

PLAP 4150
Political Psychology
Spring 2016

Monday 1:00–3:30
Gibson Hall 241

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office hours: Wednesdays 1–2:30
☞ by appointment

This course is an introduction to a perhaps-idiosyncratic set of topics in political psychology, with a focus primarily on mass political behavior in the American case. We will explore a number of substantive topics, with particular interest in the ways that social structures, systems of power relations, and individual psychology interact. Throughout the term we will also pay careful attention to issues of methodology and research design; you will apply this knowledge to conducting an original political psychology research project.

Course Requirements

Requirements for this course include: reading *and thinking about* the assigned material before each class meeting, attending and participating in class, submitting reading reaction essays (discussed below), completing a take-home midterm, and writing a final research paper. In addition, there will be additional brief in-class written work.

Because this course is a seminar, what we all get out of it will depend greatly on what you put into it. Therefore, I expect that you will attend all classes, do the assigned reading before each class, and participate in the discussion. I will feel free to call on you in class to discuss the assigned material. Your participation grade will reflect the quality (not simply quantity!) of your class participation.

If an emergency prevents you from attending class you should let me know in advance. I do not distinguish excused and unexcused absences: it is my expectation that you will take this class seriously, which means, among other things, that you will be here unless something extraordinary happens in your life to prevent it.

Laptops: I allow (and even encourage) use of laptops in class for note-taking. In addition, laptops will be useful periodically for group work. However, I always expect you to be engaged with the class discussion.

Grades will be based on the following breakdown:

Item	Proportion
Attendance and participation	20 percent
Reading reaction essays	20 percent
Take home midterm exam	20 percent
Final research project	30 percent
Research presentation	10 percent

Readings

The required books will eventually be available at the UVa Bookstore and from the usual online retailers. All other materials are on Collab and/or linked from the syllabus. These are the required books:

Tesler, Michael. 2016. *Post-Racial or Most-Racial? Race and Politics in the Obama Era*. Chicago: University of Chicago Press.

Winter, Nicholas J. G. 2008. *Dangerous Frames: How Ideas About Race and Gender Shape Public Opinion*. Chicago: University of Chicago Press.

Note that the Tesler book is scheduled for release on March 22, so it should arrive in plenty of time.

Reading Reaction Essays

You must turn in five reading reaction essays over the course of the term, and you must read your colleagues' reactions before every class. We have 10 classes with readings (i.e., not research days), so that means you must complete a reaction about every other week on average. To encourage you not to leave them all to the end, I require that you turn in at least two reactions before spring break.

REACTION CONTENT

Reaction should be no more than one page (200–250 words or so). Your essay should engage with the material. This could consist of raising a theoretically-informed question *and suggesting avenues for answering it*; applying the insights from the reading to a novel example drawn from modern or historical politics; comparing and contrasting parts of two or more readings; or something else. Good essays generally will be *relatively specific* in some way, in order to reach beyond vague generalities; often they will include a brief quotation or quotations. In formulating your essay, you should go with issues, concerns, comparisons, questions, or confusions that struck you when reading the material. If none struck you while reading, go back and read more carefully!

Because your space is limited, you should get right to the point without wasting space on description or summary of the readings. Your essays need not be overly formal, though they should of course be clear, grammatical, and proof-read. You need not, and usually probably should not, engage with all of the readings in a week. Rather, be selective and dive in to something you find compelling.

I will use these as feedback about what you are taking from the reading and to help shape class discussions. They also will also help you to read and think carefully about the material before getting to class.

REACTION LOGISTICS

Reaction essays will be posted in the Forum area of Collab; each week has its own topic. You should post your reaction as the body (not an attachment) of a new thread in the appropriate forum, with your name as the message title. *Reactions must be posted to the Forum no later than midnight on the evening before class.*

In addition, you are also responsible for reading other students' reactions before each class, so you will need to check the forum after midnight each evening (or first thing in the morning). You may post a reply to a reaction essay if you wish to flag an issue for class discussion.

I will grade reactions on a three point scale: 3 for an excellent, insightful essay that goes beyond expectations; 2 for a solid essay; 1 for an essay that falls short in some real way; 0 for essays that are not turned in or that do not give evidence of any real effort. Most grades will be 2s.

Other Policies

I respect and uphold University policies and regulations pertaining to the observation of religious holidays; assistance available to students with physical, visual, hearing, and other disabilities or impairments; plagiarism; racial, ethnic, gender, sexual orientation, or religious discrimination; and all forms of harassment.

If you have (or suspect you have) a learning or other disability that requires academic accommodations, you must contact the Student Disability Access Center (formerly known as LNEC, <http://www.virginia.edu/studenthealth/sdac/sdac.html>) as soon as possible, at least two to three weeks before any assignments are due. I take learning disabilities very seriously and we will make whatever accommodations you need to be successful in this class. However, they must be properly documented by the SDAC and I must have enough notice to make appropriate arrangements.

Plagiarism, or academic theft, is passing off someone else's words or ideas as your own without giving proper credit to the source. You are responsible for not plagiarizing and are expected to abide by the University of Virginia Honor Code (see <http://www.virginia.edu/honor/what-is-academic-fraud-2/>).

Note on Course Content

At times this semester we will read and discuss work that touches on a number of sensitive, controversial, and difficult topics that may be disturbing to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

In addition, I have posted some information on nonacademic support for UVA students here: <https://goo.gl/I1vXzH>.

Jan 25 Welcome**Feb 1 Political ideology**

Converse, Philip E. 1964. "The Nature of Belief Systems in Mass Publics." In *Ideology and Discontent*, ed. David Ernest Apter. New York: Free Press, 206-61. Reprinted Jeffrey Friedman (ed.), *Is Democratic Competence Possible?* A special issue of *Critical Review* 18 (1-3):1-74.

Jost, John T., Jack Glaser, Arie W. Kruglanski, and Frank J. Sulloway. 2003. "Political Conservatism as Motivated Social Cognition." *Psychological Bulletin* 129 (3):339-75.

Federico, Christopher, Corrie Hunt, and Damla Ergun. 2009. "Political Expertise, Social Worldviews, and Ideology: Translating "Competitive Jungles" and "Dangerous Worlds" into Ideological Reality." *Social Justice Research* 22 (2):259-79.

Rankin, Lindsay E., John T. Jost, and Cheryl J. Wakslak. 2009. "System Justification and the Meaning of Life: Are the Existential Benefits of Ideology Distributed Unequally across Racial Groups?" *Social Justice Research* 22 (2-3):312-33.

Feb 8 Implicit political (and legal) cognition

Valentino, Nicholas A., Vincent L. Hutchings, and Ismail K. White. 2002. "Cues That Matter: How Political Ads Prime Racial Attitudes During Campaigns." *American Political Science Review* 96 (1):75-90.

Payne, B. Keith. 2006. "Weapon Bias: Split-Second Decisions and Unintended Stereotyping." *Current Directions in Psychological Science* 15 (6):287-91.

Landström, Sara, Emma Roos Af Hjelmäter, and Pär Anders Granhag. 2007. "The Camera Perspective Bias: A Case Study." *Journal of Investigative Psychology and Offender Profiling* 4 (3):199-208.

Guinote, Ana, Guillermo B. Willis, and Cristiana Martellotta. 2010. "Social Power Increases Implicit Prejudice." *Journal of Experimental Social Psychology* 46 (2):299-307.

Feb 15 (Snow day)**Feb 22 Framing race and gender in politics**

Winter, Nicholas J. G. 2008. *Dangerous Frames: How Ideas About Race and Gender Shape Public Opinion*. Chicago and London: University of Chicago Press.

Feb 29 Analogies, metaphors, and framing

Santa Ana, Otto. 1999. "'Like an Animal I Was Treated': Anti-Immigrant Metaphor in US Public Discourse." *Discourse & Society* 10 (2):191-224.

O'Brien, Gerald Vincent. 1999. "Protecting the Social Body: Use of the Organism Metaphor in Fighting the "Menace of the Feeble-minded"." *Mental Retardation* 37 (3):188-200.

Cisneros, J. David. 2008. "Contaminated Communities: The Metaphor of 'Immigrant as Pollutant' in Media Representations of Immigration." *Rhetoric & Public Affairs* 11 (4):569-601.

Elwood, William N. 1995. "Declaring War on the Home Front: Metaphor, Presidents, and the War on Drugs." *Metaphor and Symbolic Activity* 10 (2):93-114.

Mar 7 No Class*UVa Spring Break***Mar 14 Metaphors of the body, chivalry, & war**

Musolff, Andreas. 2003. "Ideological Functions of Metaphor: The Conceptual Metaphors of Health and Illness in Public Discourse." In *Cognitive Models in Language and Thought: Ideology, Metaphors and Meanings*, ed. René Dirven, Roslyn Frank and Martin Pütz. New York: Mouton de Gruyter, 327-52.

Gregg, Richard B. 2004. "Embodied Meaning in American Public Discourse During the Cold War." In *Metaphorical World Politics*, ed. Francis A. Beer and Christ'l De Landtsheer. East Lansing: Michigan State University Press, 59-73.

Durbach, Nadja. 2000. "'They Might as Well Brand Us': Working-Class Resistance to Compulsory Vaccination in Victorian England." *Social History of Medicine* 13 (1):45-63.

Winter, David G. 2010. "Circulating Metaphors of Sexuality, Aggression, and Power: Otto Rank's Analysis of 'Conquering Cities and 'Conquering' Women'." *Political Psychology* 31 (1):1-19.

Take-home midterm exam will be distributed this week, due March 21

Mar 21 Gender, culture, and views on gender and sexual violence

Herzog, Sergio, and Shaul Oreg. 2008. "Chivalry and the Moderating Effect of Ambivalent Sexism: Individual Differences in Crime Seriousness Judgments." *Law & Society Review* 42 (1):45-74.

Kahan, Dan M. 2010. "Culture, Cognition, and Consent: Who Perceives What, and Why, in Acquaintance-Rape Cases." *University of Pennsylvania Law Review* 158 (3):729-813.

Abrams, Dominic, G. Tendayi Viki, Barbara Masser, and Gerd Bohner. 2003. "Perceptions of Stranger and Acquaintance Rape: The Role of Benevolent and Hostile Sexism in Victim Blame and Rape Proclivity." *Journal of Personality and Social Psychology* 84 (1):111-25.

Kahan, Dan M., Donald Braman, Geoffrey L. Cohen, John Gastil, and Paul Slovic. 2010. "Who Fears the HPV Vaccine, Who Doesn't, and Why? An Experimental Study of the Mechanisms of Cultural Cognition." *Law and Human Behavior* 34 (6):501-16.

Mar 28 Work Day

We will have an in-class workshop on your final research projects.

Apr 4 Authoritarianism

Brown, Roger. 1965. "The Authoritarian Personality and the Organization of Attitudes." In *Social Psychology*. New York: Free Press, 477-546.

Feldman, Stanley, and Karen Stenner. 1997. "Perceived Threat and Authoritarianism." *Political Psychology* 18(4): 741-770.

Richey, Sean. 2012. "Campaign Advertising and the Stimulation and Activation of the Authoritarian Personality." *Political Communication* 29 (1):24-43.

Lavine, Howard, Diana Burgess, Mark Snyder, John Transue, John L. Sullivan, Beth Haney, and Stephen H. Wagner. 1999. "Threat, Authoritarianism, and Voting: An Investigation of Personality and Persuasion." *Personality And Social Psychology Bulletin* 25 (3):337-47.

Apr 11 Race and contemporary American politics

Winter, Sara K. 1977. "Rooting out Racism." *Issues in Radical Therapy* 17:18-21.

Hurwitz, Jon and Mark Peffey. 2005. "Playing the Race Card in the Post-Willie Horton Era: The Impact of Racialized Code Words on Support for Punitive Crime Policy." *Public Opinion Quarterly*, 69(1): 99-112.

Tesler, Michael. 2016. *Post-Racial or Most-Racial? Race and Politics in the Obama Era*. Chicago: University of Chicago Press.

Apr 18 White racial identification and politics

Winant, Howard. 1997. "Behind Blue Eyes: Whiteness and Contemporary U.S. Racial Policies." In *Off White : Readings on Race, Power, and Society*, ed. Michelle Fine. New York: Routledge, 3-16.

~~Jardina, Ashley. 2013. "Protecting Group Interests: The Role of White Racial Identity in Political Preferences." Prepared for the Annual Meeting for the American Political Science Association. August 29-September 1, 2013~~

Hutchings, Vincent L., Ashley A. Jardina, Robert Mickey, and Hanes Walton, Jr. 2016. "Interests, Identities, and Hierarchy: The Central Role of Group Position in Explaining White Racial Attitudes." Unpublished manuscript.

Branscombe, Nyla R., Michael T. Schmitt, and Kristin Schifffhauer. 2007. "Racial Attitudes in Response to Thoughts of White Privilege." *European Journal of Social Psychology* 37 (2):203-15.

Sawaoka, Takuya, Brent L. Hughes, and Nalini Ambady. 2015. "Power Heightens Sensitivity to Unfairness against the Self." *Personality And Social Psychology Bulletin* 41 (8):1023-35.

Apr 25 The political emotion of disgust

Fiske, Susan T. 1982. "Schema Triggered Affect: Applications to Social Perception." In *Affect and Cognition: The 17th Annual Carnegie Symposium on Cognition*, ed. Margaret S. Clark and Susan T. Fiske. Hillsdale, NJ: Erlbaum, 55-78.

Ben-Nun Bloom, Pazit. 2014. "Disgust, Harm, and Morality in Politics." *Political Psychology* 35 (4):495-513.

Rozin, Paul, and Maureen Markwith. 1997. "Moralization and Becoming a Vegetarian: The Transformation of Preferences into Values and the Recruitment of Disgust." *Psychological Science* 8 (2):67-73.

Lynch, Mona. 2002. "Pedophiles and Cyber-Predators as Contaminating Forces: The Language of Disgust, Pollution, and Boundary Invasions in Federal Debates on Sex Offender Legislation." *Law & Social Inquiry* 27 (3):529-57.

May 2 In-class research symposium

You will present and discuss your final research project and results.