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:

<table>
<thead>
<tr>
<th>Item</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>20 percent</td>
</tr>
<tr>
<td>Reading reaction essays</td>
<td>20 percent</td>
</tr>
<tr>
<td>Take home midterm exam</td>
<td>20 percent</td>
</tr>
<tr>
<td>Final research project</td>
<td>30 percent</td>
</tr>
<tr>
<td>Research presentation</td>
<td>10 percent</td>
</tr>
</tbody>
</table>
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:


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 the 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


Feb 8  Implicit political (and legal) cognition


Feb 15  (Snow day)

Feb 22  Framing race and gender in politics

Feb 29  Analogies, metaphors, and framing


Mar 7  No Class  
*UVa Spring Break*

Mar 14  **Metaphors of the body, chivalry, & war**


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

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


Mar 28  **Work Day**
*We will have an in-class workshop on your final research projects.*

Apr 4  **Authoritarianism**


Apr 11  Race and contemporary American politics

Apr 18  White racial identification and politics

Apr 25  The political emotion of disgust

May 2  In-class research symposium
You will present and discuss your final research project and results.