To the extent that political scientists study individual political beliefs and behavior, they rely heavily on theories from psychology. Studies of international relations, political culture, public opinion and voting behavior, race, ethnicity and gender, etc., all rely to a greater or lesser extent on some psychological theory of individual behavior.

This course looks explicitly at the interface between psychology and politics, especially public opinion and voting behavior (as American politics is the area of politics science I know best). We will occasionally all read applications of political psychology to other subfields, however, and I encourage each of you to explore some of the political psychology literature from other subfields.

I have chosen seven broad topic areas in which interesting research is being conducted in political psychology. For each of these seven areas, we will initially spend some class time -- in several cases an entire class period -- obtaining a general overview of psychological theory, and then spend a class or two looking at the research applying those psychological theories to political science. Again, the political science research will generally be in the area of American politics, but the psychology theories we learn should be applicable to research in other areas of political science as well, including certainly all of the subfields in our department.

Requirements

The course assumes at least a passing acquaintance with research in American politics (as one would learn from the American politics proseminar), comparative politics, international relations, and/or women and politics, as these are the substantive areas of political science which have most strongly utilized ideas and theories from psychology. Hence one or two of these proseminars, while not quite a prerequisite, are strongly recommended. Alternately, solid background in another social science (particularly but not exclusively psychology) can substitute for background in political science.

Any seminar only works if all students read and think about the material before coming to class. This is the most important requirement of the class. We will take turns playing "discussion leader" for the different weeks. (See below). Whoever is in this role is responsible for making sure we all integrate the readings for that week to each other, to relevant political science research not on the syllabus, and to the psychological theories we have previously examined. As the supposed "expert" in psychology, I will generally play this role for the weeks we are looking at basic psychological theories (although if we have anybody from psychology in the class, they may play that role one week). Generally, students will take turns playing discussion leader for the political science applications.
There are two writing assignments for this course.

1. First, each student will produce an annotated bibliography of optional articles or books from the reading from one week in the course. I assume it will be from one of the "political science" weeks, but (particularly for students from psychology) it does not have to be. Students will be the "designated discussion leader" the same week they produce their annotated bibliography. This bibliography should be copied and distributed to everyone in the class. The idea is to extend our collective exposure to the literature a little more. If you are looking at a number of articles, each annotation should be brief (about one paragraph, certainly no more than 200 words) and focus on either how this article expands upon or differs from the required reading for this week. We don’t need a thorough description of the research itself. On the other hand, if you are presenting a particular book to the rest of us, a more extension discussion of the methods and findings would be appropriate. Please talk to me before you do this extra reading, as I will probably have suggestions about what additional books or articles to look at.

2. Second, each student will write a research paper on some topic relevant to political psychology. This paper will review and critique the research in a particular area, with special attention paid to how faithfully the political science literature "maps onto" the psychological theory underlying it, and how directly it addresses issues of concern to political science. The paper will therefore discuss shortcomings of the current literature, and present either (a) a specific proposal for research on some aspect of political psychology; or (b) better yet, actually conduct empirical research as part of their paper. All students will give a brief presentation of their paper on the last day of class.

Grading:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography of PS literature &amp; Discussion thereof</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper and Class Presentation</td>
<td>40%</td>
</tr>
</tbody>
</table>

Required Reading

The following books are on sale at the University and Cook-Douglass bookstores:


COURSE OUTLINE AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, Sept. 8</td>
<td>CLASS INTRODUCTION</td>
</tr>
</tbody>
</table>

## I. PERSONALITY AND POLITICS: Freud and Contemporary Personality Theory

**Reading:**


**Optional:**


Mischel, W. 1968. *Personality and Assessment*. New York: Wiley. [This is the classic, almost paradigm-shifting book that dramatically changed the modern study of personality.]


Sept. 14  Personality and the Politics of Ordinary Citizens


Optional:


McCann, S.J.H. 1990. Authoritarianism and preference for the presidential candidate perceived to be higher on the power motive. Perceptual and Motor Skills, 70, 577-578.


Sept. 21  

**Psychobiography and the Study of Political Elites**

**Reading:**


**Optional:**


-16-


Winter, David G. 2011. “Philosopher King or Polarizing Politician? A Personality Profile of Barack Obama.” *Political Psychology*, 32(December): 1059 - 1081. BASE UNDERGRADUATE LECTURE AROUND THIS ARTICLE, AFTER STUDENTS HAVE READ THE HANDBOOK CHAPTER ...

II. POLITICAL SOCIALIZATION

Reading:  


Optional:

*A good introduction to the psychological literature on child development is provided by:*


**Political Socialization in Children:**


-22-


Political Socialization in Adults


## III. COGNITION

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 5</td>
<td>Social Cognition</td>
</tr>
</tbody>
</table>

**Reading:**


**Optional:**


---


Oct. 12

Candidate Impression

Reading:


I want someone to do their annotated bibliography on Lodge and Taber’s new book:


Optional:


Kinder, Donald R., Fiske, Susan T., and Wagner, Randal G. 198x. “Presidents in the Public Mind.” In ???


Lane, Robert E. 1978. Interpersonal relations and leadership in a "cold society." Comparative Politics, 10, 443-459.


Oct. 19

**Political Cognition**

**Reading:** Taber, Charles S., and Everett Young. 2013. “Political Information Processing.” *Oxford Handbook of Political Psychology*, Ch. 17.


**Optional:**


Oct. 26

**IV. (IMPLICIT) EMOTIONAL RESPONSES IN POLITICS**

**Reading:**

**I want someone to do their annotated bibliography on Marcus et al’s book:**


**Controversy:**


(See also responses by Marcus et al, and Brader, to Ladd & Lenz, and rejoinder by Ladd and Lenz, in *Political Psychology*, 32, April.)

**Optional:**

_A good recent summary of the psychological literature on emotions is provided by:_


_Also worth a look:_


Political Psychology, 30(February): 125 - 152.


American Journal of Political Science, 30, 50-78.

“Discrete Emotions and Persuasion: The Role of Emotion-Induced Expectancies.” 

of Personality and Social Psychology, 47, 1105-1117.

Affect and Cognition in Political Perceptions.” Political Psychology, 22(March): 27 - 44.

Choice.” Political Behavior, 30(September): 297 - 322.


versus Cognitive Factors in Person Perception." Personality and Social Psychology 

Erisen, Cengiz, Milton Lodge, and Charles S. Taber. 2014. “Affective Contagion in Effortful 

Forgas, Joseph P. 2007. “When Sad Is Better than Happy: Negative Affect Can Improve the 
Quality and Effectiveness of Persuasive Messages and Social Influence Strategies.” 
Journal of Experimental Social Psychology, 43(July): 513 - 528.

Friedman, Howard S., DiMatteo, M. Robin, and Mertz, T.I. 1980. Nonverbal communication on 
television news: The facial expressions of broadcasters during coverage of a presidential 

Gadarian, Shana Kushner, and Bethany Albertson. 2014. “Anxiety, Immigration, and the Search 
for Information.” Political Psychology 35(April): 133 - 164.

Scrutinizing the Validity of Three Common Assumptions.” Perspectives on 

Between Positive and Negative Affect in a Naturalistic Setting." Personality and Social 
Psychological Bulletin, 20(February): 57-64.


## V. GROUPS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 2</td>
<td><strong>The Social Psychology of Groups and Group Relations</strong></td>
</tr>
</tbody>
</table>


Optional:

*Other good recent summaries of the social psychology literature on intergroup relations are provided by:*


and


*Also worth a look:*


-57-


Nov. 9  

**Political Groups/Political Identities**


**Optional:**


-61-


VI. POLITICAL DECISION MAKING

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 16</td>
<td>Behavioral Decision Theory</td>
</tr>
</tbody>
</table>

**Reading:**


**Optional:**

*A good recent summary of the psychological literature on decision making is provided by:*


*Also worth a look:*


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 23</td>
<td><strong>Political Applications of Decision Theory</strong></td>
</tr>
</tbody>
</table>

**Reading:**


**Optional:**


Nov. 30  | VII. EVOLUTIONARY PSYCHOLOGY AND GENETIC INFLUENCES

**Reading:**


**I want someone (or ones) to do their annotated bibliography on either of these new books:**


**Optional:** [See: Entire issue of *Political Psychology*, 2012, 33(June)]


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 7</td>
<td><strong>CLASS SUMMARY</strong></td>
</tr>
</tbody>
</table>


**Student Presentations**