

Government and Politics: 479Y
Seminar in American Politics: Political Psychology
Spring 2018
Tydings 1101
TuTh 12:30pm- 1:45pm
Professor Antoine Banks
Office Hours: **Thursday 2-3pm** (Chincoteague 4102)
Email: abanks12@umd.edu

Course objectives

This course provides an overview of the growing literature on political psychology. We will focus on psychological theories that help us understand how people think and feel about politics. The goal of this course is to acquaint you with various ways in which psychological theory contributes to our understanding of politics and vice versa.

Requirements

Your course grade is based on the following components:

- 1 Reaction Paper (5 pages) (25%)
- Two Exams (Essay) (50%)
- 3 Assignments (1-page) (15%)
- Class Participation (10%)

Exam: The exam will be an in class essay exam based on both the readings and the materials discussed in class up to that point – bring a blue book or two. **There will be NO early or make-up exams except in cases of extreme, documented emergencies, observance of religious holidays, or properly documented University-sponsored planned activities.** Missing the exam in all other cases will result in a score of zero on the exam.

Reaction Paper: A reaction paper is a short 5 page paper that summarize your **analysis** of the readings from one of the course topics listed below (e.g., Theories of Attitude Formation, Priming, etc...). **All papers are due Tuesday (before class) the week of the assigned readings.** The paper is structured to encourage you to develop your own arguments and evaluations of the topics in the course. **A reaction paper is NOT just summaries of the readings.** A good reaction paper contains a well-structured argument and examines at least one of the following questions: How do the readings fit together? What important questions were answered by the readings? How well are these questions answered? What important questions are left unanswered? What readings stand out and why? What shortcomings characterize this week's reading? How would you improve upon them?

Your reaction paper should:

- Be well written (proofread) and organized
- Contain original ideas and analysis of the readings
- Contain support for your claims (e.g., with well structured arguments, convincing examples, or references to other research)
- Discuss all of the week's readings under a chosen topic

- Reference page: All references to other person's thoughts, ideas or terminology should be acknowledged using some standard form of citation such as Modern Language Association (MLA), Chicago Manual of Style (CMS), American Psychological Association (APA)
- Doubled spaced with 1" top and bottom margins and 1" or 1.25" left and right margins
- 12 point, Times New Roman font

Your reaction paper should **NOT**:

- Be over 5 pages (I will not read papers over 5 pages long)
- Be a simple summary of the readings
- Offer simply stylistic comments about the readings

Following the first class meeting, students will choose a topic for their reaction papers. Reaction papers will only be accepted BEFORE class on the day that your paper is due (Tuesday). **Late assignments will be penalized 10% (late means anytime after class begins on the day that your paper is due) and an additional 10% for each day after that. No assignments will be accepted over email.**

Class Participation: Please read all assigned materials and participate in class discussions. Your class participation grade consists of an equal weighting of attendance and *quality* of participation. *Quality* refers not to quantity but to close attention to the readings and course materials.

Assignments: There will be 3 assignments throughout the semester. The assignments will be on 3 course topics – political socialization, implicit attitudes, and race and political campaigns. Each assignment will require you to answer several questions based on the readings of that week's course topic (e.g. political socialization). You are required to write your answers (1-page) and post them on ELMS. All assignments are due Tuesday before class the week of the assigned readings.

Professionalism

Remember that this is an academic environment. Therefore, I ask that you minimize unnecessary disruptions (This includes, but it is not limited to, side conversations and cell phone calls), respect others beliefs (challenge the idea and not the person), be courteous and refrain from using profanity in the class. I also ask that you be proactive if any conflict occurs. This means notifying me immediately of any problems you are having in class.

Materials

There are no assigned books for this course.
All readings are posted on blackboard

Academic Dishonesty

All written work must be your own, and must be in line with the University of Maryland regulations on academic honesty. You are expected to be well aware of these guidelines; ignorance does not excuse a violation of these guidelines.

Grade Appeals

All grade appeals will only be considered in writing. Should you believe that you deserve a higher grade on an exam, quiz, or the term paper, you must write a paragraph or so outlining your case and why the grade should be changed. You should submit this written appeal to me, who will then be happy to read your explanation and re-grade your exam, quiz, or paper. The deadline for consideration of any appeal

will be **One Week** following the receipt of the grade in question. There will be no exceptions to this policy. Of course, you may always ask questions for clarification, but I will not consider grade changes that you have not pursued in writing (or that you fail to submit before the one-week deadline).

Changes to the Course

The professor reserves the right to make changes to the syllabus in order to better facilitate the needs of the course.

Readings

As you do the readings, you might find it useful to keep the following questions in mind:

1. TYPE: What type of reading is this? Is it a theoretical piece? Is it a literature review? Is it an empirical piece?
2. PROPOSITIONS/HYPOTHESES: What are the propositions, or hypotheses, advanced by the author?
3. EVIDENCE: If it is a theoretical piece, what are the justifications? If it is a literature review, what are the sources? If it is an empirical piece, what data are analyzed?
4. CONCLUSIONS: What are the conclusions that the author reaches? Are they justified given the evidence presented?
5. REMARKS: What are your reactions to this piece? What questions does it answer? What does it leave unanswered? If you have criticisms, how would you improve upon the piece?

Course Topics and Assigned Readings

WEEK 1.

Jan. 25. **Introduction to the Class**

WEEK 2: Experimentation

Jan. 30. Shadish, William R, Cook, T.D. and Campbell, D.T. 2002. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston: Houghton Mifflin. Pp.1-26.

Fe. 1. Kinder and Palfrey. 1993. "On Behalf of an Experimental Political Science." In Kinder and Palfrey, eds. *Experimental Foundations of Political Science*. Pp. 1-33

WEEK 3: Theories of Attitude Formation.

Feb. 6. Zaller, John. 1992. *The Nature and Origins of Mass Opinion*. Chapter 3. p.40-52.

Feb. 8. Miller, Joanne, Saunders, Kyle. and Farhart, Christina 2015. "Conspiracy Endorsement as Motivated Reasoning: The Moderating Roles of Political Knowledge and Trust." *American Journal of Political Science*

Week 4: Political Socialization. * Assignment 1 due *****

Feb. 13. Steven D. Miller and David Sears. 1986. "Stability and Change in Social Tolerance: A Test of the Persistence Hypothesis: *AJPS* 30: (1) 214-236.

Feb. 15. Searing, Donald, Gerald Wright, and George Rabinowitz. 1976. "The Primary Principle: Attitude Change and Political Socialization" *BJPS* 6: pp. 83-113.

WEEK 5: Political Values

Feb. 20. Feldman, Stanley. 1988. "Structure and Consistency in Public Opinion: The Role of Core Beliefs and Values." *American Journal of Political Science* 32:416-440.

Feb. 22. James A. McCann. 1997. "Electoral Choices and Core Value Change." *American Journal of Political Science* 41:2 (May): 564-583.

WEEK 6: Persuasion Processes and Priming

Feb. 27. Iyengar, Shanto, Mark D. Peters, and Donald R. Kinder. "Experimental demonstrations of the not so-minimal" consequences of television news programs." *The American Political Science Review* (1982): 848-858.

Mar. 1. Druckman, James N. 2004. "Priming the vote: Campaign effects in a U.S. Senate election." *Political psychology* 25(4): 577-594.

WEEK 7

Mar. 6. **Study Day**

Mar. 8. **Mid-Term Exam**

WEEK 8: Framing

Mar. 13. Nelson, Thomas E., Rosalee A. Clawson & Zoe M. Oxley. 1997. "Media framing of a civil liberties conflict and its effect on tolerance." *American political science review* 91(3): 567-583.

Mar. 15. Druckman, James. 2001. "On the Limits of Framing Effects: Who can Frame?" *JOP* 63 (4): 1041-1066.

WEEK 9: Spring Break

Mar. 20 & Mar. 22

WEEK 10: Theories of Emotion

Mar. 27. Marcus, George E, W. Russell Neuman, and M. MacKuen. 2000. *Affective Intelligence and Political Judgement*. University of Chicago Press. Chapters 4

Mar. 29. Banks, Antoine. 2014. *Anger and Racial Politics: The Emotional Foundation of Racial Attitudes in America*. New York: Cambridge University Press. Chapter 1

Week 11: Consequence of Emotion

April 3. Huddy Leonie, Stanley Feldman, Charles Taber and Gallya Lahav 2005. Threat, Anxiety and Support of Antiterrorism Policies. *American Journal of Political Science*

April 5. Gadarian, Shana and Bethany Albertson 2013. "Anxiety, Immigration, and the Search for Information" *Political Psychology*.

WEEK 12: Social Identity and Group Orientations

April 10. Brewer, Marilynn. 1999. "The Psychology of Prejudice: Ingroup Love or Outgroup Hate" *Journal of Social Issues* 55: 429-444.

April 12. Walsh, Katherine Cramer. "Putting inequality in its place: Rural consciousness and the power of perspective." *American Political Science Review* 106.03 (2012): 517-532.

WEEK 13: Implicit Attitudes. * Assignment 2 due *****

April 17. Banks, Antoine J. and Heather M. Hicks. 2016. "Fear and Implicit Racism: Whites' Support for Voter ID laws" *Political Psychology*

April 19. Cecilia Hyunjung Mo. 2015. "The Consequences of Explicit and Implicit Gender Attitudes and Candidate Quality in the Calculations of Voters" *Political Behavior*

WEEK 14: Racial Attitudes

April 24. Kinder, Donald and Lynn Sanders 1996. *Divided by Color* University of Chicago Press. Chapter 5.

April 26. Tesler, Michael & David Sears. 2010. *Obama's Race: The 2008 Election and the Dream of a Post-Racial America*. Chicago: University of Chicago Press. Chapters 2.

Week 15: Race and Political Campaigns * Assignment 3 due *****

May 1. Mendelberg, Tali 2000. *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*. Princeton University Press. Chapter 1.

May 3. Mendelberg, Tali. 1997. "Executing Hortons: Racial Crime in the 1988 Presidential Campaign." *Public Opinion Quarterly* Vol. 61: pgs. 134-157.

WEEK 16: Study Week

May 8 & May 10

Final Exam- During Final Exam Week.