us investigating political attitudes?	Jan 6, 1:00pm	
	Quiz	Questions on Converse (1964), Zaller and Feldman (1992), and Lodge, Steenbergen, and Brau (1995)	Jan 6, 11:59pm	

Essay assignment (due Jan 7, 11:59pm): Describe the differences between the memory-based model of attitudes proposed by Zaller and Feldman (1992) and the on-line model described by Lodge, Steenbergen, and Brau (1995). What problem is each model trying to address? Which model do you think is more useful in explaining political attitudes and why? How could they be improved?

Week 2

Unit	Assignment	Description	Due	✓
3) Ideology	Discussion	Compare the arguments on genes and politics in the New York Times and on Monkey Cage. Do you agree with Larry Bartels' critique? Should we focus on genetic determinants of political attitudes or a are environmental factors more important?	Jan 11, 1:00pm	
	Quiz	Questions on Carney et al. (2008) and Graham, Haidt, and Nosek (2009)	Jan 11, 11:59pm	
4) Knowledge	Discussion	Read the articles on political knowledge and complete the online quiz. What do citizens need to know to participate effectively in politics? Do our measures capture the most important aspects? If not, what are they missing?	Jan 13, 1:00pm	
	Quiz	Questions on Delli Carpini and Keeter (1996), Lupia (1994), and Mondak and Anderson (2004)	Jan 13, 11:59pm	

Essay assignment (due Jan 14, 11:59pm): Discuss the main points of the articles by Carney et al. (2008) and Graham, Haidt, and Nosek (2009). Do you think they are compatible or do they represent competing perspectives? What role should political knowledge and sophistication play in our understanding of ideology?

Week 3

Unit	Assignment	Description	Due	✓
5) Cognition	Discussion	Does motivated reasoning provide a sufficient explanation for the level of polarization in today's politics? How can we achieve compromise instead of growing disagreement?	Jan 18, 1:00pm	
	Quiz	Questions on Quattrone and Tversky (1988), Marcus and MacKuen (1993), and Taber and Lodge (2006)	Jan 18, 11:59pm	
6) Environment	Discussion	Find a fake news article that was circulated during the election period and post a link on the discussion board. Describe how the article may affect people's attitudes from different theoretical perspectives. How could social networks and political discussion mitigate or exacerbate the effects of fake news?	Jan 20, 1:00pm	
	Quiz	Questions on Iyengar, Peters, and Kinder (1982) and Mutz (2002)	Jan 20, 11:59pm	

Essay assignment (due Jan 21, 11:59pm): Choose a recent research article from the optional academic readings that is most interesting to you. What are the main points discussed by the authors? What question are they trying to answer and do they succeed? Given the results presented in the paper, what are new or open questions related to the issue? State a clear hypothesis for a follow-up research project and describe how you could you test it empirically.

VI   University Policies

Disability Support Services (DSS) Statement: If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities

Academic Integrity Statement: Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/.

Critical Incident Management: Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Academic Success & Tutoring Center: Free academic support services including one-on-one tutoring, small group tutoring, academic success coaching, public speaking programs, and academic success workshops are available to all undergraduate students. Learn more about these services and additional campus resources by visiting www.stonybrook.edu/tutoring.

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your SBU email and the course site Announcements often.

Technical Support Contact Information

For technical assistance, please contact the University Division of Information Technology Help Desk:
  Phone: 631-632-2777
  Email: blackboard@stonybrook.edu
  Web: https://it.stonybrook.edu/students