

POLITICAL SCIENCE 459/559: POLITICAL PSYCHOLOGY

ABOUT YOUR INSTRUCTOR

Monica C. Schneider

- Office: 124 Harrison
- Phone: (513) 529-0257 (not a good way to reach me)
- E-mail: schneimc@miamioh.edu
- Office Hours: Students can [make an appointment online](#) ([Links to an external site.](#))[Links to an external site.](#), my schedule will be updated regularly

The discipline of political science includes the study of why members of the American public behave the way that they do. While there are many different types of explanations for political behavior, this course will focus on explanations drawn from theories in psychology. We will consider the role of cognition, emotion, personality, stereotypes, and in-group thinking in American politics as well as the effects of media and campaigns on our citizens. Understanding political behavior can help us determine if the American public is living up to the challenges of democracy and whether or not measures need to be taken to improve the quality of public participation. Since this is a capstone experience, we will emphasize synthesizing different theoretical explanations for behavior. We will share ideas and critique our ideas and those that we read. Students will work on their own and in teams to investigate a particular project.

Student Learning Outcomes - Undergraduate

- Given experimental design assignment, students will *identify* an experimental design that can be used to test hypotheses related to theories in political psychology, while recognizing ethical considerations
- Given a final exam, Expert for the Day assignment and class participation, students will demonstrate their ability to *define* and *explain* political psychological theories, as well as *apply* these theories to contemporary political issues
- Given the research proposal assignment, students will *define* a particular research question, *explain* political psychology theories to answer this question, and *design* a study to answer their question
- Given in-class discussions and activities, students will *apply* their knowledge of political science to *formulate*, *propose*, and *advocate* possibilities for changes to the role of citizens in democratic society

Student Learning Outcomes – Graduate

- Given experimental design assignment, students will *identify* and *apply* the appropriate methodology and design for a given problem and *understand* the ethical components of research choices
- Based on Expert for the Day assignment and class participation, students will demonstrate their ability to *conduct* and *communicate* independent, professional-level investigations, into problems in political psychology, as well as *apply* these theories to contemporary political issues
- Given the research proposal assignment, graduate students will be able to *conduct* and *communicate* independent, professional-level investigations into problems in political psychology and thereby contribute to the political science knowledge base
- Given in-class discussions and activities, students will be able to *formulate*, *propose* and *advocate* political science-based solutions to contemporary political issues and problems
- Given the article critique assignment, students will be able to *identify* and *apply* the appropriate methodology, design and analysis for a given problem and understand the ethical components of research choices through pointing out what another article as done incorrectly

REQUIRED MATERIALS

1. *The Politics of Resentment*, Kathy Cramer. 2016.
2. *Anxious Politics*, Bethany Albertson and Shana Kushner Gadarian. 2015.
3. *Authoritarianism and Polarization in American Politics*, Marc Hetherington and Jonathan Weiler. 2009.
4. *Personality and the Foundations of Political Behavior* by Jeff Mondak. 2010.
5. *Justice in America: The Separate Realities of Blacks and Whites* by Mark Peffley and Jon Hurwitz. 2010.

Recommended:

1. *In-Your-Face Politics*, by Diana Mutz. 2016.

In addition, there are *required readings* that will be available through the Canvas site. **Because we will be discussing and referring to the articles in class, you will want to print out the articles to bring with you. Having access to the articles for class is a requirement of this course.**

ASSIGNMENT DESCRIPTIONS

Assignment:	Due Date:	Time Due:	Points:	Grade Percent:
<i>Individual Experimental Design</i>	9/28	1PM	40	10%
<i>Team Research Design</i>			200	50%
One-page description	10/10	5PM	10	
Research Prospectus	10/29	5PM	30	
Critique of Prospectus	10/31	1PM	15	
Revised Prospectus	11/16	1PM	30	
1-Section Revision	11/28	1PM	10	
Group Meeting w/ Prof	Throughout		5	
Final Paper	12/14	5PM	100	

<i>Expert for the Day</i>	Scheduled Throughout		80	20%
<i>Participation</i>	Throughout Check-in 10/24		40	10%
<i>Final Exam – POL 459</i>	12/12	12:45-2:45	40	10%
<i>Article Critique - POL 559</i>	Article for Approval 9/14 Final Assignment 11/28	11/28	40	10%

What is Political Psychology?

Date	Topic	Readings	Due
Week 1: 8/29	Course Introduction		
Week 1: 8/31	Introduction	1. Jost and Sidanius, Introduction, Part 1 Intro, Rdg 1, and Appendix 2. Sullivan et al 2002 3. McDermott 2002	
Week 2: 9/5 and 9/7	Methods: Examples and Practice	1. Cramer, Ch 1 and 2 2. Druckman 2001 3. Kinder and Palfrey 1993	

Cognition and Emotion

Date	Topic	Readings	Due
Week 3: 9/12	Cognition	1. Lau and Redlawsk 2001 2. Dancey and Sheagley 2013	
Week 3: 9/14	Motivated Cognition	Taber, Lodge, and Glatthaar 2001	Article Approval (559)
Week 4: 9/19	Motivated Cognition:	Miller et al 2016	

Date	Topic	Readings	Due
	Conspiracy Theories		
Week 4: 9/21	Motivated Cognition: Persistence of Beliefs	1. Nyhan and Reifler 2010 2. Bolsen and Druckman 2015	
Week 5: 9/26	Review/Experiment Discussion		
Week 5: 9/28	Motivated Cognition: Conservatism	Jost et al 2003	Individual Experimental Design
Week 6: 10/3	Emotion	Albertson and Gadarian, 1-3	
Week 6: 10/5	Emotion	Albertson and Gadarian, 5-6	

Personality

Date	Topic	Readings	Due
Week 7: 10/10	Authoritarianism	Hetherington, Ch 1 & 3	Team 1-page Description
Week 7: 10/12	Authoritarianism	1. Hetherington, Ch 6 & 8 2. Authoritarianism & Trump	
Week 8: 10/17	Big 5	1. Mondak, Ch 1 & 2, p 76-77 2. Big 5 Personality Quiz, version 1 3. Big 5 Personality Quiz, version 2	
Week 8: 10/19	Big 5	Mondak, Ch 5 & 6	
Week 9: 10/24	Prof Schneider Gone		Participation Check-in

Political Psychology of Groups

Date	Topic	Readings	Due
Week 9: 10/26	Stereotypes	1. Devine, 1989 2. Perez, Ch 1 & 5 (excerpts) 3. Article: Use Me Instead	
Week 10: 10/31	Prospectus Discussions		Team Prospectus (10/29, 5 PM)

Date	Topic	Readings	Due
			Prospectus Critique
Week 10: 11/2	Identity	Cramer, Ch 3 & 4	
Week 11: 11/7	Identity	Cramer, Ch 6-8	
Week 11: 11/9	Identity and Racial Attds	1. Petrow et al, 2017 2. Banks, Intro and p 37-55	
Week 12: 11/14	Race and Fairness	3. Peffley and Hurwitz, Ch 1-2 4. Correll et al, 2002 5. Opinion: Warmbier & Castile	
Week 12: 11/16	Race and Fairness	Peffley and Hurwitz, Ch 3-5	Revised Prospectus
Week 13: 11/21	Minority Group Identity	1. Peffley and Hurwitz, Ch 6 2. White et al, 2014	
Week 13: 11/23	Thanksgiving!		

Final Topics

Date	Topic	Readings	Due
Week 14: 11/28	TBD	TBD	1-Section Revision Article Review (559)
Week 14: 11/30	TBD	TBD	
Week 16: 12/5	Review & Conclusions		
Week 16: 12/7	Prof Schneider Gone		Participation Sheet

Finals Week

Date	Time	Due
12/12	12:45-2:45PM	Final Exam
12/14	5PM	Final Paper